



Predicting Job Performance Based on Decision-Making Styles and Coping Styles In Boukan Elementary Teachers

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Abstract

This study aimed to predict job performance based on decision-making styles and coping styles in primary school teachers in Boukan County. The design of the present study was descriptive-correlation. The statistical population of the study consisted of all primary school teachers in Buchan city in the academic year 1397-98 (840). To determine the sample size, the Morgan table was used and 265 people were selected as the samples who were selected using the available sampling method. Data were collected based on three questionnaires of Patterson (1989), job performance, Scott and Bruce's general decision-making styles (1995) and coping styles of Roger et al. (1993) with Cronbach's alpha coefficient of 0.89, respectively. Descriptive statistics and inferential statistics (Pearson correlation coefficient and multivariate regression analysis) and SPSS software were used for statistical analysis of data. Findings showed that there was a positive and significant relationship between job performance with rational and intuitive decision-making styles, a negative and significant relationship between job performance with avoidant and instantaneous styles, and a relationship between dependent decision-making style and job performance. There was a positive and significant relationship between job performance and rational, emotional, and avoidant coping styles, negative and significant, and no relationship, respectively. The findings also showed that rational, intuitive, avoidant, instantaneous decision-making styles as well as rational and emotional coping styles are able to predict job performance in teachers.

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Introduction

In today's world, people spend most of their social time in work and work environments, and since work is an important and meaningful aspect of every human life, it seems that attention to the issues and problems arising from work it is also important to be aware of strategies to deal with such problems. (Bayraktar, Araci, Karacay & Calisir, 2017)

The work environment always affects people, and in fact, the job characteristics and psychological characteristics of the person are constantly dynamic and in interaction, (Ahmadi, Moradi, khalegh khah & Zahed babelan, 2019) and overshadow the job performance of the person.

In Oxford dictionary, performance is defined as the execution, use and performance of any task in a regular or committed manner (Nasimi and Zare, 2020). This definition not only is associated with inputs and outputs, but also shows that performance is related to the performance of a job as well as the results obtained. Performance is the result of achieving a job over a period of time. Job performance has been studied from different perspectives. Griffin considers job performance as an action that leads to the completion or execution of a task (Salimi and Abdi, 2015), and Murhad considers job performance as the manner and amount of tasks and responsibilities assigned by the teacher.

Psychologists consider job performance as a product of human behaviors and believe that motivations and needs affect the performance of individuals and consequently economic growth and development (Izadi Yazdan Abadi and Noshe Var, 2010). It is also believed that job performance has a composite structure based on which successful employees can be identified from unsuccessful employees through a set of theoretically clear criteria (Abolghasemi et al, 2014).

Many organizations pay special attention to job performance due to the high importance of productivity in the workplace. However, examining this concept among primary teachers is of paramount importance because the role of teacher's performance in the field of education is crucial in the growth and development of students as valuable

assets of any society (Torkzadeh, Razi & Najafi, 2017).

Job performance is the expected value of organizations from separate behavioral events that individuals perform over a period of time (Jalagat, 2016).

The ability and desire of the individual are essential factors in the performance and productivity of the individual. That is, to what extent the person has the ability (knowledge, skills, experience, and competence) to do things, and to what extent has the desire (motivation, interest, commitment, and trust) to do things (Najafzadeh, Mofidi & Ahghar, 2015).

Blamberg and Pringle state that a person's suitability for tasks, ability to take action, and interest in taking action are three important and influential factors in job performance. Corman also cites motivation and skill, role perception and job ability as three important dimensions to influence people's job performance (Bakhshi & Kalantari, 2017).

Job performance has different aspects and many researchers have been trying to determine the main dimensions of performance, in different models. In order to describe this variable, they have differentiated these aspects of job performance. For example, in Bormann and Moto Widlow (1993), job performance has two dimensions: job performance and contextual performance. Job performance refers to the mastery and skill of the caretaker to perform the job responsibilities formally required of him/her by the organization, which is directly related to the production or service process and indirectly to the core executive processes. Contextual performance refers to the activities that employees perform outside of formal duties and in order to support the social work environment along with the main activities of the organization is common among employees and for that person does not receive a reward (Mardazad Behi and Nabaei, 2020).

The Bormann and Motovidlo classifications divide job performance into two categories. The

first category is the performance of the task, which includes specialized information and problem-solving ability, in which case the assigned tasks are performed based on organizational instructions and job expectations. The second category of performance is the context in which employees serve the organization with their personal passion and interest and do not pay attention to the existing regulations and monitoring system, and in fact this type of performance can increase the productivity of the organization and individuals. In addition, improve job performance (Ramawickrama, Opatha, PushpaKumari, 2017). Therefore, according to the results of the above research, it can be said that the concept of job performance is a complex multidimensional concept in which a large number of individual and organizational variables are involved (Buntaran, Andika & Alfiyana, 2019). Due to the wide range of these variables, the present study examines two of them, namely decision-making styles and coping styles.

Decision-making style shows people's reaction and routine as a result to the issues ahead (Mohammed Abubakar, Elrehail, Ahmad Alatailat & ElÃ§I, 2019). Miller and Byrnes define decision making as the process of choosing between different aspects to achieve specific goals (Colakkadioglu & Celik, 2016). Decision making employs many cognitive processes including information processing, problem solving, judgment, memory and learning (Hadizadeh Moghadam, Tehrani & Amin, 2011).

Individual decision-making style reflects the habitual pattern used in decision-making (Zare and Arab Sheibani, 2011). These styles help us to understand the different decisions of people in the same situations. So far, various classifications have been proposed regarding decision-making styles, one of the most important of which is the classification of Scott and Bruce. They have identified five decision-making styles: rational, intuitive, dependent, instantaneous, and avoidant (Bavol'ar & Orosová, 2015).

A rational decision-making style expresses the individual's desire to identify all possible solutions, evaluate the results of each solution from different aspects, and finally choose the optimal solution when faced with a situation. An intuitive decision-making style is an unconscious process that is achieved through personal experiences. In this way, there is no clear logic and more emphasis is placed on inner insight. Dependent decision-making style indicates not having enough independence and relying too much on the support of others. The immediate decision-making style is adopted suddenly and immediately at the moment of facing the problem, and in the avoidant decision-making style, people postpone the decision-making when faced with the problem and avoid any reaction to the problem (Remenova & Jankelova, 2019). Another variable related to teachers' job performance is coping styles. Coping styles are the process by which people take control of stressful issues. A variety of positive and appropriate coping methods can help people to express their feelings and thoughts and to be able to control their stress by acquiring coping skills, In Lazarus' defines confrontation, as an attempt to contain, including dominating, tolerating, reducing, or minimizing internal and environmental conflicts and demands that go beyond personal resources acceptance.

In fact, coping strategies are a set of cognitive and behavioral efforts that people use to interpret a stressful situation and lead to a reduction in stress (Zhou & Gong, 2015). Sarafino believes that stress is a perceived mismatch between the needs of one's situation and resources, and because people use coping strategies to neutralize or reduce stress, coping strategies are used to reduce people's assessment of the extent of this mismatch Ebadi Vashme Sara & Khademi, 2014).

Research has shown that the strategies that people use in dealing with stressful issues play a fundamental and decisive role in a person's physical and mental health (Ito & Matsushima, 2017). In the field of coping strategies, we can mention three strategies: problem-oriented or rational, emotion-

oriented or emotional, and avoidance. Rational coping strategies describe the ways in which a person calculates the actions he or she must take to reduce or eliminate a stressor. In fact, rational coping strategies can focus on the goal of problem-solving or problem consolidation so that the flexible use of coping strategies can reduce problem perception (Meléndez, Mayordomo, Sancho & Tomás, 2012). Conversely, emotional coping strategies describe how a person focuses on him/her and makes every effort to reduce his/her unpleasant feelings. Although research has shown that emotion-oriented coping is not an adaptive way to deal with stressful events, and problem-oriented and emotion-oriented strategies are at odds, effective problem solving often requires the activation of some strategies to reduce arousal is intense (same source). Avoidance coping strategies also require activities and cognitive changes that aim to avoid stressful situations. Avoidance coping strategies may take the form of engaging in a new activity or engaging with the community and others (Azadmarzabadi & Niknafs, 2016).

In a study aimed at investigating the relationship between job motivation and academic optimism in teachers' job performance, Esareh et al. (2021) teachers have concluded that there is a direct and significant relationship between job motivation and the components of recruitment, strength and endowment with teachers' job performance. In addition, there is a direct and significant relationship between academic optimism and the components of teacher collective effectiveness, and trust in parents and students, and academic emphasis on teachers' job performance. Teacher academic optimism is 0.26, teacher collective efficiency is 0.25, trust of parents and students had 0.29 and academic emphasis 0.18 had the power to predict teachers' job performance.

The results of Zavar et al. (2021) showed that job performance has a positive and significant relationship with psychological empowerment. In addition, the results of multiple regression with the stepwise method showed that among the

components of psychological empowerment, the components of meaning, trust, effectiveness, and competence were the best predictors of teachers' job performance and among leadership styles, grammatical leadership style was the best predictor of performance. It was a job.

Jalalzadeh and Nasirian (2020) conducted a study to investigate the relationship between job stress and the job performance of primary school teachers. The results showed that the effect of the job stress variable with a coefficient of -0.45 on job performance is significant. Furthermore the results of the sub-hypothesis test showed that the effect of job stress dimensions other than the control dimension on the job performance of elementary school teachers is significant.

Tahmasbzadeh Sheikhlar et al. (2019) conducted a study entitled "Study of the causal model of axial self-assessment, job independence and job hardiness on teachers' job performance". The results of this study showed that there is a positive, direct, and significant relationship between job performance and job toughness, job independence, and axial self-assessment.

Azarniushan et al. (2019) conducted a study to investigate the relationship between organizational innovation and job performance and job satisfaction of teachers. The results showed that organizational innovation had a significant effect on teachers' job satisfaction. Studies have also shown that organizational innovation affects teachers' job performance.

In a study entitled Decision Making Styles of Managers and Its Relationship with Their Job Performance in Birjand Secondary Schools, they found that there is a positive and significant relationship between rational style and intuitive style with job performance and a negative relationship between avoidance and instant style with job performance. And there is meaning. They also found that managers with a lot of work experience often use the intuitive style in their decisions (Rehman, Khalid & Khan, 2012). In a study entitled "Study of the relationship between

decision-making styles and organizational performance of employees, they found that employee decision-making styles have different effects on organizational performance." If there is a positive and significant relationship between the performance of the organization and rational, intuitive, and dependent decision-making styles and a negative and significant relationship between the performance of the organization and the avoidant and immediate decision-making style (Koutouzis & Malliara, 2017). In a study entitled *The Effects of Decision-Making Style and Leadership Style on Principals' Teacher Job Satisfaction*, they found that when principals use rational and dependent decision-making styles, elementary school teachers have more job satisfaction (Sarafidou & Chatziioannidis, 2013).

In a study entitled *Teacher Participation in Decision Making and Its Impact on the School*, they found that teachers play an important role in decision-making about students, but their participation in decision-making in management areas is limited. According to this study, the more prominent the role of teachers in various decision-making areas, the better their job satisfaction, self-efficacy and job performance, and the greater their growth and development (Li et al, 2017).

In a study entitled "The mediating role of coping styles in the relationship between work stress and job performance" hospital nurses found that positive coping strategies reduce or neutralize the negative effects of job stress on job performance, but negative coping strategies have unpleasant effects. Increases (Najafzadeh et al, 2015). In a study entitled *the relationship between coping styles and burnout with the job performance of preschool managers*, they found that there is a positive and significant relationship between intellectual coping styles and job performance and the relationship between job performance and emotional coping style and avoidance. There is a negative and significant (Mami et al 2017).

Therefore, according to the above, it can be said that the purpose of this study is to predict the job

performance of primary school teachers in Buchan based on decision-making styles and coping styles, and the present study examines the following hypotheses:

1- There is a relationship between job performance and teachers' decision-making styles and decision-making styles can predict job performance in elementary teachers in Buchan County.

2- There is a relationship between job performance and coping styles of teachers and coping styles are able to predict job performance in elementary teachers of Buchan city.

Research method

The design of the present study is descriptive-correlation. The statistical population of the study included all primary school teachers in Buchan city in the academic year 1397-98, whose number is 840 people. The sample size according to Morgan's table was 265 teachers who were selected using the available sampling method. The measurement tools in this study include three standard questionnaires of job performance, decision styles, and coping styles.

1. **Job Performance Questionnaire:** This questionnaire was prepared and compiled by Paterson (1989) and translated into Iranian by Shokrkan in 1990. This questionnaire has 15 questions and its scoring method is in the form of five options, the options of which include never (1), rarely (2), sometimes (3), often (4), and always (5). Salehi used Cronbach's alpha and halving methods to measure the reliability of the questionnaire. The validity coefficient calculated by Cronbach's alpha method is 0/86 and by the halving method is equal to 0/78 (Ghaderi, Rostami, Ardalan & Pashai, 2016). Also, the reliability of the questionnaire in the present study using Cronbach's alpha method was 0.89.

2. **Decision Styles Questionnaire:** This questionnaire was designed by Bruce Scott & (1995) to evaluate decision-making methods and measures a total of five decision-making styles: rational, intuitive, dependent, immediate, and

avoidance. This questionnaire has 25 questions and the subject must complete it on a 5-point Likert scale, strongly disagree (1), disagree (2), have no opinion (3), agree (4), and strongly agree (5). This questionnaire has 5 subscales that are assigned 5 questions to each subscale and by comparing the subjects' scores under the relevant subscales, the dominant style of decision making is determined. Scott & Bruce (1995) used exploratory factor analysis to evaluate the construct validity of the questionnaire, which confirmed the results of the five-factor structure of this scale. (Hadizadeh Moghadam & Tehrani, 2008) standardized the decision-making style questionnaire and reported Cronbach's alpha coefficient of 0/65 for the whole test. Cronbach's alpha coefficient of this questionnaire was 0.69 in the present study.

3. Coping Styles Questionnaire: This questionnaire was designed by Rajer et al (1993) in the UK and has 60 questions that measure four components (rational, emotional, detached, avoidant). Sharifi standardized this questionnaire and showed that coping styles in the sample of the Iranian population, instead of four factors, include three main factors, which he named rational, emotional, and detachment-avoidance coping methods. The main questionnaire had 60 questions and 4 components (rational, emotional, detached,

and avoidance) which according to the authors, there is a correlation between these scales. In the standardized and Iranian form, the four scales have been transformed into three scales: rational, emotional, and disconnection-avoidance, due to cultural differences and coping styles in Iranian society, and questions 26, 54, and 56 have not been included in any of the factors. Separation and rational scales are well correlated and emotional and cognitive scales are slightly correlated. Reliability of the first factor (rational coping) with 24 questions $\alpha=0/88$, for the second factor (emotional coping) with 16 questions $\alpha=0/78$, and for the third factor of coping (isolation-avoidance) with 18 questions equal to 0/78 (Heidary, 2004) Cronbach's alpha coefficient of this questionnaire in the present study was 0.78.

Research Findings

After collecting the data and entering it into Spss v 21 software, the research hypotheses were analyzed by descriptive and inferential statistical methods. At the level of descriptive statistics, tables of frequency distribution, mean, standard deviation and at the level of inferential statistics, the Pearson correlation test and multivariate regression analysis were used simultaneously.

Table (1): Frequency distribution of respondents according to demographic variables

Gender		frequency	Percentage
Gender	Female	132	49/8
	Man	133	50/2
Age category	20-30	62	23/4
	30-40	85	32/1
	40-50	97	36/6
	50-60	19	7/2
	60-70	2	0/8
Education rate	Diploma	5	1/9
	Above the diploma	28	10/6
	Bachelor	205	77/4
	Master's degree	27	10/2

Table (2): Description of research variables

Variable		Average	Standard deviation	Lowest score	Highest score	Total
Job Performance		54/61	5/81	23	60	265
Decision styles	Rational	17/68	2	11	24	265
	Intuitive	18/08	2/85	9	25	265
	Dependent	15/63	2/65	11	33	265
	Avoidant	12/33	3/33	5	23	265
	Immediate	12/28	3/42	5	22	265
Coping style	Rational style	72/73	9/51	41	124	265
	Emotional style	30/84	7/34	16	78	265
	Detachment-avoidance style	46/79	6/92	29	78	265

Table two shows that the mean of the sample group in the variables of job performance was 54/61; decision-making styles were rational 17/68, intuitive 18/08, dependent 15/63, avoidance 12/33,

instantaneous 12/28. Moreover in coping styles, it is rational 72/73, emotional 30/84, detachment-avoidance 46/79, respectively.

Table No. (3): Results of the Kolmogorov-Smirnov test to measure the normality of data distribution

Variable	Average	Standard deviation	Kolmogorov-Smirnov	Significance level
Job Performance	54/61	6/92	0/68	0/74
Decision styles	76/02	8/72	1/04	0/22
Coping style	150/37	16/05	1/21	0/10

According to Table three, since the significance level of all variables is higher than 0/05, so with 95% confidence, it can be concluded that the scores have a normal distribution.

Hypothesis 1: There is a relationship between job performance and teachers' decision-making styles and decision-making styles are able to predict job performance in primary school teachers in Buchan County.

Table (4): Correlation matrix of variable scores of job performance with teachers' decision-making styles

Variable		1	2	3	4	5	6
Job Performance	1- Performance	1					
Decision styles	2- Rational	0/24**	1				
	3- Intuitive	0/14*	0/36**	1			
	4- Dependent	0/02	0/03	0/14*	1		
	5- Avoidant	-0/26**	-0/09	-0/13*	0/36**	1	
	6- Immediate	-0/30**	-0/07	-0/09	0/15**	0/53**	1

The results of Table four show the correlation between job performance and decision-making

styles in the following order. Rational decision-making style and job performance were positively

and significantly correlated ($p < 0/01$, $r = 0/24$), intuitive decision-making style and job performance were positively and significantly correlated ($p < 0/05$, $r = 0/14$), Avoidance decision-making style and job performance Negative and significant correlation ($p < 0/01$, $r = -0/26$), Instant decision-making style and job performance Negative and significant correlation ($p < 0/01$, $r = -$

$0/30$) There is. In addition, there is no significant relationship between dependent decision-making style and job performance ($p < 0/01$, $r = 0/02$). These findings show that the more teachers use rational and intuitive decision-making style, the better their job performance, and the more they use instantaneous and avoidant decision-making style, the poorer their job performance.

Table (5): Multivariate regression results (simultaneous method) to predict teachers' job performance through decision-making styles

Variable	R	R ²	F	b	SE	β	T	sig
The amount of fixed	0/41	0/17	10/97**	48/75	3/25	-	14/97	0/00
Rational style				0/37	0/13	0/16	2/74	0/00
Intuitive style				0/23	0/12	0/15	1/85	0/01
Dependent style				0/22	0/13	0/10	1/66	0/09
Avoidant style				-0/31	0/12	-0/18	-2/55	0/04
Immediate style				-0/37	0/11	-0/21	-3/26	0/05

$p < 0/01$ ** $p < 0/05$ *

Table five summarizes the simultaneous regression analysis to predict job performance through decision-making styles. The results of Table 5 show that the decision styles variable explains a total of 17% of the variance in job performance. Given that the calculated F is significant at a level less than 0.01, the linear regression model is significant. Also, rational and intuitive decision-making styles with positive beta coefficients of 0/16 and 0/15, respectively, positive

and significant avoidance and instant decision-making styles with negative beta coefficients of -0/18, -0/21, respectively. In addition have a significant contribution to predicting the job performance of teachers.

Hypothesis 2: There is a relationship between job performance and coping styles of teachers and coping styles are able to predict job performance in elementary teachers in Buchan County.

Table (6): Correlation matrix of variable scores of job performance with teachers' coping styles

	Variables	1	2	3	4
Job Performance	1- Performance	1			
Coping style	2- Rational	0/48**	1		
	3- Emotional	-0/15*	0/12*	1	
	3- Detachment-avoidance	0/10	0/36**	0/33**	1

The results of Table 6 show the correlation between job performance and coping styles in the following order. Rational coping style and job performance positive and significant correlation ($p < 0/01$, $r = 0/48$), emotional coping style and job

performance negative and significant correlation ($p < 0/05$, $r = -0/15$), There is a dissociative-avoidant coping style and non-correlated job performance ($p < 0/05$, $r = 0/10$). These findings indicate that the more teachers use the rational coping style, the

better their job performance and the more they use the emotional coping style, the poorer their job

performance and the isolation-avoidance coping style affects their job performance. does not have.

Table (7): Multivariate regression results (simultaneous method) to predict teachers' job performance through coping styles

Variable	R	R ²	F	b	SE	β	T	sig
The amount of fixed	0/49	0/24	27/82**	36/72	2/99		12/24	0/00
Rational coping style				0/29	0/03	0/48	8/09	0/00
Emotional coping style				-0/62	0/04	-0/20	-1/31	0/04
Detachment-avoidance coping style				0/04	0/05	-0/04	-0/76	0/44

p<0/01** p<0/05*

Table seven summarizes the simultaneous regression analysis to predict job performance through coping styles. The results of Table seven show that the variable of coping styles explains a total of 24% of the variance of job performance. Given that the calculated F is significant at the level of less than 0/01, so the linear regression model is significant. In addition, the rational coping style with a beta coefficient of 0/48 is positive and significant; the Emotional coping style with a beta factor of -0/20 has a negative and significant contribution to predicting job performance, but the avoidant discontinuous coping style is not able to predict job performance in teachers, so part of the second hypothesis is confirmed.

Discussion and conclusion

Regarding the first hypothesis, the findings of the present study indicated that rational and intuitive decision-making styles were positively and significantly and avoidance and instantaneous styles were negatively and significantly related to job performance and rational, intuitive, avoidant, and immediate predictive decision-making styles. They do job performance in teachers. This finding is inconsistent with the findings (Rashki Ghaleno et al, 2015) and with part of the study (Koutouzis & Malliara, 2017). So far, few studies have examined the relationship between different types of decision-making styles on teachers' job performance, and most studies in this area have examined either principals' decision-making styles

or the effects of teachers' decision-making on the classroom and school environment. Explaining this finding, regardless of the type of decision-making style, there are many reasons for teachers to participate in decision-making. Teacher participation leads to better communication between teachers and principals, better teacher-student communication, improved working life and job satisfaction, classroom enthusiasm, educational productivity, and a sense of mutual respect and trust (Gemechu, 2014). Teachers' involvement in decision-making processes also strengthens teamwork and increases organizational commitment, and when teachers participate in decisions related to the classroom and school environment, they are more likely to defend and make decisions against them. They feel committed. Since in most cases the responsibility for achieving school goals rests with teachers, so teachers' participation in decision-making leads to positive outputs such as providing quality educational services, better solving challenges, reducing frequent teacher absences and reducing role ambiguity. There is a role conflict between teachers.

Teachers' participation in decisions related to the classroom and school environment affects their personal and professional satisfaction and even the type and quality of their teaching (Balcha, 2012). The researcher also found that participation in decision-making improves teacher morale, the

growth of knowledgeable and educated teachers, improves teacher communication inside and outside the school, improves student motivation, increases activity motivation, and improves the quality of work and job performance. When teachers are more active in making decisions about their work environment, they are more likely to help students choose a career and career path, spending more years productively and effectively, in areas other than teaching actively participating, guiding, and assisting students more, and ultimately has more creative ways to deliver effective teaching and successful classroom management (Mosheti, 2013).

According to research, there is a positive and significant relationship between rational decision-making style and job performance. In the rational style, people evaluate the results of each strategy and consider all the different aspects of a situation, usually making the best decision, so a person whose decision-making style is rational in the challenges and opportunities that arise in his job uses the same style And will have better job performance. Also, people whose decision-making style is intuitive often make subconscious decisions, based on the lessons learned. In this way, the decision-maker does not have a clear logic regarding the correctness of his decision, but does what he thinks is right based on his inner insight. People with intuitive decision-making styles do not completely reject the rational analysis of the problem, but believe that in some situations, such as facing a crisis, in situations of uncertainty and when faced with a huge amount of unprocessed information, and in situations where Due to the complex nature of the problem and the critical situation, it is not possible to gather all available information about the subject of decision making and review this information accurately and systematically, intuition helps people and can play an important role in choosing the right decision (Nowzari & Boustani, (2014. Therefore, benefiting from having constructive solutions to unforeseen job-related challenges and situations can increase a person's

job performance. On the other hand, the instant decision-making style expresses the decision-maker's sense of urgency and his desire to make the final decision in the shortest and fastest time possible. In other words, other people who have an instant decision-making style will immediately and immediately make their main decision when faced with a decision-making situation, as well as people who have an avoidant decision-making style. When faced with a problem, postpone the decision as much as possible and avoid any reaction to the problem that has occurred. Since these two types of decision-making styles are not practically based on examining all aspects of previous experiences of the individual, so most of the time, not only do they not help to solve the problem or problem, but also aggravate the problem and therefore affect job performance. The person has negative effects. (Rehman et al, 2012). Also, the present finding that the decision-making style depends on job performance is inconsistent with part of the research (Koutouzis & Malliara, 2017). This is how they explain it because people rely on and consult with others in a decision-making style, so they receive useful career advice. Also, because people in Iran, unlike individualistic countries, have learned from childhood and in the family to rely more on others; therefore, intellectual dependence is considered a normal style in Iranian society and provides performance improvement in all areas of work, family, and education. However, in the present study, the positive effects of constructive and active participation of teachers in decision-making have been studied in detail (Sarafidou & Chatziioannidis, 2013).

The second hypothesis showed that there is a positive and significant relationship between job performance and intellectual and emotional coping styles and a negative and significant relationship, respectively, and these two styles are able to predict job performance in primary school teachers in Buchan city. Consistent with the findings of (Li et al, 2017), (Najafzadeh et al, 2015, Mami and et al 2017). In explaining this finding, it can be stated

that many factors directly and indirectly affect the job performance of teachers and in this regard, coping styles are of particular importance. Coping styles are defined as skills and techniques that are available to people at any time and place and help people overcome stress and ensure their effectiveness. Having or not having skills such as constructive thinking, facing problems, flexibility in behavior, etc. are strong determinants of empowerment or vice versa. The results of this study showed that there is a positive relationship between rational coping style and teachers' job performance. If a person with comprehensive knowledge and understanding of the issues and problems around him can choose the best and most logical response, he will not only be able to solve problems but also provide physiological and mental health to himself and others by reducing stress and tension. Makes. On the other hand, the findings of this study showed that there is a negative relationship between emotional coping style and job performance of teachers, and most of the time this issue leads to disruption in executive affairs and has unfortunate consequences. In general, problem-oriented efforts focus on changing the stressful position, that is, on controlling the stressor to reduce or eliminate stress; In contrast, emotion-focused efforts to change emotional responses to stressors, that is, emphasize the inhibition of emotional responses and physiological arousal to reduce psychological behaviors (Behjati, Khabbaz & Naseri, 2014). Therefore, this finding is consistent with Lazarus' view, which classifies coping strategies into two categories and shows the aspects of their efficiency or inefficiency, and in fact acknowledges that the type of coping style can determine the desired performance or It is undesirable for people in all fields (Rezapour-Mirsaleh, Abdi, Rahgozar & Reyhani-Kivi, 2011). On the other hand, the present study showed that the avoidance-avoidance style was not related to job performance and did not predict job performance among teachers, which is inconsistent with Shah Hosseini's finding. Explaining this

finding, Heydari states that the use of different questionnaires can provide contradictory and different results. In his research, Shah Hosseini used the main version of the questionnaire in which there were 4 subscales and in fact, the subscales of disconnected coping style and avoidance coping style were scored separately. While standardizing the questionnaire, according to the cultural and educational structure of Iranian society, he has identified three factors of rational, emotional, and detachment-avoidance coping styles (Heydari, 2004). Therefore, since the 3-factor questionnaire was used in the present study, it is obvious that the obtained finding is contradictory to Shah Hosseini's finding. This research was conducted in Buchanan city, so it is suggested that it be done in other communities. This study was also conducted among primary school teachers, so it is recommended to be conducted among teachers of other educational levels. Finally, this research has been done among teachers, and future researchers are suggested to do it in different professions.

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.

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Conflict of interest

According to the authors of the present article, there was no conflict of interest.

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