

THE ROLE OF TRANSFORMATIONAL LEADERSHIP IN ORGANIZATIONAL TRUST OF TEACHERS OF ARDEBIL MIDDLE SCHOOLS

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Abstract

The main purpose of this research is to study the relationship between the styles of transformational leadership and organizational trust of middle school teachers of Ardebil during 2011-12. The statistical community comprises all teachers of middle schools as much as 400 teachers from which 196 persons were randomly sampled according to Cochran method. To collect data, we used Beth and Olive multifactor and Prasert Kanawattanachai and Young Jin Yoo organizational trust standard questionnaire which were of high validity and purity. This research is descriptive and accomplished using correlation method. To analyze data, Pearson correlation factor and multiple regression in a stepwise manner. After collecting and analyzing data using SPSS, results showed that there is a meaningful relationship between the style of transformational leadership and teachers' organizational trust. Moreover, stepwise multiple regression demonstrated that among components of transformational leadership, idealized influence has the most influence on teachers' organizational trust.

Keywords: transformational leadership, organizational trust, teachers, middle school

1- Problem statement

Today world is constantly changing. In these circumstances, educational organizations – as the drivers of development and revolution of the community – should be not only able to manage changes, but also they should be the initiators of change and regularly reorganize and renew their goals and achieve their main changing ones (Yu, H., Leithwood, K. and Jantzi, D, 2002). According to Porter (1985), customers, clients, volunteers, suppliers, competitors, colleagues and all beneficiaries are forces which influence organization and arose the necessity for excellence. In this way, recognition of the environment, understanding changes and being aware of opportunities, limitations and facilities are of vital importance (Moghly, 2003). Therefore, in contemporary world, we need leaders who bring about change and innovation and by creating novel perspectives, developing inspiring insights, persuading followers and making them committed and responsible, utilize organizational elements so that they can ensure organization survival and make its growth possible. Such leaders should show effective performance against probable challenges and opportunities and they are called transformational leaders (Pillai, R. and Williams, E.A, 2004). The theory of transformational leadership was suggested by Burns to differentiate those leaders who make strong motivational relationships with subordinates and followers from those who vastly concentrate on exchange and interaction to obtain results and then,

Beth and Olive extended Burns' leadership concept and developed transformational leadership (Motallebi Asl, 2007). Beth and Olive believed that transformational leadership forms when leader improve personnel's favorites, creates awareness about mission and the end of the group and motivate personnel to look beyond their personal interests (Nguni, S., Slegers, P. Denessen, E., 2006). Robins also states that transformational leaders can inspire their followers, motivate them and instruct them in their way so that they can secure organizational benefits (Nazeriani, 2010). Such persons act with high confidence and deeply affect organization. Transformational leaders pay attention to needs and aspects of progress and advancement of their subordinates and improve their awareness (Javdani, 145, 2011). Olive et.al introduce four basic behaviors which constitute transformational leadership as follows: idealized influence, inspiring motivation, intellectual stimulation, personal considerations (Moein Zadeh, 2012). By preferring effectiveness over efficiency, transformational leaders try to exploit personal benefits of the organization in an effective manner to achieve organizational goals (Chen, M., F. 2006). Furthermore, by means of moral values and thoughts of personnel and inspiring them to think about issues using a novel method, transformational leaders provide them with an extra motivation. Through their behaviors and words, they change the community (Abedi, 2010). In contemporary management, organizational trust is of great importance, since trust may have numerous positive consequences (Saeidian, 2009). Personnel who have trust, work more orderly, spend more time in organization and work more (Sanjaghi, 2011). On the other hand, being aware of the level of organizational trust of the personnel in various stages of human resources management process is an appropriate basis for managers' decision (Zali, 2010). Management based on trust is a novel expression of an old thought which effect on today relationships is evident and utilizing its mechanisms can be helpful in obtaining suitable personal and organizational results (Barling, J. and Kelloway, E. K., 2001). Such type of management is a technic used by people in their relationships. However, it is not viewed till now as a behavioral technic which can be instructed and used in various fields (Zali, 1998). Trust is a multidisciplinary subject and has its roots in disciplines such as psychology and sociology (Bagher Salimi, 2010). In Tyler's opinion, trust paves the way for understanding how to create an effective collaboration within organizations. It means that trust is a key element since it creates collaboration and as we know, collaboration has been always of great importance in organizations (Zalabak, P., K. Ellis and R. Cesaria, 2003– Shockley). Experts believe that trust can lead to collaboration between people, groups and organizations. Today, organizations pursue ways for improving collaboration of people and groups and exploiting their outcomes. This group more than ever focus on trust and its improvement and actualization (Podsakoff, M. P., Mackenzie, B. S., and Bommer, W. H., 2001). For instance, majority of organizations increase the collaboration of people and groups by engineering the structure and emphasizing on forms based on team working so that authority within them becomes decentralized and empower lower levels (Deluge, R. J., 2003). However, empowering can lead to improvement in collaboration and eventually organizational performance only when there is trust within organization (Hasan Zadeh, 2005). In general, psychologists describe trust and trust making as fundamentals of personal development (Kaneshiro, Paul. 2013). Today, experts of other fields, specifically commercial management describe trust processes in commercial environments as strategy specification, collaboration and universal organizational behavior (Tyler, Tom R., 2003). Managers should maintain personnel' trust so that they can bring about more contribution in

decision making and improve it by means of higher level of job security for them (Vidotto, G. et.al, 2012). Since main part of research carried out about transformational leadership and its relationship with organizational trust corresponds to high level army commanders and top commercial managers, this itself demonstrates the necessity of education in schools leadership (Shirazi, 2012). This work intends to show that educational system is of more importance compared to other managements. In this work, the relationship between transformational leadership and organizational trust of middle school teachers of Ardebil during 2012-13 and the main question of the research is that what is the relationship between transformational leadership and organizational trust of the teachers of middle schools of Ardebil?

2- Significance of Research

Educational system is a huge and extended organization which deals with a lot of teachers and students and performs various tasks. Job circulation and such organized activities undoubtedly needs conscious planning and intelligent organization and effectiveness of its delicate and serious duties requires an effective leadership. Rapid and complex changes in interior and exterior environments of the organization prompted managers to concentrate on new leadership theories. Today managers can no longer encourage personnel to help achieving organizational goals using traditional methods. Therefore, it is time for managers to use new methods of leadership and for managers to apply new managerial methods and refer to the new generation of leadership called transformational leadership.

3- Research Background

- Shirazi et.al (2012) in a research entitled “The effect of organizational trust on the emergence of organizational citizenship behaviors of the North Khorasan Gas Company” and concluded that among all dimensions of organizational trust, institutional trust has the most contribution in explanation of organizational citizenship behaviors. The average test showed that all dimensions of organizational trust and all aspects of organizational citizenship behavior of this company are in an acceptable level.
- In an experimental work, Moein Zadeh, Mir Hoseini et.al (2012) studied the relationship between innovation dissemination and organizational trust and their effect on acceptance of mobile banking. Results demonstrated that specifically in accepting services of mobile banking, trust is of great importance; that is, if the trust is not based on awareness, acceptance of mobile banking progresses slowly.
- Baher Salimi (2010) investigated the role of servant leadership in improving organizational trust based on opinions of personnel of Bureau of Tax issues of Guilan province. Results of analyses confirm theories and illustrates that there is a meaningful relationship between aspects of servant leadership and trust making in this organization. Moreover, dimensions and components of the research are rated according to utility and some suggestions are provided.
- Danaei Fard (2009) carried out a research entitled “Improvement of inter-organizational trust in state sector: study of the role of managerial qualification of managers” and analysis of data showed that there is a positive relationship between managers’ managerial qualification and organizational trust in state organizations.
- William H Heller et.al (1993) concluded in a research entitled “Study of the relationship between leadership style of managers and job commitment of elementary and middle schools according to leadership position theory of Hersey and

Blanchard” that there is no meaningful relationship between managers’ job commitment and their leadership style (Saeidian and Moradi, 2010).

- Boomer and Baldwin (2004) found out that leaders whose group of the same leadership style more follow transformational leadership behavior, tend more to transformational leadership behaviors (Nourshahi, 87, 167).
- Nguni et.al (2006) in a research assessed the effect of transformational leadership on job satisfaction, job commitment and organizational citizenship behaviors of elementary teachers of Tanzania. Results of regression showed that aspects of transformational leadership have profound effect on job satisfaction, organizational commitment and organizational citizenship behavior of the teachers (Moradi Chaleshtari et.al, 1999-2009).
- After a research, Lisalla and Ogunlana (2008) stated that transformational leadership style has stronger relationship with organizational commitment of the personnel compared to pragmatic leadership.

4. Assumptions

4.1. Basic Assumption

- There is a meaningful relationship between transformational leadership and organizational trust of Ardebil middle school teachers.

4.2. Secondary Assumptions

- There is meaningful relationship between idealized influence and organizational trust of teachers of middle schools of Ardebil.
- There is meaningful relationship between organizational trust and inspiring motivation of teachers of middle schools of Ardebil.
- There is meaningful relationship between personal considerations and organizational trust of teachers of middles schools of Ardebil.

5. Procedure

5.1. Research method

In present work, we used descriptive correlation research and the main purpose of the research is to the study of the relationship between transformational leadership and organizational trust of Ardebil middle schools teachers during 2012-13.

5.2. Data collection method

In this work, two methods of data collection is used; document study method by which conceptual and theoretical investigation of the subject is done so that in this way, researcher could provide conceptual and theoretical definitions of the variables and utilize methods and findings of previous works. Gauging method which is considered as the most frequent method of research and its outstanding characteristic is using questionnaire for data collection. Researcher in his work provided participants with items in the form of a questionnaire and they all respond to the same questions. These items evaluate research variables and final analysis of the findings is accomplished by means of variables relationships. Using this method can be used for testing validated explanations, assumed relationships or presenting new hypotheses. In gauging researches, in addition to description of the phenomena, they are explained as well so that hypotheses are presented and then taken to test.

5.3. Tools of data collection

For data collection, transformational leadership style questionnaire of Beth and Olive and Prasert Kanawattanachai and Young Jin Yoo organizational trust standard questionnaire was applied.

5.4. Data analysis method

In this research, to analyze data, descriptive and deductive statistics using SPSS software is used. That is, for analysis of population data, descriptive statistics including average, variance, standard deviation, abundance, relative abundance and diagrams and tables are applied and then, to determine the level of relationship between research variables Pearson correlation factor is utilized. Since educational system teachers are provided by two types of information through both questionnaires, to predict organizational trust of teachers by means of transformational leadership, stepwise multiple regression is used.

6. Research findings

6.1. Descriptive findings

6.1.1. Level of idealized influence of participants

According to research findings, average and standard deviation of the idealized influence of participants of Ardebil, is computed to be as much as 30.8 ± 6 and minimum idealized influence of the participants is 9 and its maximum is 40. Since the skewness level is as much as -0.09, it means that it is normal.

Table 1: description of average and standard deviation of idealized influence in considered population

Variable	QTY	Average	Standard Deviation	Skewness	Minimum	Maximum
Idealized influence	194	30.8	6.632	-0.909	9	40

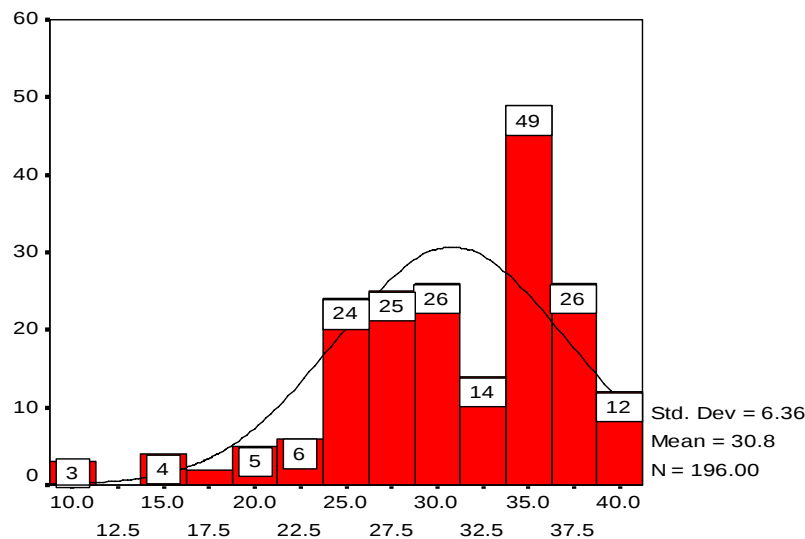


Fig. 1: abundance distribution of idealized influence in considered population

6.1.2. Level of inspiring motivation

According to research findings, average and standard deviation of inspiring motivation is computed to be as much as 15.9 ± 3.57 with minimum of 4 and maximum of 20. The

distribution of inspiring motivation distribution with skewness as much as -0.868 means that our test is normal.

Table 2: description of average and standard deviation of inspiring motivation in considered population

Variable	QTY	Average	Standard Deviation	Skewness	Minimum	Maximum
Inspiring motivation	196	15.9	3.57	-0.868	4	20

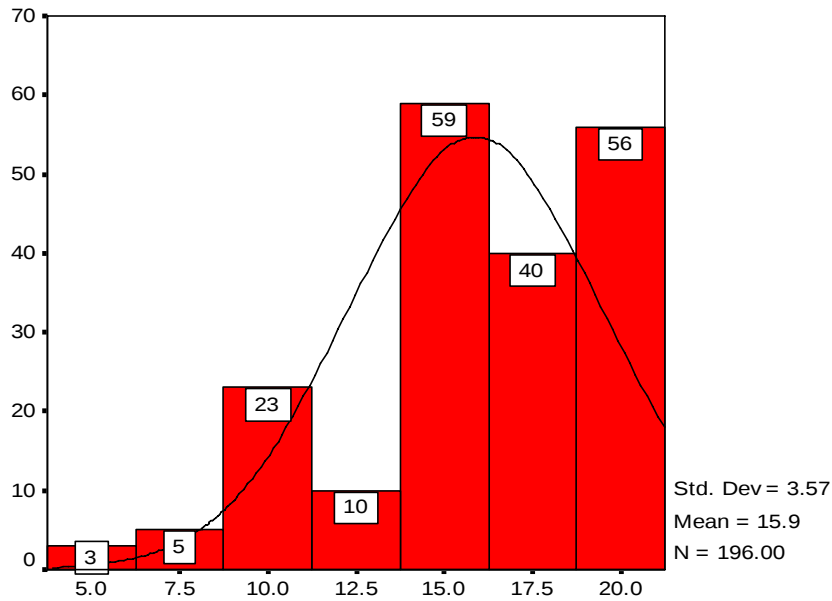


Fig. 2: abundance distribution of inspiring distribution in considered population

6.3.1. Personal considerations

According to research findings, average and standard deviation of personal considerations is calculated as much as much as 14.4 ± 4.01 with minimum and maximum of 4 and 20, respectively. Distribution diagram of personal considerations with skewness as much as -0.517 shows that our test is normal.

Table 3: description of average and standard deviation of personal considerations in considered population

Variable	QTY	Average	Standard Deviation	Skewness	Minimum	Maximum
Personal considerations	196	14.4	4.01	-0.517	4	20

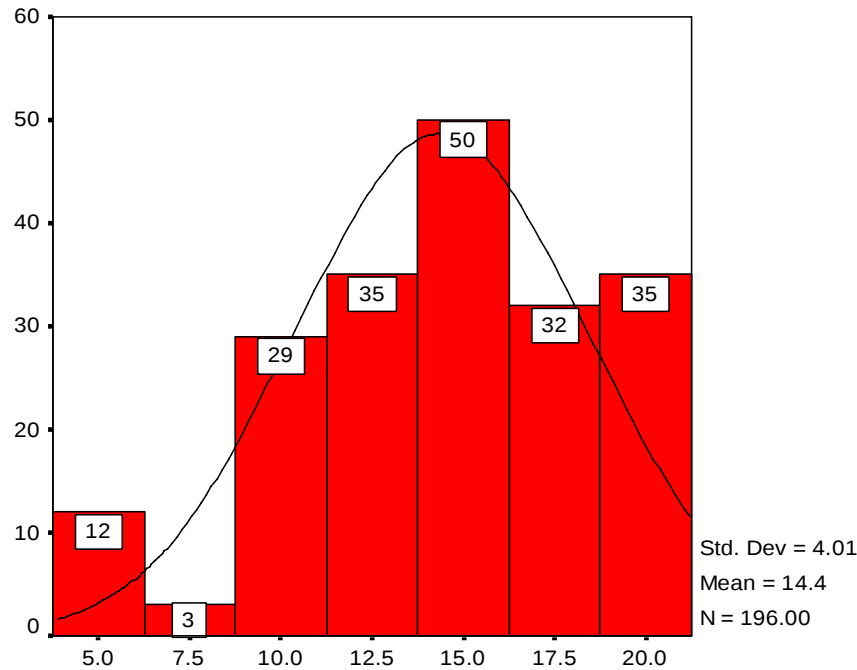


Fig. 3: abundance distribution of organizational trust in considered population

6.1.4. Level of organizational trust of participants

According to research findings, average and standard deviation of the organizational trust is as much as 24.6 ± 4.78 with minimum and maximum as much as 8.67 and 32.67, respectively. Skewness of -1.169 confirms that our test is normal.

Table 4: description of average and standard deviation of personal considerations in considered population

Variable	QTY	Average	Standard Deviation	Skewness	Minimum	Maximum
Personal considerations	196	14.4	4.01	-0.517	4	20

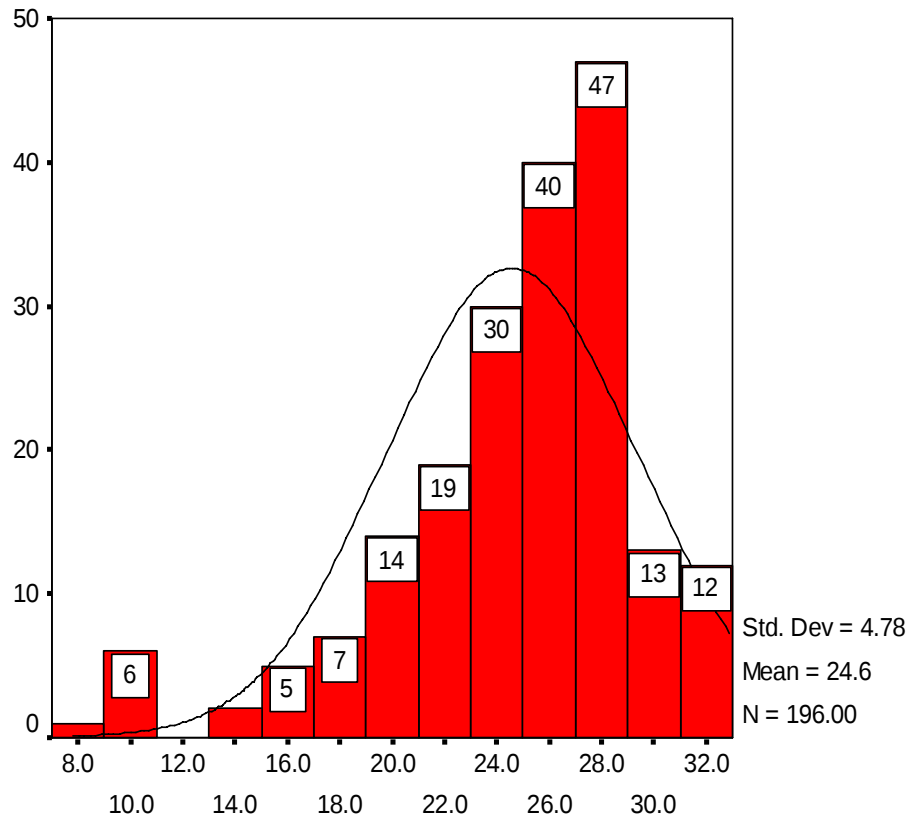


Fig.4: abundance distribution of organizational trust in considered population

6.2. Deductive findings

This research includes three assumptions and Pearson correlation factor and stepwise multiple regressions were used to test the assumptions. The assumptions corresponding to this issue and their tests are as follows.

6.2.1. Basic assumption test

There is a meaningful relationship between transformational leadership and organizational trust of teachers of middle schools of Ardebil.

Table 5: the relationship between transformational leadership and organizational trust of middle school teachers

Predictor variable	Criterion variable	Meaningfulness level	Error	Correlation factor	Result
Transformational leadership	Organizational trust	0.000	0.05	0.335	Null hypothesis Rejected

As can be seen in table 5, in evaluating the relationship between transformational leadership and organizational trust of middle school teachers of Ardebil, correlation factor was found to be 0.335 for values of P lower than 0.01. Therefore, variables correlation is meaningful in 99 percent level and as a result, the null hypothesis is rejected and research assumption in confirmed. Hence, there is as meaningful relationship between transformational leadership and organizational trust of middle school teachers of Ardebil.

6.2.2. Secondary assumptions testing

There is meaningful relationship between idealized influence and organizational trust of the teachers.

Table 6: the relationship between idealized influence and organizational trust of middle school teachers

Predictor variable	Criterion variable	Meaningfulness level	Error	Correlation factor	Result
Idealized influence	Organizational trust	0.000	0.05	0.35	Null hypothesis Rejected

As can be seen in table 6, in evaluation of the relationship between idealized influence and organizational trust of middle school teachers of Ardebil, correlation factor was found to be 0.35 for values of P lower than 0.01. Therefore, there is a meaningful relationship between idealized influence and organizational trust of middle school teachers of Ardebil.

6.2.3. Second secondary assumption test

There is a meaningful relationship between inspiring motivation and organizational trust of the teachers.

Table 7: relationship between inspiring motivation and organizational trust of middle school teachers

Predictor variable	Criterion variable	Meaningfulness level	Error	Correlation factor	Result
Inspiring motivation	Organizational trust	0.000	0.05	0.303	Null hypothesis Rejected

As can be seen in table 7, in evaluation of the relationship between inspiring motivation and organizational trust of middle school teachers of Ardebil, correlation factor was found to be 0.303 for values of P lower than 0.01. As a result, correlation of variables is meaningful in 99 percent level. Therefore, null hypothesis is rejected and our research assumption is confirmed. It means that there is a meaningful relationship between inspiring motivation and organizational trust of middle school teachers of Ardebil.

6.2.4. Third secondary assumption test

There is a meaningful relationship between personal considerations and organizational trust of teachers.

Table 8: relationship between personal considerations and organizational trust of middle school teachers

Predictor variable	Criterion variable	Meaningfulness level	Error	Correlation factor	Result
Personal considerations	Organizational trust	0.004	0.05	0.208	Null hypothesis Rejected

As can be observed in table 8, evaluation of the relationship between personal considerations and organizational trust of the middle school teachers of Ardebil, correlation factor was obtained as much as 0.208 for values of P lower than 0.01.as a result; correlation

of variables is meaningful in 99 percent level. This rejects null hypothesis and our research assumption is confirmed. It means that there is a meaningful relationship between personal considerations and organizational trust of the middle school teachers of Ardebil.

Additional findings of research

To predict organizational trust of teachers by means of components of transformational leadership, we used stepwise multiple regressions. In this method, input predictor variables are not controlled by researcher and this procedure is carried out by means of correlation factor and if the variable satisfies entrance criterion, remains in research; otherwise, it will be deleted. Finally, from idealized influence variables, personal considerations satisfies aforesaid criterion and others are deleted.

Table 9: results of stepwise regression

Model	Multiple correlation factor	Determination factor, R^2
0.123	0.350	1
0.140	0.374	2
0.182	0.427	3

1. **Predictor variables:** constant factor, idealized influence
2. **Predictor variables:** constant factor, idealized influence, personal considerations
3. **Predictor variables:** idealized influence, personal considerations

Results of stepwise regression included in table 9 showed that three transformational leadership variables; i.e. idealized influence and personal considerations of middle school teachers of Ardebil satisfy the criterion of entrance to final regression equation to explain changes in organizational trust of teachers. It can be seen from table 9 that the level of relationship between idealized influence and organizational trust of middle school teachers is 0.350 and by entering personal considerations variables, this level has increased to 0.374 and 0.427. The column of determination factor illustrates that changes in organizational trust of middle school teachers can be predicted by all three variables. Taking into account the level of influence of three variables on organizational trust, the influence of inspiring motivation will be nullified. Moreover, variance analysis shown in table 10 illustrates that regression is highly meaningful and that there is really a linear relationship between variables.

Table 9: results of variance analysis

Model	F	Meaningfulness level
1	27.120	0.0000
2	15.738	0.0000
3	14.263	0.0000

Table 11: results of regression analysis

Parameter	B	Beta	T	Meaningfulness kevek
Constant factor	16.439		10.636	0.0000
Idealized influence	0.281	0.374	3.570	0.0000
Personal considerations	0.240	0.351	3.315	0.0000

Criterion variable is organizational trust of the teachers of middle school of educational system of Ardebil and table 11 shows regression coefficients, t-test to test the coefficients and meaningfulness level of them. Column of beta demonstrates that by changing standard deviation of idealized influence, standard deviation of the organizational trust of the teachers will change as much as 0.374. Similarly, as standard deviation of personal considerations changes by 1, then, that of organizational trust of teachers changes as much as 0.351. Consequently, the variable of idealized influence will have the greatest effect on organizational trust of the middle school teachers of Ardebil.

Conclusion

Results of research show that paying attention to others is one of the most important aspects of transformational leadership. People are supported by leaders and leaders concern about feelings and personal needs of others. Moreover, as a mentor or teacher, they consider needs of each follower for goals to be achieved. Personal consideration occurs when a leader serves followers achieve their suitable needs and acts to develop potential capabilities of them and this has a positive influence on satisfaction and commitment of the personnel. Followers instructed and supported by leaders develop their capabilities in an orderly process.

Suggestions

Since four factors of idealized influence, mental persuade, inspiring motivation and personal considerations are considered as influential factors of transformational leadership, each of them has great importance in the style of leadership of teachers. Therefore, to strengthen these factors, following mechanisms are proposed separately for each of the components of transformational leadership:

1. Facilitation of collaboration and further cooperation of followers with leaders in providing a common overview and emphasizing on the importance of a strong commitment to the goal
2. Developing a positive competitive environment to improve potential capabilities of personnel through awards to excellent personnel and groups
3. Improving collaborative tendency instead of individualism through creating working teams and awarding based on collaboration and corporation of the members. This can lead to improvement of the consolidation of members.
4. Increasing expectations from followers and assigning challenging responsibilities to them
5. Engaging followers in providing an overview for the future to attract more collaboration to achieve goals and gaining positive vision about the future to increase personnel motivation for work
6. Speaking seriously and eagerly about works to be done
7. Getting away from traditional values and encouraging personnel to provide new solutions through awarding new thoughts
8. Assigning responsibility and authority to followers to empower them
9. Using encouraging technics such as the system of propositions of followers

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