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PREDICTION OF EMPLOYEE ORGANIZATIONAL LEARNING BASED ON THE LEADERSHIP STYLES (TRANSFORMATIONAL AND TRANSACTIONAL) AT THE MINISTRY OF EDUCATION

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ABSTRACT

This study aims at predicting the organizational learning based on the transformational and transactional leadership styles among employees at the Ministry of Education in Tehran City. The research is descriptive with correlative type. The statistical population consists of all 550 employees at the Ministry of Education during 2011-2012 and 188 ones are selected through the simple random sampling according to Morgan Table. Bass & Avolio leadership style questionnaire (1999) with 41 questions and Watkins & Marsick's organizational learning questionnaire (1999) with 43 questions are the data collection tools in this research. The obtained results of regression through SPSS and LISREL computer software package are as follows: There is a positive and significant relationship between the transformational and transactional leadership styles with organizational learning and also the results indicate that the obtained beta in regression is equal to 0.29 for transformational leadership style and 0.59 for pragmatic leadership style. Therefore, the independent variables are able to predict the variance of dependent variable and the regression equation is significant as follows:

Organizational learning = (-769) + (2.343) Transformational leadership

Organizational learning = (8.231) + (1.720) Pragmatic leadership

Keywords: *Organizational Learning, Transformational and Pragmatic Leadership Styles, Education*

INTRODUCTION

The growth and development of educational systems is one of the certain aspects of our era; it has been an important issue in developed and even developing countries especially in recent decades, and this growing development has changed the education systems to large and inclusive organizations which have a large number of staff and students and perform various tasks, employ numerous teachers and staff with different skills and knowledge and consume enormous resources to lead to constant and comprehensive effects and consequences.

Undoubtedly, the workflow of such an organization relies on careful targeting and planning and intelligent organization and thus the outcome of organizational activities depends on the critical and major leadership and management services (Jamshidi, 2010).

The organizational learning is built based on the knowledge and experience existed in the memory of organization and relies on the mechanisms such as policies, strategies and models for knowledge storage. The individuals and groups are the factors through which the organizational learning is obtained.

Argyris (1999) has considered the organizational learning depending on sharing the knowledge, beliefs and assumptions among the team individuals (Mirdan, 2008).

The transformational leadership is one of the leadership paradigms in organizational psychology (Gunez, 2008).

In fact, the transformational leadership is a conscious moral and ethical process which builds the equal models of relationships between leaders and subordinates' power to achieve a collective goal or real change. The transformational leadership is a process for creating the commitment to organizational objectives and enabling the subordinates to achieve those objectives (Morehead, 2005).

The organizational learning issue was raised in about the 1970s. Peter Senge's famous book entitled as "Principle 5" led to the reputation and development of open system thinking and organizational learning. According to Peter Senge, the learning organization constantly changes its performance and improves it

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through the individuals, values and other sub-systems and by relying on the learned lessons and experiences. According to his view, the main components of a learning organization are as follows (Shayganfard, 2010).

- 1- Subjective models: In such these organizations, all individuals quit the traditional thinking styles.
- 2- Personal skill: In such these organizations, the individuals are conscious and have open communication with others.
- 3- Systematic thinking: All members in such these organizations learn how an organization works.
- 4- Common insight: All members in such these organizations identify and define their practical plans and agree on them.
- 5- Group learning: All members in such these organizations cooperate to implement the agreed programs.

According to Garvin (1993), the learning organization is able to create, acquire, transfer and modify the behavior in response to new knowledge and insights. Garvin and other experts developed this theory by extending some examples of open system model to organization and considering a feature such as the ability of "human brain" for that model. Garvin believes that the organizational learning has three stages just like the human learning:

- 1) Knowledge (learning the new concepts)
- 2) Behavior (development of new skills and abilities)
- 3) Performance (doing the actual work). The achievement of all three levels needs the elimination of the gap between the theory and action.

MATERIALS AND METHODS

This study is descriptive and has the correlative type. The statistical population of this research consists of all 550 employees at Ministry of Education in Tehran during 2011-12. The statistical sample equal to 200 subjects is selected through simple random sampling based on Kerjcie and Morgan table. The data collection tool consists of two standard questionnaires of Bass & Avolio leadership style questionnaire (1999) with 41 questions and Watkins & Marsick's organizational learning questionnaire (1999) with 43 questions.

Statistical Analysis of Research Data:

In descriptive statistics (mean, median, mode) we have utilized the standard deviation, and the ranges of minimum and maximum scores.

In inferential statistics, the statistical tests are utilized according to the research questions to measure the significant relationship between the variables as well as predicting the dependent variable by any other independent variable.

LISREL Software is utilized to determine the simple and multiple-regression.

Validity and Reliability of Measurement Tools

In this research, the validity of questionnaire is reviewed by the advisor and supervisor professors after initial design with 112 items, and then confirmed after doing the necessary reforms in order to be applied in research. Cronbach's alpha method is utilized to measure the reliability. The alpha coefficients for measurement tool of pragmatic and transformational leadership and organizational learning are equal to 86% and 97% which have high reliability.

RESULTS AND DISCUSSION

Results

Question 1: What kind of relationship is there between the transformational leadership style and organizational learning?

The regression is utilized to answer the research question.

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Table S-4-3-1: Summary of regression model for transformational leadership style and organizational learning

Correlation coefficient	Square of correlation coefficient	Square of adjusted correlation coefficient	Standard error of approximation
0.295	0.087	0.08	47185.33

The table above shows the correlation coefficient, square of correlation coefficient or coefficient of determination, so that the correlation rate is equal to 0.29 among the variables above and is at a low level. Furthermore, the coefficient of determination indicates that 0.08% of variance in organizational learning as the dependent variable is covered by the transformational leadership style as the independent variable.

Table S-4-3-2: ANOVA related to the transformational leadership style and organizational learning

	Sum of squares	Degrees of freedom	Mean square	F	Significance level
Regression	19864.156	1	19864.156	17.730	0.000
Residual	208387.801	186	1120.365		
Total	228251.957	187			

The significance level presented in the table above is equal to 17.73 according to the f-value and is less than 0.01; thus the independent variable is able to predict the variance of dependent variable.

Table S-4-3-3: The coefficients of independent variables in terms of standardized and non-standardized values related to the transformational leadership style and organizational learning

Independent variable	Non-standardized coefficients		Standardized coefficients	t	Significance level
	B	Standard error	Beta		
Constant value	-0.769	30.815		-0.025	0.98
Transformational leadership	2.343	0.556	0.295	4.211	0.00

The correlation between the transformational leadership style and organizational learning is equal to 0.29 and the coefficient of determination equal to 0.08; and the regression equation is significant according to the significance level of 0.000 and f value.

More precisely, 0.08% of variance in the organizational learning as the dependent variable is covered by the transformational leadership style as the independent variable. The obtained beta of regression is equal to 0.29 for transformational leadership style.

* Therefore, the result of analysis is consistent with the theorists' viewpoints which are presented in the research literature and is also consistent with the research by Keim, Ramezani, Shahbazi, Bordbar, Keegan and Hartouk, Kuber and Nagvin- Sharif Mohammad (the summary of their studies are presented in Appendix).

Figure (S-4-3-4): The histogram of relationship between the transformational leadership style and organizational learning

Question 2: What kind of relationship is there between the transactional leadership style and organizational learning?

The regression is utilized to answer the research question.

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Table C-4-3-1: Summary of regression model for transactional leadership style and organizational learning

Correlation coefficient	Square of correlation coefficient	Square of adjusted correlation coefficient	Standard error of approximation
0.592	0.350	0.347	28.24270

The table above shows the correlation coefficient, square of correlation coefficient or coefficient of determination, so that the correlation rate is equal to 0.59 among the variables above and is at a moderate level. Furthermore, the coefficient of determination indicates that 35% of variance in organizational learning as the dependent variable is covered by the pragmatic leadership style as the independent variable.

Table C-4-3-2: ANOVA related to the transactional leadership style and organizational learning

	Sum of squares	Degrees of freedom	Mean square	F	Significance level
Regression	79889.053	1	79889.053	100.156	0.000
Residual	148362.905	186	797.650		
Total	228251.957	187			

The significance level presented in the table above is equal to 100 according to the f value and is less than 0.01; thus the independent variable is able to predict the variance of dependent variable.

Table C-4-3-3: The coefficients of independent variables in terms of standardized and non-standardized values related to the transactional leadership style and organizational learning

Independent variable	Non-standardized coefficients		Standardized coefficients	t	Significance level
	B	Standard error	Beta		
Constant value	8.231	12.200		0.675	0.501
Pragmatic leadership	1.720	0.172	0.592	10.008	0.000

The correlation between the pragmatic leadership style and organizational learning is equal to 0.59 and the coefficient of determination equal to 0.35; and the regression equation is significant according to the significance level of 0.000 and f value.

More precisely, 35% of variance in the organizational learning as the dependent variable is covered by the transactional leadership style as the independent variable.

The obtained beta of regression is equal to 0.59 for transactional leadership style. Thus, the independent variable is able to predict the variance in dependent variable.

Therefore, the result of analysis is consistent with the theorists' viewpoints which are presented in the research literature and is also consistent with the research by Eptropaki and Martin (2005), Pierre (2009), Barda (2006), Sharifi (2008), Khodadad (2006), Ayazi (2006), Gilani (2008) and Brock-Myer and Hith (Zardoshtian, 2009)

Discussion

Is there a correlation between the transformational leadership style and organizational learning? The total alpha of this equation ($\alpha=0.67$) and the highest transformational leadership component with $\alpha=0.86$ belongs to the perfectionism influence and the maximum organizational learning component with $\alpha=0.90$ belongs to the employee organizational learning in the organization; this indicates that the employees need the managers which are decisive and resolute in their decisions according to their extraordinary capacities in terms of transformational style for organizational learning. The results are also consistent with the studies by Keim (2010), Ramezani (2007), Shahbazi (2008), Bordbar (2009), Keegan and Hartouk (2004), Kuber and Nagvin- Sharif Mohammad.

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- Is there a correlation between the transactional leadership style and organizational learning? The total alpha of this equation ($\alpha=0.73$) and the highest pragmatic leadership component with $\alpha=0.90$ belongs to the contingent reward and the maximum organizational learning component with $\alpha=0.90$ belongs to the employee organizational learning in the organization; this indicates that the management by transactional style should reach an agreement with employees in contingent reward, which is learning here, and the managers should determine the amount and way of rewarding which is paid in cash added in payroll as the service charge or has the positive point in evaluation of employees as the in-service hours. These results are consistent with studies by Eptropaki and Martin (2005), Pierre (2009), Barda (2006), Sharifi (2008), Khodadad (2006), Mitra (2006), Gilani (2008) and Brock-Myer and Hith.

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