

The Relationship between Transformational Leadership Style and Creativity and Organizational Learning among the Staff of Payame Noor University of Golestan Province

Ghorban Eiri^{1*}, Hosein Abu²

¹*Young and Elite Researcher Club, Gorgan Branch, Islamic Azad University, Gorgan, Iran*

²*Department of Management, Payam Noor, Tehran, Iran*

*Corresponding Author Email: eirisaipa2282@gmail.com

Abstract: The purpose of this study was to investigate the relationship between transformational leadership style with creativity and organizational learning among the staff of Payame Noor University of Golestan Province. This study was applied in terms of purpose and descriptive and correlational in terms of data collection. Based on Morgan table, The statistical population of all employees of Payame Noor University of Golestan Province was randomly 260 people. One hundred fifty-two people were selected as a sample. To measure the research variables, the standard Transformational Leadership Questionnaire of Bass and Avilio (2000) based on the Bass model (1985), Rand Seep Creativity Questionnaire and Peter Singh Model Organizational Learning Questionnaire (2001) were used. Pearson correlation and regression were used to analyze the data. Findings showed that there is a positive and significant relationship between transformational leadership and creativity and organizational learning of Payame Noor employees in Golestan province.

Keywords: Transformational leadership style, organizational learning, creativity, organizational performance

Introduction

Transformational leadership is part of a new leadership paradigm that reflects a process that transforms individuals and relates to values, ethics, and long-term goals (Doherty AY, 1996). Evaluation of drivers affecting the followers, ethical characteristics and treating them as perfect people are among the functions of this type of leadership. Leadership style of managers is one of the effective factors in increasing the efficiency, effectiveness and ultimately, the productivity of organizations. The appropriate behavioural pattern of the manager in any organization creates strong morale and motivation in employees and increases their satisfaction with their job and profession (Mossadeghzadeh, 2005).

Organizational learning occurs when members of an organization use learning to solve organizational problems. Each organization has ways of learning based on its own characteristics and those of its individuals (Young et al., 2008). Organizational learning is the process of collective learning of organizational members (Yukl, 2009). The process of organizational learning is the acquisition, interpretation and application of new knowledge by members of

the organization (Saka - Helmhout, 2009). They believe that organizational learning consists of three stages of knowledge acquisition, sharing and storage (Au et al., 2009). A learning organization has the ability to continually adapt to different situations and revise itself according to the demands of the environment. To increase the ability to learn, the organization must create a system in which individual learning is shared among members. Individual learning is the basis for organizational learning. It is through individual learning that the organization as a whole learns. The multitude of changes that organizations and individuals face are under such pressure and force that they shatter any kind of resistance like a roaring flood and take everyone forward. In other words, the breadth and diversity of the force of change that enters the body of today's organizations force them to accept these changes. Therefore, today, as Anjeli (1997) says, organizations can not have a sustainable life in society unless they accept change and adapt to internal and external changes (Pardakhtchi, 2001). In some definitions, creativity is seen as the basis of a process. For example, according to the two elements of novelty and value creativity is defined as "a process that results in a new work accepted as something useful and satisfying by a group at a time." (Kaufman, 2010). David Bohm equates creativity in all areas of science and art and believes that the artistic spirit is a desire and effort to understand and achieve proportion and beauty is in the world, the encouragement of creativity can not lead to creativity, but it requires providing a suitable environment through the barriers and obstacles of creativity and trying to overcome them (David Bohm, 2010). In defining creativity, Csikszentmihalyih emphasizes the original and deep ways of thinking. He believes that creative people are smart and elite people who are interested in cognitive stimulation experience the world in a new and maybe in a real and original way. (Csikszentmihalyih, 2009) Therefore, the purpose of this study is to investigate the relationship between transformational leadership style with creativity and learning among staff member of Payame Noor University in Golestan Province.

Methodology

The research method was descriptive-correlational. The statistical population was all employees of Payame Noor University of Golestan Province who were 260 people. Based on Morgan table and randomly, 152 people were selected as a sample. In Conducting the research, After providing a preliminary explanation about the measurement tool and the purpose of the test, how to answer the tests was described for participants in detail. Regarding ethical considerations, after obtaining the consent of the individuals and giving the necessary information, they were assured that the information received will be used only in this research and will be protected from any abuse. To measure the research variables, the standard questionnaire of transformational leadership of Bass and Avilio (2000) was based on the model of Bass (1985) which contains 20 questions (quoted by Taghavi Gharabalagh, 2009), Rand Sip Creativity Questionnaire which contains 16 questions, questionnaire Organizational Learning Peter Singh (2001) contains 24 usage items. Pearson correlation and regression were used to analyze the data. In all analyzes, a significance level of $p < 0.05$ was considered.

Results

The results of the Kolmogorov-Smirnov test are presented in Table 1. The results of this test showed that the data distribution was normal ($p > 0.05$).

Table 1. Descriptive statistics of research variables

Variable	Mean	Standard deviation	K-S Z	p
Transformational leadership	74.5	6.5	1.98	0.08
Creativity	48.5	6.5	1.38	0.84
Organizational learning	134.5	12.5	1.54	0.64

According to Table 2, the distribution of subjects by gender shows that 120 were male, and 32 were female.

Table 2. Number and percentage of subjects by gender

Gender	frequency	Percentage frequency
female	120	0.79
Male	32	0.21
total	152	0.100

Table 3 shows the dispersion of the subjects based on the level of education, according to which 48 people had a bachelor's degree, and 104 people had a master's degree.

Table 3. Number and percentage of subjects by the level of education

Education	Frequency	Percentage frequency
Bachelor	48	0.32
Master	104	0.68
Total	152	0.100

According to Table 4, the correlation coefficient of transformational leadership and creativity shows that ($r = 0.39$) there is a significant correlation ($P = 0.000$) between these two variables and also the positive coefficient indicates changes to increase one variable With the increase of another variable. Therefore, with the increase of each unit of transformational leadership, the creativity variable will increase by 39%.

Table 4. The relationship between transformational leadership and creativity

variables	Creativity		
	Pearson correlation coefficient	Sig.	Number
transformational leadership	0.39	0.000	152

Linear regression was used to evaluate the predictability of creativity through transformational leadership.

Table 5. Regression coefficients

	Non-standardized coefficients		Standardized coefficients	T	Sig.
	b	Standard error	β		
intercept	131.58	3.17	-----	28.25	0.000
Transformational leadership	1.54	0.087	0.39	13.82	0.000

Regression equation with standard coefficients

Creativity $Y = 0.39$ Transformational leadership

According to the regression equation with the above standard coefficients, transformational leadership has a direct effect on employee creativity.

According to Table 6, the correlation coefficient between transformational leadership and organizational learning shows that ($r = 0.41$) there is a significant correlation ($P = 0.000$) between these two variables and also the positive coefficient indicates changes to increase One variable by another. Therefore, with the increase of each unit of transformational leadership, the organizational learning variable will increase by 41%.

Table 6. Relationship between transformational leadership and organizational learning

variables	Organizational learning		
	Pearson correlation coefficient	Sig.	Number
transformational leadership	0.41	0.000	152

Table 7. Regression coefficients

	Non-standardized coefficients		Standardized coefficients	T	Sig.
	b	Standard error	β		
intercept	194.25	8.42	-----	27.31	0.000
Transformational leadership	1.34	0.28	0.41	8.13	0.000

Regression equation with standard coefficients

Organizational learning $Y = 0.41$ Transformational leadership

According to the regression equation with the above standard coefficients, transformational leadership has a direct effect on organizational learning of employees.

Discussion and Conclusion

The purpose of this study was to investigate the relationship between transformational leadership style with creativity and organizational learning among the staff of Payame Noor University of Golestan Province. Findings showed that there is a positive and significant relationship between transformational leadership and creativity and organizational learning of Payame Noor employees in Golestan province. These findings are consistent with Choupani (2011), Moghli et al. (2009), Khalilinejad (2013) and Sanjeghi (2001). Bess states that leaders can use the behavioural characteristics of transformational leadership to lead their followers to perform more than expected (Moghaddami, 2010). Burns also states that transformational leaders have insight and challenge others to do extraordinary things. Also, they are the only leaders who are able to chart the necessary paths for new organizations, because they are the source of change, have complete control over the changes that govern the organization, and ride the wave of change. Transformational leaders also convey inspiration, respect, honesty, loyalty, and a sense of shared responsibility to their employees through their benevolent behaviours modelled on their employees. These feelings undoubtedly strengthen the autonomy and job identity and task in individuals (Alkaniz and Keller, 2003). With the guidance of their leaders and according to their new horizons, the organizations of excellence examine the success and how to achieve the goals to satisfy the stakeholders and manage all the potential of their employees at individual, group and organizational levels, develop and use it (Sarrafzadeh, 2009). They also follow the guidelines of their leaders to succeed, no matter what their type or size, structure or maturity. In this regard, one of the ways to improve and excel organizations is the European model of excellence EFQM, which is provided by the European Foundation for Quality Management. This model, as a basic framework for evaluating and improving organizations, is a practical tool that helps organizations to achieve this important goal by measuring where they are on the path of excellence (Jalili Keshtiban and Amini, 2008). In addition to manufacturing organizations, this model has been successful in improving the performance of service and educational organizations and by measuring the performance of training centres, providing training and learning opportunities and helping to successfully implement practical tools and actions in classrooms and identifying their successes, Educational institutions help to achieve consistently higher levels of performance. Transformational leaders behave in a way that reflects high standards of ethical behaviour and motivate extraordinarily by endorsing employees' ideas and moral values and inspiring them to think about issues using innovative methods. The followers of these leaders feel trusted, respected and loyal to them, and this kind of behaviour of leaders paves the way for organizational excellence.

Today's organizations, if not able to adapt to environmental changes, will quickly be out of competition and give way to their competitors, so it is necessary to identify the organization's internal strengths and weaknesses along with

environmental opportunities and threats (Broko et al., 2015). In such situations, organizations need leaders who transform private or public organizations into organizations with a greater ability to grow and prosper even to survive (Fuller, 2013). These leaders guide organizations from the present to the future and make appropriate changes to achieve the goals of the organization. These leaders also create a vision of potential opportunities for employees, and among them develop a commitment to change and improve culture and the need to design new strategies for the optimal use of energy and resources. Such leaders are called transformational leaders. These leaders influence the beliefs, values, and goals of their followers, and also transform the entire organization through their behaviour and actions, and the followers of these leaders. They also feel trusted and loyal. Transformational leadership is one of the most widely researched leadership paradigms in organizational psychology. Transformational leadership increases subordinates' satisfaction and trust in leadership, as well as their emotional commitment. Leaders who exhibit transformational behaviours create a set of positive outcomes in the organization.

On the other hand, outstanding organizational performance is not achieved through the efforts of ordinary employees. One of the reasons for the success of large organizations is that they have employees who go beyond their formal duties; that is, they have employees who exhibit organizational citizenship behaviours. Research has shown that there is a positive relationship between transformational leadership and organizational citizenship behaviour (Osko et al., 2012). Today, completely changing conditions and governing organizations, increasing competition and the need for its effectiveness in such conditions, reveals their need for a valuable generation of employees. This generation is referred to as organizational soldiers.

Conflict of interest

The authors declare no conflict of interest

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