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The Study of relationship between components of value-based leadership based on teamwork, among women teachers of Urmia during 2012-2013

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ABSTRACT

Background: organizations include industrial, commercial, nonprofit and governmental ones needs for revise the organizational job evolution and division of tasks among the members and staffs to provide their survival. **Objective:** The aim of this study was to investigate the relationship between components of value-based leadership and teamwork among women teachers of high school in district 1 of Urmia during 2012-2013. The method of this research is correlation and survey. Participations include 634 women teachers of district 1 in Urmia during 2012-2013. The Cochran formula used for estimating sample size (n=240). The data were collected through both value-based leadership and teamwork standardized questionnaires. The validity of questionnaire was used through training science and management proficient's suggestion. In order to estimate the reliability of study, Cronbach's alpha was used preliminary on 30 teachers. **Results:** The results showed that: There was a significant relationship between teamwork and components of value-based leadership. There was a relationship between components of teamwork and components of value-based leadership. 0.06 variance communication specified by components of values-based leadership; 0.23 variance coordination specified by components of values-based leadership; 0.9 variance of cooperation specified by components of value-based leadership; 0.25 balanced participation variance specified by components of values-based leadership; 0.06 variance targeting specified by components of values-based leadership; 0.30 variance decision specified by components of value-based leadership; 0.05 conflict of variance specified by components of values-based leadership and 0.23 solidarity variance specified by components of values-based leadership.

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INTRODUCTION

Today organizations include industrial, commercial, nonprofit and governmental ones needs for revise the organizational job evolution and division of tasks among the members and staffs to provide their survival. To deal effectively with changing environmental conditions, the necessity of integration ability, knowledge, skills and expertise of the entire staff, sensed more than ever. Hence the team structures and organizations that based their main activities on team work have been emerged. The organizing team work requires knowledge of the fundamentals of teamwork. Teamwork is a recognizable set of behaviors, perceptions and attitudes that a team members shares in doing works (Stout *et al.*, 1996). Studies have shown that diverse and sometimes conflicting ideas cause creates new ideas and opinions, and solutions that offered by teams has more practical benefits due to high recognition and understanding of a status (Adler, 2002). Group behavior, is one of a group constituents that explains how group decision-making and how behave with other members. A group defined as a number of individuals that: 1- interacts with each other, 2- aware of each other's psychological mood, 3- understand and accept their existence as a group in another group. Other features of a effective work group include goals publication, trust and interdependence to each other, make decisions by consensus (Mullins, 2002) and also mutual cooperation and interdependence and fitness of individuals with each other to achieve their goals (Senior & Swailes, 2004). Many studies on team works have shown that a team- performance have higher efficiency than an Individual (Hpayes, 1997). Researchers believed that social facilitation achieved by team work further enhanced their understanding of complex decisions (Allen & Hecht, 2004; Wright *et al.*, 2008). The leader of each organization as a element among other elements of a organization, can helpful in efficient use of sources. To access to teamwork in different organizations such as educational institution, needing to leadership and management is critical. Leadership accounted as one of the main processes of each organization, and

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organizational productivity rely on leadership styles of their managers. Several studies indicate that each organization needs specific style of leadership and management to reach their goals. Also, the results of studying individual personality characteristics suggests that one's behavior depends on own manner and personality traits. Thus individual's personality characteristics, underline their behavior. Meanwhile efficient, creative and effective managers have critical impacts on organizational performance due to their special personality aspects. Manager's behavior in an enterprise environment has an effect of evolution, dynamics and efflorescence of organization and happiness and unhappiness highly dependent upon the manager's behavior. Value-based leadership, offer a different pattern from other more traditional methods of leadership such as transactional leadership. Based on logical exchange between leader-member, transactional leaders emphasized on discuss with subordinates in order to accomplish a set of goals by providing appropriate rewards, and generally considered their needs, preferences and values. On the other hand, Value-based leaders underline to change needs, values, self-concepts and goals of subordinates.

A number of researches have stated that value-based leaders, usually showed symbolic meaningful behaviors such as large quantities of tasks, supports from ideological values and provide a great idea that in order to stimulate efficient and cognitive outcomes among subordinates such as emotional connections with leaders with a loyalty, arouse anger and increased self-efficiency (Shamir *et al.*, 1993; Conger & Kanungo, 1998; House *et al.*, 1998).

In an idea of value-based leadership, an organization has charter of ethics-value. value charter of an organization include values that can be used for creating uniformity procedure, guidelines, policies, procedures and goals between various working groups and conduct their behavior and also their performance towards the ideals and superior objectives (Biery, 2001). By using value-charter, an organization can convert differences to share and unity, and integrates organizational activities. According on this reality that managers are decision makers in schools, so most of the time made organizational decisions lonely and have no willingness to consult with staffs and teachers, thus no interaction occur between the manager and other staffs. So if the managers can take consults by correctly style of leadership from other teachers for management style in schools, will see more success at schools. Accordingly, this study examines the relationship between leadership styles based on value and teamwork.

MATERIALS AND METHODS

The research method is a correlation one based on the nature of subject and research variables. The study population consisted of all female teachers in secondary schools of district 1 of Urmia for school year of 2012-2013 (n=634). Sample size was determined based on Cochran's sampling formula by accurately estimate of $d=0.05$, the maximum variance of $PQ=0.25$, confidence level of 95% and population of 634 people equal to 240, which were randomly conducted among school teachers.

Measuring instruments:

A- Value-based leadership questionnaire: which designed by Ejtehadi and Shahtalabi (2008) include 66 closed questions with 6 components include: components of the leader's values on the detrimental dimension of missions, leader's values and insights on detrimental dimension of current status, component of leaders value on the organizational commitment dimension, self- commitment and ethical competence, component of leader's values in the dimension of creating motivate and leader's values in the dimension of staff's duties, the components of leader's values in two dimensions of personal feeling and human relations and the components of leader's values in two dimensions of organization physics and attention to teachers, and how distributing of questions of questionnaire were shown in table (1).

Table 1: Distribution of teachers' value-based leadership questions

Components of value-based leadership	Question No.	Questions count
components of the leader's values on the detrimental dimension of missions, leader's values and insights on detrimental dimension of current status	1-2-3-4-5-6-7-8-9	9
Components of the leader's values in two dimensions of public authorities of leadership in global and transnational ones.	10-11-12-13-14-15-16-17-18-19-20-21-22-23	14
component of leaders value on the organizational commitment dimension, self- commitment and ethical competence	24-25-26-27-28-29-30-31-32-33-34	11
component of leader's values in the dimension of creating motivate and leader's values in the dimension of staff's duties	35-36-37-38-39-40-41-42-43-44-45-46	12
, the components of leader's values in two dimensions of personal feeling and human relations	47-48-49-50-51-52-53-54-55-56-57	11
the components of leader's value in two dimensions of organizational physics and attention to teachers	58-59-60-61-62-63-64-65-66	9
Value- based leadership	1 to 66	66

B) Teamwork questionnaire:

measured by Kazemi *et al* (2011) that consists of 27 questions with 8 components include: communication, coordination, cooperation, balanced participation, goal setting, decision making, conflict and correlation, and the distribution mode of questions based on components have shown in table (2).

Table 2: Question distribution of teamwork questionnaire

Variable of teamwork and its components	Questions No.	Questions count
Communications	5-4-3-2-1	5
Coordination	9-8-7-6	4
Cooperation	12-11-10	3
Balancing participation	14-13	2
Target setting	17-16-15	3
Decision making	21-20-19-18	4
Conflict	24-23-22	3
Correlation	27-26-25	3
Teamwork	1 to 27	27

In teamwork questionnaire, questions of 2-3-9-12-17-22-24-26 were recoded again due to their negative load.

Reliability and validity of the questionnaire:

Reliability is one of the technical characteristics of the measuring instruments. The referred concept showed that to what extent a measuring instrument gives the same results in same conditions (3).

Table 3: Reliability and validity of teacher's value-based leadership questionnaire and its components

Variable of value-based leadership and its components	Alpha value	Deleted questions	Questions
components of the leader's values on the detrimental dimension of missions, leader's values and insights on detrimental dimension of current status	0.75	-----	1-9
Components of the leader's values in two dimensions of public authorities of leadership in global and transnational ones.	0.9	-----	10-23
component of leaders value on the organizational commitment dimension, self-commitment and ethical competence	0.86	-----	24-34
component of leader's values in the dimension of creating motivate and leader's values in the dimension of staff's duties	0.9	-----	35-46
components of leader's values in two dimensions of personal feeling and human relations	0.84	-----	47-57
components of leader's value in two dimensions of organizational physics and attention to teachers	0.78	-----	58-66
Value- based leadership	0.8	-----	1-66

Table 4: Reliability and validity of the teacher's teamwork questionnaire and its components

Variable of teamwork and its components	Alpha value	Deleted questions	Questions
Communications	0.65	5	1-5
Coordination	0.74		6-9
Cooperation	0.58		10-12
Balancing participation	0.75		13-14
Target setting	0.96	15	15-17
Decision making	0.53		18-21
Conflict	0.59	23	22-24
Correlation	0.6	26	25-27
Teamwork	0.84	5-15-23-26	1-27

Results:

Descriptive components of measured variables:

Table (5) showed a mean value of value-based leadership and its components. The mean value and standard deviation for each of them as follows: the mean value for components of the leader's values on the detrimental dimension of missions, insights and current status is 33.07 with a standard deviation of 6.82; the mean value for dimension of organizational commitment is 41.89; the mean value for component of leader's values in the dimension of creating motivate and staff's duties is 44.47 with standard deviation of 9.57; the mean value for components of leader's values in two dimensions of personal feeling and human relations is 41.08 with standard deviation of 8.53; the mean value for components of leader's values in two dimensions of organization physics and attention to teachers is 32.83 with standard deviation of 7.09; and totally the mean value for value-based leadership is 244.77 with standard deviation of 44.98.

Table 5: Descriptive indexes of teacher's value-based leadership components

Statistics	Standard deviation	Mean
value-based leadership components		
components of the leader's values on the detrimental dimension of missions, insights and current status	6.82	33.07
Components of the leader's values in two dimensions of public authorities of leadership in global and transnational ones	10.21	51.4
component of leaders value on the dimension of organizational commitment	7.99	41.89
component of leader's values in the dimension of creating motivate and staff's duties	9.57	44.47
Components of leader's values in two dimensions of personal feeling and human relations	8.53	41.08
Components of leader's value in two dimensions of organizational physics and attention to teachers	7.09	32.83
Value- based leadership	44.98	244.77

Table 6: Descriptive components of teacher's teamwork

Variable of teamwork and its components	Mean	Standard deviation
Communications	1.69	12.59
Coordination	2.49	13.48
Cooperation	2.02	10.15
Balancing participation	1.77	7.17
Target setting	1.16	6.14
Decision making	3.3	14.71
Conflict	1.19	5.4
Correlation	1.72	7.24
Teamwork	10.77	76.9

Table (6) showed the mean value of teamwork and its components. Mean value and standard deviation of each as follows; mean value of communication component is 12.59 with standard deviation of 1.69; for coordination is 13.48 with standard deviation of 2.49; for corporation is 10.15 with standard deviation of 2.02; for balanced participation is 4.17 with standard deviation of 1.77; for component of target setting is 6.14 with standard deviation of 1.16; for decision making is 14.17 with standard deviation of 3.3; for confliction is 5.4 with standard deviation of 1.19; for correlation is 7.24 with standard deviation of 1.72; and mean value of teamwork is 76.9 with standard deviation of 10.77

First hypothesis:

There is a relationship between value-based leadership and communication between teachers

Correlation value is 0.25 based on Pearson correlation coefficient, so there is a poor relationship between two variables. Also results of multiple regression analysis for the relationship between value-based leadership and communication among teachers, presented in table (7).

Table 7: Results of multiple regression analysis for the relationship between value-based leadership and communication among teachers

P	T	β	R2	R	P	F	criteria variable	Predictor variables
0.36	0.9	0.095	0.06	0.25	0.01	2.63	communication	In dimensions of missions, insights and current status
0.15	-1.42	-0.185						In dimensions of public authorities of leadership and global leadership
0.02	2.23	0.302						In dimension of organizational commitment
0.03	-2.1	-0.277						In the dimension of creating motivate and staffs duties
0.06	1.87	0.279						In two dimensions of personal feeling and human relations
0.25	-1.13	-0.13						In two dimensions of organizational physics and attention to teachers

Results of table (7) showed that the statistical value of F-test for studying the relationship between value-based leadership and teacher's communication is 2.63, that also significant at ($P < 0.05$). R^2 value showed that 0.25 % of communication variance explained by components of value-based leadership. As well as the regression coefficients indicates that the components of value-based leadership in dimension of organizational commitment ($\beta = 0.302$) and value-based leadership in dimension of creating motivate and staffs duties ($\beta = -0.277$) could significantly predicts the relationship between teacher's communication.

Second hypothesis:

There is a relationship between components of value-based leadership and coordination among teachers.

Correlation value is 0.48 based on Pearson correlation coefficient, so there is an average relationship between two variables. Also results of multiple regression analysis for the relationship between value-based leadership and coordination among teachers, presented in table (8).

Table 8: Results of multiple regression analysis for the relationship between value-based leadership and coordination among teachers

P	T	β	R2	R	P	F	criteria variable	Predictor variables
0.13	1.5	0.142	0.23	0.48	0.000	11.92	Coordination	In dimensions of missions, insights and current status
0.43	0.78	0.092						In dimensions of public authorities of leadership and global leadership
0.3	1.03	0.126						In dimension of organizational commitment
0.72	0.35	0.042						In the dimension of creating motivate and staffs duties
0.07	-1.76	-0.238						In two dimensions of personal feeling and human relations
0.001	3.47	0.359						In two dimensions of organizational physics and attention to teachers

Results of table (8) showed that the statistical value of F-test for studying the relationship between value-based leadership and teacher's coordination is 11.92, that also significant at ($P < 0.05$). R2 value showed that 0.23% of coordination variance explained by components of value-based leadership. As well as the regression coefficient indicates that the components of in two dimensions of organizational physics and attention to teachers ($\beta = -0.359$) could positively and significantly predicts the coordination between teachers.

Third hypothesis:

There is a relationship between components of value-based leadership and cooperation among teachers.

Correlation value is 0.30 based on Pearson correlation coefficient, so there is an average relationship between two variables. Also results of multiple regression analysis for the relationship between value-based leadership and cooperation among teachers, presented in table (4-11).

Table 9: Results of multiple regression analysis for the relationship between value-based leadership and cooperation among teachers

P	T	β	R2	R	P	F	criteria variable	Predictor variables
0.09	1.65	0.171	0.09	0.3	0.001	3.92	cooperation	In dimensions of missions, insights and current status
0.38	-0.87	-0.112						In dimensions of public authorities of leadership and global leadership
0.63	0.48	0.064						In dimension of organizational commitment
0.73	0.34	0.045						In the dimension of creating motivate and staffs duties
0.68	-0.4	-0.06						In two dimensions of personal feeling and human relations
0.06	1.88	0.213						In two dimensions of organizational physics and attention to teachers

Results of table (9) showed that the statistical value of F-test for studying the relationship between value-based leadership and teacher's cooperation is 3.92, that also significant at ($P < 0.05$). R2 value showed that 0.09% of cooperation variance explained by components of value-based leadership.

Forth hypothesis:

There is a relationship between components of value-based leadership and balanced participation among teachers.

Correlation value is 0.05 based on Pearson correlation coefficient, so there is an average relationship between two variables. Also results of multiple regression analysis for the relationship between value-based leadership and balanced participation among teachers, presented in table (10).

Table 10: Results of multiple regression analysis for relationship between value-based leadership and balanced participation between teachers

P	T	β	R2	R	P	F	criteria variable	Predictor variables
0.16	1.38	0.13	0.25	0.5	0.000	13.19	Balanced participation	In dimensions of missions, insights and current status
0.34	0.93	0.109						In dimensions of public authorities of leadership and global leadership
0.78	-0.26	-0.032						In dimension of organizational commitment
0.56	0.57	0.068						In the dimension of creating motivate and staffs duties
0.37	-0.88	-0.118						In two dimensions of personal feeling and human relations
0.000	3.81	0.39						In two dimensions of organizational physics and attention to teachers

Results of table (10) showed that the statistical value of F-test for studying the relationship between value-based leadership and balanced participation is 13.19, that also significant at ($P < 0.05$). R2 value showed that 0.25% of balanced participation explained by components of value-based leadership. As well as the regression coefficient indicates that the component of value-based leadership in two dimensions of organizational physics and attention to teachers ($\beta = 0.39$) could positively and significantly predicts the communications between teachers.

Fifth hypothesis:

There is a relationship between components of value-based leadership and goal setting among teachers.

Correlation value is 0.26 based on Pearson correlation coefficient, so there is a poor relationship between two variables. Also results of multiple regression analysis for the relationship between value-based leadership and target setting among teachers, presented in table (11).

Table 11: Results of multiple regression analysis for relationship between value-based leadership and target setting between teachers

P	T	β	R2	R	P	F	criteria variable	Predictor variables
0.02	2.19	0.23	0.06	0.26	0.01	2.87	Target setting	In dimensions of missions, insights and current status
0.47	-0.71	-0.092						In dimensions of public authorities of leadership and global leadership
0.99	-0.01	-0.002						In dimension of organizational commitment
0.79	0.25	0.034						In the dimension of creating motivate and staffs duties
0.66	-0.43	-0.065						In two dimensions of personal feeling and human relations
0.16	1.4	0.16						In two dimensions of organizational physics and attention to teachers

Results of table (11) showed that the statistical value of F-test for studying the relationship between value-based leadership and target setting of teachers is 2.87, that also significant at ($P < 0.05$). R2 value showed that 0.06 variance of target setting explained by components of value-based leadership. As well as the regression coefficient indicates that the component of value-based leadership in dimension of explaining missions, insights and current status ($\beta = 0.23$) could positively and significantly predicts the target setting of teachers.

Sixth hypothesis:

There is a relationship between components of value-based leadership and decision-making among teachers.

Correlation value is 0.55 based on Pearson correlation coefficient, so there is a poor relationship between two variables. Also results of multiple regression analysis between value-based leadership and decision making between teachers presented in table (12).

Table 12: Results of multiple regression analysis for relationship between value-based leadership and decision making between managers

P	T	β	R2	R	P	F	criteria variable	Predictor variables
0.09	1.66	0.151	0.3	0.55	0.000	16.86	Decision making	In dimensions of missions, insights and current status
0.07	1.79	0.2						In dimensions of public authorities of leadership and global leadership
0.02	-2.26	-0.264						In dimension of organizational commitment
0.06	1.88	0.215						In the dimension of creating motivate and staffs duties
0.44	-0.76	-0.099						In two dimensions of personal feeling and human relations
0.000	3.77	0.372						In two dimensions of organizational physics and attention to teachers

Results of table (13) showed that the statistical value of F-test for studying the relationship between value-based leadership and decision making of teachers is 2.87, that also significant at ($P < 0.05$). R2 value showed that 0.30 variance of decision making explained by components of value-based leadership. As well as the regression coefficient indicates that the component of value-based leadership in dimension of organizational commitment ($\beta = -0.264$) and value-based leadership in two dimensions of organizational physics and attention to teachers ($\beta = 0.372$) could significantly predicts the decision making of teachers.

Seventh hypothesis:

There is a relationship between components of value-based leadership and conflict among teachers.

Correlation value is 0.23 based on Pearson correlation coefficient, so there is a poor relationship between two variables. Also results of multiple regression between value-based leadership and conflict among teachers presented in table (13).

Table 13: Results of multiple regression analysis for relationship between value-based leadership and conflict between teachers

P	T	β	R2	R	P	F	criteria variable	Predictor variables
0.41	-0.81	-0.086	0.05	0.23	0.03	2.25	Conflict	In dimensions of missions, insights and current status
0.86	-0.16	-0.022						In dimensions of public authorities of leadership and global leadership
0.008	2.69	0.365						In dimension of organizational commitment
0.2	-1.27	-0.169						In the dimension of creating motivate and staffs duties
0.45	-0.74	-0.111						In two dimensions of personal feeling and human relations
0.34	-0.94	-0.108						In two dimensions of organizational physics and attention to teachers

Results of table (13) showed that the statistical value of F-test for studying the relationship between value-based leadership and conflict of teachers is 2.25, that also significant at ($P < 0.05$). R2 value showed that 0.05 variance of conflict explained by components of value-based leadership. As well as the regression coefficient indicates that the component of value-based leadership in dimension of organizational commitment ($\beta = 0.365$) could positively and significantly predicts the conflicts of teachers.

Eighth hypothesis:

There is a relationship between components of value-based leadership and solidarity among teachers.

Correlation value is 0.48 based on Pearson correlation coefficient, so there is an average relationship between two variables. Also results of multiple regression between value-based leadership and correlation among teachers presented in table (14).

Table 14: results of multiple regression analysis for relationship between value-based leadership and correlation between teachers

P	T	β	R2	R	P	F	criteria variable	Predictor variables
0.06	1.93	0.183	0.23	0.48	0.000	11.92	Correlation	In dimensions of missions, insights and current status
0.58	0.55	0.064						In dimensions of public authorities of leadership and global leadership
0.32	-0.98	-0.12						In dimension of organizational commitment
0.85	0.17	0.021						In the dimension of creating motivate and staffs duties
0.57	-0.56	-0.077						In two dimensions of personal feeling and human relations
0.000	4.18	0.432						In two dimensions of organizational physics and attention to teachers

Results of table (14) showed that the statistical value of F-test for studying the relationship between value-based leadership and correlation of teachers is 11.92, that also significant at ($P < 0.05$). R2 value showed that 0.23 variance of correlation explained by components of value-based leadership. As well as the regression coefficient indicates that the component of value-based leadership in two dimension of organizational physics and attention to consumers ($\beta = 0.432$) could positively and significantly predicts the correlation of teachers.

Discussion and conclusions:

Multiple regression analysis of the relationship between value-based leadership and communication between teachers shows. 0.25% of the variance components of value-based leadership is determined by the value-based leadership dimension of organizational commitment ($\beta = 0.302$), and values-based leadership in the tasks and motivate employees to ($\beta = -0.277$) can secretaries to predict significant relationships. This hypothesis is consistent with the theories of Masyg (2003) and Maxwell (2006).

According to Masyg (2003) corporate values are the most powerful forces inside the organization, including how to perform a task, decision, communication between individuals and behavioral expectations.

So now all the functions of leadership and management, including planning, organizing, commanding, coordinating, decision making, communication, financial management, and research and ... Corporate values are important in the first place. Also, Maxwell (2006) argues that the relationship is not working in a team.

Open communication will strengthen the foundations of trust. Working together, the interaction between them, the relationship between staff and thus increases the efficiency of their work. There is also a high commitment and high motivation among employees in an organization that helps to build relationships. Klein (2005) says leaders insist on honesty, justice and respect for staff and sharing their values have been transformative.

According to the theory mentioned in relation to the importance of communication between the staff of the school as an educational and training organization. According to this hypothesis as well as the components that influence motivation and commitment to improve communications in schools can be understood. If the authorities and school managers with value-based leadership, especially with the aim of enhancing organizational commitment and motivation of teachers behave, Improvement in communication between the teachers and the other students will have better teachers in improved communication. As a result, there is a mutual interaction with the students to create a learning environment with trust and intimacy between teachers and students will be.

Multiple regression analysis of the relationship between value-based leadership and coordination among teachers show 0.23% of the variance coordination is determined by the component values-based leadership. Value-based leadership in both the physical and organizational teachers ($\beta = 0.359$) can positively and significantly predicts teacher ordination. This hypothesis is consistent with the theories of Fydlr (1974), Crane picks (2005), Masyg (2003), Maxwell (2006) and the results Mglynv *et al* (1991) and Prayer (2002).

Fydlr (1974) believes that the task of the leader is a member of a certain group to guide and coordinate the activities of the working group has been entrusted to him. Also Mirsepasi (2003) tells the administrator the power to influence the leadership process that led to those conditions that influence the degree of fitness and coordination are leading the group leader of the profile depends. Research results Mglynv and colleagues (1991) have shown that the ratio between the values of a participant and leader in scoring values associated with satisfaction with the leader.

Employees and managers in organizations that have similar values, culture and mission of the organization is achieved by a colleague. Klnk Crane (2005) says that moral values and the leadership is dealing with an issue of fitness values that are in harmony with each other. coordination, cooperation, decision making, communication, financial management, and research and ... Corporate values are important in the first place.

Maxwell (2006) states: If a person loves own believes more than team's members and advanced own opinions, hold backs team movement so won have essential coordination with others. Consequently, enhanced coordination and organizational success achieve by leader's attention to values and particularly to teachers.

Results of Doayi (2002) indicates that compatibility of personal values with organizational values is related with positive attitude and efficiency, So focused on shared valued is more important than others. According to the results of this hypothesis for the existence of relation between components of value-based leadership with teacher's coordination and also based on theories and studied researches, it can understood that if managers and officials could enhance coordination and correlation between teachers with owns and with other staffs and students, also could enhance success in organizations.

Results of multiple regression analysis of relationship between value-based leadership and teachers indicate that 0.09% of coordination variance explained by components of value-based leadership. Results of current hypothesis are consistent with the theories of Maxwell (2006), Ilgen, Mayor, Sago (1993), Kelin (2005), and Nimarem (2000). One of the most effectiveness points of a team, employment of different and various abilities and talents. When teams can take advantage of this diversity that a team has right members. ie. Also members have balanced and harmonized roles.

Maxwell (2006) believes that teamwork is not compatible with the stiffness and rigidity. If you want to work with others and be a effective member should not be afraid to adapt to the team and have fully cooperation with other members. Major challenges, require great teamwork and the most essential that provide success in hard works is working with eath other together with empathy. Ilgen, Mayor and Sago (1993) believes that teams are an organizational groups which composed of members linked togtherder and share common goals, and to achieved goals, should coordinates their activities. Kelin (2005) states: an outstanding leader guid his followers by offerinf vision and values. Aslo Nimark (2000) states: leaders with an emphasis on honesty, justice and respect for staffs and sharing their values have been transformative.

Based on the current hypothesis and theories used in the study, it could be understood that as value-based leadership is a very effective component in administore's management in schools, so cause a communicating with teachers and staffs and enhancing coordination level among them. So if value-based leadership runs at schools, coordination established in schools and among staffs, teachers and students. Therefore sees more consistency at schools level and strong comm.unication between teachers and students.

Results of multiple regression analysis of the relationship between value-based leadership and balanced partnership among teachers indicates that 0.25 of balance partnership variance explained by components of value-based leadership that value-based leadership in dimension of organizational physics and attention to teachers ($\beta = 0.39$) positively and significantly predicts teachers participation. This hypothesis is consistant with theories of Safavi (2001) Piri-Kamrani (2007) and Fry (2003). Safavi (2001) says that leadership at school requires distribution of authority, because shared goal, function and responsibility need power and authority. So there is a relationship between value-based leadership and ability to participate in leadership.

Piri Kamrani (2007) believes that teamwork has many advantages in personal and organizational dimensions that could be mentioned as Personal Security; feel satisfaction; prorate, hard-working, multi-skilled individuals and reducing work-related accidents, increase productivity, balance of organizational layers, forming partnership, quick and timely decision making of operational staffs. According to Fry (2003) value-based leadership include insight which creator of better future, and gives staffs a motivation, commitment, value-based action, self-actualization, be share in missions with leaders and collective identity.

Based on results from this hypothesis and mentioned theories in current study, could perceived that existence of capable leader and manager at school can lead to increases participation rate in school and among staffs. Therefore value-based leadership performs in organization with manager in reasonable level.

Multiple regression analysis of the relationship between value-based leadership and target setting among teachers, indicates that 0.06 variance of target setting explained by components of value-based leadership, that value-based leadership in dimension of explaining missions, insights and current state ($\beta = 0.23$) could positively and significantly predicts target setting of teachers. This hypothesis is consistent with the theory of Khalili Shorini (1997), Rabinz (2005), Roset (1993), Fidler (quoting from Khalili Shorini, 1997), Polites and Kravford (2001), Maxwel (2006), Mosapour and Jamali Paghale (1384), Lenchioni (2004) and reserchs of Siola (1998) and Shemir *et al* (1993).

Khalili Shorini (1997) believes that leadership is a processes of encourage other staffs toward a common goal. Rabinz (2005) states: Leadership is a process of influencing followers to achieve the desired results. How of this influence is described based on inherent behaviors and features of leadership, followers perceptions and context in which the process occurs. Leaders, make cultures, and their main role is ro influence others in such a way that followd predetermined goals intensively. Also Nerost (1993) says that leadership is a relationship between leaders and their followers. People who consider make real changes to reflect mutual goals. Effectiveness of a leader depends on the effectiveness of a process through which individuals interested in the objects intensively, not through coercion, but as a personal motivation.

There are more articles regarding csr leadership, value-based leadership and mental leadership that revealing a need to modern leadership style. Based on Siula (1998), leadership is not an individual or situation alone, but rather is a complex moral relationship between people based on honesty, necessity, commitment, emotions and shared insights of goodness. Fidler (4) states: the persistence of leadership styles notice to endurance goals and needs in different situations.

Poultis and Krawford (2001) states: In leadershipment style, self-management of leadership help staffs to develop their performance standards and obtain needed informations to self management. Main dimentions used to measuring the leadership style are: encourage self scoping, encourage self-strengthen, encourage self-criticism, encourage self-expectation and encourage self-practice.

About structural leadership Rabins (2005) states that a leader pays to defining and organizing self and subordinates role about organizational goals and trying to organize work, work relationships and goals. Based on a model from Shemir *et al* (1993) found that there is a positive relationship between value-based leadership, recognition of followers and their interest to participate in group's goals. When a team could advantage of members and appropriate methods that knows what a desired outcome of team is.

In addition to clearance of goals, another important point is team member's commitment to goals, and this achieved when the members have sense of ownership and identity to those, and discused and aggrement havon done on goals.

Maxwell (2006) states: a team will be successful which their members determined to reach a target and their attention to their works. Mosapoor and Jamali Paggale (2005) believes that in team building process, what is important is honorinf human values, and organizations that focus on teamwork, assumes human as a competend and committed one, such person don't need others and could be self-control.

The stage than individuals control their own, is a process in which one can focused own attention on mission and social responsibility, and all its powers, handled in order to achieve organizational goals.

Lenchoni (2004) states: utter weakness and failure of each team is that each member linked to other than a team goal. A team that wants to assess own performance, constantly shoulf focused on given goals and achievements. Based on results and assumptions and above-mentiones theories could indicated that if school leaders could dulfill their mission and organizational goals, lead to proper scoping of tasks and division of labor among staffs and achieving scholl's goals, So manager's attention to responsibilities and job duties can providing a success in targeting the teamwork.

Multiple regression analysis of between value-based leadership and decision making showed that 0.3 variance of decision making explained by value-based leadership components, that value-based leadearship in dimension of organizational commitement ($\beta=-0.264$) and value-based leadership in two dimentions of organizational physics and attention to teachers ($\beta=0.372$) could significantly predicts teacher's decisions. Results of this hypothesis is consistent with the theories of Jooahi (2010), Masig (2003), Mousapoor and Jamali Pagale (2005), and results od Bisan (1992) and Heris and Janeston (2010).

Jooshi (2010) states: Value-based leadership is a correct method of decision making that leads to trust and commitment of staffs and customers. Values are powerful and exist anywhere in people's life and organizations. Psychologies argue that values are an associate with beliefs nuclear and individual's identity. According to Masig (2003) today in all leadership and managerial tasks, include planning, organizing, commanding, coordination, decision making, communication, financial management and scientific research and etc., organizational values placed in first order of importance. Mosapoor and Jamali Pagale (2005) states: team-making or participatory decision making is a useful tool that is available to managers so they can effectively plan of actions.

Team members with the knowledge of the ultimate goals of the organization and its task, embrace changes and because if his sense of belonging to the organization, considers any change in the direction of progress and excellence. Bisan (1992) reached the conclusion that the working conditions of teachers, proper conditions of office and participatory decision making in reducing conflict in schools has been effective.

Heris and Janeston (2010) found that the challenges facing educational leaders to creative iinovative provide systematic way in regard of advancement of students and school's culture, that leaders often play a major role in the creation of innocative changes, and develop specific policies and specific actions result the value of leaders.

In addition, in studying the role of leader, Heris and Janston believed that the effectiveness and values of leadership can cuase difference, especially in school program, when leaders shared personal responsibilities in the form of team working with others.

Multiple regression analysis of the relationship between value-based leadership and conflict among others indicates that 0.05 variance of conflict determined by components of value-based leadership that value-based leadership in the dimention of organizational commitment ($\beta=0.365$) could positively and significantly predicts the teacher's conflict. Results of this hypothesis consistent with Shilz (1965), Mindel *et al.* (1985) and Kanger and Kanongo (1987).

Multiple regression analysis of the relationship between value-based leadership and correlation between teachers showed that 0.23 variance of correlation defined with components of value-based leadership that value-based leadership could significantly and positively predicts correlation of teachers in two dimensions of organizational physics and attention to consumers. Results consistent with the theories of Bayeri (2001), Lamer (2001) and Paver (2003).

In concept of value-based leadership, Bayeri (2001) believed that an organization have ethics-values charter, the by means of which it can made uniformity, guidelines, policies, procedure and goals between different work groups, and thereby guide their performance toward organizational superior goals and objectives (values). Also, Lamer (2001) believes that by using values charter of an organization, could transform differences to unity and integration.

Power (2002) states that value-based leadership accounts as one of necessities of organizations that seeking excellence and superior performance. In fact, the correct functions of cause correlation between staffs and finally an organization success. Based the theories used in connection with the hypothesis, it could be said that a competent manager can increase the correlation between teachers and staffs with manager by his behavior and decisions.

Consequently, the more engaging in value-based leadership trainings at school learning environment, the higher unity and solidarity create among staffs, and therefore provide success totally to an organization.

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