

The Relationship between Transformational Leadership and Social Capitals in Education Organization of Guilan Province

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ABSTRACT

The present paper tries to investigate the relationship between transformational leadership and social capitals in Guilan's education organization and uses descriptive – correlation method. In terms of goal, this research is considered as an applied one. The population is composed of all managers (936 individuals) of schools in 16 cities. The total number of 162 individuals was selected as the sample. Statistical tests relevant to hypotheses were accomplished through deductive analysis methods. Then, the relationship between four aspects of transformational leadership (as the independent variable) and social capital (as the dependent variable) was evaluated using correlation coefficient. Finally, linear regression equation was used to predict the effect of each component and to estimate social capitals of Guilan's education organization. Analyzing the final data gained from questionnaires researchers concluded that inspiring incitement, personal considerations, intellectual persuasion and idealistic power aspects, respectively, have the most effect on social capitals of Guilan's education organization. Accordingly, results were presented in the form of final pattern.

KEYWORDS: Transformational management, inspiring incitement, intellectual persuasion, personal considerations and social capital.

INTRODUCTION

Leadership is as old as human history. The importance of leadership in organizations led scholars and researchers to try to discover and present characteristics of successful leaders in organizations. As a consequence, many leadership schools and theories are formed and introduced to the science community (Gillbersto, 2002, 3).

Obviously, traditional leadership will not survive in the third millennium and the world needs more transformation-oriented leaders. In today's transforming world, on the other hand, more prosper are those communities and organizations that develop a significant relationship between their rare resources, managerial capabilities and human resource entrepreneurship (as the social capital). In other words, those organizations which lead their human resources through providing needed requirements to use this valuable capability to control and lead their other resources toward creating value and achieving growth can improve and move rapidly toward development (Kuratko, 2002, 145).

Research Theoretical Principles

Social capital is a modern concept in present economic and social studies of modern societies. In a community, this capital is highly influenced by performance of organizations, especially educational institutions. Practically, there exists no accepted and identical definition of social capital and different definitions are presented in available literature since it is a new concept. In Fukuyama's view, a well-known scholar in this context, social capital is defined as "individuals' ability to work together in order to achieve common goals in groups and organizations" (Fukuyama, 1999, 156). Today, social capital plays a more important role in organizations and communities than human and physical capitals and networks of group relationships integrate the relationship of human beings with each other and with organizations. With the lack of social capital other types of capital are no longer effective and it becomes difficult for the organization to move toward development and cultural and economic evolution (Ghelichli, 1385, 23). Identification of social capital in an organization and making effort to reinforce it results in better participation in knowledge, development of mutual relationship and trust, formation of common goals and high levels of reliance and cooperation inside and outside

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organization, reduction of employees' desertion and costs of substitution and education, facilitation of financial support for projects and contractions, supporting innovations and the growth of technology, increase in labor efficiency through developing convenience and proper incentives in organizations and working groups (Rahmanpour, 1385, 33). Also, investigation of functional aspects of social capital shows that its presence is a mechanism for development promotion and its absence is considered as an obstacle for social development. The most important point is that social capital is self-productive. This means that requirements of its production are provided through applying it properly, and lack of its application results in its degradation and ruin. This loss, also, causes a difference between social capital and other forms of capital (Ghelichli, 1385, 5). It is noteworthy that social capital or, in other words, the presence of relationship among individuals in social networks can result in development of human labor so that individuals reach each other's knowledge and skills through establishing mutual interactions and hence their capabilities improve.

Transformational leadership is a paradigm of leadership in organizational psychology and is confirmed by high satisfaction of clients and employees (Kuratko, 2002, 145). Transformational leadership is a type of leadership in which leaders possess a divine endowment and provide their followers with spiritual incentive and special regards and control and guide them through penetrating their hearts. Transformational leaders create a dynamic organizational perspective which often necessitates a change in cultural values to reflect more innovation. This type of leadership, also, seeks to establish a relationship between individual and group interests to allow employees to work for the sake of organization's goals (Eisenbach, 2003, 25). Today, leaders are obliged to make decisions which have more impacts over their considered effects. If a leader makes a decision with undesirable effects, employees may feel results to be unfair and this causes unwelcome consequences such as weak morale, high dislocation and reduction of efficiency. Recent advances in leadership theories have changed charismatic theories (that assumed the leader as an untraditional existence and considered followers to be dependent on the leader) to neo-charismatic theories and transformational leadership (that notices giving employees the ability to have independent performance) (Higgs, 2003, 2). According to the theory of transformational leadership, a leader has to use internal players to accomplish required tasks of the organization in order to be able to achieve his desired goals. In this context, the goal of transformational leadership is to become confident that the path toward the goal is clearly perceived by internal players. Then, it aims to remove potential obstacles inside the system and persuade players to achieve predetermined goals (Kent, 2003, 5-6).

Accordingly, considering definitions of transformational leadership and social capital, both of which emphasize relationships and interactions among individuals, we try to express the relationship between the tow concepts through answering this question: "Is there a significant relationship between transformational leadership and social capital in Guilan's education organization?"

In the present research transformational leadership (and its aspects) is considered as independent variable and its relationship with social capital (as the dependent variable) is investigated. The paper is influenced by the model of "Bernard Bass" (2001) in transformational leadership section. Based on Bronze theory on transformational leadership, he presented a new theory. "Bass" (2001) defines a transformational leader as a person who makes followers capable, provides them with incentives to have performances higher than their expectation and encourages them to follow group goals instead of personal interests. Based on Bass's model, transformational leadership is realized according to four factors: idealistic power, intellectual persuasion, inspiring incitement and personal considerations.

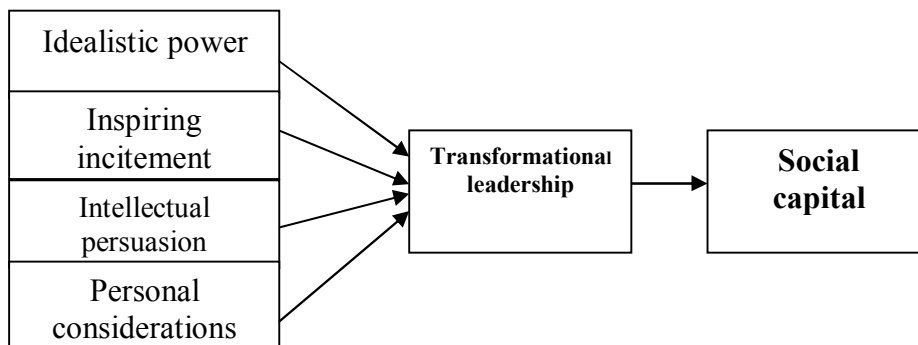


Figure 1. Theoretical framework or analytical model of the paper (research suggested model)

Research Hypotheses

Main Hypothesis

"There is a significant relationship between transformational leadership and social capital in Guilan's education organization". This hypothesis is converted into four side hypotheses. These are:

1. There is a relationship between "idealistic power" aspect of transformational leadership and social capital in education organization.
2. There is a relationship between "inspiring incitement" aspect of transformational leadership and social capital in education organization.
3. There is a relationship between "intellectual persuasion" aspect of transformational leadership and social capital in education organization.
4. There is a relationship between "personal considerations" aspect of transformational leadership and social capital in education organization.

RESEARCH METHODOLOGY

The present paper is an applied research (in terms of its goal). Descriptive method is used to gather requires data and the research is considered to be a field study. It is an applied research since its results are applicable for various groups of planners and managers. It is also descriptive since it is accomplished without exerting any modification on variables and components. Moreover, its field environment is composed of all managers of Guilan's education organization.

Considering the population size and research topic in the present paper, researchers extracted samples through proper sampling method. Respecting the fact that 936 managers work for Guilan's education organization, a group of 162 individuals from the mentioned population were selected as the sample. Furthermore, to achieve required data to test hypotheses, researchers used questionnaires as the main data gathering tool in 16 cities. In some cases, documentary studies and discovery interviews were used.

Research Hypotheses Testing

Evaluation of Main Hypothesis Testing

Research main hypothesis: there is a relationship between aspects of transformational leadership and social capital in education organization.

Respecting qualitative variables, Pierson Correlation Test was used to investigate the presence of a relationship between variables of the hypothesis. Results are presented in the following table.

Table 1. model summary of transformational leadership variable and social capital

Independent variable	Dependent variable	Correlation coefficient	Correlation coefficient square	Significance level	Independent variable coefficient	constant
Transformational leadership	Social capital	76.3	58.2	0.000	0.304	2.7

Based on above table, transformational leadership variable has a 76.3% direct relationship with social capital in Guilan's education organization. Thus, research main hypothesis (there is a significant relationship between transformational leadership and social capital in Guilan's education organization) is confirmed. Also, it can be said, according to R square, that 58.2% of changes of social capital in Guilan's education organization can be defined by transformational leadership. Moreover, following equation is used to calculate social capital based on transformational leadership variable:

$$\text{Social capital} = 0.304 \times \text{transformational leadership} + 2.7$$

Evaluation of Side Hypotheses Testing

First side hypothesis: there is a relationship between "idealistic power" aspect of transformational leadership and social capital in education organization.

Table 2. model summary of "idealistic power" aspect of transformational leadership and social capital

Independent variable	Dependent variable	Correlation coefficient	Correlation coefficient square	Significance level	Independent variable coefficient	constant
"Idealistic power" aspect of transformational leadership	Social capital	46.6	21.8	0.000	0.388	2.5

Based on above table, "idealistic power" aspect of transformational leadership has a 46.6% direct relationship with social capital in Guilan's education organization. Thus, research's first side hypothesis (there is a significant relationship between "idealistic power" aspect of transformational

leadership and social capital in Guilan's education organization) is confirmed. Also, it can be said, according to R square, that 21.8% of changes of social capital in Guilan's education organization can be defined by "idealistic power" transformational leadership. Moreover, following equation is used to calculate social capital based on "idealistic power" aspect of transformational leadership variable:

$$\text{Social capital} = 0.388 \times \text{"idealistic power" aspect of transformational leadership} + 2.5$$

Second side hypothesis: there is a relationship between "inspiring incitement" aspect of transformational leadership and social capital in education organization.

Table 3. model summary of "inspiring incitement" aspect of transformational leadership and social capital

Independent variable	Dependent variable	Correlation coefficient	Correlation coefficient square	Significance level	Independent variable coefficient	constant
"Inspiring incitement" aspect of transformational leadership	Social capital	73.8	54.5	0.000	0.729	3.8

Based on above table, "inspiring incitement" aspect of transformational leadership has a 73.8% direct relationship with social capital in Guilan's education organization. Thus, research's second side hypothesis (there is a significant relationship between "inspiring incitement" aspect of transformational leadership and social capital in Guilan's education organization) is confirmed. Also, it can be said, according to R square, that 54.5% of changes of social capital in Guilan's education organization can be defined by "inspiring incitement" aspect of transformational leadership. Moreover, following equation is used to calculate social capital based on "inspiring incitement" aspect of transformational leadership variable:

$$\text{Social capital} = 0.729 \times \text{"inspiring incitement" aspect of transformational leadership} + 3.8$$

Third side hypothesis: there is a relationship between "intellectual persuasion" aspect of transformational leadership and social capital in education organization.

Table 4. model summary of "intellectual persuasion" aspect of transformational leadership and social capital

Independent variable	Dependent variable	Correlation coefficient	Correlation coefficient square	Significance level	Independent variable coefficient	constant
"Intellectual persuasion" aspect of transformational leadership	Social capital	58.5	34.2	0.000	0.510	2.08

Based on above table, "intellectual persuasion" aspect of transformational leadership has a 58.5% direct relationship with social capital in Guilan's education organization. Thus, research's third side hypothesis (there is a significant relationship between "intellectual persuasion" aspect of transformational leadership and social capital in Guilan's education organization) is confirmed. Also, it can be said, according to R square, that 34.2% of changes of social capital in Guilan's education organization can be defined by "intellectual persuasion" aspect of transformational leadership. Moreover, following equation is used to calculate social capital based on "intellectual persuasion" aspect of transformational leadership variable:

$$\text{Social capital} = 0.510 \times \text{"intellectual persuasion" aspect leadership} + 2.08$$

Fourth side hypothesis: there is a relationship between "personal considerations" aspect of transformational leadership and social capital in education organization.

Table 5. model summary of "personal considerations" aspect of transformational leadership and social capital

Independent variable	Dependent variable	Correlation coefficient	Correlation coefficient square	Significance level	Independent variable coefficient	constant
"Personal considerations" aspect of transformational leadership	Social capital	60.2	36.2	0.000	0.529	1.8

Based on above table, "personal considerations" aspect of transformational leadership has a 60.2% direct relationship with social capital in Guilan's education organization. Thus, research's third side hypothesis (there is a significant relationship between "personal considerations" aspect of transformational leadership and social capital in Guilan's education organization) is confirmed. Also, it can be said, according to R square, that 36.2% of changes of social capital in Guilan's education organization can be defined by "personal considerations" aspect of transformational leadership. Moreover, following equation is used to calculate social capital based on "personal considerations" aspect of transformational leadership variable:

$$\text{Social capital} = 0.529 \times \text{"personal considerations"} + 1.8$$

Conclusion

- According to results it is deduced that independent variable of transformational leadership has a high relationship (62.3%). It means that this variable has a direct and significant relationship with dependent variable of social capital in Guilan's education organization. Moreover, the magnitude of the effect of this variable on social capital is 0.582 %. This shows that 58.2% of changes of social capital in Guilan's education organization are influenced by transformational leadership (the main hypothesis is confirmed: there is a significant relationship between transformational leadership and social capital in education organization).
- According to results it is deduced that "idealistic power" aspect of transformational leadership has a 46.6% relationship. It means that this variable has a direct and significant relationship with the dependent variable. Moreover, the magnitude of the effect of this variable on social capital is 0.218 %. This shows that 21.8% of changes of social capital in Guilan's education organization are influenced by "idealistic power" aspect of transformational leadership (the first side hypothesis is confirmed: there is a significant relationship between "idealistic power" aspect of transformational leadership and social capital in education organization).
- According to results it is deduced that "inspiring incitement" aspect of transformational leadership has a 73.8% relationship. It means that this variable has a direct and significant relationship with the dependent variable. Moreover, the magnitude of the effect of this variable on social capital is 0.545 %. This shows that 54.5% of changes of social capital in Guilan's education organization are influenced by "inspiring incitement" aspect of transformational leadership (the second side hypothesis is confirmed: there is a significant relationship between "inspiring incitement" aspect of transformational leadership and social capital in education organization).
- According to results it is deduced that "intellectual persuasion" aspect of transformational leadership has a 58.5% relationship. It means that this variable has a direct and significant relationship with the dependent variable. Moreover, the magnitude of the effect of this variable on social capital is 0.342 %. This shows that 34.2% of changes of social capital in Guilan's education organization are influenced by "intellectual persuasion" aspect of transformational leadership (the third side hypothesis is confirmed: there is a significant relationship between "intellectual persuasion" aspect of transformational leadership and social capital in education organization).
- According to results it is deduced that "personal considerations" aspect of transformational leadership has a 60.2% relationship. It means that this variable has a direct and significant relationship with the dependent variable. Moreover, the magnitude of the effect of this variable on social capital is 0.342 %. This shows that 34.2% of changes of social capital in Guilan's education organization are influenced by "personal considerations" aspect of transformational leadership (the fourth side hypothesis is confirmed: there is a significant relationship between "personal considerations" aspect of transformational leadership and social capital in education organization).

Suggestions

- According to respondents, as "inspiring incitement" aspect has the highest relationship with (and effect on) social capital in Guilan's education organization, then managers need to gather various individuals under a single thinking method and encourage entrepreneur and creative ones. This is of high importance in developing personal innovations in citizen-organizational behavior. Inspiring and inducing an optimistic view of future motivates employees of an organization to move toward achieving organization's goals.
- Also, based on results, "personal considerations" aspect is the second effective factor on social capital. This means that managers have to guide, train and support their employees and

improve their abilities on a regular basis since employees having a high level of personal ability are more predominant, create and invent, re more responsible about their performance and learn more rapidly.

- Moreover, managers have to consider "intellectual persuasion" aspect as a motive in their followers and social capitals as a guideline to reinvestigate principle assumptions and making followers to look at problems from different viewpoints, to suggest new methods and solutions, to notice how to accomplish their assigned tasks, and to examine principles of reengineering.
- To possess the material of "idealistic power" (as one of transformational leadership aspects) among employees as the most important organizational resources managers must encourage participation and cooperation. In fact, they have to identify preventive factors of this organizational culture and try to remove them. Principally, preventive factors can be classified as follows:
 - Individualism culture among employees
 - Employees' pessimism about effectiveness of participatory management
 - Considering participation as a threatening factor for managers' power.

To remove above obstacles managers have to respect suggestions in their organizations. In this context, they must try to hold unofficial meetings among employees and lower managers and inform them about organization's goals and performances to prevent any problems. They also have to consider employees' suggestions to improve organizational methods and functions. Of course, only a steady method must not be used but all participation methods can be applied (considering environmental situation of the organization) to avoid pseudo-participation. In addition, considering the component of "idealistic characteristics" and regardless of personal tendencies, managers have to combine personal and organizational goals to reinforce this characteristic.

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