

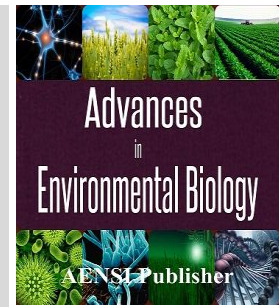


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The relationship between Bass' transformational leadership style and learning organization and social capital In Islamic Azad University of khorasgan and Isfahan University

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ABSTRACT

The present study is descriptive correlational aimed to determine the relationship between Bass' transformational leadership style and learning organization and social capital In Islamic Azad University of khorasgan and Isfahan University at 2013. The population in this study included all Azad university professors in Khorasgan Branch and Isfahan University and the numbers were 310 and 530, respectively. According to Cochran's sample size formula, 220 people were estimated as the sample of Isfahan University and 170 cases were estimated for Khorasgan University. sampling was done by systematic random sampling method. Tools used in this research are three famous and widely used questionnaires of Bass Transformational Leadership Style (1997) and inventory of Atkins and Marsik's LO (2003) and Nahapiet and Ghoshal questionnaire of social capital (1998) with five scale Likert spectrum. Validity of the questionnaire was confirmed by a number of professors of a similar sample and reliability was estimated (0/78) and (0/80) and (0/77), respectively through Cronbach's alpha. Data analysis was done at two levels of descriptive statistics and inferential statistics using multivariate regression test, Pearson correlation coefficient and variance analysis test. The results showed that there is a significant relationship between transformational leadership style and learning organization in both universities; furthermore, there is a significant difference between the intensity of the relationship between the two relationships (correlation) in these two universities, so that the relationship between these variables is stronger in the Khorasgan University. In Isfahan University, the dimension of ideal influence was the best predictor of learning organization and the dimension of mental persuasion was the best predictor of social capital. In Azad University of Khorasgan Branch, the dimension of individual consideration was the best predictor of LO and the dimension of inspirational motivation was the best predictor of social capital. About the demographic variables, in the Isfahan University, there was a significant difference between the opinions of professors with experience of 21 to 30 years with professors with experience more than 30 years on the transformational leadership variable and also there was a significant difference between professors' opinions with more than 60 years old with professors' opinions with the ages of 41 to 50 and 51 to 60 years old with different educational degrees (MA and PhD) on social capital. In the Azad University of Khorasgan Branch, there was a significant difference between the opinion of male and female professors with MA and PhD degree on transformational leadership as well as between men and women professors' opinion on the learning organization.

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INTRODUCTION

Success in today's organizational environment depends on the ability of managers in performing effective leadership role and transformational leadership is one of the newest proposed approaches to leadership. Theory of transformational leadership styles is one of the theoretical frameworks in the world that have been proposed by Burns and Bass [15]. Bass (1990) stated that leaders can use the behavioral characteristics of transformational

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leadership to lead their followers toward the performance more than expected. Popper and Lipshitz believe that leadership is a factor that affects organizational learning. Leaders can create an organizational structure, shape organizational culture and can cause different effects through a variety of practices. Thus, leadership really influences organizational learning. Organizational leadership and learning are greatly correlated and leadership can also improve organizational learning processes and activities. Lam (1998) in a cross-cultural study discusses the transformational leadership and organizational learning and says that transformational leadership can affect the process and situation of organizational learning. Researchers believe that transformational leadership can influence the effectiveness of organizational learning. According to Senge, the role of leader in a learning organization is the role of a designer, teacher, administrator that can create a provision or shared vision for the members of organization and challenge common mental models. He is responsible to build an organization in which the employees continuously develop and improve their capabilities to shape their future, i.e. the manager is responsible for learning [11]. Social capital is another concept that has entered the literature of organization and management and is correlated to the leadership style of the manager and LO. Social capital is a concept that has helped the success of LO and organizational learning a lot. Organizations, that have been successful in creating a learning organization by relying on components of social capital, are able to institutionalize components of social capital among their members. Learning organization is a place where new patterns of thinking grow, collective and group thinking is promoted and people learn how to learn together [1]. Due to the effect of social capital on creating learning organization through knowledge management processes, it is said that by strengthening the components of social capital, we can develop knowledge management processes in organization and by developing these processes, organization can become a learning organization according to the relationship between LO and knowledge management. University and higher education system are the main focus of the realization and development of social capital at the community level and underdevelopment of higher education in the authorship, production and enhancement of social capital quality in the community will lead to incompetency and inefficiency of institutions of higher education to furthering economic, social, political and cultural development plans. Social capital is one of the most important dynamic elements of the social and cultural system of communities and the University can transfer this capital to academics in the form of garment ideas, values, norms and social trust [14]. The basic idea is that "social networks are valuable. As screwdriver (physical capital) or a college education (human capital), both individually and collectively can increase productivity, social contacts affect the productivity of individuals and groups. Recognizing factors influencing organizational knowledge management is one of the initiatives activities for effective implementation of the organization's intellectual capital. Considering that all the educational institutions have knowledge in their text and context, and process information during everyday process and change it to knowledge and form the basis of decision-making and organization's future activities by combining the values, strategies and experiences. What is important in this process is knowledge and conscious knowledge creation. In between, training organizations in the role of knowledge-based organizations mainly focus their main activities on learning, creating and disseminating knowledge. On the other hand, social capital has more important role than physical and human capital in organizations and communities. Today in sociology and economics, and more recently in management and organization, the concept of social capital has been widely used [2]. Transformational leadership style will enhance the effectiveness of leaders. That is why many researchers have sought to identify factors that would lead to transformational behaviors. Since the monumental task of universities is teaching and researching and, indeed, the base of research and innovation is done in universities and since faculty members are the most important and basic capitals of universities due to their role in research and knowledge and technology development, therefore it was necessary to perform this study and provide ways to improve and optimize the implementation of transformational leadership style in universities; so, faculty members will attend classes with more passion and interest and they, as the most important social capital of the university, will become interested in teaching and as a result students achieve higher educational and research attainment and academic officials and leaders realize the bugs and defects of their plans and try to fix them. They can also put these results as a priority and try to establish transformational leadership styles in university, thus through this, universities become a learning organization by leadership and managing social capital. The costs spent on faculty members and teaching and researching of students are not wasted. Due to dynamic environmental changes at present era, administrating today's educational organizations is very complex and strategies used for managing them in the past, have lost their effectiveness. Without having a host of social capital in universities, we cannot expect the process of knowledge. Social capital in an organization is strongly influenced by the performance of the leader. A multitude of social capital can be provided by university leaders at university and increase knowledge creation through the establishment of a learning organization as an indicator of productivity. Successful deployment of LO depends on various factors; one of this factor includes social capital, and social capital in an organization is strongly influenced by the performance of manager and leader. Current competitive status of universities in attracting students and the role of these variables as factors of competitive advantage for the university and ... prompted the researcher to conduct research to

determine the relationship between transformational leadership style and learning organization and social capital at the mentioned universities.

ShabaniVeraki and Ahanchian (2005) in a study entitled "Academic leadership and social capital: a sociological approach to higher education" component of social capital (shared vision and objectives, shared values, trust, mutual respect, understanding, friendship and group support, advice and playing a positive role, participation and empowerment, conflict, winner dialogue and friendship) and component of academic leadership (training leadership, research leadership, fair and effective management, strategies and insights, transformational and participative leadership and interpersonal abilities) concluded that the social capital in experimental science, in which academic leaders played the role of higher education leader more, was significantly greater than humanities, in which academic leaders played the role of higher education leader less.

Salimi and Shahmandi (2006) conducted a study entitled "Investigating the relationship between transformational interactional leadership style and the application of components of a learning organization in high schools of Isfahan city" and found a positive relationship between leadership style (transformational-interactional) with the application of all elements of the learning organization and components of a learning organization was above average from managers' point of view. There was a significant relationship between transformational leadership style and transformational-interactional style with personal potentials and other components (mental models, shared vision, team learning, and systems thinking) had a significant relationship only with the interactional leadership style and transformational leadership style had no significant relationship with these components. There was a significant relationship among male and female teachers' opinion about transformational leadership style, but there was no significant difference between male and female managers' opinion on the components of the learning organization. In terms of the educational degree, there was a significant difference between the opinions of teachers about the leadership style and teachers with BA and MA degree. While, there was no significant difference between viewpoints of the managers on the components of a learning organization according to educational degree and years of experience.

Gholami, and Gholami and Bahrami (2010) in a study entitled "The relationship between learning organization and leadership styles of teaching groups' managers from the perspective of faculty members of Isfahan University of Medical Sciences" found that: 1. there is a relationship between components of LO and transformational leadership style. 2. There is a significant relationship between components of LO and transactional leadership style. 3. There is a significant relationship between components of LO and non-interfering leadership style. 4. There isn't a difference between the mean scores of the learning organization with multiple leadership styles based on work experience, education and age.

SeyedNaghavi and Miri [6] in a study entitled "The role of transformational leadership in the development of social capital with an emphasis on organizational justice (Case Study: Pars Oil and Gas Company)" concluded that organizational justice is effective in defining the role of transformational leadership in the development of social capital. Also, all the variables studied, both directly and indirectly significantly affect the social capital through organizational justice.

Benny C and IsmailiLahmeh [4] in a study entitled "Investigating the relationship between Learning Organization dimensions with the effectiveness of primary School Principals at district 4 in Tehran" concluded that there is no relationship between shared vision and leadership of teachers. There is no relationship between vision and school governance and between the system learning and the administration of the school and between the systems thinking and teachers' leadership. There is no relationship between systems thinking and proper dealing with teachers and skill in evaluation.

TaherPourKalantari et al. [9] in a study entitled "determining the relationship between learning organization dimensions and transformational leadership" concluded that there is significant relationship between transformational leadership and dimensions of the learning organization.

The findings of the research by Bakhti, Gholipoor and Godarzi entitled "Explanations transformational leadership and social capital as leverage to promote team effectiveness" indicates a strong relationship between transformational leadership and social capital and social capital with group effectiveness social directly and transformational leadership to team effectiveness indirectly.

Studies of Noroozi et al. (2013) showed that there is a significant relationship between transformational leadership and learning organization, knowledge management, organizational innovation and organizational performance.

Results of Stewart's research (2013) showed that the effect of transformational leadership style on creating learning organization is more as compared to transactional leadership style.

Studies of DehghanManshedi et al (2014) showed that there is a significant positive relationship between transformational leadership style and LO. Transformational leadership by motivating employees and emphasizing the lofty goal of the organization, sets the stage for employees to learn and improve their professional knowledge in order to enhance their growth and development that leads to their and ultimately organization's professional growth.

Studies of Kaisa et al. (2014) showed that there is a significant reverse relationship between transformational leadership and employees' depression. It means that by developing transformational leadership style, the degrees of employees' depression decreases and the learning incentive and organizational development-seeking increases in them and thus the organization moves toward more growth.

Studies of Sahin et al. (2014) showed that there was a relationship between the effect of transformational leadership on empowerment of employees, employees' work engagement, and employees' performance. The more the motivation and support of staff from the manager increases, trust in organization and trust in employees and trust in manager increases in employees.

The study of Sumi (2014) found a significant positive relationship between transformational leadership and employees' psychological empowerment. One of the factors affecting strengthening social capital is employees' psychological empowerment, which is improved by manager's goal-orientation, change-orientation and future-orientation.

Research questions:

1. Is there a significant relationship between transformational leadership style and learning organization in Isfahan University?
2. Is there a significant relationship between transformational leadership style and learning organization in Azad University of Khorasgan?
3. Is there a significant difference between Isfahan and Khorasgan Universities in terms of the relationship between transformational leadership style and LO?
4. Do dimensions of transformational leadership have the ability to predict learning organization in Isfahan University?
5. Do dimensions of transformational leadership have the ability to predict learning organization in Khorasgan University?
6. Is there a significant relationship between transformational leadership style and social capital in Isfahan University?
7. Is there a significant relationship between transformational leadership style and social capital in Azad University of Khorasgan?
8. Is there a significant difference between Isfahan and Khorasgan Universities in terms of the relationship between transformational leadership style and social capital?
9. Do dimensions of transformational leadership have the ability to predict social capital in Isfahan University?
10. Do dimensions of transformational leadership have the ability to predict social capital in Khorasgan University?
11. Is there a significant difference between participants' opinions on the variables of transformational leadership style and the learning organization and social capital in Islamic Azad University of Khorasgan in terms of demographic variables?
12. Is there a significant difference between participants' opinions on the variables of transformational leadership style and the learning organization and social capital in Isfahan University in terms of demographic variables?

Research method:

The present study is descriptive correlational aimed to determine the relationship between Bass' transformational leadership style and learning organization and social capital in Islamic Azad University of Khorasgan and Isfahan University at 2013. The population in this study included all Azad university professors in Khorasgan Branch and Isfahan University and the numbers were 310 and 530, respectively. According to Cochran's sample size formula, 220 people were estimated as the sample of Isfahan University and 170 cases were estimated for Khorasgan University. sampling was done by systematic random sampling method. Tools used in this research are three famous and widely used questionnaires of Bass Transformational Leadership Style (1997) and inventory of Atkins and Marsik's LO (2003) and Nahapiet and Ghoshal questionnaire of social capital (1998) with five scale Likert spectrum. Validity of the questionnaire was confirmed by a number of professors of a similar sample and reliability was estimated (0/78) and (0/80) and (0/77), respectively through Cronbach's alpha. Data analysis was done at two levels of descriptive statistics and inferential statistics using multivariate regression test, Pearson correlation coefficient and variance analysis test.

Research findings:

The first question: Is there a significant relationship between transformational leadership style and learning organization in Isfahan University?:

Results of Table 1 show that the correlation coefficient between transformational leadership style and learning organization is significant in University of Isfahan. That means that there was a significant relationship between transformational leadership style with learning organization in Isfahan University ($r=0/231$).

Table 1: correlation coefficient between transformational leadership style dimensions with learning organization in Isfahan University

Desired variable is LO			
statistical index predictor variable	Correlation coefficient	Square of the correlation coefficient	Sig. level
Transformational leadership	0/231**	0/053	0/008
P < 0/01			

The second question: Is there a significant relationship between transformational leadership style and learning organization in Azad University of Khorasgan?:

Results of Table 2 show that the correlation coefficient between transformational leadership style and learning organization is significant at Khorasgan University. That means that there was a significant relationship between transformational leadership style with learning organization in Khorasgan University ($r=0/592$).

Table 2: correlation coefficient between transformational leadership style dimensions with learning organization in Khorasgan University

Desired variable is LO			
statistical index predictor variable	Correlation coefficient	Square of the correlation coefficient	Sig. level
Transformational leadership	0/592**	0/350	0/001
P < 0/01			

The third question: Is there a significant difference between Isfahan and Khorasgan Universities in terms of the relationship between transformational leadership style and LO?:

Based on the results of Table 3, since the calculated Z Fisher is greater than the critical value of the table at 5% level of error (1/96); thus based on the Z Fisher test, there is a significant difference between Isfahan University and Azad University of Khorasgan Branch in terms of the correlation between variables of transformational leadership style and learning organization.

Table 3: correlation coefficient between transformational leadership style and learning organization in terms of the place of work

Correlation coefficient	Learning organization				
	University	R	p	n	Z
Transformational leadership	Isfahan	0/231	0/008	130	2/96
	Khorasgan	0/592	0/001	141	

The fourth question: Do dimensions of transformational leadership have the ability to predict learning organization in Isfahan University?:

Findings of Table 4 showed that in the first step the dimension of ideal influence is the best predictor of learning organization from among the variables under study in regression.

Table 4: Multiple correlation coefficient of transformational leadership dimensions and learning organization in Isfahan University

statistic index	Predictor variable	Multiple correlation coefficient	Square of multiple correlation coefficient	Square of adjusted multiple correlation coefficient	F coefficient	Sig. level	
							desired variable
Learning organization	The first step	Ideal influence	0/291	0/085	0/078	11/862	0/001

0/01 < p

The fifth question: Do dimensions of transformational leadership have the ability to predict learning organization in Khorasgan University?:

Findings of Table 5 showed that in the first step the dimension of personal considerations, in the second step, in addition to the dimension of personal considerations the inspirational motivation, and in the third step, in addition to the dimension of personal considerations and the inspirational motivation, the ideal influence are the best predictor of learning organization from among the variables under study in regression.

Table 5: Multiple correlation coefficient of transformational leadership dimensions and learning organization in Isfahan University

statistic index		Predictor variable of transformational leadership	Multiple correlation coefficient	Square of multiple correlation coefficient	Square of adjusted multiple correlation coefficient	F coefficient	Sig. level
Learning organization	The first step	Personal considerations	0/607	0/368	0/364	80/954	0/001
	The second step	Personal considerations Inspirational motivation	0/628	0/394	0/385	44/863	0/001
	The third step	Personal considerations Inspirational motivation Ideal influence	0/666	0/443	0/431	36/327	0/001

P < 0/01

The sixth question: Is there a significant relationship between transformational leadership style and social capital in Isfahan University?:

Results of Table 6 show that the correlation coefficient between transformational leadership style and social capital is significant in University of Isfahan. That means that there was a significant relationship between transformational leadership style with social capital in Isfahan University ($r=0/300$).

Table 6: correlation coefficient between transformational leadership style dimensions with social capital in Isfahan University

Desired variable is social capital				
statistical index		Correlation coefficient	Square of the correlation coefficient	Sig. level
Transformational leadership		0/300**	0/090	0/001
P < 0/01				

The seventh question: Is there a significant relationship between transformational leadership style and social capital in Azad University of Khorasgan?:

Results of Table 7 show that the correlation coefficient between transformational leadership style and social capital is significant in Azad University of Khorasgan.

Table 7: correlation coefficient between transformational leadership style dimensions with social capital in Azad University of Khorasgan

Desired variable is social capital				
statistical index		Correlation coefficient	Square of the correlation coefficient	Sig. level
Transformational leadership		0/679**	0/461	0/001
P < 0/01				

The eighth question: Is there a significant difference between Isfahan and Khorasgan Universities in terms of the relationship between transformational leadership style and social capital?:

Based on the results of Table 8, since the calculated Z Fisher is greater than the critical value of the table at 5% level of error (1/96); thus based on the Z Fisher test, there is a significant difference between Isfahan University and Azad University of Khorasgan Branch in terms of the correlation between variables of transformational leadership style and social capital and the intensity of this relationship is greater in Azad university of Khorasgan branch.

Table 8: correlation coefficient between transformational leadership style and social capital in terms of the place of work

Correlation coefficient	Social capital				
	University	R	P	n	Z
Transformational leadership	Isfahan	0/300	0/001	131	3/11
	Khorasgan	0/679	0/001	148	

The ninth question: Do dimensions of transformational leadership have the ability to predict social capital in Isfahan University?:

Findings of table 9 showed that from among the variables under study in regression, the best predictor of social capital in the first step was mental motivation and in the second step, in addition to mental motivation were personal considerations. Stepwise regression analysis showed that the relationship between the dimension of mental motivation and personal considerations with social capital was significant.

Table 9: Multiple correlation coefficient of transformational leadership dimensions and social capital in Isfahan University

statistic index		Predictor variable of transformational leadership	Multiple correlation coefficient	Square of multiple correlation coefficient	Square of adjusted multiple correlation coefficient	F coefficient	Sig. level
Social capital	The first step	Mental motivation	0/280	0/079	0/071	10/991	0/001
	The second step	Mental motivation Personal considerations	0/120	0/347	0/107	8/752	0/001
P < 0/01							

The tenth question: Do dimensions of transformational leadership have the ability to predict social capital in Khorasgan University?:

Findings of table 10 showed that from among the variables under study in regression, the best predictor of social capital in the first step was inspirational motivation and in the second step, in addition to inspirational motivation, was personal consideration.

Table 10: Multiple correlation coefficient of transformational leadership dimensions and social capital in Khorasgan University

statistic index		Predictor variable of transformational leadership	Multiple correlation coefficient	Square of multiple correlation coefficient	Square of adjusted multiple correlation coefficient	F coefficient	Sig. level
Social capital	The first step	inspirational motivation	0/656	0/431	0/427	110/376	0/001
	The second step	inspirational motivation Personal considerations	0/693	0/480	0/473	66/907	0/001
P < 0/01							

The eleventh question: Is there a significant difference between participants' opinions on the variables of transformational leadership style and the learning organization in Islamic Azad University of Khorasgan in terms of demographic variables?:

There was a significant difference among male and female teachers' opinion with MA and PhD degree about transformational leadership style in Khorasgan Azad University, and there was significant difference between male and female teachers' opinion on learning organization.

The twelfth question: Is there a significant difference between participants' opinions on the variables of transformational leadership style and the learning organization in Isfahan University in terms of demographic variables?:

In Isfahan University, there was a significant difference between the opinions of professors with experience of 21 to 30 years with professors with experience more than 30 years on the transformational leadership variable, also there was a significant difference between professors' opinions with more than 60 years old with professors' opinions with the ages of 41 to 50 and 51 to 60 years old with different educational degrees (MA and PhD) on social capital.

Discussion and conclusion:

The results showed that there is a significant relationship between transformational leadership style and learning organization in both universities; furthermore, there is a significant difference between the two universities in terms of the correlation between the variables of transformational leadership and LO and transformational leadership dimensions have the ability to predict LO in both universities. There is a significant relationship between transformational leadership style and social capital in both universities; furthermore, there is significant difference between the two universities in terms of the correlation between the variables of transformational leadership and social capital and transformational leadership dimensions have the ability to predict social capital in both universities. Transformational leadership is the process of intended influence on individuals or groups to create a continuous change in the status quo and functioning of the organization as a whole. Transformational leaders transform their organizations through their words and actions and have a great influence among their followers. This type of leadership can be achieved when leaders increase their followers' interests to work, inform them of the purposes and missions and encourage them to think beyond personal interests. Also, it can be said that transformational leadership is realized when a leader motivates his followers to resurrect a shared vision, encourage them to achieve the vision, and provide the necessary resources to develop their personal abilities. As leaders emphasize the need of followers to growth, try to create, acquire

and transfer knowledge to change behavior, skills and ways of doing work. Transformational leaders are continually developing their employees' ability to create the results they truly desire. An organization, in which new and valuable patterns of thinking are provided, is a place where the collective will finds the opportunities to arise and employees are constantly learning how to learn. Thus, the role of transformational leader in creating a learning organization is that he can create a provision or shared vision for the members of the organization and challenge common mental models. He is responsible to build an organization in which the employee continuously develop and improve their capabilities to shape their future, i.e. the manager is responsible for learning. Since the transformational managers are growth orientated and are looking for their organization's growth and development, thus they need to set the stage for all members of the organization to enhance their knowledge; thus, they should provide mechanisms that employees in an organization can easily exchange their experience and knowledge so their organization progresses and take basic steps toward further enhancement. It can be concluded that if Isfahan and Khorasgan Universities want to become learning organization, university officials should consider the point that the most important issue in implementing learning organization is that university leaders should be transformational, because the most important academic environment in each country is universities, in which faculty members are learning and innovating besides teaching and training. The results of this study are consistent with the results of the research of Salimi and Shahmandi [7] on that there is a positive and significant relationship between leadership style (transformational-interactional) with the application of all the dimensions of learning organization, the research of Gholami, Gholami and Bahrami [12] on that there is a significant relationship between components of learning organization with transformational leadership style, the research of TaherpoorKalantari et al. [9] on that there is a significant relationship between transformational leadership and dimensions of learning organization, the research of Noroozi et al. on that there is a significant relationship between transformational leadership and learning organization, the research of Stewart (2013) on that the effect of transformational leadership style on creating learning organization is greater as compared to other styles, the research of DehghanManshedi et al. on that there is a significant relationship between transformational leadership style and learning organization, the researches of Kaisaperko et al. on that the motivation of organizational learning increases by developing transformational leadership style, the research of ShabaniVeraki and Ahanchian (2005) on that social capital was greater in groups that their academic leaders played the role of higher education leader more, the research of SeyedNaghavi and Miri [6] on that the role of transformational leadership is effective in developing social capital, the research of Bakhti, Gholipoor and Godarzi on that there is a strong relationship between transformational leadership and social capital, and the research of Sumi (2014) on that one of the factors affecting strengthening social capital is employees' psychological empowerment, which is improved by manager's goal-orientation, change-orientation and future-orientation.

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