

A Study of the Status and relationships between Secure-Base Leadership, Leadership Effectiveness and Job Satisfaction

Gholamreza Shams Mourkani¹, Sadaf Khalijian²

¹Faculty Member, Department of Education, Faculty of Education and Psychology, Shahid Beheshti University, Velenjak, Tehran, Iran

²Research Scholar in Educational Administration, Department of Education, Faculty of Education and Psychology, Shahid Beheshti University, Velenjak, Tehran, Iran
gh_shams@sbu.ac.ir

Abstract: The present study aimed at investigating the status and relationships between secure-base leadership, leadership effectiveness and employees' job satisfaction at Shahid Beheshti University. The study is a descriptive-correlation one. The research population was all staff at Shahid Beheshti University during the academic year of 2011-2012 (N=928), among which 272 people were selected through stratified random sampling. Three questionnaires including "secure-base leadership" (Coombe, 2011), "leadership effectiveness" and "job satisfaction" (researcher-made) were employed to collect the data. Validity of the questionnaires was confirmed by university professors and their reliabilities calculated by the use of Cronbach's Alpha which were 0.91, 0.93, and 0.83, respectively. To analyze the data, one-sample t-test, Pearson's correlation coefficient, stepwise multiple regression and structural equation modeling through SPSS and LISREL software, were employed. Results showed that secure-base leadership and leadership effectiveness scores were higher than average and the job satisfaction scores were average. Correlation coefficients showed that secure-base leadership had a significant and positive relationship with leadership effectiveness ($r=0.84$) and job satisfaction ($r=0.83$). On the other hand, results showed that secure-base leadership directly and through leadership effectiveness had a major impact on job satisfaction ($\beta=0.89$). Moreover, leadership effectiveness had an impact on job satisfaction ($\beta=0.54$). In general, the conceptual framework of the research was examined on the basis of the causal relations among variables and confirmed by structural equation modeling.

[Shams Mourkani, G.R., Khalijian, S. **A Study of the Status and relationships between Secure-Base Leadership, Leadership Effectiveness and Job Satisfaction.** *J Am Sci* 2013;9(3):270-280]. (ISSN: 1545-1003). <http://www.jofamericanscience.org> 51

Keywords: Secure-base leadership, leadership effectiveness, job satisfaction

1. Introduction

Today, there is a growing need for leadership due to the development of human knowledge and knowledge management. Leadership is one of the most critical and studied issues in social sciences (Gillet et al., 2011). Like other organizations, educational environments have experienced complexity of higher education institutions due to the increasing spread of pressures during the two past decades. Consequently, leadership based on such complexities can be defined as a necessary strategy for university and other institutions (Oduro, 2004 as cited in Harris, 2009). As a result, leadership needs a variety of skills and flexible methods to encounter with challenges for change and new demands (Harris & Spillane, 2008; Keshavarz et al., 2013).

In this regard, leadership means employing resources to cope with external challenges. Effective leaders remove doubts and act confidently (Spears et al., 2002). In fact, an organization is required to officially recognize the employee's talents, use them and try to develop these potentials. Leaders can surely play a great role in helping employees to achieve the

organizational goals (Leiden et al., 2008). In this regard, secure-base leadership (SBL) can be considered as one of the state-of-the-art methods in leadership.

SBL is a positive relationship based on the leadership theory and comprises of three elements including (1) creating security through valuing, acceptance and appreciating, (2) providing exploration through focus on growth, development and potential, and (3) managing tasks and situations in a positive manner (Coombe, 2011). The theory of SBL has its roots in Attachment Theory. The core point in Attachment Theory is the concept of SBL which has been studied by Ainsworth (1979 & 1978) and Bowlby (1988). The study showed that the concept of secure-base, as originally conceived by Ainsworth and Bowlby, especially in relation to the control systems of attachment and exploration has not been fully developed in organizational behavior literature. This problem exists in the area of leadership studies too. Secure Base has almost become defined in terms of the two dimensions of Avoidance and Anxiety (or Self

and Other). In other words, secure has come to mean being low on avoidance and low on anxiety.

Regarding the importance of concept of secure-base, this research tries to prove that SBL is a positive theory of leadership which combines the confidence, exploration and positive activities. This reality shows that SBL is a logical and distinctive framework which helps the studies done in the area of leadership.

Ainsworth and Bowlby's theory of secure-base is completely different from the attachment secure which is defined in the organizational researches. Importantly, deeper explorations of the behaviors and roles of Secure Bases have occurred in the domains of developmental psychology and psychotherapy (Wallin, 2007; Fosha, 2000;) and neurobiology (Cozolino, 2006). This research aims to develop these views by the use of SBL in organizations. Furthermore, it is going to help university presidents to promise that the future will be more hopeful.

Examining the literature of modern methods of leadership, it's understood that organizational leaders can influence employees through respect, honesty, opportunities for risk-taking, interpersonal skills, intrinsic motivation, positive mindset and supportive actions. In addition, it's likely that leaders are considered acceptable by employees provided that the organizational climate be based on trust and employees are given the opportunity to achieve their potentials.

Considering issues related to the SBL along with the studies done in the area of the impact of leadership and management styles on job satisfaction (Cesen, 2009; Netherlands, 2004; Bilimoria et al., 2006; Thwala et al., 2008) and regarding the novelty of this concept in Iran, this research is conducted to recognize the status of SBL, leadership effectiveness and job satisfaction in addition to the way SBL affects leadership effectiveness and employees' job satisfaction.

2. Theoretical Framework

Nowadays, organizations undergo many challenges like preserving quality while there is lack of resources, managing the fiscal situation in a better way, developing new techniques, determining clear educational objectives, helping employees to tolerate the growing pressure, motivating employees, making new innovations in the work and conducting new researches. To turn the challenges into opportunities, leaders are to apply modern ways of leadership in order to motivate followers, which enhances job satisfaction.

In this regard one of the newly born approaches to leadership is SBL. "Secure base leadership", as Coombe (2011) says, "is a positive relationship based on leadership theory. Secure-base leadership has paved the way for development, learning and

innovation in the organization through valuing, acceptance, appreciating and readiness for exploration through emphasizing on development, growth and potential and also through managing tasks and situations in a positive manner, which lead to a learning organization" (p. 24). In fact, a secure-base leader is one who sees his and others' basic values and potentials in a positive manner. Moreover, he employs a positive way for completing the tasks.

Coombe (2011) through his qualitative and quantitative study concluded that the most important characteristics of a SBL included acceptance and appreciation for the human being, opportunities for risk-taking, seeing potential in the other, accessibility, using intrinsic motivation, tendency to favor listening and inquiry over advocacy, calm and dependability and positive mindset. It can be claimed that the leader with these feature would be able to influence employees. Hoppe & Spech (2003) enumerate the characteristics of effective leadership as honesty and frankness, trustworthiness, prestige, courage, being energetic, perseverance, being risk-taking, effective communicative skills, wise decision-making, adaptability and commitment. Duemer et al. (2001) considers four characteristics for an effective leadership: interpersonal skills (like trust in others, perseverance in achieving the objectives, and task facilitation), group management (like sense of humor, delegation of authority and decision-making to direct the group works), time management (which means to determine the period of time during which a specific task should be done by the group members) and expertise.

It seems that job satisfaction can be obtained through meeting such needs. Job satisfaction means that employees are pleased about the leader's style of leadership, his/her approaches and the way their needs are satisfied. In short, job satisfaction can be defined in terms of this fact that whether or not leader works in an adoptable way with the employees. Studies by Hoy & Miskel (2008) represented that it's more likely that employees be committed to achieving the group and organizational objectives if they're satisfied with their leaders. It can be said that job satisfaction is the image that every employee has of job in addition to his/her positive attitudes and emotions towards the job (Rose et al, 2006).

Therefore, job satisfaction represents the employees' emotional response to their job (Clark, 2006; Clark et al., 2004; Hosseinaei et al., 2013) and shows the relationship between the human and work rewards (Willem et al, 2007). Woodman & Hellriegel define the effective factors on job satisfaction as the characteristics of employees, the type of work, work environment, effective leadership and human relationship. Korman believes that some factors like

internal and content factors, external factors and work content influence the job satisfaction (as cited in Ozdemir, 2009).

Although the effect of SBL on job satisfaction has not been fully studied, it's likely that SBL can directly and indirectly through leadership effectiveness influence employees' job satisfaction.

To give an example, we can name the results of researches conducted by Stone, Russell and Patterson (2006) that indicated there was a meaningful relationship between modern leadership styles and employees' job satisfaction. Considering the descriptions said, a conceptual framework for the research can be concluded as shown in the figure 1.

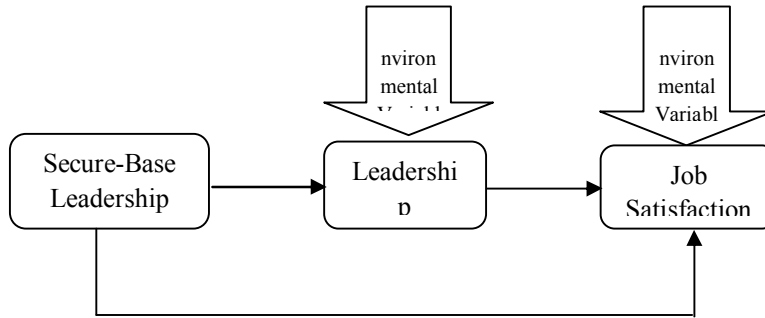


Figure 1. The conceptual framework of the research

Therefore, the following hypotheses are formulated in this research:

1. The status of secure-base leadership, leadership effectiveness and job satisfaction is significantly different from the theoretical mean.
2. There are significant relationships among secure-base leadership, leadership effectiveness and employees' job satisfaction.
3. Secure-base leadership influence directly and indirectly through leadership effectiveness on job satisfaction.

3. Methodology

Regarding the objective, the current study is an applied research and regarding the control of variables it is a descriptive research. This research can be considered as a survey and correlation study too. Research population consisted of all employees at Shahid Beheshti University (SBU) (including the staff of Educational Departments, Vice-president for Research, Vice-president for Administration & Finance, Vice-president for Student Affairs, Vice-president for Information and Communication, President Office, Research Institutes, Faculties, University Security Guards, etc.), the total number of whom were 928 in 2011-2012. The sample (n=272), calculated using Cochran formula after the pilot study, was selected through stratified random sampling. Two hundred and forty seven questionnaires were submitted in finally. It was found that %91 of the total questionnaires was delivered.

The data were collected through three questionnaires. The first questionnaire was developed by Coombe (2011) which included 37 items. This questionnaire, which is translated and employed for

the first time in this research, measures secure-base leadership through 8 dimensions including acceptance, opportunities for risk-taking, seeing potential (final talent), accessibility, using intrinsic motivation, listening and inquiry, calm and dependability and positive mindset. The second questionnaire was a researcher-made questionnaire of leadership effectiveness which included 15 items. This questionnaire was designed on the basis of Alagheband's Questionnaire of the characteristics of effective leaders (1992) and Pardakhtchi's Questionnaire of leadership effectiveness (1993). Finally, the third questionnaire which was designed by the researcher and included 10 items to measure the job satisfaction was adopted from the Questionnaire of Hackman and Oldham (1975) and the Mortazavi's Questionnaire (1993).

It is worth noting that the items of all questionnaires were designed based on the Likert Scale (never, rarely, sometimes, often, and always) and scoring varied from 1 to 5. However, the reversed items had reversed scoring from 5 to 1. Staff answered all three questionnaires, the first two of which asked their views on the leaders and the third one asked their opinion about the job satisfaction. The questionnaires' validity was supported according to the experts and professors' views and confirmatory factor analysis; also, their reliability was supported by using Cronbach's Alpha. Doing so, the questionnaires were filled in by 30 staff of SBU. Table 1 shows the reliability coefficient for the questionnaires; also, the table 2 represents the reliability coefficient for every dimension of the questionnaire of secure-base leadership in comparison with Coombe's study (2011).

Table 1. The results of Cronbach's Alpha for the research variables

Variables	Cronbach's Alpha	Items number
Secure-base leadership	0.91	37
Leadership effectiveness	0.93	15
Job satisfaction	0.83	10

Table 2. The reliability of SBL dimensions in Coombe's study (2011) and the present study

SBL Dimensions	Cronbach's Alpha Coefficient (Coombe, 2011)	Cronbach's Alpha Coefficient (current research)
Acceptance	0.81	0.57
Risk opportunity	0.69	0.54
Seeing potential	0.86	0.84
Accessibility	0.77	0.86
Using intrinsic motivation	0.61	0.53
Listening and inquiry	0.73	0.67
Calm and dependability	0.69	0.76
Positive mindset	0.67	0.76

Finally, in order to analyze the data, one-sample t-test, Pearson Correlation Coefficient, stepwise multiple regression and structural equation modeling by the use of SPSS and LISREL were employed.

4. Results

One-sample t-test was used to examine the

status of SBL, leadership effectiveness and job satisfaction. Table 3 shows the results of one-sample t-test in evaluating the employees' views about those the three variables and the degree they are satisfied with their job.

Findings indicated that the mean of employees' view on SBL equaled to 3.192 while the expected mean (theoretical mean) was 3. The t-value equaled to 5.129. According to the fact that t-value was significant at 0.05, it can be concluded that the empirical mean is significantly different from the theoretical mean. Since the empirical mean was higher than that of theoretical, it can be concluded that from the employees' perspectives, the status of SBL at SBU was significantly higher than the expected mean; thus it was appropriate. Also, the results of one-sample t-test concerning the leadership effectiveness indicated that the staff's assessment had been significantly higher than the expected mean ($t=2.704$; $P<0.05$). Employees' assessment of the job satisfaction was not significant at the level of %95 ($P>0.05$; $t=0.479$). Consequently, it could be concluded that there would not be a significant difference between the empirical mean and theoretical mean (3), so the employees' job satisfaction was in a mediocre level. The results are shown in table 3.

Table 3. The results of one-sample t-test for assessing the employees' views on SBL, leadership effectiveness and job satisfaction

Variable	Test Value = 3						
	n	M	SD	Mean Difference	t	df	Sig.
Secure-base leadership	247	3.1925	.5934	.1924	5.129	246	.000
Leadership effectiveness	247	3.1189	.6953	.1189	2.704	246	.007
Job satisfaction	247	3.0232	.7644	.0231	0.479	246	.632

Table 4. The correlation matrix of the relationship between the SBL and its dimensions and leadership effectiveness

	Correlation Matrix		Leadership effectiveness
	Correlation Coefficient	Significance Level	
Secure-base leadership	0.846*	0.000	
Acceptance	0.669*	0.000	
Risk Opportunity	0.701*	0.000	
Seeing potential	0.786*	0.000	
Accessibility	0.774*	0.000	
Using intrinsic motivation	0.547	0.000	
Listening and inquiry	0.761*	0.000	
Calm and dependability	0.793*	0.000	
Positive mindset	0.557*	0.000	

* Significance level: $\alpha = 0.01$; Frequency: 247

Pearson Correlation Coefficient was employed to examine the relationships among the SBL, its dimensions, leadership effectiveness and job satisfaction. Table 4 shows the results obtained by the examination of the relationship between the SBL, its dimensions and leadership effectiveness. Correlation coefficient showed that there was a positive and significant relationship between SBL and leadership effectiveness ($r = 0.846$), acceptance and leadership effectiveness ($r=0.699$), risk opportunity and leadership effectiveness ($r=0.701$), seeing potential and leadership effectiveness ($r= 0.786$), accessibility

and leadership effectiveness ($r=0.774$), using intrinsic motivation and leadership effectiveness ($r= 0.547$), Listening and inquiry, and leadership effectiveness ($r= 0.761$), calm and dependability, and leadership effectiveness ($r=0.793$), positive mindset and leadership effectiveness ($r= 0.557$).

Thus, it can be concluded that leadership effectiveness increases as SBL and its dimensions grows. To determine which dimension of SBL can predict the leadership effectiveness more, the equation of stepwise multiple regression was utilized. The statistical results are shown in table 5.

Table 5. The variables inserted in regression model in various steps

Model	Correlation coefficient	Coefficient of determination (R^2)	Adjusted coefficient of Determination	Standard error
1	0.739 ^a	0.629	0.628	0.426
2	0.844 ^b	0.712	0.710	0.376
3	0.857 ^c	0.735	0.732	0.362
4	0.864 ^d	0.747	0.743	0.354

a. predictors: (stable), Calm and dependability
b. predictors: (stable), Calm and dependability, seeing potential
c. predictors: (stable), Calm and dependability, seeing potential, listening and inquiry
d. predictors: (stable), Calm and dependability, seeing potential, listening and inquiry, accessibility
Dependent variable: leadership effectiveness

The results of table 5 show that the model of regression for predicting leadership effectiveness was implemented in four steps. In the first step, calm and dependability were inserted in the equation and the coefficient of determination (R^2) got 0.629. In the other words, calm and dependability explains 62.9% of the variance of leadership variance. In the second step, seeing potential was inserted in the equation along with dependability and calm. As a result, R^2 increased to 0.712. In other words, it can be said that variables of calm and dependability and seeing potentials have explained 71.2% of the variance of leadership effectiveness. In the third step, the variable

of listening and inquiry in addition to calm and dependability and seeing potential were inserted in the equation. As a result of this addition, the coefficient of determination (R^2) increased to 0.735. In the fourth step, the variable of accessibility was inserted in the equation that led to an increase in the amount of coefficient of determination (R^2) to 0.747. In other words, these four variables altogether have explained 74.7% of the variance of leadership effectiveness. Variables like acceptance, opportunity for risk, using intrinsic motivation and positive mindset were not inserted in the equation due to their low degree of predictability.

Table 6. The correlation matrix of the relationship between the SBL and its dimensions and job satisfaction

	Correlation Matrix		Job satisfaction
	Correlation Coefficient	Significance Level	
Secure-base leadership			0.831*
Acceptance	Correlation Coefficient		0.669*
	Significance Level		0.000
Risk Opportunity	Correlation Coefficient		0.723*
	Significance Level		0.000
Seeing potential	Correlation Coefficient		0.761*
	Significance Level		0.000
Accessibility	Correlation Coefficient		0.764*
	Significance Level		0.000
Using intrinsic motivation	Correlation Coefficient		0.700*
	Significance Level		0.000
Listening and inquiry	Correlation Coefficient		0.740*
	Significance Level		0.000
Calm and dependability	Correlation Coefficient		0.793*
	Significance Level		0.000
Positive mindset	Correlation Coefficient		0.520*
	Significance Level		0.000

* Significance level: $\alpha = 0.01$; Frequency: 247

Results obtained by the examination of the relationship between the SBL, its dimensions and the leadership effectiveness (Table 6) showed that there was a positive and significant relationship between SBL and job satisfaction ($r=0.831$), acceptance and job satisfaction ($r= 0.669$), risk opportunity and job satisfaction ($r=0.723$), seeing potential and job satisfaction ($r=0.761$), accessibility and job satisfaction ($r=0.764$), using intrinsic motivation and job satisfaction ($r= 0.700$), listening and inquiry, and

job satisfaction ($r= 0.740$), calm and dependability, and job satisfaction ($r= 0.793$), positive mindset and job satisfaction ($r= 0.520$).

Thus, it can be concluded that job satisfaction increases as SBL and its dimensions grows. To determine which dimension of SBL can predict the job satisfaction more, the equation of stepwise multiple regression was employed. The statistical results are shown in table 7.

Table 7. The variables inserted in regression model in various steps

Model	Correlation coefficient	Coefficient of determination (R^2)	adjusted coefficient of Determination	Standard error
1	0.764 ^a	0.584	0.582	0.497
2	0.808 ^b	0.652	0.650	0.455
3	0.823 ^c	0.678	0.674	0.439
4	0.831 ^d	0.690	0.685	0.431
5	0.835 ^e	0.698	0.692	0.427

a. predicators: (stable), accessibility

b. predicators: (stable), accessibility, seeing potential

c. predicators: (stable), accessibility, seeing potential, acceptance

d. predicators: (stable), accessibility, seeing potential, acceptance, risk opportunity

e. predicators: (stable), accessibility, seeing potential, acceptance, risk opportunity, calm and dependability

Dependent variable: job satisfaction

The results of table 7 show that the model of regression for predicting job satisfaction was implemented in five steps. In the first step, accessibility was inserted in the equation and the coefficient of determination (R^2) got 0.584. In the other words, accessibility explains 58.4% of the variance of job satisfaction. In the second step, seeing potential was inserted in the equation along with accessibility. As a result, the coefficient of determination (R^2) increased to 0.652. In other words, it can be said that variables of accessibility and seeing potentials have explained 65.2% of the variance of job satisfaction. In the third step, the variable of acceptance in addition to accessibility and seeing potential were inserted in the equation. As a

result of this addition, the coefficient of determination (R^2) increased to 0.678. In the fourth step, the variable of risk opportunity was inserted in the equation that led to an increase in the amount of coefficient of determination (R^2) to 0.690. In the fifth step, the variable of calm and dependability was inserted in the equation which increased the coefficient of determination (R^2) to 0.698.

In other words, these five variables altogether (namely accessibility, seeing potential, acceptance, risk opportunity, and calm and dependability) have explained 69.8% of the variance of job satisfaction. Variables like using intrinsic motivation, listening and inquiry, and positive mindset were not inserted in the equation due to their low degree of predictability.

Table 8. Correlation matrix of the research variables

Secure-base leadership	1		
Leadership effectiveness	$r=0.84$ Sig.=.000	1	
Job satisfaction	$r=0.83$ Sig.=.000	$r=0.82$ Sig.=.000	1
	Secure-base leadership	Leadership effectiveness	Job satisfaction

The relationships of the three variables under the study are shown in table 8. Moreover, it can be seen that the relationship between the leadership effectiveness and job satisfaction is significant ($r= 0.82$; $P < 0.05$).

The structural equation modeling in LISREL used to understand the impact of SBL on job satisfaction (directly or indirectly through leadership effectiveness). As shown in the conceptual model

(Figure 1), SBL directly and indirectly influence on job satisfaction. The results of confirmatory factor analysis of questionnaire and the results of the final structural equation modeling are represented afterwards. At first, the conceptual model of the research is inserted into the LISREL and then its goodness of fit is examined by the use of LISREL. Figure 2 shows the results.

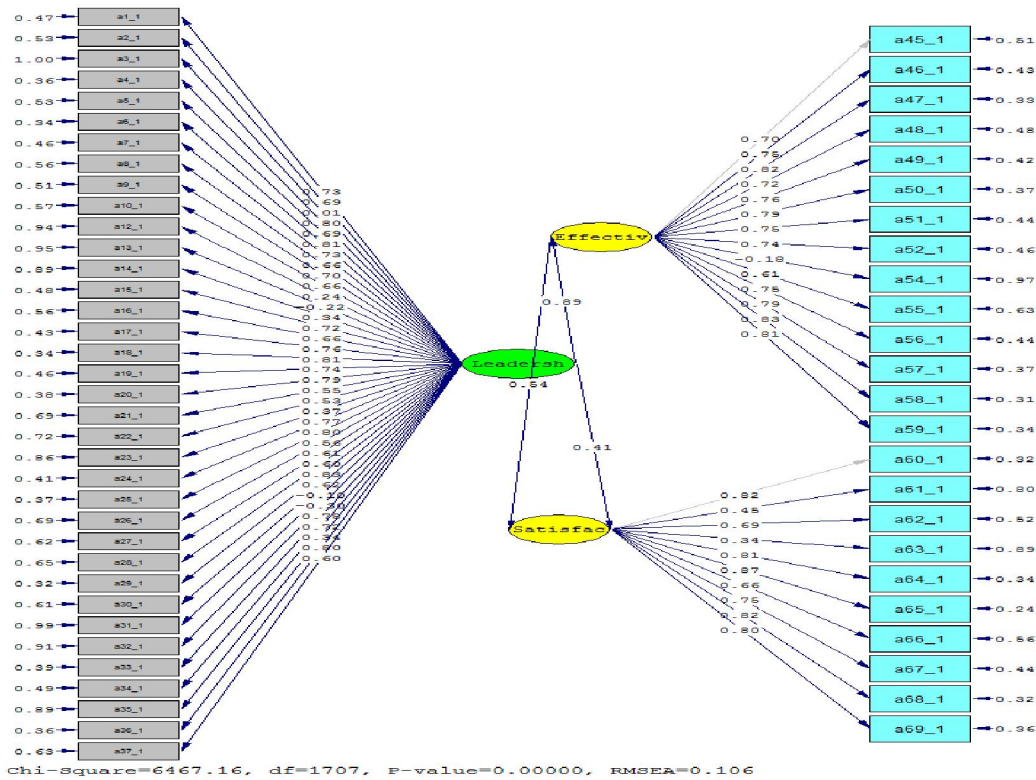


Figure 2. Confirmatory factor analysis and Beta coefficient of variables

According to the model factorial statistics, it can be seen in measurement models and also in the above model that items loads except in four items (items No. 3, 12, 31, 32) are higher than 0.33, which observed items well loaded on the latent items. It should be noted that the squares represent the

observed variables or questions of the questionnaire while the ellipse represent latent variables which are inferred from the observed variables.

There are so many indices to study the goodness of fit instructional equation model, some of which are shown in table 9.

Table 9. The goodness of fit indices for the research model

RMSEA	X ²	D.F	G.F.I	A.G.F.I	R.M.r	P-value
0.10	6674.43	1826	0.53	0.50	0.081	0.000

Table 9 shows the goodness of fit indices for the theoretical structure based on observed data; in addition, it represents the construct validity of the measurement instrument. The most significant index in table 9 is RMSEA which shows the fit of the model. The optimal goodness of fit for the model is 0.1 and lower degrees. Regarding the goodness of fit in this model which is higher than 0.1, it can be said that this model is not suitable in the views of goodness of fit. Other criteria of the goodness of fit model are to be employed here because based on the failure of x² test (the difference between the observed

and expected frequency), any increase in the sample size leads to more significance. Similarly, here x² has become significant since P-value is 0.000.

According to table 9 in which G.F.I and A.G.F.I are nearly 0.5, it can be concluded that the goodness of fit for structural model is weak. Furthermore, R.M.r = 0.08 shows that the remainders have not functioned properly in the model. As clear in the model, all the structural relationships examined statistically were significant at the confidence level of 95%.

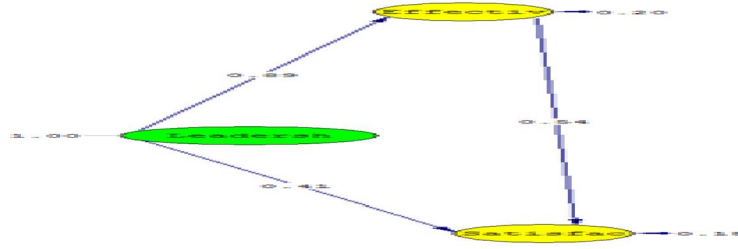


Figure 3. Final model

Figure 3 is the final model of the research which includes all path coefficients represented in the model. The path coefficients are Beta depicted among the dependent variables. Moreover, the residual of each variable is determined. This criterion is defined as Root Mean Square Residual (RMR) or the Mean

of Residuals in model. Good models have small RMR. In short, the lower the criteria (namely closer to zero), the better is the goodness-of-fit in the model. Table 10 shows the coefficient amounts of each path directly, indirectly and totally on the basis of Beta coefficient.

Table 10. Direct, indirect and total impact of independent variables on dependent variable (job satisfaction)

Variables	Type of Impact		
	Directly	Indirectly	Total
Secure-base leadership	0.41	0.48	0.89
Leadership effectiveness	0.54	-	0.54

Table 10 examines impact of research independent variables on job satisfaction. Direct coefficients are Beta coefficients which are obtained from path analysis. These coefficients show the direct impact of one variable on another variable. For example, SBL can directly explain 41% of the variance of job satisfaction. Indirect coefficient is obtained by multiplying all paths which indirectly leads from SBL to job satisfaction. Thus, SBL indirectly through leadership effectiveness explains 48% and totally 89% of variance of job satisfaction. As it can be seen from the table, the indirect impact of leadership effectiveness is not mentioned here; in fact it's due to the fact that this variable has only impacted directly on the job satisfaction.

5. Discussion and Conclusion

This research is aimed to study the status and relationships of SBL, leadership effectiveness and job satisfaction in the SBU. The findings revealed that the status of SBL and leadership effectiveness were significantly higher than average. The results confirmed the Coombe (2011) who showed that the status of SBL was higher than average in educational institutes of England and Switzerland. The optimal status of SBL in the SBU can be attributed to its specific context and different characteristics compared to other institutes, especially industrial and production organizations. In fact, it seems that some features like good human relationships, respect to human forces, organizational learning, being up-to-date and so on play an important role in facilitating

the application of SBL; thus, they are to be considered more closely. Furthermore, it was revealed that the employees' job satisfaction was in an average level.

Also, Person's correlation coefficient showed that there was a positive and significant relationship between SBL and leadership effectiveness. These findings again confirmed Coombe's (2011) research results which proved that SBL, as a positive theory in leadership, had a direct impact on leadership effectiveness. It can be said that motivating employees is one of inalienable requirements in leadership effectiveness. As concepts like valuing, appreciating, and acceptance are influential in proving a secure job environment and developing a positive character for employee through respecting human beings, it is likely that these behaviors culminates in a unanimous result, namely the increase in sense of respect, trust and mutual appreciating between leaders and followers. As a result of this motivation, employees try to show their respect and trust to secure-base leader through acceptance, following him and performing the job better. It can be expected that leadership effectiveness and mutual respect increase as dimensions of SBL grow.

Having studied the relationships between the dimensions of SBL and leadership effectiveness, it was perceived that there was a positive and significant relationship between leadership effectiveness and all dimensions of SBL including acceptance, risk opportunity, seeing opportunity

(final talent), accessibility, using intrinsic motivation, listening and inquiry and positive mindset. Each of these relationships is due to different conditions. For instance, the behaviors of accepting leader such as blind acceptance may lead to this fact that the leader is a confirmed and accepted person. Thus, he is less stressful in his job. In addition, this can improve the leadership effectiveness and relationships between the leaders and followers.

As another example, we can point to the relationship between the risk opportunity and leadership effectiveness where leaders trusting in employees' potentials, encouraging risk opportunity and enhancing the job challenge would lead to an increase in employees' self-confidence, the job richness and job attraction. Therefore, it's likely that developing an environment full of job richness and challenge, enhancing innovation and creativity can make the relationships between the leaders and followers much more closely to each other and as a result leadership effectiveness increases.

To explain the relationships between other dimensions of SBL and leadership effectiveness, we can name factors like motivating employees, having empathy with leaders and employees, developing security in employees thanks to SBL, enhancing optimism in employees towards their potentials and so on. As the second part of the hypothesis, multiple regression analysis represented that combination of four elements, namely calm and dependability, seeing potential, listening and inquiry, and accessibility can properly predict the leadership effectiveness.

Afterwards, the relationship between the SBL and job satisfaction was studied. The results showed that there was a positive and significant relationship between these two variables. The results were compatible with Coombe's findings (2011). Many researches are conducted about the relationships between leadership and managerial styles and job satisfaction although there is no research done about the relationship between the SBL and other job variables except that of Coombe (2011). For instance, Beheshtifar and Nekoei-Moqadam (2010), Qolizadeh et al. (2010), Bustankar (2010), Malekshahi et al. (2010), Cesen (2009), Netherlands (2004), Bilimoria et al. (2006), Elnaga (2012), and Thwala et al. (2008) have unanimously stated that leadership, leadership style, managers' professional and fair behavior, their trustworthiness and support for employees are significantly related to job satisfaction. Ancona et al. (as cited in Mohammadi, 2011) proved that innovative dimensions of the SBL have a considerable impact on job satisfaction, organizational commitment and organizational behavior of teachers. To explain the positive and significant relationship between the SBL and job

satisfaction, it can be noted that secure-base leaders through respect for employees, trust on their potentials and providing them with calm can create an open and secure organizational environment. Such environment facilitates the human relationships and improves the organizational relationships. These relationships pave the way for developing individual growth that leads to the person's satisfaction. These results can also be explained regarding this fact that SBL puts a great emphasis on employees' needs.

As in Maslow's Hierarchy of Needs, it is clear that the levels of meeting employees' needs are different in an organizational. The main needs are physiological needs and security and safety needs while the highest needs include self-actualization. In fact, not all employees search for independence or self-actualization rather they may try to meet their needs in lower levels. Therefore, it's one of the basic principles of leadership in an organization to meet all of the employees' needs although a leader normally tries to meet employees' needs and make them self-actualized. Thus, a secure-base leader considers all dimensions like security and safety of employees through accepting, trusting and appreciating them, employees' self-actualization through risk opportunity, seeing potentials and positive mindset. Consequently, employees would be satisfied with their jobs.

Other findings revealed that there was a positive and significant relationship between all dimensions of the SBL and job satisfaction. This issue can be attributed to the facts like improving in employees' life quality, providing psychological safety for workplace and creating informal relationships in the organization. Multiple regression analysis afterwards showed that combination of five dimensions including accessibility, seeing potential, acceptance, risk opportunity, and calm and dependability would be an appropriate pattern by the use of which employees' job satisfaction at the SBU could be predicted. It's obvious that paying attention to these characteristics can lead to job satisfaction in a shorter time. Another finding related to the positive and significant relationship between job satisfaction and leadership effectiveness.

The direct and indirect impact of SBL on job satisfaction was examined in another part of the study. To do so, a conceptual model was designed on the basis of the direct and indirect impact of SBL on job satisfaction by the use of theoretical framework, literature reviews and personal judgment and experiences. Having collected the data, the relationship pattern in the conceptual model was examined through structural equation modeling and LISREL.

The results represented that the empirical pattern

obtained from data analysis was completely compatible with the conceptual model of the research although it didn't properly meet goodness of fit, so the research hypothesis stating that SBL was directly related to leadership effectiveness, was confirmed. This model would help to understand the relationships between organizational variables and to facilitate the enhancement of employees' job satisfaction enormously. These results could be justified through this fact that attachment is the emotional relationship between two persons. People who trust themselves and others in addition to having secure attachment characteristics are expected to be satisfied with their jobs. Trust is an issue which enables these secure men to be risky enough to broaden their experience and to develop their skills of innovation and problem-solving.

Employing the dimensions of SBL like valuing, appreciating employees, acceptance, acknowledgment of the person as a human being, emphasizing on employees' development in a positive way, increasing their sense of trust and believing their potentials can culminate in leadership effectiveness and attachment improvement. If the workplace be secure and appropriate for employees, it's more likely that they boost risk opportunity, innovation, organizational commitment and other positive characteristics which culminate in their job satisfaction.

Regarding the research findings related to the impact of SBL on leadership effectiveness and job satisfaction, we put forward these suggestions which may enhance leadership effectiveness and employees' job satisfaction:

- Managers should consider their employees' opinions while making decisions and provide them with sense of valuing.
- Managers should support their employees in various situations.
- Managers are to be patient with employees' mistakes and involve in problems indirectly.
- Managers are expected to represent in their behaviors what they expect employees.
- They should identify employees' feelings and emotions, which requires their close relationships with employees.
- In order to create a supportive ambiance, managers should avoid blaming employees as far as possible.
- Managers have to take optimistic view of them to spread optimism. Then, they are expected to be optimistic about employees' personality and behavior. Moreover, in their relationships with employees, managers should regard honesty.
- Some training workshops are to be run to

introduce managers with SBL.

- Managers are to accept criticism about the organizational structures and approaches humbly.
- To provide the appropriate ambiance for revising existing methods, managers are to motivate creative and innovative employees.

References

1. Ainsworth, M. (1979). Infant mother attachment. *American Psychologist*, 34(10), pp. 932-937.
2. Ainsworth, M.; Blehar, W.E.; Wall, S. (1978). *Patterns of attachment: A psychological study of the strange situation*. New Jersey: Lawrence Erlbaum Associates.
3. Alagheband, A. (1992). The effective managers' behavioral characteristics. *Quarterly of Management in Education*, 71(4), pp. 25-40.
4. Beheshtifar, M. & Nekoei-Moqadam, M. (2010). Relationship between managers' ethical behavior and employees' job satisfaction. *Ethics in Sciences and Technology*, 5(1 & 2), p. 67.
5. Bilimoria, D.; Perry, S.; Liang, X.; Stoller, E.; Higgins, P.; & Taylor, E. (2006). How do female and male faculty members construct job satisfaction? The roles of perceived institutional leadership and mentoring and their mediating processes. *The Journal of Technology Transfer*, 31(3), pp. 355-65.
6. Bowlby, J. (1988). *Attachment and loss: Sadness and depression*. New York: Basic Books.
7. Bustankar, M. (2010). Relationship between managerial skills of research managers and faculties' job satisfaction. Ph.D. Thesis, Shahid Beheshti University.
8. Cesen, T. (2009). Labor productivity in Slovenia and international comparison. Paper presented in the International Association for Research in Income and Wealth, Durham, Sweden.
9. Clark, O. (2006). Compliance with safety practices among nurses: Exploring the link between organizational safety climate, role definitions, and safe work practices. Ph.D. Thesis, Bowling Green State University.
10. Clark, O.L.; Zickar, M.J.; & Jex, S.M. (2004). Personality and attitudes as predictors of employees' role definitions. *Journal of Applied Social Psychology*.
11. Coombe, D. (2011). Secure base leadership: Appositive theory of leadership in corporating safety, exploration and positive action. Ph.D. Thesis, Western Reserve University.
12. Cozolino, L. (2006). *The Neurobiology of Attachment*. New York: Norton.
13. Duemer, L.S.; Christopher, M.; Hardin, F.; Olibas, L.; Rodgers, T.; & Spiller, K. (2001).

- Case study of characteristics of effective leadership in graduate student collaborative work. *Education Journal*, 124(4), pp. 721-726.
14. Elnaga, A.A. (2012). Exploring the link between job motivation, work environment and job satisfaction. *Journal of American Science*, 8(11), pp. 180-185.
 15. Fosha, D. (2000). *The transforming power of affect*. New York: Basic Books.
 16. Gillet, J.; Cartwright, E.; & Van, V.V. (2011). Selfish or servant leadership? Evolutionary predictions on leadership personalities in coordination games. *Personality and Individual Differences*, 51, pp. 231-236.
 17. Hackman, J.R. & Oldham, G.R. (1975). Development of the job diagnostic survey. *Journal of Applied Psychology*, 60(20), pp. 159-170.
 18. Harris, A. & Spillane, J. (2008). Distributed leadership through the looking glass. *Management in Education*, 22 (1), pp. 31-34.
 19. Harris, A. (2009). *Distributed leadership: Different perspectives*. Library of Congress Control Number: 2008942715, 7.
 20. Hoppe, L.S. & Spech, L. (2003). Identifying and academic leaders. *Identifying and Preparing Academic*, No. 124, pp.15-24.
 21. Hosseinaei, A.; Ahadi, H.; Fata, L.; Heidarei, A.R.; & Mazaheri, M.M. (2013). A study on the effect of group acceptance and commitment therapy (ACT) instruction on the job stress and job satisfaction. *Journal of American Science*, 9(1), pp. 217-226.
 22. Hoy, W.K. & Miskel, C.G. (2008). *Educational Administration: Theory, Research and Practice*. New York: McGraw-Hill.
 23. Keshavarz, A.; Rezei-Dizgah, M.; & Chirani, I. (2013). Investigating the relationship between transformational leadership and team effectiveness in the bank branches of Guilan province-Iran. *Journal of American Science*, 9(2), pp. 12-22.
 24. Leiden, R.C.; Wayne, S.J.; Zhao, H.; & Henderson, D. (2008). Servant leadership: Development of a multidimensional measure and multi-level assessment. *The Leadership Quarterly*, 19, pp. 161-177.
 25. Malekshahi, F.; Farhadi, A.; & Amini, F. (2010). A study of the faculties' job satisfaction in Lorestan University of Medical Sciences (LUMS). *Scientific-Research Quarterly of LUMS*, 12(11).
 26. Mohammadi, M.A. (2011). A Study of the relationship between transformational-transactional leadership styles and attitude to change. M.A. Thesis, Shahid Beheshti University.
 27. Mortazavi, S. (1993). The Iranian staff job satisfaction and parental management dimensions. *Quarterly of Management Studies*, No. 72(a).
 28. Netherlands, S. (2004). Management priorities and management ethics. *Journal of Business Ethics*, No. 4, pp. 66.
 29. Ozdemir, S. (2009). Factors influencing job satisfaction in Azarbaijan Companies. *Journal of Qafqaz University*, pp. 102-108.
 30. Pardakhtchim, M.H. (1993). A questionnaire for identifying managers' effectiveness. *Quarterly of Management in Education*, 72(2), pp. 41-44.
 31. Qolizadeh, M.R.; Fani, A.A.; & Ahmadvand, A.M. (2010). The effect of leadership styles on employees' job satisfaction: Case study. *Police Human Development*, 7(28), pp. 29-45.
 32. Rose, R.; Beh, L.; Uli, J.; & Idris, K. (2006). An analysis of quality of work life (QWL) and career-related variables. *American Journal of Applied Sciences*, 3(12), pp. 2151-9.
 33. Spears, L.C.; Lawrence, M.; & Blanchard, K. (2002). *Focus on Leadership: Servant leadership for the twenty-first Century*. New York: John Wiley & Sons, pp. 34-95.
 34. Stone, A.G.; Russell, R.F.; & Patterson, K. (2006). Transformational versus servant leadership: A difference in leader Focus. *The Leadership & Organization Development Journal*, 25(4), pp. 349-361.
 35. Thwala, D.; Monese, W.; & Nthabiseng, L. (2008). Motivation as a tool to improve productivity on the construction site. Ph.D. Thesis, University of Johannesburg.
 36. Wallin, D.J. (2007). *Attachment in psychotherapy*. New York: The Guildford Press.
 37. Willem, A.; Buelens, M.; & Jonghe, I.D. (2007). Impact of organizational structure on nurses' job satisfaction. *International Journal of Nursing Studies*, 44, pp. 1011-1020.

2013/4/2