

ARTICLE

INVESTIGATING THE RELATIONSHIP BETWEEN TRANSFORMATIONAL MANAGEMENT STYLE AND TEACHERS KNOWLEDGE SHARING IN SCHOOLS OF MOHR CITY IN THE ACADEMIC YEAR 2016-2015

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ABSTRACT

The study aimed to investigate the relationship between transformational management style and teachers knowledge sharing in schools of Mohr city in the academic year 2016-2015. This study is applied and descriptive correlational in terms of data collection. The study population included all teachers in schools in department of education in the academic year 2016-2015 in Mohr city are taught. This population is 510 people, including 205 female teachers and 305 male teachers. In this study with tutor's number of 301 subjects (132 females and 169 males) was selected using stratified randomly. Research data using two questionnaires transformational management questionnaire Bass and Elio (2000) and knowledge sharing self-made questionnaire were collected. Validity of the questionnaire was confirmed by experts research as well as using factor analysis of the questionnaire validity 0.82 Inventory management 0.84 as well as knowledge sharing transformative confirmed. The reliability of the method using Cronbach's alpha 0.91 in the questionnaire transformational management and knowledge sharing in the questionnaire was 0.87. Data were analyzed using descriptive and inferential statistics. Study results showed that there is a significant relationship between transformational initiatives (Mental stimulation, inspirational motivation, idealized influence and individual considerations) and knowledge sharing. T test results also showed that there was no relationship between male and female teachers about transformational management style and sharing of knowledge in schools of city Mohr. Friedman test results indicated significant differences between components of research based on the results of the lowest average rating of considerations relating to the individual components and the highest average rating idealized influence is related to the component.

INTRODUCTION

Today, each organization or agency or company that most preoccupy the minds of managers to staff and the way they interact with each other on their way to one of their objectives which enhance organizational performance. A major characteristic of successful organizations that are distinguished by their organizations fail; this characteristic is leadership. "Leadership" is a subject that has long attracted researchers and the public, the reason might be that the leadership of the extensive appeal process is very mysterious that the lives of all people. In most cases, behavioral scientists have tried to understand based on what qualities, abilities, behaviors, power supplies or by relying on what aspects of leadership positions in effect on realization of the objectives of the followers of the group can be determined. How to improve the effectiveness of training achieve the educational goals and knowledge as one of the main challenges facing managers and planners and in this regard.

Different policies applied to the change in the mechanisms of learning, is one of them, because this way we can influence the behavior and educational activities [1]. The new world requires new institutions need new leadership. In addition to the teachings of classical logic and rational leaders of the modern era, with new thinking tools based on understanding and emotional values and believed to be factors in the decision. Coordination and organizational adaptation to changing and complex environment around them is vital. This organizational change can be achieved with creativity. Organizations, for their lasting success, a success now and in the future, and serious efforts must be continuous and optimal performance and transformation through creative transformation that can be achieved. Their work epigraph [2].

In the present era increasingly wider range of knowledge and further develop their concept. The development of science and knowledge on the relationship between humans and their interactions at work in the organization and the effectiveness and efficiency of staff and development of knowledge is effective. Leadership of the person or group and not force them willingly strives to achieve the goal (or goals) in position [3]. How to use the organization's influence in the style leaders say. In terms of different patterns provided leadership Machiavelli is the first study to develop leadership traits and leadership theory to study the structure of feudal England and the definition of charisma root, it is a gift of God with power over others, which includes the trust and loyalty is achieved. Theorists such as House and Bass charisma as a transformational leadership have defined peace [4]. In contemporary literature leadership and organizational management, leadership effectiveness theory of transformational leadership is in a position to describe the processes and yet has been able to create a model for fundamental change and transformation in many of today's organizations [5]. Knowledge sharing is one of the most basic dimensions of learning organization and naturally, the implementation of knowledge sharing in organizations such as schools in any other manner should be relaxed in process step by step and the detailed program performed and compiled to create a new approach. The most important factor is creating

KEY WORDS

Transformational management, knowledge sharing, mental stimulation, inspirational motivation, idealized influence, personal considerations.

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the right conditions for growth knowledge of management style of the schools. Transformational leaders have tried to foster his collection and working with their personal interests rather than collective and organizational goals after deciding to meet. Higher incentives created their own followers and encouraging employees to act beyond their own expectations [6]. Therefore, knowledge sharing as one of the main factors in the growth of a learning organization and most important, it is applying core competencies and gain competitive advantage. People with knowledge sharing and the administrator can create opportunities to individual results and acquire and the field of knowledge management and knowledge transfer to schools to provide teachers and students and the change in management and scientific activities to create school educational organizations. This study aims to examine the relationship between transformational management style and knowledge sharing teachers in city schools what is love. Other studies have also done on the subject of the study the results of previous studies presented.

Attafar and Bahrami (2014), in a study as the use of components of learning organizations in the public and Islamic Azad University of Shahrekord based on the five components of individual capabilities, mental models, shared vision, team learning and systems thinking to do. The results showed that the use of «personal capability» in Islamic Azad University, is more than the average and the State University was at a moderate level. The use of "mental models" below the average level in both universities and the use of a "shared vision", "team learning" and "system thinking" at the Free University and the State University more than the average level were below the average level meeting [7].

Mozaffari (2013), in a study entitled investigate the relationship between organizational culture and leadership styles in universities concluded that the organizational culture of the faculty members. Faculty members believe that the workspace and the assets of these cultural properties. The tendency to stability, law and policy official, coordination and efficiency is goal-oriented. However, survey respondents of the questionnaire revealed that organizational culture ideal applications include flexibility, freedom, cooperation, development of resources - human, innovation, creativity, risk, professional growth and the acquisition of professional knowledge and skills. Data analysis revealed that effective time management skills are high between organizational culture and leadership style and management skills conformity [8]. Mirshahi (2013), research on the relationship between organizational structure and knowledge management collaborative learning Islamic university in the academic year 2012-2013 in Sirjan city has done. The study population consisted of all faculty members of Islamic Azad University, Sirjan city. The results showed that among the components of the structure formalization, centralization meaningful and more powerful predictors among the components of knowledge creation and knowledge management, the establishment of knowledge; knowledge sharing is significant and then showed a stronger predictor of student records [9].

Zare (2013) in a study entitled investigate the relationship between learning organization and management of knowledge and creativity among four area school administrators Shiraz has done. The results showed that there is a significant relationship between learning organization and creativity managers and there is not a significant relationship between its component variables thinking and team learning and managers creativity. However, there is not a significant relationship between knowledge management and creativity managers. On the other hand, among the components of a learning organization and knowledge management component just learning organization is able to predict creativity. Among its components and systems thinking and team learning predict an important loss of creativity [10].

Ayatt (2013), in a paper explain the relationship between knowledge management and organizational intelligence and organizational commitment among employees of the education department in 4 region of Shiraz has conducted. The findings show there is a significant relationship between knowledge management and organizational intelligence and organizational commitment. There is a significant positive relationship between all the aspects of knowledge management (knowledge creation, deployment of knowledge, knowledge) and knowledge sharing. But there was a significant positive correlation among all organizational (strategic vision, shared fate, appetite for change, spirit, unity and agreement) and performance pressure [11].

After registration of dimensions of knowledge management is unable to predict organizational commitment. The strategic landscape of the dimensions of organizational intelligence is able to predict organizational commitment. Knowledge management and organizational intelligence and organizational commitment are able to predict. Zhang et al (2014), in a study entitled linking transformational leadership and group performance of a conflict management approach to enhance coordination group concluded that transformational leadership as a result, group performance by encouraging groups to adopt a collaborative approach to conflict resolution rather than approach the competition. In addition, the transformational leadership can help group members to manage conflict in a way that benefits all people have sought help. Aware of the fact that conflicts can be prevented achieving the organization goals, necessary to make this inevitable phenomenon within the organization of the different aspects examined thereby enhanced the awareness of managers of the conflict. Given the key role of education organizations considered that, any development since the schools according to the human development and behavioral sciences at the school of motivation has emerged. The relationship between these two components of schools must be examined [12].

Lia et al (2013), in his work examined the relationship between knowledge sharing and Taiwan's ability to absorb knowledge in knowledge-based organizations. They collected data from about 170 organizations in

the insurance industry knowledge, E-service units were collected and the results found that sharing and distribution of knowledge in this industry a positive impact on their ability to absorb knowledge and workers to absorb new knowledge and information to knowledge and encourages innovation in organizations [13].

Hoffman (2007), in a study entitled Does your sense of humor and balances the leadership style and conflict management styles? It concluded that a positive relationship between transformational leadership style and sense of humor are exchangeable and a significant positive relationship between transformational leadership style and conflict management style is conciliatory. This relationship will promote a sense of humor. In addition, a significant positive correlation between laissez-faire leadership style and conflict management style is to avoid that sense of humor as well to promote this relationship is improving. Regression analysis shows that with increasing sense of humor and transformational leadership behaviors declines have preferred to maintenance of avoiding conflict management.

Research main hypotheses

(A) The main hypothesis: there is a significant relationship between the transformational management style and knowledge sharing among teachers in schools of Mohr city.

(B) Research special hypotheses

1. There is a significant relationship between the mental stimulation and sharing of knowledge among teachers in schools of Mohr city.
2. There is a significant relationship between inspirational motivation and knowledge sharing among teachers in schools of Mohr city.
3. There is a significant relationship between idealized influence and knowledge sharing among teachers in schools of Mohr city.
4. There is a significant relationship between individual considerations and knowledge sharing among teachers in schools of Mohr city.

METHOD

The aim of this study was to investigate the relationship between transformational management style and knowledge sharing teachers. This study is applied and how data collection is descriptive and correlational. The study population included all teachers of Department of Education in schools in Mohr city in the academic year 2016-2015 are taught. Research data using two Bass and Elio (2000) transformational management questionnaire and knowledge sharing self-made questionnaires were collected. Validity of the questionnaire was confirmed by experts research as well as using factor analysis of the questionnaire validity 0.82 transformational management 0.84 questionnaire was confirmed as well as knowledge sharing. The reliability of the method using Cronbach's alpha 0.91 in the transformational management questionnaire and in the knowledge-sharing questionnaire was 0.87. Data were analyzed using descriptive and inferential statistics.

RESEARCH FINDINGS

The main hypothesis: there is a significant relationship between the transformational management style and knowledge sharing among teachers in schools of Mohr city.

Table 1: The correlation coefficient between transformational management style and teachers knowledge sharing

Variables	Correlation coefficient	p-value
Transformational management	0.415	0.000
Knowledge sharing		

The results indicated that there is a significant relationship between the transformational management and sharing of knowledge among teachers in schools of Mohr city. This factor has a positive creativity and the correlation coefficient is 0.415. This result means that the linear relationship between two variables is direct and is expected; implementing transformational initiatives is the development of knowledge sharing school's teachers. The hypothesis of the study has been approved and it can be said that there is a significant relationship between transformational management style and knowledge sharing among teachers in schools of Mohr city.

The first hypothesis of the research: There is a significant relationship between the mental stimulation and sharing of knowledge among teachers in schools of Mohr city.

Table 2: The correlation coefficient between mental stimulation and teachers knowledge sharing

Variables	Correlation coefficient	p-value
Mental stimulation	0.373	0.000

The results indicated that there is a significant relationship between mental stimulation and sharing of knowledge among teachers in schools of Mohr city. This factor has a positive creativity and the correlation coefficient is 0.373. This result means that the linear relationship between two variables is direct and is expected; implementing transformational initiatives is the development of knowledge sharing school teachers. The hypothesis of the study has been approved and it can be said that there is a significant relationship between mental stimulation and knowledge sharing among teachers in schools of Mohr city. The second hypothesis of the research: There is a significant relationship between inspirational motivation and knowledge sharing among teachers in schools of Mohr city.

Table 3: The correlation coefficient between inspirational motivation and teachers knowledge sharing

Variables	Correlation coefficient	p-value
Inspirational motivation	0.407	0.000
Knowledge sharing		

The results indicated that there is a significant relationship between inspirational motivation and sharing of knowledge among teachers in schools of Mohr city. This factor has a positive creativity and the correlation coefficient is 0.407. This result means that the linear relationship between two variables is direct and is expected; implementing inspirational motivation is the development of knowledge sharing school's teachers. The hypothesis of the study has been approved and it can be said that there is a significant relationship between inspirational motivation and knowledge sharing among teachers in schools of Mohr city. The third hypothesis of the research: There is a significant relationship between inspirational motivation and sharing of knowledge among teachers in schools of Mohr city.

Table 4: The correlation coefficient between inspirational motivation and teachers knowledge sharing

Variables	Correlation coefficient	p-value
Idealized influence	0.396	0.000
knowledge sharing		

Results indicated that there is a significant relationship between idealized influence and sharing of knowledge among teachers in schools of Mohr city. This factor has a positive creativity and the correlation coefficient is 0.396. This result means that the linear relationship between two variables is direct and is expected; implementing idealized influence is the development of knowledge sharing school's teachers. The hypothesis of the study has been approved and it can be said that there is a significant relationship between idealized influence and knowledge sharing among teachers in schools of Mohr city. The fourth hypothesis of the research: There is a significant relationship between idealized influence and sharing of knowledge among teachers in schools of Mohr city.

Table 5: The correlation coefficient between personal considerations and teachers knowledge sharing

Variables	Correlation coefficient	p-value
personal considerations	0.363	0.000
knowledge sharing		

The results indicated that there is a significant relationship between personal considerations and sharing of knowledge among teachers in schools of Mohr city. This factor has a positive creativity and the correlation coefficient is 0.363. This result means that the linear relationship between two variables is direct and is expected; personal considerations are the development of knowledge sharing school's teachers. The hypothesis of the study has been approved and it can be said that there is a significant relationship between personal considerations and knowledge sharing among teachers in schools of Mohr city.

CONCLUSION

This study examines the relationship between transformational management style and knowledge sharing in schools of Mohr city. The research to conduct component (intellectual stimulation, inspirational motivation, idealized influence and individual considerations) as transformational aspects of management in order to share knowledge and explore the teachers in the schools surveyed.

Study results showed that there is a significant relationship between transformational initiatives (intellectual stimulation, inspirational motivation, idealized influence and individual considerations) and knowledge sharing. T test results also showed that there was no relationship between male and female teachers about transformational management style and sharing of knowledge in schools of Mohr city. In addition, Friedman test results indicated significant differences between components are research based on the results of the lowest average rating of considerations relating to the individual components and the highest average rating idealized influence is related to the component.

SUGGESTION

Teachers' lack of confidence in the capabilities of hypothyroidism is caused due to the lack or shortage of competency. Therefore, it is suggested that schools create an atmosphere of mutual trust between teachers and administrators of increasing trust provided. Considering the capabilities of teachers will be provided in the context of the development of mutual trust and managers can create suitable infrastructure in schools to improve organizational goals and science teachers' knowledge and capabilities through the flat structure, cross the structure and reduce the number of layers. Levels of management in the structure (delegating more) knowledgeable teachers the ability to share knowledge and achieve greater efficiency and according to aid the learning organization components.

As well as training courses for executives to learn about and applying appropriate factors for increasing teachers' competence and the founding of change management and systems thinking and encourage entrepreneurs to create businesses. Moreover, sharing knowledge is required to establish a learning organization in schools and according to the results of the study suggest that the scientific databases and information education departments and schools. The latest scientific research and technological research and transfer teachers created.

CONFLICT OF INTEREST

Authors declare no conflict of interest.

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