

Evaluating the Relationship between High School Managers' Thinking Styles with their Job Satisfaction in Shiraz

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Abstract: The purpose of this study is investigate the relationship among the thinking styles of managers in higher schools of shiraz city with their job satisfaction, this study is through correlation type, the statistical society consists of all of the managers of in higher schools of shiraz city (180 manager) That have been selected through classificatory- random sampling method, data have been collected using two questionnaire: the questionnaire of Strenberg thinking style and the job satisfaction questionnaire, the result of this research imply that :there is meaningful relation between executive, global, local, external and conservative thinking style with job satisfaction. and there is not meaningful relation between legislative, judicial, internal and liberal thinking with job satisfaction.

Keywords: High school, job satisfaction, principles, shiraz, thinking style

INTRODUCTION

Management developments in two recent decades and presence of organizations in today competitive and complex world refers to this point that like other sciences, the management requires the special skill and expertise. Not only the leaders should know their own environment, but also they should manage themselves by understanding the principles and techniques and using the tools needed for organization (Sternberg, 1998).

The human is the most amazing creature of creation world; therefore the human engineering and management is one of the most delicate and complex managements. Manger's thinking has special delicacy and sensitivity. Thinking styles are among of the important issues, which have been considered in epistemology of human sciences during the past decades and based on them the individuals' behaviors and attitudes including the managers in various issues can be discussed (Larson and Silverman, 2000).

RESEARCH LITERATURE

The thinking is a term which is popular among people and all people use it more or less, though it may not be properly considered. The relationships among the phenomena can be discovered by the thought and ideas and the knowledge and understanding can be generated. Thus the education system task is to create a favorable conditions for development of thinking despite transferring and accumulating the scientific

information. Thinking style, which is a preferential way, pays attention to this fact that not only what happens for us in life depends on the amount of thinking well, but also depends on how we are thinking (Park, 2001).

In the organizations, the managers, who are the most important factors in the survival, development or failure of the organizations, comply this way. Managers' compatible thinking style with the type of activity and the tasks, which they are assigned to, leads to their job satisfaction and increasing their efficiency and improving the productivity level in the organization (Larson and Silverman, 2000).

Study and understanding the thinking styles is so essential and useful for predicting the academic achievement in educational opportunities and for predicting the job choices. In current world, the fundamental issue is to educate people, who think well; and the experts believe that educating people with good thinking and exploring mind should be the first goal and the final result of education (Sternberg, 1998).

In current era, the workforce is an impartible element of corporate world and it has always tried to obtain useful information by study and evaluation of employees' job attitudes in order to create an appropriate work space for individuals. Job satisfaction is one of the employees' attitudes which affect many factors in the organizational environment and is affected by them. Individual' general attitude about his work is the purpose of job satisfaction. When we talk about the employees' attitude, the goal is often nothing but their job satisfaction (Hoy and Miskel, 1998).

Absaran (2004) to study and research about the thinking style and job satisfaction, as two important variables studied in this research, are the increasing necessary for moving towards the education reform. In this regard, the managers' awareness and preparedness in the field of being familiar with thinking styles is so important. Study and research in the field of thinking styles is useful for school executives, managers and teachers.

Granny *et al.* (1992) Accurate knowledge of managers' thinking styles can be useful for identifying and predicting the individuals' performance; proper educating and planning in order to meet the required manpower in every society need to recognize the individuals' talents and abilities in the society in order to do appropriate planning according to them. Individuals' understanding and awareness of their own cognitive and thinking styles can be beneficial for self-management and using the suitable facilities for the styles.

Park (2001) by identifying the managers' thinking styles we find that why some of them are successful in their jobs and the others are unsuccessful. Since the responsibility of education system is to develop the learners' power of thinking, identifying it seems essential. Understanding the thinking styles can help the individual better understand why some activities are appropriate for him and others not and why he is faced with a pleasant feeling in a responsibility but this feeling cannot be seen in other situations.

Job satisfaction: Manpower is the biggest asset of an organization and the efficiency and effectiveness of any organization depends totally on its employees. Nowadays, the senior managers and decision-making centers of countries have well found that having an efficient manpower and human resource development is a way which can lead them to their objectives. Manpower's satisfaction is the most basic issues which should be considered in the management. By identifying and understanding this issue, the managers can take advantage of existing facilities and make the working individuals' potential ability and creativity actual.

Individuals and members' job satisfaction in the organization should be taken into account according to three following reasons:

- Many documents indicate that the unhappy people leave the organization or resign more than others.
- Satisfied employees have better health. Job dissatisfaction is only a psychological phenomenon, but the psychological pressure of dissatisfaction disposes the individual to various diseases.
- Job satisfaction is a phenomenon which covers beyond the organization and its effects can be seen

in private life and outside of the organization (Larson and Silverman, 2000).

Evaluating the job satisfaction of education personnel including the managers plays a significant role in developing and appropriate and constructive planning in order to make optimum use of available human resources for educating and training the children in this land, thus the educational forces can take effective step towards meeting the educational goals and needs and problems of society.

This study aims to investigate the relationship between the high schools managers' thinking styles and job satisfaction in Shiraz.

Research background: By evaluating the school managers' thinking styles in Isfahan province, Moghtadai (1386) and Atashpour and Aghai (2004) found that there was a significant difference between male and female managers in terms of executive thinking style, however, there was no significant difference between the managers' thinking style with different levels of education.

In a research entitled as "Female and male managers and deputies' thinking styles in secondary and high schools of Firouzabad city", Ghanbari (1383) found the following results:

There is no significant difference between the gender (female and male) in the legislative, executive, judicial and global thinking styles, but there is a significant difference between the gender in local thinking style.

There is no significant difference between the post of manager and deputy in legislative, executive, local, judicial, and global thinking styles. The interactive effect of gender and position in judicial, global and local thinking styles is rejected, but the interactive effects of gender and position in legislative and executive thinking styles is confirmed.

Ghanbari (1383) difference between the secondary and high school levels in judicial and local thinking styles is not significant, but it is significant between in legislative, executive, and global thinking styles.

In a study entitled as "Evaluating the relationship between the leadership style (relationship-oriented and task-oriented) and thinking styles in managers and supervisors of Assaluyeh Complex", Atashpour and Salk (1384) obtained the following results:

There is a significant correlation between the relation-oriented leadership style and liberal and external thinking style, and also between the task-oriented leadership style and the executive, local, and anarchic thinking style.

There is a significant positive relationship between the age, educational level and conservative thinking styles as well as a weak negative relationship between the oligarchic and anarchic thinking styles.

There was not seen a significant correlation between the (relation-oriented and task-oriented) leadership style and the age, educational level and work experience except the relationship-oriented leadership style and the education which have a statistically weak correlation (Atashpour and Asadian, 2005).

Zarei (1385) obtained the following results in a study entitled as "Evaluating the relationship between the types of thinking styles and organizational innovation in high school managers in Shiraz":

There is a significant relationship between the thinking style and organizational innovation.

Pragmatism thinking style has the highest relationship with organizational innovation. Sample studied individuals prefer the research-oriented and idealism thinking styles more and use the pragmatism and combined thinking styles less than others.

Zarei (1385) School managers have relatively high rates of innovation and compared to male managers the female managers have significantly more organizational innovation.

Mirza and Zahedi (2005) concluded in their study entitled as "Evaluating the relationship between providing Maslow's hierarchy of needs with training managers' job satisfaction" that:

There is a significant relationship between providing Maslow's hierarchy of needs and the managers' job satisfaction. The gender has a significant negative correlation with managers' job satisfaction. In other words, male managers less job satisfaction compared to female managers. According to numerous studies, the women's job satisfaction is higher than the men (Mirza and Zahedi, 2005).

Amirnejad (2007) concluded in a study entitled as "Evaluating the thinking styles and the effect of team environment on the adults" that the performance of individuals in the group, while working individually, is different. In other words, a team environment affects the people's thinking style. Moreover, the other finding of this study is that the people, who can work in the environment with their own thinking styles, have more job satisfaction.

Emamipour and Seif (2003) conducted a study on 371 young men aged 18 and 19 with the aim to evaluate the relationship between the thinking style and creativity. In this study, he used Sternberg thinking style questionnaire and Torrance creativity questionnaire and concluded that the creativity was associated with the thinking style, so that it had a positive relationship with global thinking and negative relationship with local thinking.

Tavangar (2004) conducted a research with the aim to compare the mathematics teachers and students' thinking styles. Data analysis indicated that female teachers and students preferred the idealism thinking style more than their male counterparts. Furthermore, female students preferred the analysis-oriented style

more than the male students and also male teachers more than the female teachers. In general, the analysis-oriented style has had the highest preference and the combined style had the lowest preference in this research.

Bernardo *et al.* (2002) obtained these results that the brave and sociable individuals had the external thinking style and the art-oriented individuals had the thinking which required doing the same things as others. The thinking styles of first type include the legislative, judicial, external and liberal thinking styles, which are complex and innovative and the second type includes the executive, local, and conservative thinking style, which are usually simple and require the obedience from others; they tend to customary conditions and has been correlated with learning styles, for example, there has been a positive and significant correlation between the learning and general thinking in a position and a significant negative correlation between the learning and analytical thinking, style. However, Lifang has found a significant positive correlation between the learning and analytical thinking, but a negative significant correlation with the general thinking in his other research.

RESEARCH FRAMEWORK

In this study, the researcher has taken advantage of Sternberg pattern of thinking style, which includes the "legislative, judicial, executive, global, local, internal, external, liberal and conservative" thinking styles, after the study of different kinds of thinking styles.

- **Executive thinking style:** people with executive thinking style tend to follow the regulations and undertake the works which are already planned and organized.
- **Legislative thinking style:** people who are legislators like enact their own laws and address the issues which have already been planned and organized.
- **Judicial Thinking style:** Judicial people tend to evaluate the rules and procedures of doing the work and have a judgment about anything.
- **Internal thinking style:** introverted people always deal with their internal affairs and works; they tend to introspection, task-orientation, being away from others and occasionally the social unawareness.
- **External thinking style:** The extroverted people tend more to the external environment and are sociable, have the social sensitivity and are often aware of what happens to others.
- **General thinking style:** People with general thinking prefer to evaluate the issues in a broad and abstract level.
- **Local thinking style:** People with local thinking emphasize on minor details. They tend to be

directed towards a practical direction of a subject and do the action.

- **Liberal thinking style:** These people like to think beyond existing laws and programs and look for maximum changes and follow the complex and ambiguous situations.
- **Conservative thinking style:** Conservatives like to adhere to existing laws and programs and look for minimum changes and avoided from complex and ambiguous situations (Sternberg, 1998).

Research hypotheses: There is a significant correlation between various thinking styles of high school managers in Shiraz (legislative, judicial, executive, global, local, internal, external, liberal, and conservative thinking styles) with the school managers' job satisfaction in Shiraz city.

Method: This research is a descriptive study with survey method.

Subjects: Statistical population of study consists of all managers in female and male high schools in Shiraz city consisting of 342 individuals during the school year 87-88. Sample size was estimated 180 by referring to Morgan Table. They were selected based on the relative-random stratified sampling method.

Research tools: Two questionnaires were used for data collection as follows:

- Sternberg thinking style questionnaire, which was developed by Sternberg (1998); the purpose of this questionnaire was to assess the individuals' type of thinking style, which includes 9 thinking styles including the executive, legislative, judicial, internal, external, general, local, liberal and conservative ones, each which has allocated four options as the subscale and totally it includes 36 options and this scale is classified in the form of 5-point Likert scale. Cronbach's alpha coefficient in the reliability of this questionnaire was calculated equal to 0.74 and this indicates high reliability of questionnaire. The researcher took advantage of professors and researchers' viewpoints in order to determine the validity of questionnaire; the mentioned questionnaire had acceptable validity.
- For job satisfaction questionnaire, Schneider and Smith questionnaire, which includes five subgroups of work nature, supervision, coworkers, promotion, and salary with totally 25 options, has been used; this scale is classified in the form of 5-point Likert scale. Cronbach's alpha coefficient in the reliability of this questionnaire was calculated equal to 0.81 and this indicates high reliability of questionnaire. The researcher

Table 1: Correction coefficients between types of thinking styles and job satisfaction

Variables	Frequency	Correlation coefficient	Significant level
Executive thinking style	180	0.68	0.01
Legislative thinking style	180	0.31	0.45
Judicial thinking style	180	0.23	0.07
Global thinking style	180	0.73	0.001
Local thinking style	180	0.6	0.02
Internal thinking style	180	0.49	0.31
External thinking style	180	0.26	0.01
Conservative thinking style	180	0.45	0.001
Liberal thinking style	180	0.23	0.34

took advantage of professors and researchers' viewpoints in order to determine the validity of questionnaire; the mentioned questionnaire had acceptable validity.

RESULTS AND CONCLUSION

There is a significant relationship between the high school managers' thinking style in Shiraz city and their job satisfaction.

The Pearson correlation coefficient has been used in order to analyze this hypothesis.

This hypothesis has been presented in 9 sub-hypotheses (the relationship of each thinking styles is considered with job satisfaction in the subsidiary hypotheses) and they all together are presented in following (Table 1) due to summarizing.

Given the Table 1, it can be concluded that there is a significant relationship between the executive, global, local, external and conservative thinking styles and the job satisfaction and there is no significant relationship between the legislative, judicial, internal, and liberal thinking styles and the job satisfaction.

CONCLUSION AND DISCUSSION

The findings of this research are consistent with findings by Bernardo *et al.* (2002), Tavangar (2004), Ghorbani and Fazlikhani (1378) and Amirnejad (2007) are not consistent with research by Ghanbari (1383), Emamipour and Seif (2003) and Kadivar and Shokri (2008).

There is no significant relationship between the high school managers' (legislative, judicial, internal, liberal) thinking styles and the job satisfaction in Shiraz city; perhaps the cause of dissatisfaction is not just their thinking styles. These managers can work in other positions commensurate with their thinking; or they can be close to current level (the level which other managers have) by holding the justification classes or culturalization.

On the other hand, the managers can be accepted according to their current thinking style and we can use the managers' ability by changing in the system, structure, process, instructions, and the culture of

educational system. However, given the long-term and strategic objectives of educational system in Iran and gaining the high school managers' satisfaction, selecting and appointing the managers with regard to required intellectual level are essential.

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