The Relationship between Incompatible leadership of Managers with Job Plateau, Burnout and Stress of High School Teachers

Marzieh Sancholi Nejad[1], Samane Salimi[2]*

Abstract
Lack of effective leadership is not only seen in economic organizations but also in education departments and all other institutions. What sometimes results in issues for some organizations is people, such as incompatible leaders, who do not play their critical role of leadership effectively and efficiently. The present applied and descriptive-correlational study aims to investigate the relationship between incompatible leadership and job plateau, burnout, and stress in first- and second-grade high school teachers. The statistical population of the research included all first- and second-grade high school teachers (1972). Accordingly, 322 individuals were selected as the research sample using the simple random sampling method. Data collection tools were Schmidt Incompatible Leadership Questionnaire (2008), Milliman Occupational Plateau Questionnaire (1992), Maslach Occupational Burnout Questionnaire (1985), and Sargi Job Stress Questionnaire (2015). The reliability of the questionnaires was 0.81, 0.90, 0.84, and 0.76, respectively, using Cronbach's alpha; the content validity was also confirmed. Data were analyzed using univariate t, correlation coefficient, and stepwise regression. Findings showed incompatible leadership of managers and occupational burnout and stress in school teachers to be at a low level, while their plateau was at a high level. Moreover, a positive and significant relationship was observed between incompatible leadership and job plateau and burnout of teachers; however, there was no relationship between incompatible leadership and job stress. Among components of incompatible leadership, authoritarian leadership could predict job plateau, abusive supervision and authoritarian leadership could predict job burnout, and abusive supervision could predict job stress. Thus, it is recommended that school principals reduce the stress, plateau, and burnout of teachers, as well as identifying the components of incompatible leadership and avoiding them in schools.

1. Master of Educational Management, Zahedan Branch, Islamic Azad University, Zahedan, Iran
2. Assistant Professor Educational Management, Zahedan Branch, Islamic Azad University, Zahedan, Iran
 * (Corresponding Author):   Email:salimisamane89@yahoo.com

Introduction

Leadership is regarded as one of the very important topics in academic studies and the business world; thus, researchers have extensively focused on its positive and constructive aspects. However, there is a dark side to a leadership style that refers to its destructive, inconsistent, and repressive behavior. By their destructive actions and dysfunctional personal characteristics, leaders inflict long-term and irreparable damage on individuals, groups, organizations, and even the communities and nations under supervision (Kilic & Gunsen, 2019: 51; Bhandarker & Rai, 2019). One type of harmful leadership is incompatible leadership. This leadership is inconsistent, rebellious, malicious, and misguiding, in which leaders believe that they could succeed by dismantling others, focusing on their own selfish values, cheating, and deceiving (Hadavi Nejad & Kalvandi, 2016). Such leaders are one of the main reasons for ineffective policies, programs, and behaviors in any institution, including education, through the negative impact of their actions and decisions (Vreja, Balan, & Bosca, 2016). Incompatible leadership actions include anger, mood swings, public ridicule, negligence, and coercion, leading to serious harm to the job and the work environment (Jerry, 2019). School managers with incompatible leadership are narcissists who do not care about the welfare of teachers, thus harming, insulting, and abusing them (Lipman-Blumen, 2005).

In one study, 58% of participants acknowledged experiencing incompatible leadership during their jobs (Steele, 2011). Another study reported a rate of 50% for this experience (Schmidt, 2008). According to Hobman et al. (2009), long-term and regular contact with leaders with incompatible leadership cause strain and reduced wellbeing among their subordinates. Similarly, Kusy and Holloway (2009) reported low self-worth and self-efficacy among subordinates working under incompatible leadership for a longer period. Leaders with such leadership erode subordinates by yelling, criticizing, and ridiculing, immediately reducing their self-confidence, self-worth, and self-efficacy (Harvey et al., 2014). Although such statistics indicate the need to consider and explain this ethical phenomenon in organizations and schools, there is no clear and systematic review of incompatible leadership and its impact on educational organizations analyzing organizational dysfunction (Goldman, 2006). Meanwhile, incompatible leadership causes significant harm to employees and organizations (Lipmann, 2006). What consequences, at what levels, and with what connections arose from incompatible leadership should be surveyed separately. Therefore, the present study investigates the relationship between incompatible leadership and harmful components most common in high schools today. High school teachers may face some problems due to their job, creating issues for students such as family management, as well as choosing study field and job; all these problems affect their wellbeing. Moreover, as they continue to exist, teachers' vulnerability increases, and other harms such as job plateau, burnout, and stress appear. Milsen (2013) considers the job plateau as one of the most important reasons for the tendency of organization members to leave their job.

From a long time ago, organizational job path scientists have claimed that the phenomenon of the plateau is rapidly becoming one of the vital managerial and organizational issues (Asghari, Mahjob, & Sedighi, 2016). Job plateau occurs when, after a continuous period of work progress within one or more organizations, the role of individuals becomes similar and uniform. It is the feeling of hopelessness and psychological frustration that the staff experience after a temporary or permanent break in their job path (Baghban, Hoseinian, & Danaei, 2018). job plateau has the potential to cause dissatisfaction since continuous progressing, learning, challenging, and specializing to have a potential job market due to professional skills is an important source of motivation. Advances usually include increases in salary, power, and position (Tabarsa, Rezaeian, Hadizadeh Moghadam, & Jamali Nazari, 2014). A job plateau in the organization negatively affects teachers' job experiences, particularly their attitudes

and organizational performance (Wang, Hu, Yang, 2014). A teacher with the experience of job plateau suffers from a feeling of insolvency and frustration in the organization, possibly associated with psychological disorders such as stress (Beheshti far & Modaber, 2013). Another component that threatens the mental health of teachers is job stress. Nowadays, it has been recognized that about 30% of the workforce in developed countries suffers from job stress; this rate is higher in developing countries. According to the definition, job stress occurs when a mismatch between job needs and the individual's abilities, capabilities, and desires appears. In this definition, in addition to the mismatch with the abilities and capacities of the person, individual desires are considered as well (Talebi & Khalilzadeh, 2017). In job stress, staff personality traits are examined in mutual relation to factors in the workplace, and then changes occur in their physical and mental condition. Meanwhile, their mental states get out of balance, accepting negative effects from the job (Fathi & Zabih Zadeh, 2016). Another complication that may happen in high schools is teachers' job burnout. Burnout syndrome is defined as the long-term experience of fatigue and decreased interest in work (Elshaer, Moustafa, Aiad, & Ramadan, 2017). Introductory burnout is a type of chronic work-related affective mood that gradually develops as a result of long-term stress over time (Sokka, Leinikka, Korpela, Henelius, Ahonen, Alain, & Huotilainen, 2016). Occupational burnout is a type of mental exhaustion accompanied by pressures or stresses related to the job and workplace. In other words, it is a delayed response to chronic emotional and interpersonal stressors in work (Hamidi, Bashirian, Babamiri, Norouzi, Roshanaei, 2017).

In high school, most unique talents of teenagers and young students develop, their learning potential reaches its highest point, their curiosity finds a specific direction, new life issues such as choosing a field of study and a job, family management, and tendency to ideology and profession keeps their minds busy, and they reach the stage of perceived social, economic, and spiritual values. Therefore, this level is fundamental in the education systems of different countries across the world. It is a required educational level in terms of philosophical, biological, psychological, and social foundations, linking general education to that of higher and preparing a large group to enter

society and the labor market. Thus, any failure in this educational level can directly affect the performance and quality of both areas of education, general and higher. Accordingly, it is necessary to examine the first- and second-grade high school teachers in case they have experienced incompatible leadership, job plateau, burnout, and stress at any level and also find out if the existence of such leadership is related to these three harmful components or not. On the other hand, according to the review of related works, articles, and sites, many studies have been done about different types of leadership styles; they mostly have evaluated positive leadership styles, such as transformational, ethical, servant, reflective, and knowledge leadership (Keshmiri & Moradi, 2021; Niazazari, 2021; Zebardast, Azizi, & Shariati, 2019; Ghadampoor & Zandvakili, 2019; Taheri & Hovida, 2019). However, little research has dealt with incompatible leadership styles harmful to the organization, and no research has been done on the variables of teachers' job plateau, burnout, and stress. Therefore, conducting this research is important and necessary.

In this section, we present several studies conducted in the scope. In a study, Mansor Kiyaie (2020) examined the "effect of the transformational leadership style of principals on the burnout of high school teachers in Royan"; the results showed that transformational leadership style is effective on occupational burnout. It can be expected by changing the leadership style to transformational leadership, positive consequences will be created for teachers and schools, and occupational burnout of schoolteachers will be stopped. In a study, Mergan & Ozbilgin (2020) examined "the perception of employees under the management of Incompatible leadership, Incompatible illusion, and personal uncertainty". The results showed that incompatible leaders are one of the main threats to the Welfare of people in the workplace and generally in society. The behavior of incompatible leaders reduces motivation, high resistance behaviors, uncertainty, and trust. Bhandarker & Rai (2019) conducted a study entitled "Incompatible leadership: emotional distress and coping strategy". The results showed that participants reported significant levels of agitation, anger, and frustration, along with higher feelings of insecurity, frustration, and dismissal of the job when working with incompatible leaders. Mosavi, Momeni Mofrad and

Saedi (2018) conducted a study entitled "the effect of Incompatible leadership on employee dismissal with mediating role of organizational silence of Lorestan University staff". The results indicate that Incompatible leadership has a positive and significant effect on the tendency of employees to turnover and organizational silence. The results also show that organizational silence has a positive and significant effect on the tendency of employees to turnover. Namani, Yami, and Keshavarz Afshar (2015) conducted a study entitled "investigating and comparing the burnout and job stress of one-job and two-job teachers in Sabzevar." The results showed that having two jobs can be a factor to increase occupational burnout, but there was no significant difference between the two groups in terms of job stress. Hadavi Nejad and Calvandi (2017) conducted a study entitled "Investigating the Consequences of Unethical Incompatible leadership in Organization". The results indicate that the model possessed nine consequences in six levels: managerial decision-making and group consequences; physical consequences; cognitive individual consequences, psychological-attitudinal individual consequences, organizational communication, and climate; behavioral consequences; organizational performance and productivity; and outer-organizational consequences. In a study, Bozorgzadeh, Rafi Niya, Azarbayjani and Dezfoli (2016) examined "the relationship between leadership styles and occupational burnout of employees in Higher Education". The results showed that there is a positive and significant relationship between authoritarian leadership style and occupational burnout and there is an inverse and significant relationship between supportive, participatory, and delegated leadership with occupational burnout. Fathi Zabih Zade (2016) conducted a study entitled "the evaluation and analysis of the effect of Job plateauing in job stress among women in organizations". The results showed that content plateau and constructive plateau have had a significant effect on women's job stress in the statistical population of this research considering the mediation role of women's biological plateau.

According to the research background review, the relationship between these four variables has not been studied simultaneously in a study. Therefore, this research has three questions. The conceptual model of the research based on theoretical literature review and conceptual background is given in Figure 1.
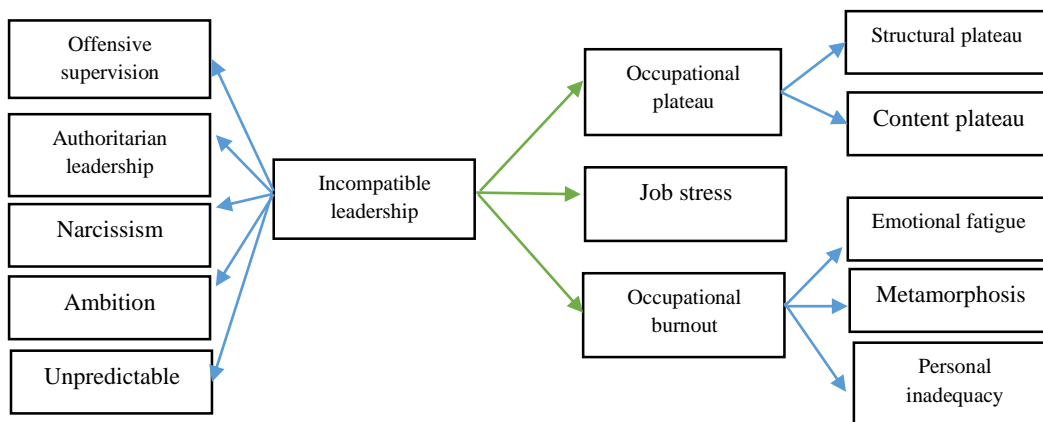

Figure 1. Conceptual model of research

Research questions

Question 1: Is there a relationship between the Incompatible leadership of managers and job plateau, occupational burnout, and job stress of teachers?

Question 2: How much is the status of Incompatible leadership of managers, job plateau, occupational burnout, and job stress of teachers?

Question 3: Are job job plateau, occupational burnout, and job stress predicted by the dimensions of teachers' Incompatible leadership?

Research methodology

According to research questions, the method of this research is descriptive-correlational.

The statistical population of this research was 1972 first and second-grade high school teachers in Zahedan. Based on Krejcie and Morgan's sample size table, 322 people were selected as the samples. Simple random sampling was used in this research.

Research tools

Data collection tools were the Incompatible leadership questionnaire "Schmidt Poisonous Leadership Questionnaire (2008)". This questionnaire has 28 questions and 5 components (abusive supervision, authoritarian leadership, narcissism, ambition, and unpredictability) and is scored based on Likert's five-choice range. The minimum score of this questionnaire is 28 and the maximum score is 140. The content validity of the questionnaire in the research (Hadi and Nejad, 2016) has been measured and confirmed. Calculated Cronbach's alpha coefficient, in the study (Hadi and Nejad, 2016), for this questionnaire was estimated to be 0.85.

Occupational plateau questionnaire: The Milliman Occupational Plateau Questionnaire (1992) was used. This test has been designed by Milliman (1992) which has 12 questions and its purpose is to study the job plateau of different dimensions (structural plateau, content plateau). Its response range is a five-choice Likert type. In Kiani Ashtarjani's research (2017), the supervisor and some thematic experts confirmed the content validity. Also in this study, several expert professors confirmed the content validity of the questionnaire. In the research by Fayazi and Ziaei (2014),

Cronbach's alpha for the questionnaire is equal to 0.84 and for the component of the structural and content plateau is equal to 0.76 and 0.81, respectively. Also in Kiani Ashtarjani's research (2017), the value of Cronbach's alpha is equal to 0.82, which is equal to 0.71 and 0.78 for the components of the structural plateau and content plateau, respectively.

Occupational burnout questionnaire: Maslach and Jackson's burnout inventory MBI was used. This questionnaire contains 22 questions and 3 dimensions (emotional fatigue, metamorphosis, personal inadequacy). The scoring of this questionnaire is based on the Likert scale which ranges from completely disagree (1) to strongly agree (5). The minimum score of this questionnaire is 22 and the maximum score is 110. The Maslach and Jackson burnout inventory "MBI" has been applied in various studies both inside and outside the country, and in these studies, it has become clear that it has high reliability and validity. For example, Maslach and Jackson have found internal reliability of 0.9 for emotional fatigue, 0.79 for metamorphosis, and 0.71 for personal unsuccess. Badri (1995) has obtained internal reliability of 0.84 for emotional fatigue, 0.75 for metamorphosis, 0.68 for personal unsuccess, and 0.86 for the total questionnaire in his dissertation. In addition, in this study, the reliability of this questionnaire was 0.87 by Cronbach's alpha method. Domestic and foreign experts has approved the validity of this questionnaire.

Job stress questionnaire: The Job Stress Questionnaire of Sarji was used (2015). This questionnaire consists of seven items. The scale of the questionnaire is based on the Likert range which ranges from completely disagree (1) to strongly agree (5). The minimum score of this questionnaire is seven and the maximum score is 35. In Sarji's research (2015), experts have confirmed the validity of the questionnaire. In Sarji's research (2015), the reliability of the questionnaire was mentioned as 82.2% by Cronbach's alpha method as well. In this study, the supervisor, professors, and experts in the field of educational management have confirmed the content validity of the questionnaires. The reliability of a tool is its degree of stability in measuring everything that measures, that is, to what extent the measuring tool gives the same results in

the same conditions (Sarmad et al., 2010). To re-determine the reliability of the questionnaires, thirty questionnaires were distributed among members of the statistical population, and Cronbach's alpha was obtained as described in Table 1.

Table 1: Reliability coefficient of Incompatible leadership, job plateau, occupational burnout, and Job Stress questionnaires

Incompatible leadership	Reliability	occupational burnout	Reliability
abusive supervision	0.70	emotional fatigue	0.77
authoritarian leadership	0.78	metamorphosis	0.70
narcissism	0.75	personal inadequacy	0.79
ambition	0.87	total	0.84
unpredictability	0.91	**job stress**	Reliability
total	0.94	total	0.76
content plateau	0.79	**job plateau**	Reliability
structural plateau	0.72	total	0.72

The questionnaires were distributed after visiting the schools, acquaintance with the principals and the teachers, and stating the goals and significance of the research. The teachers were willing to cooperate and gave their consent. Questionnaires were collected and analyzed within 30 days with the principals' follow-up and assistance.

Data were analyzed using descriptive statistics (standard deviation and mean) and inferential statistics (one-sample t, Pearson correlation, and stepwise regression).

Kolmogorov-Smirnov test was used to evaluate the normality of research variables.

Table 2: Results of Kolmogorov-Smirnov test in examining the normality of research variables

variable	number	statistics of kolmogorov smirnov Z	significance
Incompatible leadership	322	0.22	0.57
job plateau	322	0.13	0.39
occupational burnout	322	0.11	0.68
job stress	322	0.08	0.48

As Table (2) shows, the significance value of research variables is more than 0.05. Therefore, the assumption that the variables are normal is accepted. Thus, we can use parametric tests.

Findings

Table 3 shows the descriptive findings including standard deviation and mean of research variables for participants.

Table 3: standard deviation and mean of research variables and components

variable	mean	standard deviation	minimum	maximum
Abusive supervision	9.47	0.16	7	19
authoritarian leadership	11.82	0.19	6	22
narcissism	7.69	0.21	5	21
ambition	7.75	0.18	5	14
unpredictability	8.25	0.25	5	23
Total score of Incompatible leadership	45.00	0.87	28	95
structural plateau	18.35	0.24	9	26
content plateau	20.55	0.22	11	30
Total score of job plateau	38.90	0.39	20	56
Total score of job stress	16.78	0.32	7	30
emotional fatigue	19.81	0.35	12	37
metamorphosis	8.15	0.14	5	15
personal inadequacy	14.21	0.28	8	28
Total score of occupational Burnout	42.18	0.69	26	77

The results obtained from Table 3 indicate that the highest and lowest averages among the variables of Incompatible leadership are related to the component of authoritarian leadership (11.82) and the component of narcissism (7.69), respectively. In addition, the highest and lowest standard deviations are respectively related to unpredictability (0.25) and abusive supervision components (0.25). In addition, the results of the table indicate that the highest and lowest averages among the job plateau variables are related to the content plateau component (20.55) and the structural plateau component (18.35), respectively. In addition, the highest and lowest standard deviations are respectively related to the structural plateau (0.24) and the content plateau component (0.22). The results show that according to the overall score of job stress, the mean and standard deviation of this variable are16.78 and 0.32, and finally, the results of the table show that the highest and lowest mean among the variables of occupational burnout is respectively related to the emotional fatigue component (19.81) and the metamorphosis

component (8.15). In addition, the highest and lowest standard deviations are related to emotional fatigue (0.35) and the metamorphosis component (0.14), respectively.

Question 1: Is there a relationship between the Incompatible leadership of managers and job plateau, occupational burnout, and job stress of teachers?

Table 4: Pearson correlation test results of Incompatible leadership variable with job plateau, stress, and burnout

variable		Incompatible leadership				
job plateau	R	0.148**	occupational burnout	0.243**	job stress	0.086
	Sig	0.008		0.01		0.125

$0.01 \leq$ **p

In Table 4, the results of the Pearson correlation test show that there is a positive and significant relationship between Incompatible leadership and job plateau of teachers according to the significance level which is equal to 0.008 and less than 0.01 (R =0.148 **). There is a positive and significant relationship between Incompatible leadership and occupational burnout of teachers according to the significance level, which is equal to 0.01. (R= 0.243**). There is no positive and significant relationship between Incompatible leadership and teachers' job stress according to the significance level which is equal to 0.125 and more than 0.05 There is no significant relationship (R = 0.086) .

Question 2: How much is the status of Incompatible leadership of managers, job plateau, occupational burnout, and job stress of teachers?

According to the upper and lower limit of the participants' scores, the average criterion for each of the four variables is 2.

Table 5: Results of Univariate T-test of Incompatible leadership, Job Plateau, Burnout and Stress

Variable	Average	Standard deviation	Average criteria	Mean difference	Statistics T	Degrees of freedom	Significance level	Assurance distance	
								Upper limit	Low limit
Incompatible leadership	1.61	0.560	2	-0.392	-12.57	321	0.001	-0.331	-0.454
Occupational burnout	1.91	0.570	2	-0.08	-2.59	321	0.001	-0.019	-0.145
job Plateau	3.24	0.586	2	1.24	38.03	321	0.001	1.306	1.178
Job stress	2.39	0.842	2	0.397	4.48	321	0.001	0.490	0.305

The results of the above table on the occupational burnout indicate that the mean and standard deviation is 1.91± 0.570 with the mean criterion (2) and the mean difference (-0.08). The calculated t is equal to -2.59 with a degree of freedom of 321. At the level of 95%, the test is significant. Due to the obtained mean difference compared to the real average, the occupational burnout of school principals is in a low position.

The results of the above table on the poisonous leadership indicate that the mean and standard deviation is 1.60± 0.560 with the mean criterion (2) and the mean difference (-0.392). The calculated t is equal to -12.57 with a degree of freedom of 321. At the level of 95%, the test is significant. Due to the obtained mean difference compared to the real average, the poisonous leadership of school principals is in a low position.

The results of the above table on the occupational plateau indicate that the mean and standard deviation is 3.24± 0.586 with the mean criterion (2) and the mean difference (1.24). The calculated t is equal to 38.03 with a degree of freedom of 321. At the level of 95%, the test is significant. Due to the obtained mean difference compared to the real average, the occupational plateau of school principals is in a moderate position.

The results of the above table on the occupational stress indicate that the mean and standard deviation is 2.39± 0.842 with the mean criterion (2) and the mean difference (0.397). The calculated t is equal to 8.48 with a degree of freedom of 321. At the level of 95%, the test is significant. Due to the obtained mean difference compared to the real average, the occupational stress of school principals is in a low position.

Question 3: Are job plateau, occupational burnout, and job stress predicted by the dimensions of teachers' Incompatible leadership?

Table 6: Regression Summary of Predicting Dimensions of Teachers' Incompatible leadership with Job Plateau, Burnout, and Stress

Type of regression	Predictive variable		Criterion variable	R	R^2	The adjusted coefficient of determination	β	t	sig
Stepwise	Incompatible leadership	-	Job plateau	0.220	0.049	0.046	0.220	43.07	0.001
		Unpredictable						4.04	0.001
		-		0.420	0.176	0.171	0.658	39.49	0.001
		Unpredictable						8.18	0.001
		Narcissism					-0.565	-7.03	0.001
		-	Occupational burnout	0.244	0.06	0.057	0.244	15.50	0.001
		Abusive supervision						4.50	0.001
		-		0.276	0.076	0.070	0.161	13.54	0.001
		Abusive supervision						2.52	0.012
		Narcissism					0.153	2.38	0.018

As the summary of the results of the regression test in Table 6, among the components of Incompatible leadership in the first step, the Unpredictable component has had a prediction from the job plateau of teachers. This variable has been able to predict 0.049 of teachers' job plateau. The value of f indicates 0.001 significance. In the second step, a narcissism component has been able to predict 0.420 of job plateau for first and second high school teachers in Zahedan city. The value of f indicates that 0.001 significance. Summary of the results of the (multiple) regression test, among the components of Incompatible leadership in the first step, has had the Abusive supervision component of prediction of teachers' occupational burnout. This variable has been able to predict 0.06 of teachers' occupational burnout and the value of f indicates 0.012 significance. In the second step, the narcissism component has been able to predict 0.070 of teachers' occupational burnout and the value of f indicates 0.01 significance. In addition, among the components of Incompatible leadership, only the variable of abusive supervision has been able to predict the job stress of teachers. This variable has been able to predict 0.08 of teachers' job stress and the value of f indicates 0.018 significance.

Discussion and conclusion
Do organizational leaders always behave constructively and ethically? From a realistic point of view, the answer to this question is no, because the organizational leadership of an individual does not guarantee the occurrence of healthy and constructive behaviors of the leader, and he, like other human beings or even more, is exposed to all kinds of psychological and moral damages (Goldman, 2006). It is the dark edge of leadership in the organization, which refers to its destructive and dysfunctional aspects (Padilla, Hogan & Kaiser, 2007). One of such leadership styles is the Incompatible leadership style, which has been considered by many researchers today. In this

regard, the present study was conducted to determine the relationship between Incompatible leadership with job plateau, occupational burnout, and job stress of first and second high school teachers in Zahedan. The first finding of this study, resulting from the first question of the study, indicates that there is a significant relationship between Incompatible leadership with job plateau and burnout of teachers, but no significant relationship was found between Incompatible leadership and their job stress. Based on this finding, it can be said that with the increase of Incompatible leadership of school principals, job plateau and occupational burnout of schoolteachers will increase. In their research, Mosavi et al. (2018) stated that job plateau leads to organizational silence and turnover; in their research, Bhandarker & Rai (2019) stated that Incompatible leadership causes prominent anger and frustration along with a higher sense of insecurity, frustration, and separation from the workplace. Therefore, the finding of this section is somehow in line with the findings of these two studies that the Incompatible leadership style causes heavy and irreparable consequences in any organization. Research findings with the present study are in line with several studies such as the study by Bill (2017) who stated that Incompatible leadership leads to job plateau and reduced job satisfaction; Fathi and Zabihzadeh (2015) who proved that job plateau causes job stress in the employees, and Brett and Strouh (2003) who stated that Incompatible leadership weakens people's work performance, increases absenteeism, and job stress. There was no significant relationship between Incompatible leadership style and teachers' job stress. This shows that Incompatible leadership has no relationship with increasing job stress. Harol has introduced stress sources in several categories of organizational functions (reward system, supervisory functions, promotion opportunities), job characteristics (burdensome, light-load, and independence), organizational atmosphere and culture (employee value, personal growth, integrity, and perfection), interpersonal relationships (with supervisors, cooperators, and clients), and personal characteristics of employees (personal characteristics, family relationships, and adaptive skills).

Regarding the second question of the study, results showed that the Incompatible leadership of managers, occupational burnout, and job stress of teachers are at a low level and the job plateau of teachers is at a high level. This finding indicates that in Zahedan high schools, the Incompatible leadership of principals is at a low level, occupational burnout and job stress of teachers are low as well, but job plateau of teachers is high. Baghban et al (2018) have stated that the job plateau occurs when after a continuous period of work progress within one or more organizations; the role of individuals becomes a kind of similarity and uniformity. Plateau is a feeling of disappointment and psychological frustration that staff and teachers experience after a temporary or permanent break in their job development. Sometimes, schoolteachers suffer daily routines and do not have any job advancement or professional disappointment, and it causes a feeling of frustration, which eventually leads to the phenomenon of job Plateau among teachers. School affairs, where the learning and teaching environment prevails, will run better through cooperation, participation, and a friendly atmosphere than through abusive supervision and unpredictable behaviors or authoritarian leadership. This finding is in line with the findings of Bozorgzade et al. (2016) whose research results showed that there is a positive and significant relationship between authoritative leadership style and occupational burnout and there is an inverse and significant relationship between supportive, participatory, and delegated leadership with occupational burnout. In addition, there is conformity with the findings of Mosavi et al. (2018) who examined the effect of Incompatible leadership on employee dismissal with mediating role of organizational silence of Lorestan University staff and the results showed that Incompatible leadership had a positive and significant effect on the tendency of staff to turnover and organizational silence. And with the findings of Bhandarker & Rai (2019) which showed that the participants stated Incompatible leadership increases the level of agitation, anger, and prominent disappointment with a higher feeling of insecurity, disappointment, and separation from work while working. Moreover, in a study that Megan and Ozbilgin (2020) examined the perception of employees under the Incompatible leadership management " incompatible illusion and personal uncertainty", the

results showed that incompatible leaders are one of the main threats to the welfare of people at work and in society. In general, the behavior of incompatible leaders causes reduction of motivation, high resistance behaviors, lack of certainty and trust. The present study findings are in line with the research findings conducted by Shaber, Mohammad, Javaher, and Bilal (2019), who stated that job plateau, is a growing concern since there is a high rate of it among the employees. Research conducted by Jalalifarahani, Sajjadi, Ali Doust, and Eslami (2011) stated that teachers' job burnout is more in the lack of personal success. Red (2004) research showed that Incompatible leadership causes negative and dysfunctional people's behaviors in the workplace.

In another part of the research findings based on the third question of the research, among the components of Incompatible leadership, self-serving leadership, and unpredictable components can predict job plateau. Among the components of Incompatible leadership, the component of self-serving leadership and the offense-based leadership component has been able to predict job burnout, and the offense-based leadership component of Incompatible leadership has been able to predict teachers' job stress. To explain these results, we can say that obviously, two components of Incompatible leadership (components of self-serving leadership, unpredictability, and offense-based leadership) have been able to predict job burnout, job plateau, and job stress of teachers. School affairs, where there is an atmosphere of learning and teaching, will go better through cooperation, participation, and a friendly atmosphere than abusive guardianships and the existence of unpredictable behaviors or authoritarian leadership. The school affairs work out better through cooperation, participation, and a friendly atmosphere in the schools with a learning and teaching atmosphere present, rather than offense-based leadership, unpredictable behaviors, or self-serving leadership. These findings align with Bozorgzade et al. (2016), whose results showed a positive and significant relationship between command leadership style and job burnout. There is an inverse and significant relationship between supportive, participatory, and delegating leadership with job burnout. There is. The findings are also in line with the findings of Mosavi et al. (2018), who studied the effect of

Incompatible leadership on staff leaving with the mediating role of organizational silence of Lorestan University staff, and the results showed that Incompatible leadership had a positive and significant effect on the tendency of staff to leave and their organizational silence. The results are also consistent with the findings of Bhandarker and Rai (2019) that showed that the participants said Incompatible leadership increases the level of agitation, anger, and frustration, along with a higher sense of insecurity, frustration, and quitting. This research is also in line with a study conducted by Mergan and Ozbilgin (2020), in which they examined the perception of employees under the management of Incompatible leadership: incompatible illusion and personal uncertainty, and the results showed that, in general, incompatible leaders are one of the main threats to the wellbeing of people at work and in society. The behavior of these incompatible leaders reduces motivation, high resilience, uncertainty, and trust.

Based on the present research results, the following items are recommended to be conducted in the executive phase:

Incompatible leadership is achieved based on bureaucratic structure and inefficient human resource management. Therefore, it is recommended to select school principals to create an organic-democratic organizational structure and use meritocracy.

Since the most prominent face of a incompatible leader occurs in his offense-based leadership, it is worthwhile for school principals to become acquainted with the behavioral techniques of dealing with rude and offensive behaviors to avoid using them in the workplace.

Creating a friendly atmosphere and creating reassurance in schoolteachers is an essential solution to reduce job plateau and job burnout.

They are holding training courses for school principals to be acquainted with suitable and appropriate leadership styles to use these leadership styles in schools.

Principals of schools and education organizations are advised to understand the organization's harmful, destructive, and neutral behaviors, plan, and work to reduce them. If such behaviors occur, it will cause teachers to think of the organization as a significant obstacle to achieving their goals.

Ethical considerations

During the implementation of this research and the preparation of the article, all national laws and principles of professional ethics related to the subject of research, including the rights of statistical community, organizations and institutions, as well as authors and writers have been observed. Adherence to the principles of research ethics in the present study was observed and consent forms were consciously completed by all statistical community.

Sponsorship

Conflict of interest

According to the authors of the present article, there was no conflict of interest. This article has not been previously published in any journal, whether domestic or foreign, and has been sent to the School Administration Quarterly for review and publication only.

Finally, the researchers of this study thank and appreciate all first and secondary high school teachers in Zahedan who have cooperated in this research.

References

Asghari Aghdam, B., Mahjoub, A., & Sedighi, R. (2016). The effect of job plateau on job satisfaction and organizational commitment of East Azerbaijan firefighters. Journal of Modern Management Engineering, 5 (34), 1-15. [In Persian].

Baghban, M., Hoseinian, S., & Danaee, A. (2018). Investigating the Factors Affecting the Job Plateauing of IRI Police Personnel. Resource Management in Police Journal of the Management Dept, (23), 23-52. [In Persian].

Beheshtifar, M., & Modaber, H. (2013). The investigation of the relationship between occupational stress and job plateau, Interdisciplinary Journal of Contemporary Research in Business, 4(11), 560-660. [In Persian].

Bell, R. M. (2017). The dysfunction junction: The impact of Incompatible leadership on follower effectiveness (Doctoral dissertation, Regent University).

Bhandarker, A., & Rai, S. (2019). Incompatible leadership: emotional distress and coping strategy. International Journal of Organization Theory & Behavior.

Bozorgzadeh, A., Rafi niya, SH., Azarbayjani, F., & Zirak N. (2016). Investigating the Relationship between Leadership Styles and Job Deprivation of Employees in Iranian Higher Education (Case Study: Payame Noor University, West Tehran). Futurology and Policy Studies, 2(2), 61-71. [In Persian].

Brett JM., & Stroh LK. (2003). Working 61 plus hours a week: Why do managers do it? Journal of Applied Psychology; 88(1): 67-78.

Elshaer, N. S. M., Moustafa, M. S. A., Aiad, M. W., & Ramadan, M. I. E. (2018). Job stress and burnout syndrome among critical care healthcare workers, Alexandria Journal of Medicine, 54(3), 273-277.

Fathi, N., & Zabih zadeh, M. (2016). The evaluation and analysis of the effect of Job plateauing in job stress among women in organizations, Women Studies, 7(18), 23-45. [In Persian].

Ghadampour, E., & Zandkarimi, M. (2019). The study relationship between Transformational Leadership and organizational agility with role Knowledge sharing of the mediator. Journal of school administration, 7(2), 212-235. doi: 10.34785.J010.2019.919. [In Persian].

Goldman, A. (2006). High toxicity leadership: Borderline personality disorder and the dysfunctional organization, Journal of Managerial Psychology, 21(8), 733-746.

Hadavinejad, M., & Kalvandi, M. (2017). Investigating the Consequences of Unethical Incompatible leadership in Organization. Ethics in science and Technology. 12 (3):121-131. [In Persian].

Hamidi, Y., Bashirian, S., Babamiri, M., Norouzi, B., & Roshanaei, G. (2018). Stress and its relationship with burnout of health workers. johe, 5 (1), 35-43. URL: http: johe.umsha.ac.ir.article-1-384-fa.html .[In Persian].

Harvey, P., Harris, K.J., Gillis, W.E., & Martinko, M.J. (2014), "Abusive supervision and the entitled employee", The Leadership Quarterly, Vol. 25 No. 2, pp. 204-217.

Hobman, E., Restubog, S., & Bordia, P. (2009). Abusive supervision in advising relationships: investigating the role of social support, Applied

Psychology: An International Review, 58(2), 233-256.

Jalali Farahani, M., Sajjadi, S. N., Ali Doost Ghahfarokhi, E., & Eslami, Y. (2012). The relationship between personality dimensions and job burnout in physical education men teachers of Zanjan.

Jery, M. (2019). Understanding coping strategies and behaviors of employees affected by Incompatible leadership, Thesis for Ph.D., College of Management and Technology, Walden University.

Keshmiri, S., & Moradi, S. (2021). Preparing to lead the digital transformation in schools. Journal of school administration, 9(1), [in Persian].

Kiani Ashtarjani, J. (2017). The effect of occupational burnout on the tendency of nurses to leave Al-Zahra Hospital through burnout. Master Thesis of Islamic Azad University, Khorasgan Branch.

Kilic, M., & Gunsen, A. (2019). The dark side of leadership: The effects of toxic leaders on employees, European Journal of Social Science, 2(2), 51-56.

Kusy, M., & Holloway, E. (2009), Toxic Workplace: Managing Toxic Personalities, Jossey-Bass, Sanfrancisco, CA.

Kusy, M., & Holloway, E. (2009). Toxic workplace: Managing toxic personalities and their systems of power. San Francisco: Jossey Bass.

Lipman-Blume J. (2006). The allure of toxic leaders: Why we follow destructive bosses and corrupt politicians and how we can survive them. Oxford: Oxford University Press.

Lipman-Blumen, J. (2005). Incompatible leadership: When grand illusions masquerade as noble visions, Leader to Leader, 2005(36), 29-36.

Mansourkiaei, M. (2020). The effect of managers' transformational leadership style on the exhaustion of high school teachers in Royan. Management and Educational Perspective, 2(3), 93-111. doi: 10.22034.jmep.2020.254202.1037. [In Persian].

Mergen, A., & Ozbilgin, M. F. (2021). Understanding the followers of toxic leaders: Toxic illusio and personal uncertainty, International Journal of Management Reviews, 23(1), 45-63.

Mousavi, S N., Momeni Mofrad, M., & Saedi, A. (2018). Investigating the Impact of Poisonous Leadership on Employees Leaving with the Mediating Role of Organizational Silence, 7th National Conference on Accounting and Management Applications, Tehran, https: civilica.com. doc. 807535. [In Persian].

Namani, A., Yami, M., & Keshavarz Afshar. (2015). Investigating and comparing the burnout of single and double teachers in Sabzevar. National Conference on Psychology of Educational and Social Sciences – 2015. [In Persian].

Niazazari, M. (2021). The Relationship between knowledge leadership and organizational silence with the mediating role of team reception of school managers Journal of school administration, 9 (1), [in Persian].

Padilla, A., Hogan, R., & Kaiser, RB. (2007). The toxic triangle: Destructive leaders, susceptible followers, and conducive environments, The Leadership Quarterly, 18(3), 176-194.

Reed GE (2004). Incompatible leadership. Military Review; 84(4): 67-71.

Schmidt AA. (2008). Development and validation of the Incompatible leadership scale. USA: University of Maryland.

Shabeer, S., Mohammed, S. J., Jawahar, I. J., & Bilal, A. R. (2019). The mediating influence of fit perceptions in the relationship between job adaptability and job content and hierarchical plateaus. Journal of Job Development, 46(3), 332-345.

Sokka, L., Leinikka, M., Korpela, J., Henelius, A., Ahonen, L., Alain, C., & Huotilainen, M. (2016). Job burnout is associated with dysfunctions in brain mechanisms of voluntary and involuntary attention. Biological Psychology, 117, 56-66.

Steele JP. (2011). Antecedents and consequences of Incompatible leadership in the US Army: A two-year review and recommended solutions. USA: Center for Army Leadership.

Tabarsa, G., Rezaeian, A., Hadizadeh Moghaddam, A., & Jamali Nazari, A. (2014). Design and Define Job Frostbite Management Model Plateau in Iranian Organizations (Case Study: Ministry of Industry, Trade and Mine). Quarterly Journal of Public Organizations Management, 3(1), 90-103. [In Persian].

Taheri, M., & Hoveida, R. (2019). Introducing and developing reflective leadership at schools and its role in improving teachers' self-efficacy beliefs. Journal of school administration, 7(2), 1-19. doi: 10.34785.J010.2019.143. [In Persian].

Talebi, B., & khalilzadeh, A. (2017). Explaining School principals' conflict management based on their job burnout and stress in Khoy and Chaypareh. Sociological studies, 10(34), 51-68. [In Persian].

Vreja, L. O., Balan, S., & Bosca, L. C. (2016). An evolutionary perspective on Incompatible

leadership, Management and Economics Review, 2(2), 217-228.

Wang, Yu-Hsuan., Hu, Changya, Hurst, Carrie., & Yang, Chun-Chi. (2014). Antecedents and outcomes of job plateaus: The roles of mentoring others and proactive personality, Journal of Vocational Behavior, 85, 319–328.

Zabardast, M., Azizi, S., & Sharaetee, O. (2019). The Organizational Climate as a Mediator between Servant Leadership and Organizational Citizenship Behavior. Journal of school administration, 7(1), 40-63. doi: 10.34785.J010.1398.86

Author 1 Name: Samane Salimi (Corresponding Author)
Email: salimisamane89@yahoo.com
Assistant Professor Educational Management, Zahedan Branch, Islamic Azad University, Zahedan, Iran

Author 2 Name: Marzieh Sancholi nejad
Email: ta.quester255@gmail.com
Master of Educational Management, Zahedan Branch, Islamic Azad University, Zahedan, Iran