Investigating the effect of transformational leadership style on motivation and commitment of teachers considering the mediating role of positive thinking (case study: primary school teachers of Bijar Twonship)

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ABSTRACT
The purpose of this research was investigating the effect of transformational leadership style on motivation and commitment of teachers considering the mediating role of positive thinking between primary school teachers of Bijar township. The type of research is descriptive-correlative research that is done through survey method. Statistical population of research is the primary school teachers of Bijar township in academic year 2017-2018, that they were 350 persons. The sample size was 183 persons through Cochran formula. The sampling method was systematic random sampling method. Main tool of this research is a questionnaire that it`s validity is obtained by using panel of experts and masters in the educational science field. The reliability of the questionnaire is done through pre-test and it is confirmed. Hypotheses were investigated by structural equation model and was seen that transformational leadership style has significant positive impact on job motivation and job commitment and positive thinking of teachers. Also positive thinking has significant positive impact on the job motivation and job commitment of teachers. The results of the Sobel test also indicate the role of mediating positive thinking in the relationship between transformational leadership style and motivation and commitment of primary school teachers in the Bijar township. Finally, can said that exist significant and positive correlation between transformational leadership style with job motivation and job commitment of teachers, which the positive thinking amplified this relationship by to have mediate role.
KeyWords: Transformational leadership style, Motivation job, commitment job, Positive thinking, Structural equation model.

Introduction
One of the educational institutes considered as the most significant unit in every society is education organization which is responsible for individuals' education, and is the origin of wide social, political,

economic, cultural changes; undoubtedly, the progress and excellence of the societies depends on having dynamic and effective education. therefore, addressing its issues and trying to identify and improve the crucial factors affecting its success or failure is the task of researchers and scientists. In the meantime, paying attention to the management and leadership in the organization is of a particular priority (Ekradi et al, 2015).

As Lakomski (1995) states, to create and increase the quality in the material and content of education, the improvement and enforcement of its leadership are of the most significant topics; because competent and efficient leaders in the top of this organization are its main and most important factor in its excellence and growth.

Many researchers in the area of management emphasize the transformational leaderships which significantly affects the job behaviors and attitudes of the teachers. Having characteristics such as dignity, respect, and loyalty to the followers has led to an increase in the transformational leaders' performance through which, they guarantee their survival and organization in the current era. Through involving the employees in the organizational decision makings, they try to increase the job attitudes of the employees, i.e. job satisfaction, organizational commitment, and job motivation (Salajagheh & Ahmadzadeh, 2014).

Transformational leaders influence the beliefs, values, and purposes of their followers, and have a significant impact on their followers. They change the organization through their behavior and speech. The followers of these leaders are loyal to them. The influence of transformational leaders is through their words, conversation, insight, and inspiration towards others. Transformational leaders direct the attention of their followers to the collective goals and encourage them to follow the organizational purposes to provoke the high-level motivations of the employees (Khoshnejad, 2015).

Schools also must accept the transformations to survive and play their dynamic role, and adopt themselves with the social conditions. The principle has an important role as the leader of the school; as he directs the employees to accept the changes and achieve the purposes, and by creating a proper attitude and providing a desirable environment, and prepares them to accept the change, and makes them realize the necessity of creating this in the employees (Kotter, 2007). Nowadays, many changes have been seen in the method used by the school management and are emphasized more on the leadership than management for teachers to have professional development opportunities (which leads to motivation increase), and also, it emphasizes on the commitment rather than control (Bush, 2017).

The job commitment of the employees of an organization leads to an increase in the social capital of the organization. By increasing the job commitment of the employees of an organization, their preparedness, and passion to cooperate with the organization increases to implement their tasks and missions desirably (Mostafanejad, 2011). Also, transformational leaders can exploit the human force desirably in line with the organization's purposes through inspiring the motivation of the employees. A set of human factors are provoked with the management tact, and disregarding the employees' motivation, the organization reaches the pause and recession, and its eventual decline will be inevitable. Therefore, management who are committed to the organization's success, try to understand the factors that create more motivation in the individual (Me'mariani et al, 2010).

Although the previous studies focused on the effect of transformational leadership on job motivation and job commitment of employees, there is little experimental knowledge about the main emotional mechanisms through which the behaviors of the transformational leadership affect the objective attitudes of the followers about working (Gooty et al, 2009). Therefore, to clarify this issue that how transformational leadership of school leads to higher motivation and commitment in the teachers, more studies are required on the mediating factors related to the mentioned issues. One of the variables that seem to be worthy of attention is the positive thinking of the teachers. Because the theoretical literature shows that transformational leadership encourages the formation of positive thinking in the followers (Berkovich and Eyal, 2017).

New studies on the leadership and management institute show that positive thinking has a direct effect on the individual's efficiency. A basic rule is that when you feel positive about the job that you are doing, it is more likely to increase your efficiency, and as a result, achieving more efficiency (Hosseini & Shams, 2014).

The leadership style of schools' managers affects the motivation and commitment of the teachers, consequently, their educational performance behaviors. By analyzing the leadership styles and achieving more effective styles, precise information can be obtained and the managers can be employed who have a higher score in creating motivation and commitment in the teachers. According to the abovementioned, the current research aims to study the effect of transformational leadership style on the job motivation and commitment with the mediating role of positive thinking among the primary school teachers of Bijar township.

Research Theoretical Foundations
Transformational Leadership Style
Leadership means affecting the individuals such that they try for the group purposes willingly and with passion (Hersey & Blanchard, 2014). Leadership style in defined as the behavior pattern of a manager when influencing others' activities and based on the perception of others from his behavior. Managers select their leadership style considering the humanity and conscientiousness aspects (Winston & Patterson, 2006).

Transformational leadership style is a style that a leader influences the beliefs, values, and purposes of the followers, and is known as a hero and has a significant effect on the followers (Bass and Avolio, 1995). Tracy and Hinkin (1994) define the transformational leadership style as a process of influence and fundamental changes in attitudes and assumptions of the organization's members, and creating the commitment for the organization's missions and purposes.

Transformational leadership refers to a type of leadership in which the leaders have charisma and provide inspirational motivation and individual consideration for the followers. In this line, according to Bass's model (1997), transformational leadership requires four components of idealized influence, intellectual stimulation, inspirational motivation, and individuals' considerations for being realized.

Idealized influence: Idealized influence is related to the admiration, respect, morals, trust, and sharing risk, and playing a role as a model with a high degree of attention, value, and trust, and is worthy of imitation (Tyssen et al, 2014). In the idealized influence, the person has the charismatic leader's characteristics, is trusted and admired by the followers, and followers consider him as a role model and try to become like him. Idealized influence includes idealized behavior (Zebardast et al, 2017).

Inspirational Motivation: this component describes the leaders who encourage the employees to believe in the accessibility of the purpose, and create hope in their subsets, and introduces a bright and achievable prospect (Kirkbride, 2006). Leaders with inspirational motivation have high expectations from their followers and inspire them through motivation to be committed and be a part of the organizational common prospect. In practice, managers use emotional symbols and signs to attract the efforts of the group's members to reach something more than personal benefits. The spirit of the group can be improved by this type of leadership (Boehma et al, 2015).

Intellectual Stimulation: Avolio et al (2004) defines intellectual stimulation as stimulating followers by the leadership to discover the new solutions, and rethink the organizational problems by the followers. A leader's behavior creates a challenge for the followers to try more about what they do, and rethink what they can do (Hoffmeister et al, 2014). Transformational leaders use stimulating the accomplishment to challenge the thoughts, imaginations, and creativities of the followers, and understanding their values and beliefs. This requires that the leaders direct the followers to retest the traditional ways of problem-solving while encouraging their effort for new and creative approaches to doing the things (Birasnav et al, 2013).

Individual Consideration: individual consideration is paying attention to the individual differences of the followers and communicating with each one of them and stimulating them through delegating responsibilities for the learning and experience (Stone et al, 2004). Individual consideration includes the sensitivity to the needs of individuals for the growth and development and also, paying special attention to the individual needs of each one of the followers (Kim & Kim, 2014). In the individual consideration, a leader meets the emotional needs of the followers; that is to say, he recognizes the individual needs and helps them to nurture the skills that are required for achieving a particular success. These leaders spend a significant time to nurture and educate. To encourage, the leaders reward the employees by recognizing their successful performance and cause an increase in their job motivation (Zebardast et al, 2017).

Job commitment

Job commitment is a type of job attitude and means when a member of an organization identifies himself/herself with the organization's purposes and wishes to stay as its member, therefore, he/she tries to realize the organization's purposes (Robbins, 2014). Job commitment is the belief in a person's job and depends on the extent that a job can meet the current needs of an individual. People who are deeply involved in their job consider it a significant part of their identities. Also, people with high job dependency allocate most of their interest to the job (Hackett et al, 2001).

Allen and Meyer (1997) consider dimensions to measure the organizational commitment that is as follows:

Affective commitment: affective commitment represents the emotional dependency of the staff on the organization and in particular, their sensitivity to the job experiences such as organizational support. Also, such an emotional reaction is defined as a connection between the identity of individuals and the organization's identity; also, the extent of dependency on the organization because of the organization is independent of its instrumental value; in such a situation, there will be a condition in which, the staff tends to continue having a connection with the organization (Dawley et al, 2005).

Continuous commitment: continuous commitment is based on Baker's investment theory. This theory is based on \ that over time, a person accumulates capital in an organization that the more the person's experience in the organization, the more this capital is accumulated, and losing it is a cost for the person. Such investment includes the time of achieving special skills of the organization that cannot be transferred, job friendships, political factors, and other costs that make the person give up on looking for alternative jobs. It can be said that such a continuous commitment includes the person's awareness about the costs of leaving the organization. Therefore, such a form of commitment is the main reason for a person's connection with the organization, and his/her decision to stay in the organization is an effort to maintain the advantages resulting from the communication with the organization (Allen & Meyer, 1997).

Normative Commitment: means that people stay in the organization because they feel that they must not leave it (Buck &Watson, 2002). Such a type of commitment represents the belief of the staff in that they should stay with the organization and grow as the experiences of socializing emphasize the loyalty of the staff to the contractor (Griffin & Hepburn, 2005). People with high normative commitment seems to be forced to continue their job (Kondratuk et al, 2004). Considering the dimensions of the mentioned model, Allen and Meyer (1997) believe that a common point of the triple aspects of the organizational commitment is the link with organization, and consequently, reduction in the organization's leave (Allen & Meyer, 1997).

Job motivation: Job motivation is another significant organizational factor. Whisenand & Rush (1988) identify the job motivation as mental stress inside the person that determines the direction of the person's behavior in the organization, the level of its effort and stability against the obstacles (Sedaghati Fard & Khalij Asadi, 2011).

Robbins (2014) considers the motivation resulted from the difference between the rewards that a person receives and the reward that he/she thinks must receive. Therefore, a person with a high level of motivation has positive feedback about his job while a person without job motivation has negative feedback.

The career concept model is a model that can be useful for the development of the concept of differences between job motivation related to the job life of the individuals. This model is based on the difference observed in the job and motivation related to the individuals' job, and differentiate the four fundamental job motivations that are linear career motive, expert career motive, spiral career motive, and transitory career motive (Larsson et al, 2003).

"Linear" career motive is defined as the preference of individuals to move upward in the hierarchy (such as the managerial hierarchy) with little change in job backgrounds and with the motivation to gain power. Expert career motive is the preference of the individuals to have a lifetime commitment to a special profession with the motivation of quality and expert. Spiral career motive is the periodical movements in all the job areas that are linked to the past job areas of the individual and is done based on personal growth and creativity. People with transitory career motives rarely imagine themselves in their desirable and ideal

job and they may have attractive career choices by the job experiences and the result of their numerous investigations to have diversity and independence in an unpredictable future (Akhtari & Keshavarzi, 2014).

There are various theories on the effective factors in the individuals' motivations, that are divided into two main groups; content theories that address the content of creating the job satisfaction and motivation (such as Maslow theory and Herzberg theory), and procedural theories that consider its process (including Adams' equity theory and Victor Vroom Theory). The most common and practical theory in studying job satisfaction and motivation is the Herzberg theory. Herzberg believes that the job motivation is influenced by the inner or mental factors (driving factors of motivation) and external or hygiene factors (maintaining factors of motivation) by studying which, the most significant factors of job satisfaction can be identified and used in the programs of performance improvement quality of organization (Fattahi et al,2016).

One of the most important tasks of the mangers in the organization is doing tasks through the staff of that organization and to do so, the manager must be able to motivate the staff because many studies showed that the motivated employees are more creative and efficient; therefore, the managers of an organization must identify and then remove the factors that reduce the motivation of the employees. In the meantime, the enforcing factors of job motivation and sprit must be determined and developed (Entesar Foumani, 2015).

Positive thinking

The basis of the positive thinking concept is originated from Positive Psychology; positive psychology, as the main approach in psychology is focused on the increase in human abilities and traits and provides success for the individual and society (Khodadadi Sangdeh et al, 2014).

Seligman et al recommended positive psychology in 1998. This approach considers the positive thinking and attitude, developing positive emotions, and focusing on increasing the positive emotions, and improving the meaning of life. This approach is the scientific study of human optimal functions with the purpose of understanding and applying these functions to the success and flourish of the individuals and the societies (Seligman et al, 2013).

Quilliam defines the positive thinking as "positive thinking is a kind of approach and general direction of life; in other words, having the proper inner balance and maintaining peace and calmness while facing the problems so that the person can keep his/her motivation, implement a proper action, and feel good about what he/she does. The positive thinking skill includes fighting negative thoughts, changing the mental images, improving self-confidence, self-expression, realizing the potential abilities, and having a positive life (Quilliam, 2016).

Positive thinking refers to the direction in which positive outcomes are expected and these outcomes are considered as the fixed, general, and inner factors. In other words, positive thinking or optimism tends to take the most hopeful perspectives; and refers to an emotional and cognitive event about that the good things are more important than bad things; it requires that how a person predicts and evaluates the life consequences and outcomes (Strassle & McKee, 2000).

The main purpose of positive thinking is to paying more attention to the human powers and abilities and improving them rather than considering their weaknesses and inefficiencies, and as a result, solving these weaknesses (Luthans et al, 2008). The main known capacities of the positive thinking that has been proven, meet the criteria of positive thinking to some extent. Some of these capacities are self-confidence, hopefulness, optimism, and flexibility (Luthans & Youssef, 2004).

Success can be achieved by keeping the weaknesses constant, which is not very lasting, or it can be achieved by breaking traditional rules and creating new role models and appreciating people for their good and positive deeds and strengthening their strengths. A positive attitude has a positive, hopeful, and optimistic view of human beings, which, unfortunately, lack of attention to these issues and ethical aspects, which are also hidden aspects of leadership, has caused problems for organizations and in fact, is more focused on the flaws. And defects; Especially in the field of social capital of the organization.

On the other hand, mere positivism is not as good as mere negativity, but one should try to balance them, for example, overconfidence in human resources can reduce performance, or unrealistic optimism can lead to deviation from the main responsibility. Or false hope can lead to the misallocation of resources and

energy to futile goals and thus harm individuals and organizations. Therefore, while paying attention to the strengths, one should also try to pay attention to the weaknesses and create a balance between them (Yazdan Shenas, 2016)

Some studies have been conducted on the effect of transformational leadership style on the organizational behavior of the organization staff inside and outside of the country. KhabazYazdiha and Jabbari (2017), by studying the relationship between the transformational leadership, organizational commitment, and loyalty in the municipality staff of the District 1 of Tehran city, showed that there is a positive and significant relationship between the transformational leadership and its components (individual consideration, intellectual stimulation, inspirational motivation, and idealized influence) and organizational commitment and loyalty of the staff. The study conducted by Mousavi Yeganeh and Poursoltan Zarandi (2016) on the effect of transformational leadership of the managers in psychological empowerment and job motivation of the staff of the sports organization of Tehran showed there is a direct and significant relationship between the transformational leadership of the managers and the psychological empowerment and job motivation of the staff. Also, the variable of the transformational leadership can explain 50% and 24% of the variance of the changes in the psychological empowerment and job motivation.

Rahnavard et al. (2016) investigated the effect of systemic thinking and positive thinking on the job performance of the staff of Tehran Municipality. Findings indicate a positive and significant effect of systemic thinking and positive thinking on employees' job performance. The results of a study conducted by Yazdanshenas (2016) showed that transformational leadership, positive organizational behavior, and psychological empowerment can significantly reduce the pessimism of employees in the organization. At the same time, the variables of positivist organizational behavior played a mediating role in the relationship between transformational leadership and employee pessimism.

Berkovich and Eyal (2017), in examining the mediating role of emotional correction in the relationship between school principals 'transformational leadership style with teachers' job motivation and commitment, showed that school principals 'transformational leadership style has influenced teachers' motivation and job commitment. In this, emotional correction plays a mediating role.

Gumusluoglu et al. (2013) in a study entitled "The relationship between transformational leadership and the dimensions of organizational commitment of research and development staff considering the mediating role of justice" has concluded that in the field of a limited control, transformational leadership through procedural justice has a significant effect on organizational commitment. In the realm of broad control, transformational leadership has a positive effect on organizational commitment.

In a study entitled The role of transformational leadership style on the motivation of public sector employees in Libya, Almintisir et al. (2013) concluded that there was a significant relationship between transformational leadership style and employee motivation.

Rego et al. (2012) also concluded that organizational positivism plays a fully mediating role in the relationship between authentic leadership and employee creativity. Gotty et al. (2009) also found that organizational positivism at the individual level plays a fully mediating role in the relationship between transformational leadership and organizational citizenship behaviors.

Research Theoretical Framework

If we consider the human resources as one of the most important basics in improving the organization's performance, it is clear that to what extent investigating the effective variables in their performance can lead to the improvement of the organization's performance. The manager selects his/her leadership style to have the most effective in the organization. Selecting the proper leadership style can improve the performance of the leader and increase the job motivation of the staff, and eventually, the realization of the organization's purposes (Moghimbeygi et al, 2016).

Since the transformational leadership includes the evaluation of the staff's motivations, meeting their needs, and valuing them, therefore, a transformational leadership makes its organization more successful by valuing its staff and considering the characteristics such as idealized influence, inspirational motivation, provoking accomplishment, and developmental supports can take basic steps to meet the needs of the staff

which requires the job motivation, job autonomy, job success, and fairness and justice (Ahmadi Seyyedabadi et al, 2013).

On the other hand, transformational leaders increase the commitment of the staff potentially to achieve the goals through inspirational motivation. By encouraging the review in the traditional beliefs and thoughts, the leaders provide the proper context to generate creativity and innovation, and presenting the innovative problem-solving technics, and support the innovations proposed by the staff. These supports lead to the commitment of the staff to the organization (Nasehifar & Mohammadkhani, 2016).

According to Michel (1998), it is a leader that by having an influence on the organization's members, inducing positive thinking and insight, and empowering them, create the motivation of transformation in the staff and therefore, the survival and success of the organization. Considering the organizational and environmental dynamics and based on the special behaviors that they show in the interaction with the staff, transformational leaders can increase the mental capacities of the staff and eventually, increase optimism and positivism (Yazdanshenas, 2016).

On the other hand, according to Bandura's social cognition theory (2001), the self-cognition of a person, person's behaviors, and environment affect each other. Therefore, transformational leadership, as an environmental factor, can be effective in the cognitive process of the staff to improve and induce the organization's positivism in them, and this effect, consequently, can increase the optimism in the staff. Also, according to the theory of psychological source, a transformational leader can move the positive psychological sources of the staff such as trust, hope, resilience, and optimism to have more desirable job behaviors.

Also, psychological capital and positive thinking can be used as potential effective factors to deal with destructive behaviors and tendencies of employees such as resistance to change, pessimism to change and deviation from tasks and increase commitment and responsibility in the organization (Hassanzadeh ، 2010). Therefore, the sustainability of human capital can be greatly enhanced by developing virtuous behaviors that are associated with the development of optimism, trust, compassion, cohesion, and forgiveness in the organization. Organizational commitment of employees is also affected by the issue of psychological capital because if managers want the employees of the organization to have a stable psychological connection, they must pay more attention to the variables of psychological capital (Memarzadeh et al., 2014).

One of the factors that play a significant role in motivation and has been neglected is positive thinking or optimism. Optimism is a personality trait and includes cognitions that make one expect the desired results to be more likely to occur in the future. These cognitions influence goal-orienting behaviors and affect psychological well-being that includes both positive and negative emotions (Rand et al., 2011).

Goals are the main source of emotion; positive emotion is the result of achieving or imagining approaching a goal; While negative emotion is due to failure to achieve the goal or the idea of moving away from it (Alaeddini, 2010). When the initial paths are blocked in pursuit of goals, positive thinking motivates them to create other paths. In other words, for Snyder, success in challenging tasks often requires the ability to create multiple pathways to achieve goals that are driven by positive thinking (Snyder et al., 2009).

According to the abovementioned and the previous studies, the researchers presented a conceptual model to explain the nature of the relationships between the research variables in Figure (1). In this model, the effect of the independent variable of the transformational leadership style in the dependent variables of the job commitment and job motivation has been studied considering the mediating role of positive thinking. Accordingly, research hypotheses are as follows:

  ➢ The transformational leadership style has a significant effect on the job commitment of primary school teachers of Bijar township.
  ➢ The transformational leadership style has a significant effect on the positive thinking of primary school teachers of Bijar township.
  ➢ Positive thinking has a significant effect on the job commitment of primary school teachers of Bijar township.
  ➢ Positive thinking has a significant effect on the job motivation of primary school teachers of Bijar township.

➢ Positive thinking plays a mediating role in the relationship between the transformational leadership style and job commitment of the primary school teachers of Bijar township.

➢ Positive thinking plays a mediating role in the relationship between the transformational leadership style and job motivation of the primary school teachers of Bijar township.
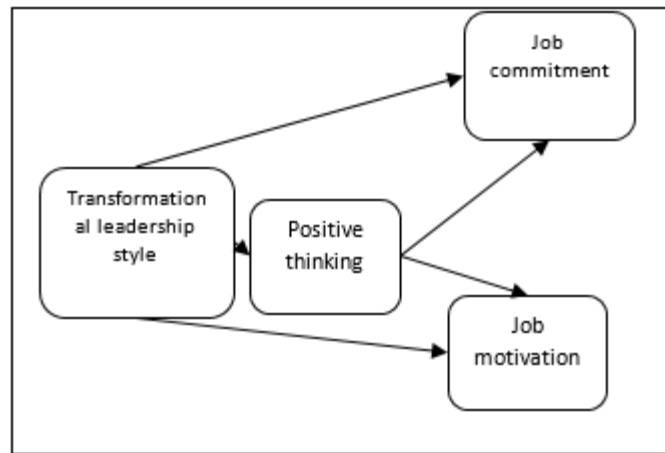
Figure 1: Research conceptual model

Research method

The current research is of applied in terms of purpose and is descriptive- correlational in terms of research method conducted in a field study. The statistical population of the current research consists of primary school teachers of Bijar township in the academic years of 2017-2018, the number of which is 350. To determine the sample size, Cochran's formula has been used and the sample size was estimated to be 183. To select the research sample, a systematic random sampling method has been used.

Data collection tools were a questionnaire through which the transformational leadership style of the managers from the perspective of the teachers, job commitment, and job motivation, and positive thinking of the teachers has been evaluated. To analyze the transformational leadership style, Multifactor Leadership Questionnaire (MLQ) proposed by Bass and Avolio (1994) to analyze the job commitment, Organizational Commitment Questionnaire (OcQ) of Porter et al (1997) to analyze the positive thinking, and Life Orientation Questionnaire of Schierer and Carver (1985) have been used. In the current research, the transformational leadership style has been considered as an independent variable. Job commitment and job motivation have been considered as dependent variables, and positive thinking has been considered as a mediating variable. The mediating variable of positive thinking is the linkage between the dependent and independent variables. To implement each of the research variables, based on the questionnaire used, a number of items are considered. The items of this questionnaire are designed in the form of a five-point Likert scale (strongly disagree = 1, disagree = 2, have no opinion = 3, agree = 4, strongly agree = 5).

To determine the validity of the research tool, the panel method was used, and to determine the reliability of the questionnaire, Cronbach's alpha coefficient was used. Table (1) shows the reliability of the research instrument using Cronbach's alpha method. As can be seen, Cronbach's alpha coefficients of all variables were greater than 0.7 and the reliability of the questionnaire was confirmed.

**Table 1: research tool reliability**

| Questionnaire part	Number of items	Cronbach's alpha
Transformational leadership style	20	0.912
Job commitment	15	0.823
Job motivation	15	0.867
Positive thinking	10	0.785

In this study, to analyze the data and test the research hypotheses, the structural equation modeling method was used in two general phases: measurement model (confirmatory factor analysis) and structural model (path analysis). In the measurement part, the relationship between the marker or the questionnaire questions with the related structure was examined and in the structural part, the relationship between the studied structures was examined to test the hypotheses. Sobel test was also used to test the role of mediating variables. Data processing and calculations of this research were performed using SPSS16 and Lisrel software.

Findings

After the validation of the models for measuring the variables of transformational leadership style, job commitment, job motivation, and positive thinking and ensuring that the questionnaire questions accurately measure their constructs, in this stage, the research hypotheses are tested in the form of a structural model. In the structural model, the relationships between latent variables or the same structures are noteworthy. Figure (2) shows the structural model of the research based on the standard factor load and Figure (3) shows the structural model of the research based on the values of t.
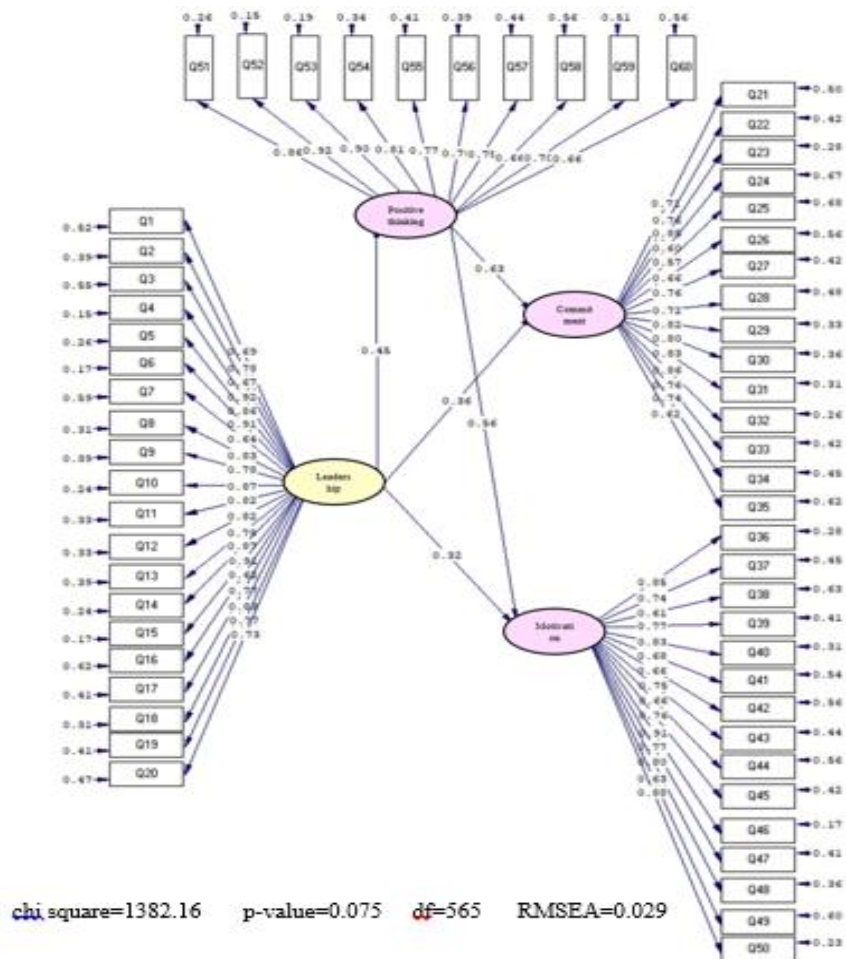
Figure 2: Structural model based on the standard factor loads
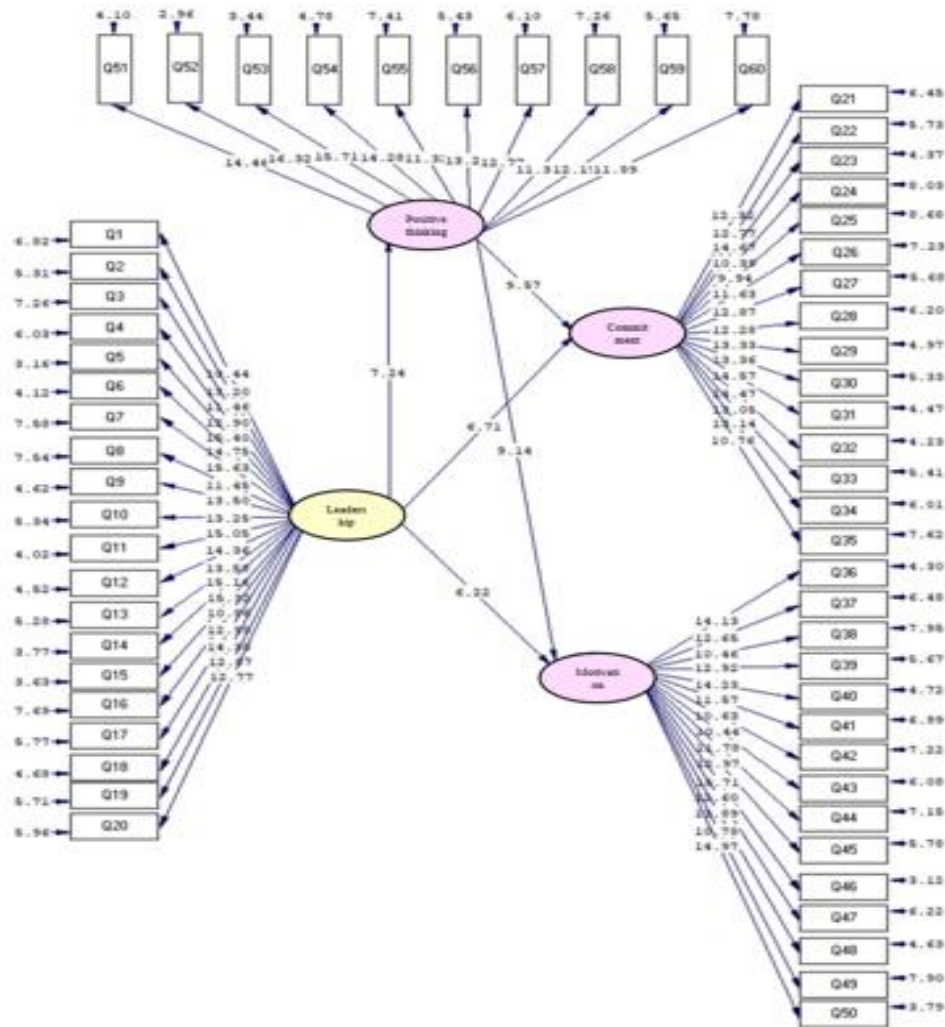
chi square=1382.16   p-value=0.075   df=565   RMSEA=0.029

Figure 3: Structural model based on the values of t

In the structural model of the research, the effect of the independent variable of transformational leadership style on the mediating variable of positive thinking and the role of the positive thinking variable on the dependent variables of job commitment and job motivation is shown. According to Figure (3) and (4), the effects of the independent variable on the mediating variable and the mediating variable on the research dependent variables are as described in Table (2).

Table 2: Path analysis of the research structural model

Structural model relationships	Path coefficient	t-statistics	Hypothesis result
Transformational leadership style --→ job commitment	0.36	6.71	Confirmed
Transformational leadership style -→ job motivation	0.32	6.22	Confirmed
Transformational leadership style -→ positive thinking	0.45	7.24	Confirmed
Positive thinking -→ job commitment	0.63	9.57	Confirmed
Positive thinking -→ job motivation	0.56	9.14	Confirmed

After confirming the research structural model by path analysis, the fitness of the model was conducted. As can be seen, the characteristics of the goodness of fit of the model have been presented in Table (3). Data of this research have good fitness with the factor structure and the research theoretical foundation, indicating the validity of the research findings of the structural model. Therefore, the test of the research hypotheses has the desirable accuracy.

Table 3: The characteristics of the Goodness of fit of the structural model

Structural model relationships	Desirable limit	The reported value
Chi-square X2	≥0.05	1382.16
Degree of freedom (df)	-	565
The ratio of chi-square to the degree of freedom	≤ 3	2.446
p-value	≥0.05	0.075
RMR	Close to zero	0.041
SRMR	Close to zero	0.085
GIF	≥0.9	0.89
AGFI	≥0.9	0.93
NFI	≥0.9	0.82
NNFI	≥0.9	0.96
IF	≥0.9	0.90
CFI	≥0.9	0.92
RMSEA	≤0.05	0.029

Considering that in the relationship between transformational leadership style and teachers' job commitment, the value of z statistic obtained from the Sobel test for the positive thinking variable is 8.162, which is greater than 1.96, the mediating role of positive thinking in this regard is confirmed. Also, the value of z statistic obtained from the Sobel test for the positive thinking variable in the relationship between transformational leadership style and job motivation is 7.216, which is greater than 1.96, and the mediating role of positive thinking in this regard is also confirmed. The results of the Sobel test to test the mediating role of positive thinking are given in Table (4).

Table 4: The results of the Sobel test to test the mediating role of positive thinking

Independent variable	Dependent variable	t-statistics	Std-error	P-value	T-value	P-value
Transformational leadership	Job commitment	8.1628	0.0277	0.000	5.4907	0.000
Transformational leadership style	Job motivation	7.1262	0.0248	0.000	5.1422	0.000

Discussion and Conclusion

The development of a country in the first stage depends on its educational system. In a successful education system, teachers play a vital role and it is believed that students' good performance depends on the efficiency and teaching style of their teachers. Teachers 'job performance is one of the most important factors in facilitating students' learning. It seems that teachers' job performance, in addition to job commitment, also depends on their job motivation. Both of these are influenced by the manager's leadership style. In the current study, studying the effect of transformational leadership style has a positive and significant effect on the job commitment and job motivation with the mediating role of positive thinking among the primary school teachers of Bijar township showed that the transformational leadership style has a positive and significant effect on the job commitment with the path coefficient of 0.36. transformational leaders increase the commitment in the staff potentially with the inspirational motivation through creating beliefs in achieving the goals, and by encouraging to review the traditional thoughts and beliefs, they create

creativity and innovation and present the innovative problem-solving technics in the organization, and support the innovations provided by the staff. These supports lead to the commitment of the staff to the organization. Yazdiha & Jabbari (2017), Berkovich and Eyal (2017), Gumusluogluu et al (2013) realized this fact in their studies and confirmed it. By considering the positive and significant effect of the transformational leadership style of the managers on the job commitment of the teachers, facilitating greater cooperation and participation of teachers with principals by creating a common vision and specifying and paying attention to the needs of individual teachers and creating opportunities for their flourishing and promotion to a higher level of personality development is suggested.

The transformational leadership style has a positive and significant effect on job motivation with a path coefficient of 0.32. a transformational leader, by valuing their staff, make their own organization successful and considering the characteristics such as idealized influence, inspirational motivation, accomplishment provocation, and developmental supports, they can take basic steps to meet the needs of the staff that require the job motivation, job autonomy, and job success, fairness, and justice. The obtained results are in line with the studies conducted by Mousavi Yeganeh and Poursoltan Zarandi (2016), Berkovich, and Eyal (2017), Alminisir et al (2013). According to the positive and significant effect of the transformational leadership style of the managers on the job motivation, it is suggested to give the information and other required resources and authority directly.

The transformational leadership style with the path coefficient of 0.45 has a positive and significant impact on positive thinking. By considering the increase in the organizational and environmental dynamics and based on the particular behaviors they while interacting with the staff, the transformational leaders can increase the mental capacities of the staff, and provide an increase in the positivism and optimism. Yazadanshenas (2016), Berkovich and Eyal (2017), Gooty et al (2009), and Rego et al (2012) also had similar findings in their studies. Considering the positive and significant effect of the transformational leadership style of the managers on the positive thinking of teachers, applying positive, hopeful, and supporting language in the organization by the managers, creating resilience and compatibility culture in the organization, and creating self-confidence and self-efficiency in the staff are suggested.

Also, positive thinking with the path coefficient of 0.63 has a positive and significant effect on job commitment, and also positive thinking with the Sobel statistics of 8.1628 and confidence level of 0.99 plays a mediating role in the relationship between the transformational leadership style and job commitment of the primary school teachers of Bijar township. Improving positive thinking leads to an increase in the person's involvement in the negative and undesirable behaviors, and positivism and psychological capital can be applied as a potential factor in facing destructive behavior and tendency of the staff, and increase the responsibility and commitment in the organization. This finding is in line with the studies conducted by Berkovich and Eyal (2017). According to the emphasize of experts on learning a variety of positive thinking, teaching these skills to the people caused the staff to recognize the positive and good experiences, and consider their role in the increase and improvement of the self-respect and self-confidence. They also learn to take an active role in this world, and not be inactive and incurious in dealing with different issues of life and work, and be committed.

Furthermore, positive thinking with the path coefficient of 0.56 has a positive and significant impact on the job motivation, and also, positive thinking with the Sobel statistics of 7.2162 and confident level of 0.99, plays a mediating role in the relationship between the transformational leadership style and job motivation of the primary school teachers of Bijar township. Positive thinking and expecting a positive outcome create positive energy in the individual which provides the required motivation to achieve the desired purpose. This finding is in line with the results of studies conducted by Berkovich and Eyal (2017). Considering the positive and significant effect of positive thinking on the job motivation of teachers, it is suggested that to strengthen the positive psychological capacities of employees such as self-efficacy, hope, optimism, and motivation by holding workshops. Also, the job motivation of employees can be increased by creating an atmosphere conducive to organizational voice and developing and strengthening the system of suggestions and awarding material and spiritual rewards to opinion providers.

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