Abstract

The purpose of this research is to identify relationship between transformational leadership with job satisfaction, and organizational innovation in secondary schools of the Hamadan province. The research method is descriptive-correlation. Statistical population included all teachers comprised of 8640 people, and the sample size of 368 subjects was determined based on the Cochran formula. The sampling method used is proportional stratified random sampling. Data collected were used from three questionnaires with these items: transformational leadership questionnaire of Bass and Avolio, job satisfaction questionnaire of Brayfield & Rothe, and organizational innovation questionnaire of Ettlie and O'Keefe. For appointment of questionnaires validity, of the method content-related validity, and to assess scale the reliability of the questionnaires, Cronbach's Alpha coefficient was used. It was estimated 0.94, 0.84 and 0.78 respectively. Results situation of transformational leadership, job satisfaction, and organizational innovation was above the average level. Pearson correlation coefficient revealed that there is a significant positive relationship between transformational leadership with job satisfaction, and organizational innovation. The finding of multiple regression analysis indicated that the components of transformational leadership, Factor of individual consideration is most effective in predicting job satisfaction, and the factors of individual consideration and idealized influence have the highest impact prediction of organizational innovation.

Keywords: Idealized Influence; Individual Consideration; Job Satisfaction; Organizational Innovation; Transformational Leadership.
1. Introduction

Organizations today, for improvement of efficiency, effectiveness, and productivity requires to used new methods of leadership. One of the latest leadership approaches is transformational leadership style. Transformational leadership play role of teacher, coach and mentor for employees in an organization. He pays attention to needs, and inspires their followers. Transformational leader stimulates and encourages all employees to achieve organizational goals. Employees also, will endeavor more than what is expected of them. On the basis, transformational leadership will improve capabilities, commitment and organizational trust, ethics and job satisfaction, creativity and organizational innovation; and thereby will enhance performance and organizational effectiveness.

Transformational leadership is important in promoting and managing school development by influencing teachers both directly and indirectly. Research indicates transformational leadership practices supply a link to teacher outcomes and teacher beliefs regarding their individual and collective ability in addition to their collective capacity [12].

Transformational leaders engage their direct reports by appealing to upper level needs (e.g., self-actualization) and ideals that yield increased job satisfaction, performance, and organizational commitment [4].

Researchers confirmed that is a significant relationship between transformational leadership style with job satisfaction [2, 4, 5, 7, 9, 31, 32, 43, 46, 52, 53].

Transformational leaders enhance innovation within the organization; the tendency of organizations to innovate. Leaders' use of inspirational motivation and intellectual stimulation is critical for organizational innovation [15].

Scholars showed that is significant positive correlation between transformational leadership with organizational innovation [7, 11, 19, 25, 28, 38, 45].

The overall purpose of this study is: Identification of relationship between transformational leadership style with job satisfaction, and organizational innovation in secondary schools of the Hamadan province.

2. Literature Review


In contrast to Downton (1973) and House (1977) who viewed leadership from a historical and sociological approach, Burns (1978) was the first to view leadership from a philosophical approach and introduce an ethical component [17].

Transformational leadership is currently one of the most popular approaches to leadership [36]. Transformational leadership is thought to be a process whereby the leader encourages support and change through a shared vision [26]. Transformational leaders have a tendency to promote high expectations, personalize achievements and recognition, and model desired behaviors [16].

Transformational Leadership refers to “the process whereby an individual engages with others and creates a connection that raises the level of motivation and morality in both the leader and the follower” [37].

According to Pastor and Mayo (2008), transformational leaders exert strong influence on followers by giving them individualized consideration, discussing
about possibilities in the future, and acting with self-sacrifice [41]. Odom and Green (2003) believed that transformational leadership focuses on the moral development of followers [39].

Transformational leaders can be seen as agents of change because of their commitment for continuous self-development of each member of the group in order to reach their ideals. Because of this commitment is usually higher than in other group-leader relations and followers perform beyond expectations [34].

Literature reveals that transformational leadership is a significant correlation of the amount of effort exerted by the followers, leader-member satisfaction, employee performance and the overall effectiveness of individuals and by extension, of the organization [7, 43].

Essentially, transformational leaders produce higher levels of Extra Effort, Effectiveness, and Satisfaction in others [2].

Transformational leadership is linked to organizational commitment [3, 18, 42]. Also, some researchers emphasis on relationship between transformational leadership to organizational commitment and job satisfaction [31, 32, 46, 52, 53]. Ibrahim, Nurzahit, and Türker (2010) linked transformational leadership style to organizational commitment in the Turkish banking industry [24].

Bass (1985) described four scales for transformational leadership style: (1) idealized influence, (2) inspirational motivation, (3) intellectual stimulation, and (4) individualized consideration [6, 7, 23, 35, 36]. Transformational leadership factors summarized as follows [5]:

1. Charismatic leadership or idealized influence. Idealized influence defined as meeting the needs of others before their own personal needs, avoiding the use of power for personal gain, demonstrating high moral standards, and setting challenging goals for their followers.
2. Inspirational motivation. Inspirational motivation is to motivate and inspire those around them by displaying enthusiasm and optimism, involving the followers in envisioning attractive future states, communicating high expectations, and demonstrating commitment to the shared goals. It describes managers who motivate associates to commit to the vision of the organization.
3. Intellectual stimulation. Intellectual stimulation means the leader’s consistent effort to stimulate followers to be innovative and creative as well as the leader’s effort to encourage followers to question assumptions and to reframe problems and approach them in new ways. Managers with intellectual stimulation promote critical thinking and problem solving to make the organization better.
4. Individual consideration. Individualized consideration represents the leader’s consistent effort to treat each individual as a special person and act as a coach and mentor who continually attempts to develop his or her followers’ potential. Managers with individual consideration encourage associates to reach goals that help both the associates and the organization.

**Job Satisfaction.** Job satisfaction has been described as “an affective (that is, emotional) reaction to a job that results from the incumbent’s comparison of actual outcomes with those that are desired (expected, deserved, and so on)” [10]. Kinicki et al. (2002) identified job satisfaction as a very popular dependent variable in 12,
400 research studies in industrial and organizational psychology and occupational health [29].

Furthermore, job satisfaction is defined as “the extent to which people like (satisfaction) or dislike (dissatisfaction) their jobs” (Spector, 1997). This definition suggests that job satisfaction is a general or global affective reaction that individuals hold about their job. On the other hand, Locke (1969) defined job satisfaction as a positive emotional feeling, a result of one’s evaluation towards his or her job experience by comparing between what he or she expects from his or her job and what he or she actually gets from it [30].

Hoy and Miskel (1991) stated, “In educational settings, job satisfaction is a present-and past-oriented affective state of like or dislike that results when an educator evaluates his or her work role” [22]. Administrators and superintendents needed to develop and encourage job satisfaction in teachers. Consequently, positive teacher commitment begins with administrators cultivating teacher job satisfaction [20].

Locke (1976) defines job satisfaction as individuals’ subjective valuation of different aspects of their job. Higher job satisfaction may be due to improvements in the objective aspects of the job either, because of reduced expectations or because dissatisfying aspects of the job are downplayed while pleasing aspects are given greater weight [49].

The transformation happens in the organization has also a positive influence on employees and this will increase employees’ job satisfaction [52]. Transformational leaders create a safe and soft influence on their followers and provide a high job satisfaction level by supporting followers’ act of making individual choices. Therefore, the transformational leaders encourage and motivate their followers to have creative ideas and give reward if the followers are well performed [54].

Cifuentes (2013) in doctoral dissertation showed that there were strong positive relationships between transformational, transactional, and servant leadership styles and satisfaction with leadership and motivation, as well as satisfaction with leadership and motivation [9].

Walumbwa et al (2004), in a study conducted among 402 Chinese and Indian banking and finance staff, found that transformational leadership is positively related to organizational commitment and job satisfaction, and negatively related to work withdrawal [53].

Organizational Innovation. The innovation literature that focuses on the organizational level also refers to new knowledge creation. As is the case in the team-level innovation literature, knowledge mobilization is critical, and the factors that facilitate this process are communication and cooperation among different functions within the organization. Moreover, organizational slack is also considered important for innovation [50]. Vigoda-Gadot et al. (2005) view innovativeness as a multi-dimensional organizational trait. They define organizational innovativeness as including five dimensions: creativity, risk-taking, openness to change, future orientation, and pro-activeness [51].

Similarly, Dundon (2005) differentiates innovation from creativity and suggests that innovation comprises four elements, namely, creativity, strategy, application, and profitability [14].
According to Armbruster et al. (2008), organizational innovation that is changes in the structure and processes of an organization due to implementation of new managerial and working concepts and practices, such as teamwork in production, supply chain management, or quality management systems [1].

From the viewpoints of Battisti and Stoneman (2010) organizational innovation involving new management practices, new organization, new marketing concepts and new corporate strategies [8].

Pacharn & Zhang (2006) propose two types of innovation, namely, organizational innovation and technological innovation [40].

In addition, Desouza et al. (2007) suggest that two forms of innovation exist in a corporate environment (i.e. user innovations, and organizational innovation) [13].

Similarly, Popadiuk and Choo (2006) classify organizational innovation into three categories: technological innovation, market innovation, and administrative innovation [44].

Furthermore, Subramaniam (2005) identifies four classifications of organizational innovation, including organizational innovation, innovation climate, team innovation, and individual innovation [48].

Investigators in their investigations showed that there is a positive correlation between transformational leadership with organizational innovation and organizational learning [11, 28, 33, 38, 45].

The results of study Ho (2011) indicated that the employees’ meditation experience significantly and positively influenced employees’ self-directed learning readiness, companies’ organizational innovation capability and organizational performance; and the study found that employees’ self-directed learning has a direct and significant impact on organizational innovation, and organizational innovation has direct and significant influences on organizational performance [21].

The results of research Gumusluoglu and Ilsev (2009) suggested that transformational leadership has important effects on creativity at both the individual and organizational levels. At the individual level, the results of hierarchical linear modeling show that there is a positive relationship between transformational leadership and employees' creativity. In addition, transformational leadership influences employees' creativity through psychological empowerment. At the organizational level, the results of regression analysis reveal that transformational leadership positively associates with organizational innovation [19].

Sarros, Cooper & Santora (2008) in a research reported is relationship between transformational leadership and climate for organizational innovation and organizational culture [47].

Jung et al (2003) suggests that transformational leadership is associated with innovation at the organizational level and this is partially due to transformational leaders creating an environment that facilitates follower innovation [25].

3. Problem Description

There are many problems and challenges in the fields of organizational, educational, learning, teaching, academic achievement; and also lack pay attention and utilization of new ideas and thoughts; and failure to use appropriate methods for improvement teacher satisfaction. Therefore, it was felt necessary to carry out the present study. Accordingly, the main problem of research presented in model 1.
Based on Figure 1, the general purpose of the research is: Identification of relationship between transformational leadership style with job satisfaction, and organizational innovation in secondary schools of the Hamadan province.

**Research Questions and Hypotheses**

**The Research Questions:**
1. How is the transformational leadership in between secondary schools managers of the Hamadan province?
2. How is the job satisfaction in between secondary schools teachers of the Hamadan province?
3. How is the organizational innovation in secondary schools of the Hamadan province?

**The Research Hypotheses:** There are four hypotheses in this study:
1. There is the significant relationship between transformational leadership, and its dimensions with job satisfaction, in secondary schools of the Hamadan province.
2. There is the significant relationship between transformational leadership, and its dimensions with organizational innovation in secondary schools of the Hamadan province.
3. Dimensions of transformational leadership could predict job satisfaction in secondary schools of the Hamadan province.
4. Dimensions of transformational leadership could predict organizational innovation in secondary schools of the Hamadan province.

**4. Methodology**

**Research Method.** The current research method is descriptive-correlation.

**Statistical Population and Sampling Method.** The statistical population consisted of all secondary schools teachers of the Hamadan province comprised of 8640 persons, and determined sample size was 368 subjects based on the Cochran formula. The sampling method was done using proportional stratified random sampling.

**Tools and Methods of Data Collection.** Library was used for collecting data. Then, data was collected from three questionnaires with items: transformational leadership questionnaire of Bass and Avolio (1995), questionnaire of job satisfaction of Brayfield & Rothe (1951), and organizational innovation questionnaire of Ettlie and O’Keefe (1982). For appointment of validity questionnaires, the content-related
validity method and of viewpoints professors of educational administration in university and education specialists was used. Measurement of reliability questionnaires, used Cronbach's Alpha coefficient; and estimated 0.94, 0.84 and 0.78 respectively.

**Analysis of Data.** Analysis of data used from descriptive statistics methods including: table, mean and standard deviation; and inferential statistics procedures like: Kolmogorov-Smirnov test, one-sample t-test, Pearson correlation coefficient and multiple regression analysis.

**Kolmogorov-Smirnov Test.** For the normality of the data, Kolmogorov-Smirnov test is used. According to, the error level calculated for all variables is more than 0.05. Therefore, these variables are normally distributed, and parametric test can be used to analyze the research questions and hypotheses.

5. Results and Discussion

**Question1.** How is the transformational leadership in between secondary schools managers of the Hamadan province?

<table>
<thead>
<tr>
<th>variables</th>
<th>mean</th>
<th>Test value</th>
<th>Std. deviation</th>
<th>t</th>
<th>df</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>transformational</td>
<td>4.464</td>
<td>3</td>
<td>.529</td>
<td>53.06</td>
<td>367</td>
<td>.001</td>
</tr>
<tr>
<td>leadership</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>job satisfaction</td>
<td>4.014</td>
<td>3</td>
<td>.741</td>
<td>26.22</td>
<td>367</td>
<td>.001</td>
</tr>
<tr>
<td>organizational</td>
<td>4.005</td>
<td>3</td>
<td>.637</td>
<td>30.26</td>
<td>367</td>
<td>.001</td>
</tr>
<tr>
<td>innovation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The findings of table 1 showed that One-Sample T-Test is significant, and scale of transformational leadership variable in between secondary schools managers of the Hamadan province is above average surface (t=53.06, p<.001, df=367).

**Question 2.** How is the job satisfaction in between secondary schools teachers of the Hamadan province?

The results of table 1 indicated that One-Sample T-Test is significant, and rate of job satisfaction in between secondary schools teachers of the Hamadan province is above average surface (t=26.22, p<.001, df=367).

**Question 3.** How is the organizational innovation in secondary schools of the Hamadan province?

The conclusions of table 1 suggested that One-Sample T-Test is significant, and rate of organizational innovation in secondary schools of the Hamadan province is above average surface (t=30.26, p<.001, df=367).

**Hypothesis 1.** There is the significant relationship between transformational leadership, and its dimensions with job satisfaction, in secondary schools of the Hamadan province.
Table 2. Pearson correlation coefficient between research variables

<table>
<thead>
<tr>
<th>Variables</th>
<th>Transformational Leadership</th>
<th>Idealized Influence</th>
<th>Inspirational Motivation</th>
<th>Intellectual Stimulation</th>
<th>Individual Consideration</th>
<th>Correlation</th>
<th>Sig.</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Job satisfaction</td>
<td>.271</td>
<td>.234</td>
<td>.210</td>
<td>.242</td>
<td>.271</td>
<td>.01</td>
<td>.01</td>
<td>368</td>
</tr>
<tr>
<td>Organizational Innovation</td>
<td>.336</td>
<td>.287</td>
<td>.288</td>
<td>.304</td>
<td>.311</td>
<td>.01</td>
<td>.01</td>
<td>368</td>
</tr>
</tbody>
</table>

**Note:** Correlation is significant at the .01 level (2-tailed).

The outcomes table 2 showed that there is a significant positive relationship between transformational leadership with job satisfaction in secondary schools of the Hamadan province (r = 0.271, p < .01, N = 68). In addition, correlation between dimensions of idealized influence, inspirational motivation, intellectual stimulation, and individual consideration with job satisfaction were significant at .01 level. Accordingly, the first hypothesis is supported by research.

**Hypothesis 2.** There is the significant relationship between transformational leadership, and its dimensions with organizational innovation in secondary schools of the Hamadan province.

The results of table 2 demonstrated that transformational leadership with organizational innovation are positively correlated (r = 0.336, p < .01, N = 368). Moreover, correlation coefficient between factors of transformational leadership with organizational innovation, were significant. Therefore, the second hypothesis is confirmed.

**Hypothesis 3.** Dimensions of transformational leadership could predict job satisfaction in secondary schools of the Hamadan province.

Table 3. Multiple regression analysis of transformational leadership on job satisfaction

<table>
<thead>
<tr>
<th>Variable</th>
<th>F</th>
<th>Sig.</th>
<th>R</th>
<th>R²</th>
<th>Adjusted R²</th>
<th>Durbin-Watson</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual consideration</td>
<td>28.92</td>
<td>.001</td>
<td>.271</td>
<td>.073</td>
<td>.071</td>
<td>1.941</td>
</tr>
<tr>
<td>Model</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Constant</td>
<td>2.653</td>
<td>.256</td>
<td>10.36</td>
<td>.001</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Based on the data in Table 3, amount F is (F = 28.92, p < .001). Therefore, F is significant, and can be used of regression analysis. Measurement the statistical independence of the errors was used of the Durbin-Watson Test, the value is 1.941. Therefore, we can conclude that there is no evidence of auto correlation in the errors. Beta coefficient is significant in component of individual consideration (p < .01). Thus, factor of individual consideration is most effective in predicting job motivation. Then, the prediction model can be demonstrated as follows:
Equation 1: \( Y = 2.653 + 0.271 X_1 \)

Thus, the third hypothesis, is confirmed.

**Hypothesis 4.** Dimensions of transformational leadership could predict organizational innovation in secondary schools of the Hamadan province.

\[ \text{Equation 2: } Y = 2.321 + 0.216 X_1 + 0.158 X_2 \]

Therefore, the fourth hypothesis of research is approved.

### 6. Conclusions and Future Works

The finding of first, second and third question shows that situation of the transformational leadership style, job satisfaction, and organizational innovation in among managers and teachers of secondary schools of the Hamadan province is above average. In fact, managers and teachers of secondary schools of the Hamadan province have compatible with components of transformational leadership, job satisfaction, and organizational innovation.

The results of the first hypothesis indicated that there is a significant positive relationship between transformational leadership and its dimensions (idealized influence, inspirational motivation, intellectual stimulation, and individual consideration) with job satisfaction in secondary schools of the Hamadan province. This result correspond to the findings of Long, Wan, Kowang & Heng (2014); Cifuentes (2013); Maharani & Troena (2013); Pauliené (2012); Balyer, 2012; Voon, Lo, Ngui & Ayob (2011); Riaz & Haider (2010); Bass & Riggio (2008); Awamleh (2005); Walumbwa, Wang, Lawler, and Shi (2004); Avolio & Bass (2004).

The results of the second hypothesis revealed that there is a significant positive relationship between transformational leadership and its characteristics with organizational innovation. This result agree to the findings of Radzi et al (2013);

Organizational effectiveness and performance of schools depend upon the job satisfaction of their principals and teachers, because expand the academic achievement. Transformational leadership approach, enhance interpersonal communications between principals and teachers. It is a way to create higher level of job satisfaction of teachers. Transformational leaders also help teachers to become more creative, innovative and bring new ideas, thoughts, and teaching methods, which allow the schools to grow better educational functions, and adapt itself to the changing and challenges external environment.

The outcomes of third hypothesis of the study detected that the factor of individual consideration is most effective in predicting job satisfaction. Furthermore, results of fourth hypothesis showed that individual consideration and idealized influence most important predictor of organizational innovation.

Manager of secondary schools of the Hamadan province utilize transformational leadership style and especially factor of individual consideration, and can enhance teachers’ job satisfaction. The principals pay attention to requirements and demands of teachers for students’ improvement and achievement. In fact, schools administrators for achievement and increase of efficiency, effectiveness, and job satisfaction, use of reciprocal communications and interactions, creating learning opportunities during teaching, identification teachers’ individual differences, and evaluation to special treatments of teachers.

Principals can improve organizational innovation by acceptance and increased transformational leadership at schools. The secondary schools managers of the Hamadan province using transformational leadership and chiefly factors of individual consideration and idealized influence, and can facilitate teachers’ organizational innovation. Accordingly, administrators both attend to needs and values of teachers, and emphasize on new ideas, new thoughts, new opinions, new teaching methods, and new educational strategies. Principals for improvement of organizational innovation in schools should provide trust, commitment and respect climate among teachers, present high moral and ethical standards, consider teachers’ professional needs, emphasize on risk-taking in areas of learning and teaching, focus on teachers’ problems, and offer honorable role models for teachers.

Recommendations
1. School administration candidates should learn strategies of transformational leaders during their in-service training courses.
2. Managers and principals of secondary schools have to create two-way respect and trust among teachers.
3. Transformational leadership in schools should assess and managers should become aware of what is needed to obtain positive results from teachers and students in order to improve performance and academic achievement.
4. Principals should be encouraged to promote empowerment and to use less rigid structures for their teachers, to prevent depersonalization, job stress, and work depression.
5. Principals should stimulate their teachers by provocation, participatory decision-making process, and offer proper rewards. They should understand that this mechanism significantly enhances their teachers’ innovation. In addition, they should encourage teachers to engage in transformational leadership behaviors in order to bring and to increase organizational innovation.

Suggestions for Future Research. According to present investigation results, we can propose the following topics for future research:
1. Future researches could accomplish using other factors such as changes in educational and teaching standards and how they impact on teacher’s job satisfaction, and organizational innovation.
2. Future researches could accomplish using instruments to determine teacher perceptions of building district leadership styles.
3. Future researches could accomplish using qualitative measures with principals and teachers.

Research Limits
1. The study is limited to the schools environment and cannot be generalized to a more diverse population such as university or other educational institutions.
2. The study is limited to the lack of investigators ability in control of environmental variety variables at secondary schools of the Hamadan province.
3. The study is limited to participants may be influenced by their linguistic, cultural, and/or political perspectives.
References
Transformational Leadership, Job Satisfaction, and ...


