

Study on the Relationship between Transformational Leadership and Organizational Learning among the First Year of Secondary School Teachers in Karaj

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ABSTRACT

The current study aimed at investigating the relationship between transformational leadership and organizational learning in the first year of secondary school teachers in Karaj. To reach this, descriptive correlational study was conducted. The population under study was consisted of all the 4683 secondary school teachers in Karaj. Using simple random sampling, a number of 355 teachers were selected as the sample population in the study. To collect data the researcher used the questionnaires by Bass and Avoilo transformational leadership, Neef organizational learning. The validity of the questionnaires was confirmed by the experts in the field. The reliability of the questionnaire was measured using Cronbach alpha. It showed that the reliability of transformational leadership was 0.92, organizational learning was 0.87. To analysis the data the researcher used descriptive method of investigation as well as inferential methods such as Pearson correlation coefficient, and stepwise Regression. The results of the study showed that there was a relationship between transformational leadership and its variables - Idealized Influence, Inspirational Motivation, Intellectual Stimulation, and Individual Consideration - with organizational learning. Regression results show that all of transformational leadership's components, can predict organizational learning in the first year of secondary school teachers in Karaj. The first finding of this study was that positive and significant correlation between the two variables of transformational leadership and organizational learning. In other words, the transformational leadership style may result in increased organizational learning. The results are matched with previous findings. It is recommended for use to manage the education that have highly idealized influence.

KEY WORDS: Transformational leadership, Idealized Influence, Inspirational Motivation, Intellectual Stimulation, Individualized Consideration, organizational learning

1. INTRODUCTION

Today's organizations have encountered with turbulent and changing atmosphere and mass-evolutions have faced organizations with many problems. Faced with successive waves of changes, as new technologies in social relationships are evident. In the current situation, in order to govern organizations and use of scientific and technical approaches, should attempt and create situations in order to obtain renovations and presenting suitable designs in these organizations. As environmental uncertainty is high, organizations require more extensive knowledge and wide knowledge about environmental factors so that they can adapt to the changes and environmental evolutions. In such situation, the only solution of future organizations is changing themselves to permanent learnable system to identify environmental needs and provide necessary tools to adapt themselves with the environment and thereby continue their existence. Organizational learning is a response to the changing and dynamic business environment, and is unpredictable [1]. Organizational learning nature in fact is the use of extraordinary ability of staffs of the organization. Therefore, to continuity of high-quality skilled manpower and to meet the need for consistent answering related to the innovations, we need them to be learned, develop and break institutional structures that prevents the growth process of the school [1]. Educational organizations are special organizations of education and learning that their final goal is realization of humans learning and training and creating relatively sustainable behaviors in students. If in on the other, learning and education means to achieve other goals, such as the synthesis of goods and services, but special educational organizations make behavior change and manlike. Based on these, the use of Learning Organization terms, the Organization of Knowledge Creation and realization of organizational learning for the training organizations have more accuracy and authenticity than any other organization [2,3]. The success in this case, needs suitable condition for providing evolution smoothly. The society should not feel alienated in this great transformation of the education system. Everyone must be involved in learning and be aware of it. The role of teachers as agents of this transformation is quite prominent and clear. Any change in the objectives, content and structure of training programs, regardless of the change in the attitude of the teachers would not be fruitful. Close to the heart of the changes, regardless of the main factors, namely teachers, as educators and facilitators of all-round development

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of students' progress would not be achieved [4]. Educational organizations are not learning, but moving towards learning, it requires planning and targeted efforts. Leaders and managers of educational organizations, as to the issues, such as the improvement and development planning requires careful planning and purpose of the organization is to promote learning [5]. In fact, we can say that a culture based learning requires time and the provision of infrastructure, especially in the leadership. A learning organization needs a new vision of leadership. A leader as a designer of leadership culture in learning organization has a significant role. However, because this culture is a result of cumulative learning of a group, so, leadership is intended to identify. It was helpful to develop. New insight toward leadership in learning organizations are relying more and more on finer and important points. In an inclusive organization, designer leaders, are supervisors and teachers. Their responsibility, are building organizations where people expand their continually ability to identify and understanding, to make clearer the goals and enrich the shared mental models. This means that leaders are responsible for their staff learning [6,7]. In fact, in such circumstances, organizations need leaders who revolutionize public or private organizations to organizations with greater ability to grow and progress, and even life-changing work. These leaders conduct organizations from present to future and apply appropriate revolutions and changes to achieve organizational goals. Such leaders, are called transformational leaders. Transformational leadership, is the foundations for long-term changes in the organization that provides access to higher goals for organizational system. On the other hand, transformational leaders influence in their beliefs, values and goals their followers and have a major impact on them. These leaders through their behavior and manner change the whole organization and followers of these leaders trust them and would be loyalty [8]. In this regard, studies also show that organizations with transformational leadership have better actions in achieving higher levels of development. For this reason, in recent decades, paying attention to transformational leadership has changed to a main component. Regarding the above mentioned issues the main objective of this study was to investigate if there is significant correlation between transformational leadership with organizational learning among the first year of secondary school teachers in Karaj.

In novel organizational world, it is expected that many organizations move toward innovation and creativity with structural changing and determining novel leadership methods, to respond to the psychological needs of people in the organization. This dimension of transformational leadership refers to a leader who is trusted and admired by subordinates. Subordinates know him as a model and try to be like him. Such leaders often are considered as models that or because of having special characteristics or charisma or show special moral behaviors. Such leaders are considered as a high level of trust, integrity, honesty and goal [9]. Inspirational motivation dimension, contains stimulation and enhancing the motivation of followers that are done by appealing to feelings of subordinates. Inspirational motivation emphasis on emotions and inner motivations not on daily interactions between leaders and followers [10]. Intellectual Stimulation needs mental efforts to find new ideas and creative solutions to solve problems, and encouraging innovation, creativity and new approaches. [11]. Individualized consideration: Individual consideration and attention, include the difference between the individual and the members differences and relationship with each of them and stimulating them through the assignment of responsibility for the learning experience and time consumption to conduct training and communicating with subordinates to develop capabilities [10]. Transformational leaders inspire followers with inspiration and good behavior and time to conduct training, communicate with people, caring and attention to the needs of followers, growth and development of their capabilities [13]. Such leaders provide mental stimulation and increase their attachment to the organization and provide tend to spend more effort to continue the success of the organization and its membership [14].

The third level of learning is organizational learning and can be achieved through the sharing of insights, knowledge, experience and mental models of the organization [14]. Richard Sipert and James March were of the first people in 1963 that put 2 words of "learning" and "organization" together and proposed learning as an organizational process in the literature [15].

2. METHODS AND MATERIALS

2.1. The population study, sample size and sampling

The population of the study consisted of all first year teachers in secondary schools in the city of Karaj that the sample size according to statistics, was 4683 that a total number of 355 persons were selected using Cochran sampling formula. Sampling method, was simple random selection.

2.2. Research Tools

In order to collect data, library studies was used and with regard to the conceptual framework of discussions of transformational leadership and organizational learning and literature research, a questionnaire was designed. To collect the data, according to studies conducted and preliminary review of references using of books, articles and other research, literature reviews studies, and the questionnaire was related to transformational leadership and organizational learning. To measure the variables used in the study, two organizational learning questionnaires [12], transformational leadership and Avolio and Bass (2000) were used.

In this study, Cronach's alpha was used to assess reliability. In this regard, a primary sample including 30 pretest questionnaire was used and by collected data of questionnaires were analyzed using SPSS and reliability coefficient for mental encouraging, mental persuasion, inspirational motivation, individual consideration, and total questionnaire were 0.87, 0.79, 0.86, 0.92, and 0.90, respectively that indicated the desired level of the questionnaire. The reliability coefficient for each component of organizational learning questionnaire (shared vision, organizational culture, work and team learning, organizational structure, strategy, collaborative leadership, and employee competence development) and for the entire questionnaire were 0.88, 0.79, 0.89, 0.88, 0.85, 0.78, 0.84, and 0.87, respectively that show the accuracy of the measuring instruments used in this study.

2.3. Data Analysis Methods

To analyze the data, the methods of descriptive and inferential statistics such as correlation analysis, and stepwise regression were used.

3. RESULTS

A) The descriptive findings: based on the description of the sample were formed, of the 288 men and 67 women. In relation to education, 25.6%, 10.4%, 49.3%, and 14.6% had diplomas and lower, associate degree, bachelor's degree, and master of science and above degree, respectively. In relation to teachers' work experience of teachers they had 1-5, 6-10, 11-15, 16-20, and >21 years of experience and each of them consisted 4.2%, 13.5%, 34.1%, 25.4%, and 22.8% of the sample size. Teachers can also be said to have the age of 20-30 years, 31-40 years, 41-50 years, ≥51 years old that each of them allocated 6.8%, 55.8%, 32.1%, and 5.4% of sample size.

B) Statistical analysis of research questions

In this section, based on the information provided, the analysis of the research questions raised can be addressed. In this part of the test, Pearson correlation and stepwise regression were used.

The first hypothesis: between the transformational leadership with organizational learning in the first year of secondary school teachers there was significant correlation. To investigate the relationship between transformational leadership with organizational learning in the first year of secondary school teachers in Karaj, the Pearson correlation coefficient was used. The results are presented in Table 1.

Table (1). The relationship between transformational leadership and organizational learning in the first year of secondary school teachers in Karaj

significance level	Correlation orientation	(R) ²	correlation coefficient	Kind of correlation	of variables
0.000	positive	0.56	0.57	Pearson	Transformational leadership with organizational learning

As can be seen in the table above, there was a significant positive relationship between the two variables of transformational leadership and organizational learning ($75/0 = r$) that this relationship is significant at the alpha level of 0.01. In fact, it can be said that the more managers have features of transformational leadership, the organizational learning would be increased. The calculated coefficient of determination indicated that the variable of transformational leadership, explained organizational learning of 56% of the variance of the variable. The second hypothesis: there was a significant correlation between the mental encourage with organizational learning in the first year of secondary school teachers in Karaj city. To investigate the correlation between mental encourage with organizational learning among the first year of secondary school teachers in Karaj, the Pearson correlation coefficient was used. The results are presented in Table 2.

Table (2). Correlation between mental encouraging with organizational learning in the first year of secondary school teachers in Karaj city

significance level	Correlation orientation	R ²	correlation coefficient	Kind of correlation	Variables
0.000	positive	0.35	0.59	Pearson	mental encouraging with organizational learning

As can be seen in the above table, there was positive significant correlation between two variables of mental encouraging with organizational learning ($59/0 = r$) that this correlation was at the alpha level of 0.01. In fact, it can be said that the more management have mental intellectual, organizational learning would be increased. The calculated coefficient of determination indicated that the variable of mental encouraging, 0.35% of the variable variance in organizational learning would be explained.

The third hypothesis: there was a positive significant correlation between inspirational motivation and organizational learning in the first year of secondary school teachers in Karaj city. To investigate the relationship

between motivation inspirations with organizational learning in the first year of secondary school teachers in Karaj, the Pearson correlation coefficient was used. The results are presented in Table 3.

Table (3). The correlation between motivation inspirations with organizational learning in the first year of secondary school teachers in Karaj city

significance level	Correlation orientation	R ²	correlation coefficient	Kind of correlation	Variables
0.000	positive	0.51	0.72	Pearson	Inspirational motivation and organizational learning

As can be seen in the above table, there was a positive significant correlation between the two variables of organizational learning and inspirational motivation ($72/0 = r$) that this relationship is significant at the alpha level of 0.01. In fact, it can be said that the more the managers have feature inspirational motivation, the organizational learning would be increased that the calculated coefficient of determination indicated that the variables of inspirational motivation would define the 0.51% of the variable variance in organizational learning.

The fourth hypothesis: there was a significant correlation between ideological influences with organizational learning in the first year of secondary school teachers in Karaj city. To investigate the correlation between ideal influences with organizational learning in the first year of secondary school teachers in Karaj city, the Pearson correlation coefficient was used. The results are presented in Table 4.

Table (4). Correlation between idealized influences with organizational learning in the first year of secondary school teachers in Karaj city

significance level	Correlation orientation	R ²	correlation coefficient	Kind of correlation	Variables
0.000	positive	0.37	0.61	Pearson	idealized influences with organizational learning

As can be seen in the above table, there was a positive significant correlation between two variables of idealized influence with organizational learning ($61/0 = r$) that this correlation was significant at the alpha level of 0.01. In fact, it can be said that the more the managers have the ideal influences, the organizational learning would be increased. The calculated coefficient of determination indicated that the variable of idealized influence, defined 0.37% of the variable variance in organizational learning.

The fifth hypothesis: there was a significant correlation between individual consideration and organizational learning in the first year of secondary school teachers in Karaj city. To investigate the correlation between individual considerations with organizational learning observed in the first cycle of secondary school teachers in Karaj, the Pearson correlation coefficient was used. The results are presented in Table (5).

Table (5). The correlation between individual considerations with organizational learning observed in the first cycle of secondary school teachers in Karaj city

significance level	Correlation orientation	R ²	correlation coefficient	Kind of correlation	Variables
0.000	positive	0.42	0.65	Pearson	individual consideration with organizational learning

As can be seen in the above table, there was a positive significant correlation between individual consideration and organizational learning ($65/0 = r$) that this correlation is significant at the alpha level of 0.01. In fact, it can be said that the more the managers have individual consideration the organizational learning would be increased. The calculated coefficient of determination indicated that the variable of individual consideration defined 0.42% of the variable variance of organizational learning.

The sixth hypothesis: each dimension of transformational leadership style (mental persuasion, inspirational motivation, idealized influence and personal observation) have role in the prediction of organizational learning in the first year of secondary school teachers in Karaj city. In order to study the effect of each of these items of transformational leadership style on organizational learning in the first year of secondary school teachers in Karaj city, stepwise regression analysis was used.

Table (6). Results of stepwise regression analysis to examine the predictive correlation between transformational leadership style factors with organizational learning

P	T	Beta	B	R ²	R	Predictor variables	steps
0.000	19.90	0.72	0.80	0.52	0.72	inspirational motivation	First step
0.000	12.58	0.52	0.57	0.77	0.60	Individual consideration	Second step
0.000	8.20	0.34	0.24	0.24		inspirational motivation	
0.000	11.41	0.47	0.52	0.79	0.62	Individual consideration	Third step
0.000	5.61	0.25	0.18	0.18		inspirational motivation	
0.000	4.37	0.18	0.16	0.16		Mental encouraging step	
0.000	9.86	0.44	0.48	0.79	0.63	Individual consideration	Fourth step
0.000	4.55	0.21	0.157	0.157		inspirational motivation	
0.000	4.05	0.17	0.154	0.154		Mental encouraging step	
0.035	2.12	0.10				Mental persuasion	

In response to the sixth hypothesis of the research, to investigate if each transformational leadership style dimension has ability to predict organizational learning among teachers, and also to determine the ration of each predictor variables in organizational learning, the stepwise regression was used. Based on regression analysis (Table 4-6), it can be concluded that among the components of transformational leadership style, each of the four predictor variables, have criteria for inclusion in the final regression equation to explain the changes in organizational learning (criterion variable). As shown in the above table, the first step that inspirational motivation has entered to equation, the correlation coefficient was equal to 0.72. This means that inspirational motivation dimension could explain the amount of 0.52 of the variance in organizational learning. In the second step, that individual consideration dimension has entered to the equation, the correlation coefficient was equal to 0.77. This means that individual consideration defined 0.60 of the variance in organizational learning, and on the third step which mental encouraging dimension has entered to the equation, the correlation coefficient was equal to 0.79. This means that the mental encouraging could explain 0.62 of the variance in organizational learning, and in fourth step that ideological influence has entered to the equation, the correlation coefficient was equal to 0.79. It means that, ideological influence dimension could explain 0.63 of the variance in organizational learning. Furthermore, to determine the contribution of each of the dimensions of transformational leadership style, in organizational learning prediction based on the regression coefficients (Beta) in the fourth step can be argued that contribution of each dimension of transformational leadership style (inspirational motivation, individualized consideration, mental persuasion and idealized influence) in predicting organizational learning, were 0.44, 0.21, 0.17, and 0.10, respectively.

DISCUSSION AND CONCLUSION

The first finding of this study was that positive and significant correlation between the two variables of transformational leadership and organizational learning. In other words, the transformational leadership style may result in increased organizational learning. The results are matched with previous findings. In fact, the results of this study were in consistent with the findings of others [16] that in a research showed that there was a significant and positive correlation between transformational leadership and all its components with organizational learning. The results were also in consistent with the findings of other researchers [17] that showed that transformational leadership can provide socially context for development of organizational learning. The findings of this research was consistent with the results of others [18] survey that showed the transformational leadership has the most important role in defining variance organizational learning. The results of this study was consistent with the findings of others [19] that showed there is a significant positive correlation between the components of transformational leadership and organizational learning components. Fostering a new culture for example, a culture based on learning, requires time and providing the infrastructure, especially in the leadership. A learning organization needs a new vision of leadership. Leader as a designer of leadership culture has a significant role in learning organization. However, because this is a result of their cumulative learning outcome of this culture, leadership identifies intended and favorite specifies and have contributed to its development. New insight into leadership in learning organizations rely on the finer points and more and more important. In an inclusive organization, designer leaders, are supervisors and teachers. Their responsibility, is to build organizations where people continually expand their ability to identify and understand the complexities, clearer goals and enrich the shared mental models. This means that leaders are responsible for their staff learning [20]. In general it can be said that since the vision of transformational leaders are trying to challenge and motivate others to do things that are exceptional [21]. Organizations can create an environment that will promote a learning culture, and can also ensure that people learning to the development and enrichment of the whole organization. By creating such environment in which every individual with the required skills to perform their

jobs provides a cultural learning organization encourage [22]. Another finding of this study is that there was a significant positive correlation between the dimensions of transformational leadership and organizational learning. In other words, mental encouraging, resulting in increased organizational learning. This result is matched with previous findings. In fact the results of this research was in consistent with the results of others [16] that in a research showed that there is a significant positive correlation between transformational leadership and all its components and with organizational learning. The results of this study was consistent with the findings of [16] that showed there is a significant positive correlation between the components of transformational leadership and organizational learning components. Transformational leaders have used the mental stimulus for imagination and creativity of their followers to challenge values. The leaders also insight into the future desired situation that should be communicated to the previous models, structures, processes and practices that benefit older are set aside. Extending this insight across the organization transformational leaders' focus on organizational learning in order to increase the competitive advantage [23,24]. Transformational leaders motivate and inspire followers through their willingness to do their job faster than expected. It appears that the key elements in enhancing organizational learning, be in consistent with self-motivated individual and organizational learning skills [25-27]. Management can provide motivation in the staff. In fact, it can be said that the organization can effectively and vitally motivate internal staff and organizational learning. It can be said that since the organizations have dynamic environment and constantly changing, therefore have active and continuous efforts for staff who are looking to gain new skills and learning and have more motivation to offer their proposals on the change of their procedure. They search new ways to deal with environmental uncertainty and these enthusiasm of staff to learn new skills and increase their ability against some of the threats and opportunities can be an effective factor in the development of knowledge [28-30]. Transformational leaders look to staff as the most important resources of organization and try to link staff capabilities to each other. The leaders instead of relying on hierarchical control motivate people through communication networks which can provide learning and knowledge transfer. The leaders support and develop strategies that allow persons and encourage them to actively participate in the organization. They also create opportunities for employees to learn and share their experiences and knowledge with others. Because in fact a necessary condition for organizational learning, is making ability of learning in their members. Although this condition does not guarantee organizational learning, but without it, there will be no doubt that such an organization [23, 31-34]. Earning capability is related to something that is not existed in human and as a result is not limited to knowledge and is continued in whole life.

There is something about the human ability to learn and thus is not limited to knowledge and life in continues.

Another finding of this study shows that among the components of transformational leadership style, its four dimensions have the ability to predict of organizational learning. Transformational Leadership influence on beliefs, values, and goals, of their followers and are known as heroes and have extraordinary impact on their followers. Transformational leadership approved the ideas and values of employees and inspire them with new ways of thinking to issues, provide extra motivation and move organization's staff to learn more [37].

Suggestions

Regarding the attention to mental encouraging as a stimulator for followers to re-study of main objectives and forcing them to watch the issues from different aspects and suggesting new methods, the study of re-engineering as one approach should be considered that include:

- Finding existing problems;
- Review of existing solutions;
- Redesign of the entire process;
- Thinking about what is done;
- Check the condition of the facilities and required amenities;
- A review of the methods of solving
- Away from traditional values and encouraging new solutions by offering a reward to a new opinion
- Delegating responsibility and authority to empower their followers
- The use of Encourage techniques such as brainstorming and creativity....

It is recommended for use to manage the education that have highly idealized influence. Those who;

- 1) adhere to the commitments and promises hardly;
- 2) to tell the fact properly and at the right time to others;
- 3) to show their honesty by creating open communication with the scientific members
- 4) be accountable, to avoid blame, and to help to solve problems and seek solutions

It is recommended to develop the motivation and inspiration:

1. Having high expectations of the people and delegate responsibilities to their challenging
2. To involve followers in providing a view of future in order to attract more participation for goals and having thoughts about future in order to enhance staff motivation toward working.

3. Leaders should design goal and special future clearly to staff in order to staff could be able to identify current situation, its analysis to create motivation and tending to change it and moving toward favorite location [35-41].

To develop an individual consideration the following items are recommended:

- to create a supportive and friendly atmosphere to increase employee satisfaction and thus increasing the effectiveness
- paying attention to the individual needs of followers and create opportunities for prosperity and promote a higher level of personality development
- Time for training and coaching to help followers grow

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