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Research Article

Investigating the effect of teachers 'curriculum literacy on their job performance with the mediating role of principals' leadership style among high school teachers in Chabahar city

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Abstract: The present study was conducted to investigate the effect of teachers' curriculum literacy on their job performance with the mediating role of principals' leadership style among high school teachers in Chabahar city. The research method was descriptive and of correlational type. The statistical population included all high school teachers in Chabahar city which was 337 people and its sample size was calculated using Cochran's formula with 180 people. Data collection tools in this study were three standard questionnaires of curriculum literacy, job performance and leadership style the reliability of which, in the present study, were calculated by Cronbach's alpha method being 0.79, 0.79 and 0.69, respectively. Based on the results of the research hypotheses, there was a significant relationship between the teachers' curriculum literacy and the leadership style of principals in Chabahar high schools. In addition, based on the results of this study, a significant effect was found with the teachers' curriculum literacy on their job performance in high schools in Chabahar city, which was expected by the researcher since similar research has been done in this field or with similar variables that have shown the direct impact of the above variables. Furthermore, the results showed that there was a significant effect between the leadership style of school principals in Chabahar city and teachers' job performance. Similar studies in this field or with similar variables have also shown a direct effect of the two variables. Finally, we concluded that the leadership style of managers plays a mediating role in the effect of curriculum literacy on job performance.

Keywords: Curriculum literacy, leadership style, job performance, principals and teachers

1. Introduction

From the very beginning of existence and throughout history, human beings have needed education and learning, which has been formed with the growth of human societies and social and civic institutions. In the new era, educational systems have been organized and executed in order to realize social ideals and goals in different communities. In this respect, there are different perspectives on job performance. Job performance "is actually defined as the sum of behaviors that people express in relation to their job, or in other words, the amount of productivity, outcome or returns that are obtained due to the employment of the person in their job," (Rashidpour , 2000). Based on Teacher Performance Evaluation Indicators at Cambridge School (2006), Teacher Career Performance Indicators are categorized into educational planning, education, creating a learning environment, interacting with parents, working with other staff, professional growth, and providing feedback to learners. Some researchers have referred to pre-teaching activities and lesson designing, teaching, development and educational leadership, the use of diverse and appropriate teaching strategies, practical teaching, attention to learner motivation, designing a list of learners and teachers' rights, contact with the student' families, investigating the community and educational environment, use of formal and informal assessment, educational feedback, and classroom development on the responsibilities of the teaching profession in their researches (Jerdi, 2004; Grady et al., 2006; Gray and Stark, 2007).

Improving the quality of education in all levels and disciplines requires the use of principles and techniques of curriculum designing for which the application of these techniques in accordance with their equivalent principles, and implementation of learning principles are of particular importance in reviewing and improving the existing programs and education types in schools, universities, and manpower training centers (Mirzabeigi, 1396). Education is one of the main institutions of the society that is responsible for educating and building the desirable human beings of the society. In order to train worthy people, an efficient educational system must be created. In this efficient educational system, various components and elements, including the program, curriculum, learners, teacher, space and equipment, budget and credits, etc. interact with each other to make it possible to achieve the expected goals. In addition, each component must have the necessary quality and efficiency by itself. In this respect, the teacher plays the most important role in providing appropriate conditions for learning activities and it is essential for them to have the necessary competence to perform such a role in the educational system (Maleki, 2016). Teachers, in the performance of their educational activities, are influenced by many factors such as insufficient insight, undesirable social pressure, bitter past experiences, incompatibility in human relationships, lack of proper and adequate feedback from their work, paucity of experience, lack of enough expertise, etc. and may not be able to use all of their teaching techniques and talents on the way of their

teaching in order to have an effective performance. According to the findings of the last decade experts about the direct impact of teachers' educational quality on any improvement in the quality of education of students as well as teachers, they have not been able to enjoy the necessary educational effectiveness (Barley, 2013).

Another variable that seems to have a significant impact on teachers' job performance is teacher curriculum literacy. Curriculum literacy means knowledge of the relevant components related to curriculum planning such as educational needs assessment, educational objectives, concepts of curriculum designing, teaching methods, and evaluation methods. According to Eisner, curriculum designing is a series of planned educational events that are designed to achieve educational results for one or more students (Hashemnia et al., 2013). According to Goode, curriculum designing is a general program in relation to the educational content offered by schools to learners in order to be able to achieve the necessary competencies in order to function in future specific technical, experimental, and theoretical fields and disciplines. Taghipour (2006) believes that curriculum is the same proposed educational program that indicates and provides guidance for the learners in a way that has been preferred for their development; and that it is the curriculum that relies on the system of values and these values determine the ideals in achieving goals and accomplishing educational objectives.

Renstein and Hankins (2009) emphasize that curriculum development involves both how the curriculum is planned, implemented, and evaluated, as well as the individuals, processes, and procedures involved. Under these circumstances, curriculum models help designers to systematically and transparently select and deploy specific logic for teaching, learning, and assessment approaches. Some curriculum experts even use approaches to enable educators and other stakeholders to articulate their views and formulate them in the form of curricula. In addition, research literature has been produced in the realm of curriculum with an emphasis on curriculum modeling (Limbach et al., 2008).

One of the variables that can be expected to be related to job performance is the leadership style of managers. Managers' leadership style reflects how they interact with their supervised employees. It should be noted that a particular leadership style is not suitable for all situations. Therefore, a manager can choose from among different styles for his employees in different situations, of course, in accordance with the particular culture of the organization and organizational maturity. Leadership styles that lead to employees' tendency for participation in groups or the formation of working groups lead to effective, efficient, orderly and coordinated works. In addition, applying a supportive and participatory leadership style leads to increased enjoyment of work among employees. In general, the study of leadership styles is one of the effective factors in increasing the effectiveness, efficiency and ultimately productivity of organizations. Managers can increase organizational performance, motivation, job satisfaction, organizational commitment, and ultimately productivity using the correct leadership style. Leadership style is, in fact, a set of attitudes, traits and skills of managers that are based on four factors: value system, trust in employees, leadership tendencies and the nature and type of activity, as well as a sense of security in ambiguous situations. Researchers have proven that leaders can differentiate organizations from one another. Strong, highly competent leaders are able to create a unique organizational culture; and they instill in their employees the ability to identify the right path. In fact, they are asked to interact and cooperate in order to identify their leader in the organization and to achieve the desired situation that has been drawn by organizational wisdom (Rostami et al., 2017).

Research on organizational behavior has provided different styles for leadership, such as effective leadership, transformational leadership, servant leadership, charismatic leadership, strategic leadership, etc. Studies have also shown that organizational success depends on effective leadership that is the result of behavior and based on the type of leadership style. Effective leadership is divided into components such as motivation, delegation of authority, team empowerment, continuous performance improvement, outlining the desired outlook, inspiration and coaching. The experience of variables such as emotional intelligence, extraversion, risk-taking, intelligence, mental bias, organizational culture, and business environment also affect the choice of leadership style. In addition, there is a significant relationship between these factors and the leadership style. Managers' leadership style indicates how they interact with the employees under their supervision, but in this regard, it should be noted that a particular leadership style is not suitable for all situations and a manager can choose from among various leadership styles for his organization in different situations (Khalili, 2014). In their book, Hershey and Blanchard define work behavior (laborism) as follows: The extent to which a leader is involved in defining the duties and responsibilities of an individual or group which includes telling individuals who does what, how, when, and where to do it (Khalili Shorini, 2014). According to Hershey and Blanchard there are four leadership styles:

Commanding or Imperative Style: It is a style in which there is a lot of leadership behavior and little supportive behavior. That is, the leader places more emphasis on achieving goals. The leader provides training to subordinates on what needs to be done in order to achieve the goals, and closely monitors how subordinates carry out orders.

Supportive and Guiding Leadership Style: In this style, guiding and supportive behaviors are both high, i.e. leadership emphasizes both achieving goals and meeting with the needs of subordinates. The leader should be involved in their duties to encourage and motivate employees and establish a good relationship with them in order to increase efficiency. In this style, the leader explains the decisions to subordinates and gives them the opportunity to accept them, but ultimately it is the leader who determines the final decision.

Participatory Leadership Style: Leadership behavior in this style is low and supportive behavior is high. The leader acts as a solver and facilitator of issues for his/her followers as well as being their supporter. He/She allows them to make decisions about certain issues beside controlling them. He/She is always available to solve unforeseen problems and is always ready to express his/her appreciation and social support to his/her subordinates.

Delegated Leadership Style: Leadership and supportive behavior in the S4 style are both low. Delegation style is ideal for many leaders since the leader minimizes interference in planning controls, details, and goal settings; and after making an agreement with subordinates on what needs to be done, allows them to take responsibility for things and decide about ways to achieve their goals. The leader tries to spread trust among employees and motivate them to perform their assigned tasks (Moghli, 2013).

According to the existing theoretical background, the present study seeks to answer the question whether there is a significant effect between teachers' curriculum literacy on their job performance with the mediating role of principals' leadership style in high schools in Chabahar city.

2. Methodology

The design of this research is semi-experimental and the type of classification in terms of purpose is an applied one. In terms of the classification of researches based on data collection method, it is descriptive and of a survey type. Among the descriptive researches, it is of correlation type; because it studies the relationship between several variables. In the present study, the statistical population is all the secondary school teachers of Chabahar city (N = 337). In this study, the sample size based on Krejcie and Morgan table was 180 people which were selected on the basis of gender and simple random sampling method was used.

The required data of the first and second chapters of this research were in the form of a library data collection and the required data to achieve the final results of the research were done through a questionnaire.

Table 1: Description of the curriculum planning literacy questionnaire

Curriculum literacy questionnaire for university teachers	Questionnaire name
Standard	Questionnaire type
Ababaf, 2013	Source
40 questions (proposals)	Number of questions
5-point Likert scale	Response scale
3 dimensions and 9 components	Model
3 dimensions	Number of dimensions
Gains formal validity with the approval of professors	Validity
Cronbach's alpha test by SPSS software ← If the alpha is greater than 0.7, the questionnaire has a good validity.	Reliability

A) Reliability of the questionnaire

In a study conducted by Farzanjoo (2017) with a sample of 73 non-governmental school teachers in Iranshahr, 385 people were selected by simple random sampling and Cronbach's alpha coefficient of the curriculum literacy questionnaire was approved by a validity of 0.89 and a reliability of 0.91.

B) Validity of the questionnaire

With the approval of the specialized professors of the group, face validity has been obtained for the present questionnaire.

Table 2: Grouping the questions of the questionnaire

Equivalent question number(s)	Number of questions	Variable

8-1	8	1. Curriculum as a document
24-9	16	2. Curriculum as a blueprint and practice guide
46-25	22	3. Curriculum as a process

C) Scoring the questionnaire

According to the table above, this questionnaire has 9 sub-scales in the 5-point Likert scale. The minimum score obtained by the subjects in this questionnaire for each component is 3 (1× number of questions) and the maximum score is 15 (5× number of questions) and the average of each component is 3 (maximum/2 + minimum). The table below shows the scores of the different options in the five-option method.

3. Job performance questionnaire

To measure teachers' job performance, the job performance questionnaire prepared by Patterson (1970) and translated by Arshadi and Shekarkan (1996) was used which consisted of 15 items for measuring the employees' job performance.

A) Reliability (creditability) of the questionnaire

In a study conducted by Arshadi and Shokrkan (1996) with a sample of 101 people, the internal consistency coefficient for men and women were calculated at 0.94 and 0.9, respectively, and the validity of the retest after 7 weeks was 0.78. In the same vein, the coefficient reliability of the test with a time interval of 3 weeks in a sample of 25 people was 0.79.

B) Validity (credit) of the questionnaire

With the approval of the specialized professors of the group, face validity has been obtained for the present questionnaire. Ghaffari (2009) also states that in order to evaluate the face validity of the job performance questionnaire, 10 experts were polled, all of whom confirmed the ability of the job performance questionnaire to be used as an assessment instrument of the employees.

C) Scoring the questionnaire

This questionnaire was scored in the same way it was done for a 4-point Likert scale questionnaire as follows:

• Always: score 5
• Often: score 4
• Sometimes: score 3
• Rarely: Score 2
• Never: Score 1

4. Leadership Style Questionnaire

The Multifactor Leadership Questionnaire (MLQ) was designed by Bass and Olivier (1985). The questionnaire was composed of 45 questions in the original version, which in the latest edition of Bass and Olivier, was reduced to 36 questions. This questionnaire evaluates the factors and indicators of transformational, exchange, and non-intervention leadership. Transformational leadership consisted of 20 questions, interactive or exchange leadership had 12 questions, and non-intervention leadership was designated 4 questions. There were two forms in the implementation of this questionnaire, one of which can be submitted to employees to comment on their manager and the other is for managers to comment on themselves.

A) Validity and reliability of the questionnaire

In their study, Conste, Mitonen, and Kingas (2006) calculated the Cronbach's alpha coefficient to assess the reliability of the subscales of this questionnaire. They reported the Cronbach's alpha range of subscales of this questionnaire between 0.78 and 0.94. They also examined the construct validity of this questionnaire and assessed it as desirable. In Iran, Moghali (2003) used Cronbach's alpha formula to determine the internal and intermediary consistency of variables or, in other words, the degree of consistency and reliability of the questionnaire, which finally obtained a Cronbach's alpha coefficient of 0.95.

B) Scoring the questionnaire

To grade this questionnaire, you must first grade each phrase in the following order:

- Always: score 5
- Often: score 4
- Sometimes: score 3
- Rarely: Score 2
- Never: Score 1

After obtaining the score of each phrase, the subscales are calculated in the following order:

Table 3. The dimensions, indicators and number of questions of managers' leadership style questionnaire

Equivalent question numbers	Number of questions	Indicators	Leadership style
34, 25, 23, 21, 18, 14, 10, 6	8	Ideal influence	Transformational leadership
32, 30, 8, 2	4	Stimulation of culture	
36, 26, 13, 9	4	Inspirational motivation	
31, 29, 19, 15	4	Individual considerations	
35, 16, 11, 1	4	Conditional Rewards	Exchange leadership
27, 24, 22, 4	4	Active exception-based management	
20, 17, 12, 3	4	Management based on inactive exceptions	
33, 28, 5, 7	4	Non-intervention	Non-intervention leadership

In the present study, the process of data analysis and statistical tests was performed by software AMOS version 23. In the descriptive statistics section, using frequency tables and bar charts, a description of the demographic characteristics of teachers was presented and then the descriptive statistics of the research variables were reported. In inferential statistics, Pearson moment correlation coefficient and structural equation model have been used to test the research hypotheses and show the linear relationships between variables.

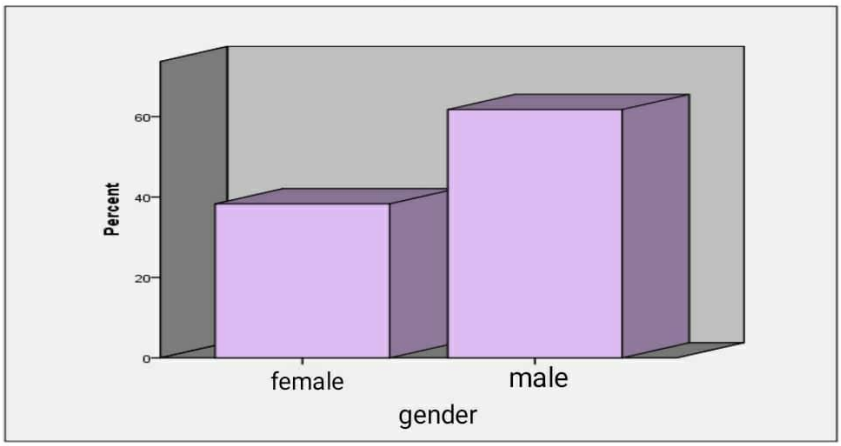
5. Findings

1. Frequency distribution of the research participants according to gender

Out of 180 respondents, 69 (38.3%) were female and 111 (61.7%) were male. The table and diagram below show the frequency distribution by gender.

Table 4. Frequency distribution of individuals by gender

Percentage	Frequency	Gender
38.3	**69**	Female
61.7	**111**	Male
100	**180**	Total



Graph (1): Graph of the frequency distribution of the participants by gender

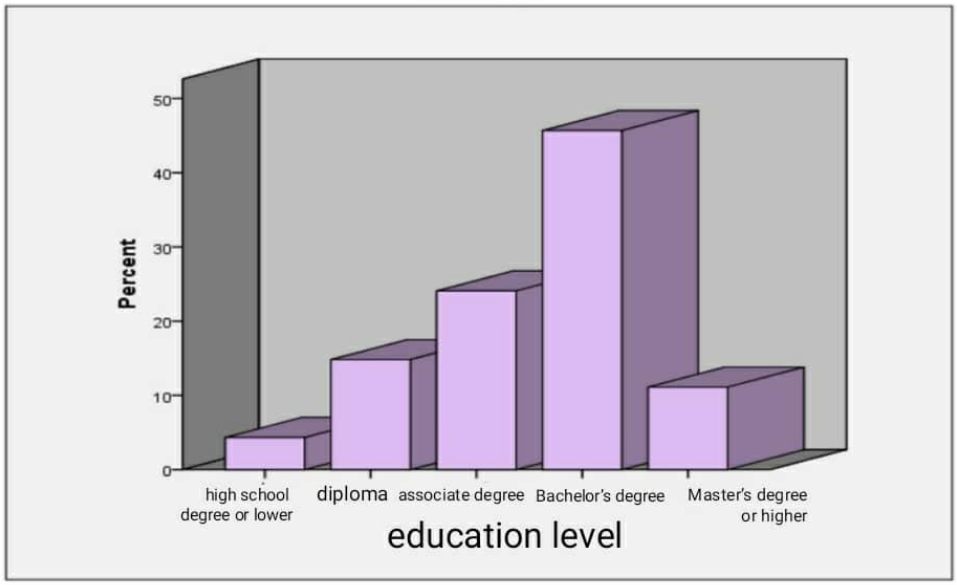
2. Frequency distribution of the participants according to the level of education

Out of 180 respondents, 8 (4.3%) had high school degree or lower, 27 (14.8%) had diploma, 43 (24.1%) had associate degree, 82 (45.7%) had bachelor's degree and 20 people (11.1%) had a master's degree or higher. The table and diagram below show the frequency distribution according to the level of education.

Table 5: Frequency distribution of the participants according to their level of education

Percentage	Frequency	Education level
4.3	**8**	High school degree or lower

48.8	**27**	Diploma
24.1	**43**	Associate degree
45.7	**82**	Bachelor's degree
11.1	**20**	Master's degree or higher
100	180	Total



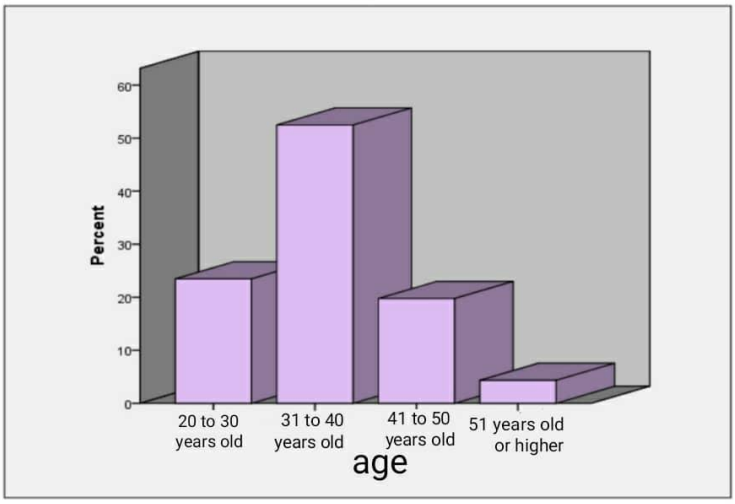
Graph (2): Frequency distribution of the participants based on level of education

3. Frequency distribution of subjects based on age

Out of 180 respondents, 43 people (23.5%) were aged 20 to 30 years, 94 people (52.5%) were 31 to 40 years, 35 people (19.7%) were 41 to 50 years and 8 People (4.3%) were 51 years old and older. The table and diagram below show the frequency distribution by age.

Table 6: Frequency distribution of the participants under investigation according to their age

Percentage	Frequency	Age
23.5	**43**	20 to 30 years old
52.5	**94**	31 to 40 years old
19.7	**35**	41 to 50 years old
4.3	**8**	51 years old or higher
100	**180**	Total



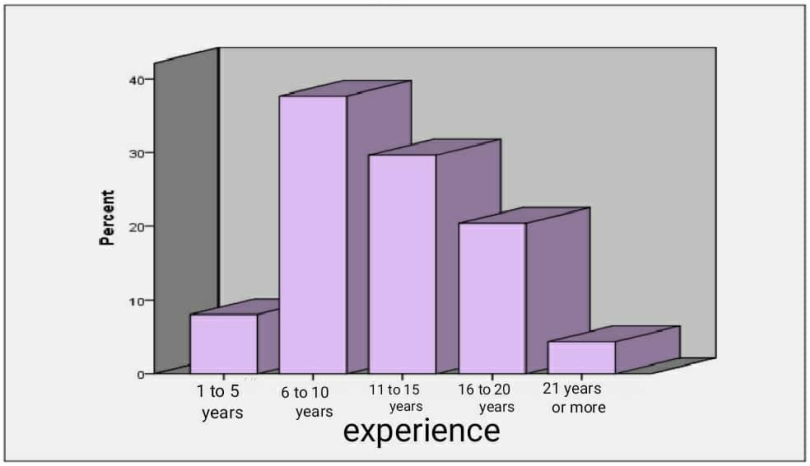
Graph (3): Graph of the frequency distribution of the participants based on their age

4. Frequency distribution of the participants based on their work experience

Out of 180 respondents, 14 (0.8%) had 1 to 5 years of experience, 68 (37.7%) had 6 to 10 years of experience, 53 (29.6%) had 11 to 15 years of experience, 37 people (20.4%) had 16 to 20 years of work experience and 8 people (4.3%) had 21 years and more work experience. The table and diagram below show the frequency distribution according to work experience.

Table 7: Frequency distribution of the participants based on their work experience

Percentage	Frequency	Experience
8.0	14	1 to 5 years
37.7	**68**	6 to 10 years
29.6	**53**	11 to 15 years
20.4	**37**	16 to 20 years
4.3	**8**	21 years or more
100	**180**	Total



Graph (4): Graph of the frequency distribution of the participants based on their work experience

5. Quantitative description of research variables (main research findings)

In this section, the values of descriptive indicators of the study variables are given in the table below:

Table 8: Values of descriptive indicators regarding research variables (n = 180)

Max	Min	Standard	Average	Mean	Mode	Dimensions	Variable

		deviation					
5.0	1.0	0.8	3.5	3.6	3.6	Curriculum as a document	**Teacher's Curriculum Literacy**
5.0	1.0	0.7	3.6	3.7	3.7	Curriculum as a blueprint and practice guide	
5.0	1.0	0.8	3.7	3.8	3.8	Curriculum as a process	
5.0	1.0	0.6	3.6	3.8	3.8	General	
5.0	1.0	0.8	3.6	3.8	3.8	General	**Leadership Style**
5.0	1.0	0.7	3.5	3.6	3.6	General	**Teachers' Job Performance**

Findings related to research hypotheses

Step 1: Checking out junk data

Junk data can distort the results of multivariate regression. Therefore, marginal scores should be considered as part of the initial data preparation process. Mahalanobis Distance (MD) is one of the best ways to check out sparse data. Mahalanobis distance (MD) is in fact a statistical index that shows the range outside of which each item is considered a junk data and is based on chi-square distribution and measures the significance level (p = 0.001). In order to identify which items are out of the defined range, we needed to determine the value of the critical chi-square using the number of predictor variables (in regression) as degrees of freedom. Table (9) shows the critical values of the chi-square for 2 to 10 degrees of freedom at the critical alpha level of 0.001. If the maximum value of MD is greater than the critical value of the chi-square for the desired degrees of freedom (df = k) at the critical alpha level of 0.001, it indicates outliers.

Table 9: Critical chi-square values in Mahalanobis test

Critical value	**Number of predictor variables**	**Critical value**	**Number of predictor variables**
14.23	3	**11.78**	**2**
18.48	5	16.43	**4**
22.28	5	20.42	**6**
25.84	9	24.09	**8**
		27.55	**10**

Table 10 shows the Mahalanobis interval for the present study. In this table, a look at the maximum sub-column shows that the maximum value in the data file does not exceed the critical value range with 2 degrees of freedom range (equivalent to the number of predictor variables). Therefore, there is no discrepancy in the information collected from the sample group.

Table 10: Mahalanobis distance based on predictor variables

Number	**Standard deviation**	**Average**	**Max**	**Min**	**Variable**
180	2.581	3.288	9.629	0.374	**Predictor variables**

Step 2: Skewness and kurtosis

The skewness and kurtosis indices of each of the scales used in this study are given in Table (11). Scale skewness was examined so that if the scales were skewed, data transformation methods could be used to modify them. If the skewness of the scales is less than |2|, there is no need to convert the scales and continuing the analysis process with these scales will not interfere with the results.

Table 11: skewness and kurtosis for research variables

Standard error of	**kurtosis**	**Standard error of**	**skewness**	**Component**	**Variable**

kurtosis		skewness			
32	-0.75	15	0.06	Curriculum as a document	**Teacher's Curriculum Literacy**
32	-0.40	15	0.07	Curriculum as a blueprint and practice guide	
32	-0.54	15	0.05	Curriculum as a process	
32	-0.24	15	0.32	Transformational leadership	**Leadership style**
32	-0.42	15	0.32	Exchange leadership	
32	-0.19	15	0.34	Non-intervention leadership	
32	0.02	15	0.16	General	**Teacher's job performance**

As shown in Table (11), all variables in the present study have a skewness of less than |2| which indicates that the distribution of the variables' scores is normal.

Step 3: Investigating the multicollinearity relationships of the variables

The problem of multicollinearity arises when the predictor variables are strongly related to each other. Tolerance and VIF tests were used to detect multicollinearity in the analysis.

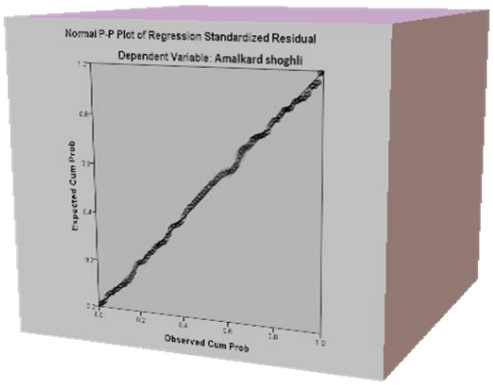
Table 12: Multicollinearity study of variables using tolerance coefficient and variance inflation test

Variance Inflation Factor (VIF)	Tolerance coefficient (Tolerance)	Variable
1.076	0.922	**Teachers' curriculum literacy**
1.108	0.895	**Leadership style**

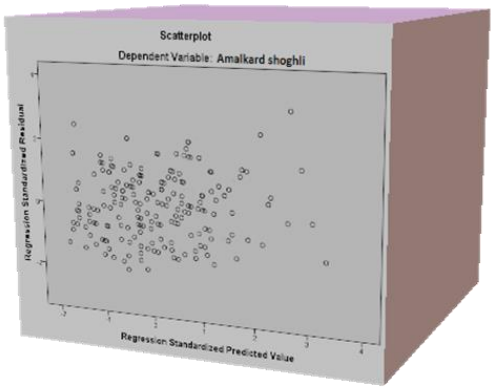
The results of Table (12) show that the problem of linearity did not occur between the research variables. The Tolerance Coefficient, which is equal to $1\text{-}R^2$, indicates the overall standardized variance ratio which is not explainable by other variables. A tolerance coefficient of 0.1 or less indicates alignment. Variance Inflation Factor is another method of detecting linearity which is equal to $1/(1\text{-}R^2)$ and indicates the ratio of the general standardized variance to the unique variance. If the value of the variance inflation factor is higher than 10, it indicates that it is collinear. In the present study, the values obtained from the calculation of Variance Inflation Factor and Tolerance Coefficient showed that the phenomenon of collinearity did not occur in the research variables.

Step 4: Checking the normality and independence of the residuals

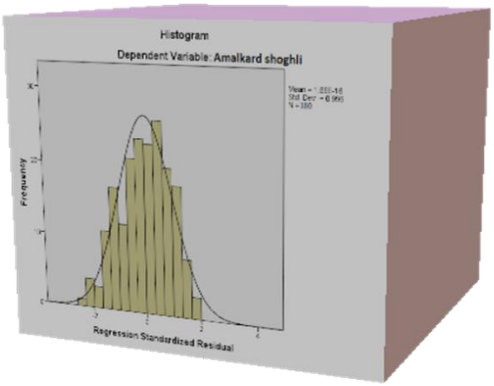
This section only deals with regression analysis. The diagram presented in Graph (5) is related to the normality of data for teachers' job performance. In this chart, as expected, the points are acceptable on the diagonal line from the bottom left to the top right. This means that there is not much deviation from normal. In Graph (4-7), as we expect, in the residuals, the distribution of the majority of data is concentrated approximately on the center of the graph along the zero point. Graph (4-9) also shows the normality.



Graph (5): Standard regression residuals of job performance



Graph (6): Distribution of residuals for job performance



Graph (7): Normality of variables for job performance

The correlation matrix

Since the basis of the studies is the analysis of the correlational path between variables, the correlation matrix of the research variables is presented below.

Table (13): Correlation matrix of research variables

3	2	1	Variables
		1	**1. Curriculum literacy**
	1	**0.50****	**2. Leadership style**
1	**0.45****	**0.38****	**3. Job performance**

*** P < 0/05 ** P < 0/01**

According to Table (13), it can be seen that among the external variables (curriculum literacy) and the internal ones (leadership style), leadership style (0.45) and curriculum literacy (0.38) have the highest to the lowest correlation coefficient with job performance, respectively, both of which are statistically significant (P <0.01).

Structural Equation Model Test

In this study, in order to investigate the direct and indirect effects of research variables on job performance, a hypothetical model was designed based on theoretical and experimental background. The hypotheses presented also show the causal relationships between the variables in the model. In this research, the hypotheses are examined simultaneously in the form of the initial model. To evaluate the hypothetical model of the research, we first estimated the parameters using the maximum probability method. The estimated parameters included direct effect coefficients, indirect effect coefficients and total effect coefficients. For each of these parameters, a separate table containing standardized estimation coefficients, standard estimation error, and t-value related to the significance test of these parameters was presented. At the same time, answering the research hypotheses was done according to these coefficients. Finally, the characteristics of the model fit and the diagram of the fitted model predicted the job performance.

Direct effects

In this section, according to the information in Table (14), we examined the hypotheses related to the direct effects of variables. The following is a table of direct effects.

Table (14): Estimates of direct effect coefficients

t	Standard error of estimation	Standardized parameter	Estimates	Variables
				Direct effect of the curriculum literacy:
3.85	0.04	0.43**		Leadership style
1.01	0.01	0.31**		Job performance
				Direct effect of leadership style:
3.06	0.03	0.38**		Job performance

*** P < 0/ 05 ** P < 0.01**

Hypothesis 1: Teacher curriculum literacy has a direct effect on the leadership style of high school principals in Chabahar city.

According to the information in Table (14), the direct effect of curriculum literacy with leadership style is equal to 0.43 which, considering the t-value (t = 3.85) at the level of 0.01, is significant. On account of this, the first hypothesis of the research is confirmed and it can be said that teachers' curriculum literacy has a direct effect on the leadership style of high school principals in Konarak city.

Hypothesis 2: Teachers' curriculum literacy has a direct effect on their job performance in secondary schools in Konarak.

According to the information in Table (14), the direct effect of teachers' curriculum designing with job performance is equal to 0.31 and according to the t-value (t = 1.01) at the level of 0.0 is significant. On the basis of this finding, the second hypothesis of the research is confirmed and it can be said that teachers' curriculum literacy has a direct effect on their job performance in secondary schools in Konarak city.

Hypothesis 3: The leadership style of principals has a direct effect on the job performance of the teachers in secondary schools in Konarak.

According to the information in Table (14), the direct effect of leadership style of managers with teachers' job performance is equal to 0.38 and according to the t-value (t = 3.06) at the level of 0.01 is significant. Based on this, the third hypothesis of the research is confirmed and it can be said that the leadership style of principals has a direct impact on the job performance of teachers in secondary schools in Konarak city.

Indirect effects

In this section, according to the information in Table (15), we examine the questions related to the indirect effects of variables on each other. The following is a table of indirect effects.

Table (15): Estimation of indirect effect coefficients

t	Standard error estimation	Standardized parameter	Estimations Variables
			Indirect effect of curriculum literacy:
3.59	**0.03**	**0.16****	**Job performance**

Hypothesis 4: Leadership style of managers plays a mediating role in the effect of curriculum literacy on job performance.

According to the information in Table (15), the indirect effect of curriculum literacy and job performance is equal to 0.16, which is significant according to the t-value (t = 3.59) at the level of 0.01. It should be noted that this indirect and positive effect of curriculum literacy and job performance is mediated by the leadership style of managers. On account of this, the fourth hypothesis of the research has been confirmed and therefore it can be concluded that teachers' curriculum literacy has a positive and significant indirect effect on their job performance through the mediation of leadership style of managers.

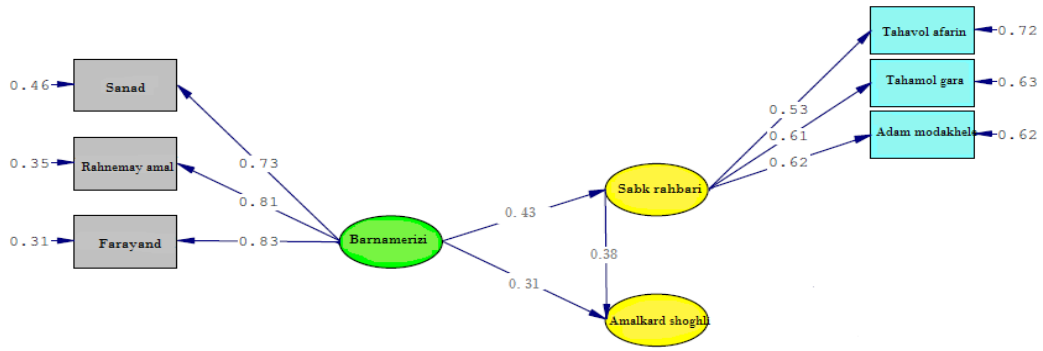
Characteristics of model fit

Table (16) shows the model fit indices.

Table (16): Model fit indices

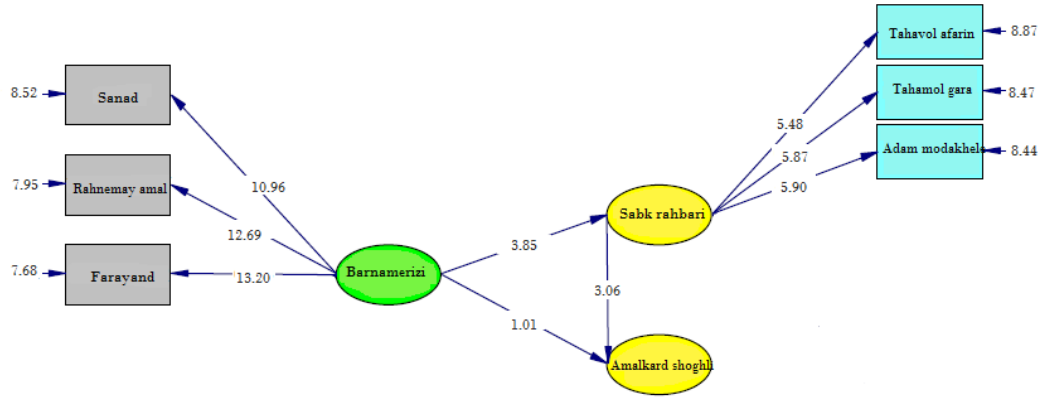
Calculated values	Index
220.72	Chi-squared
114	Degrees of freedom
0.054	Significance
1.90	Dividing the chi-squared by degrees of freedom
0.064	Root Mean Square Error of Approximation (RMSEA)
0.86	Normed Fit Index (NFI)
0.85	Non-Normed Fit Index (NNFI)
0.90	Comparative Fit Index (CFI)
0.87	Goodness of Fit Index (GFI)
0.86	Adjusted Goodness of Fit Index(AGFI)

As can be seen, the division of the chi-square by degrees of freedom is obtained less than 3. The Root Mean Square Error of Approximation (RMSEA) is less than 0.08, which indicates a relatively good fit of the model. In other indicators such as NFI, CFI, GFI, and AGFI the results are higher than 0.85, which indicates an acceptable fit of the model. The following presents the path diagram of the structural model of the research along with the estimated parameters (standard values) and significant numbers (t).



Chi-Square= 220.72 , df=114, P-value=0.05441 , RMSEA=0.064

Figure (8): Structural model of the research in standard mode



Chi-Square= 220.72 , df=114, P-value=0.05441 , RMSEA=0.064

Figure (9): Structural model of the research in the case of significant numbers (t)

Discussion and conclusion

Hypothesis 1: Teachers' curriculum literacy has a direct effect on the leadership style of high school principals in Konarak.

Based on the results of data analysis in Table (14) described in Chapter 4, we conclude that about the significance of Pearson correlation coefficient regarding the impact of teacher curriculum literacy on their leadership style in high schools, it is significant at the level of 0.001. Therefore, the null hypothesis was rejected and this means that there is a direct and significant effect between teachers' curriculum literacy on their leadership style in high schools in the city of Konarak; The results of the present study are consistent with the findings of Faraznjo (2017), Sharifi (2014), Nourbakhsh (2012), Jan Daeizadeh (2006) and Barley (2013) and no inconsistent research was found.

Hypothesis 2: Teachers' curriculum literacy has a direct effect on their job performance in secondary schools in Konarak.

Based on the results of data analysis in Table (14) described in Chapter 4, we conclude that considering the significance of Pearson correlation coefficient with respect to the impact of teacher curriculum literacy on their job performance in secondary schools, it is significant at the level of 0.001; Therefore, the null hypothesis was rejected and this means that there is a direct and significant effect between teachers' curriculum literacy on their job performance in high schools in Konarak city; The results of the present study are consistent with the findings of Raz Ghandi (2019), Hashemnia et al. (2013), Jan Daeizadeh (2006) and Parastli, Minti and Eger (2014) and no inconsistent research was found.

Hypothesis 3: The leadership style of principals has a direct effect on the job performance of teachers in secondary schools in Konarak.

Based on the results of data analysis in Table (14) described in Chapter 4, we conclude that the significance of Pearson correlation coefficient on the impact of leadership style with teachers' job performance in secondary schools is confirmed at the level of 0.001; therefore, the null hypothesis was rejected and this means that there is a direct and significant effect between the leadership style of principals on the job performance of teachers in high schools in the city of Konarak; The results of the present study are consistent with the researches of Rostami et al. (2017), Brand and Triplet (2012), Sprunken and Harland (2009), and Limbaj, Doron and Vaughn (2008) and no inconsistent researches were found in this regard.

Hypothesis 4: The leadership style of managers plays a mediating role in the effect of curriculum literacy on job performance.

According to the information in Table (15), the indirect effect of teachers' curriculum literacy and job performance is equal to 0.16, which is significant in terms of the t-value (t = 3.59) at the level of 0.01. It should be noted that this indirect and positive relationship of teacher curriculum literacy and job performance is mediated by the leadership style of principals. On account of this, the fourth hypothesis of the research has been confirmed and therefore it can be said that the leadership style of managers plays a positive mediating role in the effect of curriculum literacy on job performance. The results of the present study are consistent with the results of Faraznjo (2017), Sharifi (2014), Nourbakhsh (2012), Ahola (2000) and Hong (1996) and no inconsistent research was found.

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