Study of relationship between the relationship between transformational and transactional leadership styles and organizational learning (OL)

(Case Study: Bushehr Oil Refining and Distribution Company)

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Abstract

This study examines the relationship between transformational and transactional leadership styles and organizational learning (OL) and the relationship between leadership styles in organizations to better adapt to the environment and society has been evaluated. For data collection, the validity and reliability of Boss and Aliev’s Multifactor Leadership Questionnaire (MLQ) (2000) and Ngoc and Fredric’s organizational learning (2006) were used. The Population size of this research are 150 employees of Bushehr Oil Refining and Distribution Company. After the census, 75 questionnaires were returned. After data collection and analysis using software spss19 and statistical methods of regression and Pearson correlation coefficients, it was found that there is a positive relationship between the transformational aspects of employee and organizational learning, while there was no significant relationship between the dimensions of organizational learning and transactional leadership. As a result, transformational leadership style is recommended for the management of the company.

Keywords: Transformational Leadership, Transactional Leadership, Organizational Learning

1. Introduction

Not so long time ago, organizations, which positioned in a stable and resistant environment, changes related to science and technology, economy, politics and culture quickly affect organizations. Today’s world is full of
complexities that has made organizations face serious problems in the areas of growth and excellence and created many challenges for managers as planners, organizers and leaders of the caravan of humanity (Shoughi and Hajfathali, 2012, 24). Undoubtedly, the success of any organization or group within an organization largely depends on the leadership competencies. Whether organizations is a business, government, educational, medical or religious agency, leader competencies of organization determine the eligibility. Successful leaders always seek to create transformation and try to take the most advantage of the situation, create motivations in their subordinates and followers to enhance their yields, correct errors and lead the organization towards achieving its goals (Stephen Robbins, 2007, 701).

Today’s world requires psychological development that is far more important and wider than economic and political changes. If people do not achieve self-esteem and do not seek enhancing their capabilities and also do not rely on their mind, they cannot succeed in working and life. Most people do not care to their ability for transformation. The truth is that everyone can change and reach growth and development, hence, a couple of decades ago until today, the most important duties of managers is to empower employees (Ahmadi et.al. 2011, 33).

According to the documented report of the Central Bank, Iran is among the countries that has the elements necessary for sustainable development and after the US, it is the world’s second country that has the bases necessary for Investment and productivity, adequate and affordable energy, raw materials and minerals, human resources and access to global markets. But despite all the efforts, and most importantly, more willingness of people, we do not claim today that we are living in a developed country. Indeed, what is the main problem? It seems that we have all subsidiary factors for growth and development, but not sufficiently the first element i.e. efficient organization and management (Abbaszadegan, 2000, 15).

"Leadership" is a subject long considered to have attracted researchers and the general public. Perhaps the cause of widespread appeal of leadership is that leadership is a very mysterious process which is in the lives of all people. In most cases, behavioral scientists have tried to understand based on what attributes, abilities, behaviors, sources of power or relying on what aspects of the situation, the ability of leader can be determined in influencing its followers to achieve group goals (Yugol, 2003, 2). In fact, leadership is a kind of behavior in the first stage and a skill in the second one.
words, strategic leaders have a transformational thinking and attitudes towards their subordinates. (nafei et al. 2012, 3).

Rezaian defined leadership style as “the way the leader uses his influence to obtain goals and generally highlights traditional autocratic and democratic style for leaders in debates on theories of leadership behavior (Rezaian, 2008, 222, 224). The most recent stage of development of transformational and transactional leadership style was described by Burns (1976) that is described by Brayman (1992) as “new perspectives of leadership” (Zartoshtian, 2009, 30). In early years of generating these two concepts, many authors have examined he concept of transformational leadership as "leadership role", and transactional leadership as "the management role" (Amirkabiri et.al, 2006, 125).

We are specifically examine transformational and transactional leadership categories, and their effects on organizational learning and that which one puts a greater impact on organizational learning. Issue that has been considered by managers and scholars is that which leadership transformational or transactional style would be more useful in the processes to better adapt to the environment and society?

2. Review of Literature and Theoretical framework

According to the study conducted by Erfani, Khanghani and Jafari (2010, 49), they concluded that transformational leadership style has direct impact on learning culture and an indirect impact on organizational learning. Also, learning culture has a direct impact on organizational learning and organizational intelligence. Martinette et al (2002, 3) concluded that transformational leadership has a direct impact on organizational learning. In addition, there is a positive relationship between transformational leadership with other variables such as job satisfaction, organizational commitment, organizational trust, self-efficacy and motivation (Givens, 2008, 5). Moreover, there is a positive relationship between organizational learning and components of personal mastery, mental models, shared vision, team learning and systemic thinking (Futa 211, 2011). Also, the positive relationship between two variable of transformational leadership and organizational learning was shown (Mirkamali et.al 139, 2011, Radzi, 1051 2013, Norouiy, 1073, 2013, Morales, 2008, 299). In continuous, main research variables will be defined and a literature review for each variable will be given.
2.1. Transformational Leadership

To achieve perspectives of organizational learning, leadership capabilities must be developed. Leaders require making connection and existing a clear and convincing perspective of organization to gain the commitment of members, encouraging followers to respond to environmental uncertainty through creativity and innovation, changing mental models and encourage employees to embrace continuous learning. Actually, achieving successful transformation in an organization needs coordination of organization’s perspectives, organizational design and management practices (Rijal, 2010, 119).

Burns (1978) distinguish between the two styles of transactional and transformational leadership for the first time. Transactional leadership were introduced as someone transact with his/her followers using giving rewards to followers which to their better performance. He puts transactional and transformational leadership styles against each other and stated that transformational leaders address the basic needs of followers and push them into a higher level of motivation. According to the traditional view of the world, leader can change behavior of employees. These changes can be done in several different ways. Some leaders use power, stature or other methods (Martinette et.al, 2002, 3).

Transformational leadership theory includes the kind of leadership that can create incentives to employees and causes that they perform their tasks beyond determined formal tasks (Givens, 2008). In this kind, leadership, instead of controlling and specific transaction with followers, create relationship and shared backgrounds in order to help followers in changing process (Zagoršek et. al, 2009, 148).

According to Stephen Robbins, transformational leaders are those who inspire their followers, motivate them and guide them in a way that provide benefits to the organization (Robbins, 285,1386).

The goal of transformational leadership is beyond satisfying immediate needs. Transformational leadership use his/her own optimism, intellectual attractions and lots of personal abilities to promote ideals of others as well as enhance individuals and organizations to higher performance (Shoghi and Haj Fathali, 28,2012).
According to the study conducted by Mirkamali et.al (2011, 1) who studied the relationship between transformational leadership and organizational learning among Saipa employees, it has been shown that there is a significant positive relationship between components of transformational leadership and organizational learning. Finally, idealized influence as one of the dimensions of transformational leadership is the most important predictor for organizational learning. However, other research has shown that the relationship between transformational leadership and organizational learning is negative (bhat et. al, 2013).

2.2. Transactional Leadership

The most important issue in the deployment of transactional leadership is a transaction process between leaders and followers. They can influence each other according to the benefits they receive from bilateral transaction. In other words, leaders give followers what they want (for example, increased benefits), and in turn expect that members meet their needs (e.g. better performance). In this transaction, both parties involved (leaders and followers) are completely interdependent on each other and help each other to meet the demands. Regarding transactional leadership, Burns (1978) states that this kind of leadership occurs when a person gets involved in the transaction process with another one which this transaction can be economic, political and even psychological. As barter or goods with money, exchanging voters’ ideas with the candidates and MPs according to their service, this kind of leadership may be led to following organizations members, but it is unlikely to generate enthusiasm and commitment to the goals and tasks (Zagoršek et al, 2009, 145).

According to Robbins, transactional or pragmatic leaders give the bonus based on their performance as the contract goes, they pay attention to the performances and guarantee that they give good rewards for good performance (Robins, 2007, 686).

2.3. Transactional and Transformational Leadership Dimensions

According to Burns, transformational leadership opposes transactional leadership. Following the investigation of Burns in 1985, Boss provided a model of leadership that was prescribed for organizational stability and development, transactional and transformational leadership, respectively. Boss and Aliev developed this model in 1994 and specified dimensions of
transformational and transactional leadership and operationalized this model as a questionnaire named "Multifactor Leadership Questionnaire» (MLQ). In this model, the dimensions of transformational leadership include idealized influence, intellectual encouragement, inspirational motivation and personal considerations and dimensions of transactional leadership are contingent reward and management by exception basis (Kabir et al, 127, 2006).

Chaudhry et al (2012, 225) defined dimensions of transactional leadership as contingent reward and management by exception basis and also defined dimension of transformational leadership with idealized features, idealized behavior, inspirational motivation, intellectual persuasion and personal considerations. They also considered transactional leadership as contingent reward and management by exception basis (active - passive) in another study (Shoughi and Hajfathali, 2012, 28). Also Zeinabadi came to similar conclusion regarding dimensions of transformational leadership. Mirkamali et.al (2011, 1) defined dimensions of transformational leadership according to four dimensions namely idealized influence (behavior and attitude), mental persuasion, inspirational motivation and personal considerations. In another study, transformational leadership was divided into four dimensions of idealized influence, inspirational motivation, intellectual stimulation and humanism (Khanghahi & Jafari, 2010, 61).

2.4 Organizational Learning

Concepts and methods of organizational learning has been shown from individual learning process. In fact, it is the duty of learning organization to merge individual learning with organizational learning. In this step, the difference between organizational learning and learning organization is considered to be informative. These terms are often used interchangeably, but do not have the same meaning. Learning organization, is a form of organization, while organizational learning through learning activities or processes in organizations is described. Learning organization is a form of organization, while organizational learning is described through learning activities or processes in organizations. Organizational learning is a concept used to describe certain types of activities that occur in an organization while learning organization refers a specific kind of the organization itself within. Many managers and management researchers consider the key to innovation and growth in the organization's effectiveness and potential of the learner (Mashayekhi and Amiri, 2010, 4). Given the importance of organizational learning on performance of large companies, understanding the ways in
which managers can influence their learning process is very important (Zagoršek et al., 2009, 146). However, "learning organization" is a term that was probably first used by Sayert and March. According to these two scholars, organizational learning is the variability in the goals, concerns and rules of search, which has a special role in organizational decision-making process. (Dehghan Najmabadi and Piran, 12, 2011).

The authors have provided different definitions of organizational learning. Some important definitions are given as follows:

One of the definitions that exist in this area is the one proposed by Argris and Shon (1978). Organizational learning occurs when members acted as agents of learning by identifying and correcting errors and record the results of this process under individual perceptions and organizational patterns (Arabi and Fakharian, 2008, 110).

Valaskiet al (2012, 755) defined organizational learning as knowledge preservation in the mind of organization’s individuals or epistemology is manifested in the organizations policies or environment.

Daft and Wick defined organizational learning as knowledge obtained through the organization's operations and environment (Çömleket al, 2012, 6).

Access to new information by members of the organization, and thus achieving to a new vision that will affect the behavior of members and sharing of knowledge, assumptions, and beliefs among members of the organization is called organizational learning (Outland, 2012, 815).

In his article, Alavi (2008, 73) introduced a number of factors affecting organizational learning. The first factor is transformational leadership. Transformational leadership and effective forms of learning behavior provides systems to facilitate learning and improve the learning capabilities of staff and guarantees to disseminate learning and knowledge and involve individuals in leadership. This means that ultimate responsibility for the success and learning in organizations is over the organization's leaders.

Other factors affecting organizational learning in terms of this researcher’s attitude is as follows: knowledge management, teamwork, shared vision, personal capabilities, learning culture, information technology,
organizational characteristics, mental models, systemic thinking, an open mind, agility and open environment.

In the realm of organizational learning in management issues, there are three distinct but interrelated steps. Step one is individual learning that refers changing skills, attitudes, knowledge, tendencies and values. Second step is team or group learning and relates to increased knowledge, skills and competencies that is created with the help of groups and with participating in them. The third step is organizational learning. This represents a level of intellectual capabilities and productivity that a continuous improvement throughout the organization is consequently achieved. Due to faster learning compared to other competitors, organization development will also be accelerated (Jamalzadeh et.al, 2009, 65).

3. Research Methodology

After stating the theoretical and research background, conceptual model will be presented in the following research objectives (Figure 1).

Figure 1: Research Conceptual Model
As clear in this model, we aim to explore these hypotheses:
3.1. Research main hypothesis:
The following hypothesis is investigated in the current study:
“There is a significant relationship between rates of organizational learning of the staff whose managers use transformational and transactional leadership styles”.

3.2. Research Questions
Question 1: Is there a significant relationship between organizational learning and transformational leadership style?
Question 2: Is there a significant relationship between transactional leadership style and organizational learning?
Question 3: Is there a significant relationship between transformational leadership style and staffs’ organizational learning?
Question 4: Is there a significant relationship between transactional leadership style and staffs’ organizational learning?

3.3. Research Method
Research is divided into three kinds, namely fundamental research, applied and research and development. The aim of applied research is to gain knowledge necessary to determine a tool by which a specified and recognized need will be met. These kinds of studies aims to discover new knowledge that follows a specific application about products or processes in reality (Khaki, 2008: 94). Therefore, given that this study aims to study the relationship between transformational leadership styles and organizational learning, type of research is applied according to its hypotheses and research method is descriptive-correlational.

The basic purpose of any investigation is to discover the principles and general rules governing the statistical community (Pasha sharfifi and Sharifi, 2001, 59). The statistical population consists of a collection of individuals or entities that have at least one common trait (Sarmad et.al, 2001, 77). The statistical population in this study includes all employees of the National Oil Refining and Distribution Company that is 150 people according to presented statistics.

A sample consists of a set of symptoms that is selected from a section, group or a larger society, so that this collection his collection represents the qualities and characteristics of the area, the group or larger society (Khaki, 250, 2008). In this study, sample consists of 75 employees.
Data required in this study were collected in two ways:

A) Library method: In this method, data related to literature review from books, articles and databases are used to collect information.

B) In this method, data required for determining managers’ leadership style and rate of employees’ organizational learning will be achieved by designing and distributing the questionnaire

### 3.4. Data collection method and tools

1. Personal Information Questionnaire includes personal information based on a survey needs, data on gender, age, qualification and work experience of the participants was collected.

2. Multifactor Leadership Questionnaire (MLQ): This questionnaire was prepared by the Boss and Aliev (1994) and has been updated several times. The second edition of this book i.e. 2000 was used. Although the aim of Boss and Aliev in designing the multifactor leadership questionnaire was to examine transformational leadership pattern, transactional leadership and non-interventionist leadership indicators are involved and by engaging the questions related to each practice, those who complete the questionnaire are put in a position to mark what is closer to reality. This questionnaire consists of 36 questions that examine transformational, transactional and non-interventionist leadership indicators (Amirkabiri et.al, 2006, 127).

Ngock and Frederick Questionnaire (2006) have been used to measure organizational learning. This questionnaire includes 12 questions that covers knowledge acquisition, knowledge sharing and knowledge application.

### 3.5. Reliability and Validity of Research Tool

To determine the validity of organizational learning, in spite of its usage in the studies done inside the country, the views of experts and university professors have been used and according to the consensus, this questionnaire has content validity. Also, to determine reliability, Cronbach’s alpha method was used which Cronbach’s alpha method obtained for Leadership and Organizational Learning Questionnaire was achieved 0.825 and 0.891, respectively, and because both methods are more than 0.7, both questionnaires have required reliability.

### 4. Data Analysis

In order to describe the data, the mean and standard deviation of organizational learning, transformational and transactional leadership are given in Table 1, 2 and 3, respectively.
Table 1: Distribution of central indicators and organizational learning variable and its dimensions

<table>
<thead>
<tr>
<th>Variable indicator</th>
<th>Mean</th>
<th>Index</th>
<th>Indicator</th>
<th>Standard deviation</th>
<th>Curvature</th>
<th>Elongation</th>
<th>minimum score</th>
<th>Maximum score</th>
<th>Total score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organizational learning</td>
<td>53.07</td>
<td>53</td>
<td>53</td>
<td>2.002</td>
<td>0.530</td>
<td>1.283</td>
<td>46</td>
<td>57</td>
<td>3980</td>
</tr>
<tr>
<td>Knowledge acquisition</td>
<td>22.71</td>
<td>23</td>
<td>23</td>
<td>1.505</td>
<td>-0.948</td>
<td>2.518</td>
<td>17</td>
<td>25</td>
<td>1703</td>
</tr>
<tr>
<td>Knowledge sharing</td>
<td>17.67</td>
<td>18</td>
<td>18</td>
<td>1.245</td>
<td>-1.062</td>
<td>0.933</td>
<td>14</td>
<td>19</td>
<td>1325</td>
</tr>
<tr>
<td>Knowledge application</td>
<td>12.69</td>
<td>13</td>
<td>13</td>
<td>0.847</td>
<td>-0.696</td>
<td>0.614</td>
<td>10</td>
<td>14</td>
<td>952</td>
</tr>
</tbody>
</table>

According to Table (1), central indicators of index, mean, indicator, mean for organizational learning score indicates normal distribution due to the proximity of their numeric value to each other. The minimum score is 46 and the maximum one is 57 and the total score is 3980. It should be noted that three transactional leadership indicators have normal distribution due to their proximity to each other.

Table 2: Distribution of central and dispersion parameters and dimensions of transformational leadership style variable

<table>
<thead>
<tr>
<th>Variable indicator</th>
<th>Mean</th>
<th>Index</th>
<th>Indicator</th>
<th>Standard deviation</th>
<th>Curvature</th>
<th>Elongation</th>
<th>minimum score</th>
<th>Maximum score</th>
<th>Total score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transformational leadership style</td>
<td>89.21</td>
<td>89</td>
<td>91</td>
<td>61.016</td>
<td>-0.207</td>
<td>-0.574</td>
<td>75</td>
<td>100</td>
<td>6691</td>
</tr>
<tr>
<td>Idealized features</td>
<td>17.67</td>
<td>18</td>
<td>18</td>
<td>1.329</td>
<td>-0.033</td>
<td>-0.721</td>
<td>15</td>
<td>20</td>
<td>1325</td>
</tr>
<tr>
<td>Idealized behaviors</td>
<td>17.97</td>
<td>18</td>
<td>18</td>
<td>1.636</td>
<td>-0.603</td>
<td>-0.306</td>
<td>14</td>
<td>20</td>
<td>1348</td>
</tr>
<tr>
<td>Inspirational motivation</td>
<td>17.88</td>
<td>18</td>
<td>18</td>
<td>1.262</td>
<td>-0.058</td>
<td>-0.236</td>
<td>15</td>
<td>20</td>
<td>1341</td>
</tr>
<tr>
<td>Mental persuasion</td>
<td>18.13</td>
<td>18</td>
<td>19</td>
<td>1.189</td>
<td>-0.412</td>
<td>-0.389</td>
<td>15</td>
<td>20</td>
<td>1360</td>
</tr>
<tr>
<td>Individual consideration</td>
<td>17.56</td>
<td>18</td>
<td>18</td>
<td>1.297</td>
<td>-0.116</td>
<td>-0.104</td>
<td>14</td>
<td>20</td>
<td>1317</td>
</tr>
</tbody>
</table>

According to Table (2), central indicators of index, mean, indicator, mean for transformational leadership score indicates normal distribution due to the proximity of their numeric value to each other. The minimum score is 75 and the maximum one is 100 and the total score is 6691. It should be noted that five other transformational leadership indicators have normal distribution due to the proximity of their numerical value to each other.
Table 3: Distribution of central and dispersion parameters of transactional leadership style variable and its dimensions

<table>
<thead>
<tr>
<th>Variable indicator</th>
<th>Mean</th>
<th>Index</th>
<th>Indicator</th>
<th>Standard deviation</th>
<th>Curvature</th>
<th>Elongation</th>
<th>minimum score</th>
<th>Maximum score</th>
<th>Total score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transactional leadership style</td>
<td>43.55</td>
<td>43</td>
<td>43</td>
<td>2.145</td>
<td>0.082</td>
<td>0.213</td>
<td>37</td>
<td>48</td>
<td>3266</td>
</tr>
<tr>
<td>Contingent reward</td>
<td>12.88</td>
<td>13</td>
<td>13</td>
<td>1.568</td>
<td>-0.812</td>
<td>1.004</td>
<td>8</td>
<td>16</td>
<td>966</td>
</tr>
<tr>
<td>Management by exception (active)</td>
<td>15.09</td>
<td>15</td>
<td>15</td>
<td>1.042</td>
<td>-0.191</td>
<td>-0.309</td>
<td>13</td>
<td>17</td>
<td>1132</td>
</tr>
<tr>
<td>Management by exception (passive)</td>
<td>15.87</td>
<td>16</td>
<td>16</td>
<td>1.232</td>
<td>-0.374</td>
<td>-0.005</td>
<td>12</td>
<td>18</td>
<td>1168</td>
</tr>
</tbody>
</table>

According to Table (3), central indicators of index, mean, indicator, mean for transformational leadership score indicates normal distribution due to the proximity of their numeric value to each other. The minimum score is 37 and the maximum one is 48 and the total score is 3266. Also, three other transactional leadership indicators have normal distribution due to the proximity of their numerical value to each other.

**Question 1**: Is there a significant relationship between organizational learning and transformational leadership style?

Zero Hypothesis: there is no correlation between transactional leadership style and organizational learning (H_0 \( \rho = 0 \)).

Opposite variable: there is a correlation between transactional leadership style and organizational learning (H_1 \( \rho \neq 0 \)).

Table 4: Test of determining correlation

<table>
<thead>
<tr>
<th></th>
<th>Transactional leadership</th>
<th>Organizational learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pearson correlation coefficients</td>
<td>1</td>
<td>422**</td>
</tr>
<tr>
<td>Significance level (bilateral)</td>
<td></td>
<td>0.00</td>
</tr>
<tr>
<td>Number</td>
<td>75</td>
<td>75</td>
</tr>
<tr>
<td>Pearson correlation coefficients</td>
<td>422**</td>
<td>1</td>
</tr>
<tr>
<td>Significance level (bilateral)</td>
<td></td>
<td>0.00</td>
</tr>
<tr>
<td>Number</td>
<td>75</td>
<td>75</td>
</tr>
</tbody>
</table>
According to Table (4), correlation coefficients between transformational leadership style and organizational learning is $r=0.422$, and given that significance level is $\text{sig}=0.00$ and this significance level is less than 0.05. Therefore, zero hypothesis is rejected and opposite hypothesis is accepted. Therefore, there is a significant correlation between transformational leadership style and organizational learning.

According to Table (5), correlation coefficients between transformational leadership style and organizational learning is $r=0.175$, and given that significance level is $\text{sig}=0.132$ and this significance level is higher than 0.05; therefore, zero hypothesis can be rejected and. Therefore, there is a significant correlation between transactional leadership style and organizational learning.

<table>
<thead>
<tr>
<th>Table 5: Test of determining correlation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>Transactional leadership</td>
</tr>
<tr>
<td>Pearson correlation coefficients</td>
</tr>
<tr>
<td>Significance level (bilateral)</td>
</tr>
<tr>
<td>Number</td>
</tr>
<tr>
<td>Organizational learning</td>
</tr>
<tr>
<td>Pearson correlation coefficients</td>
</tr>
<tr>
<td>Significance level (bilateral)</td>
</tr>
<tr>
<td>Number</td>
</tr>
</tbody>
</table>

**Question 2:** Is there a significant relationship between organizational learning and transactional leadership style?

Zero Hypothesis: there is no correlation between transactional leadership style and organizational learning ($H_0: \rho = 0$).

Opposite variable: there is a correlation between transactional leadership style and organizational learning ($H_1: \rho \neq 0$).
Question 5: is there a relationship between transformational leadership dimensions and employees’ organizational learning?

Table 6

<table>
<thead>
<tr>
<th>Correlation coefficients</th>
<th>Determination coefficients</th>
<th>Adjustment coefficients</th>
<th>Assessment variable error</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.467</td>
<td>0.218</td>
<td>0.161</td>
<td>1.83</td>
</tr>
</tbody>
</table>

Table (6) shows correlation coefficients, square correlation coefficients or determination coefficients so that level of correlation between above variables is 0.467 which is in a moderate level. Also, determination coefficients show that 21% of changes related to dependent organizational learning variable covers by independent transformational leadership dimensions independent variable.

Table (7): Regression model of transformational leadership style with organizational learning

<table>
<thead>
<tr>
<th>Significance level</th>
<th>F</th>
<th>Mean square</th>
<th>DF</th>
<th>Total squares</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.004</td>
<td>3.894</td>
<td>12.940</td>
<td>5</td>
<td>64.701</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>69</td>
<td>231.968</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>74</td>
<td>269.667</td>
</tr>
</tbody>
</table>

A significant level is given in Table (7), because it is below 0.05% and allowed to regression equation analysis.

Table (8): Standardized and non-standardized coefficients of transactional leadership dimension with organizational learning

<table>
<thead>
<tr>
<th>Significance level</th>
<th>T</th>
<th>Standardized coefficients</th>
<th>Non-standardized coefficients</th>
<th>Independent variable</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Beta</td>
<td>Standard Error</td>
<td>B</td>
</tr>
<tr>
<td>0.000</td>
<td>11.540</td>
<td>3.772</td>
<td>43.533</td>
<td></td>
</tr>
<tr>
<td>0.546</td>
<td>0.579</td>
<td>0.211</td>
<td>0.584</td>
<td>0.317</td>
</tr>
<tr>
<td>0.218</td>
<td>1.242</td>
<td>0.297</td>
<td>0.293</td>
<td>0.364</td>
</tr>
<tr>
<td>0.791</td>
<td>0.266</td>
<td>0.060</td>
<td>0.356</td>
<td>0.095</td>
</tr>
<tr>
<td>0.247</td>
<td>-1.162</td>
<td>-0.193</td>
<td>0.729</td>
<td>-0.326</td>
</tr>
<tr>
<td>0.862</td>
<td>0.175</td>
<td>0.059</td>
<td>0.521</td>
<td>0.091</td>
</tr>
</tbody>
</table>
According to Table (8), correlation between transactional leadership dimensions and learning organization equals R=0.467 and determination coefficient is 0.218, and given that significance level is 0.004 and f is 3.849, regression equation is statistically significant. Precisely speaking, 21% of dependent variable of organizational learning covers by independent variable of transactional leadership dimensions.

Regression line equation is as follows:
\[ Y = 43.533 + 0.317X^1 + 0.364X^2 + 0.095X^3 + 0.326X^4 + 0.91X^5 \]

Question 4: is there a relationship between transactional leadership dimension and employees’ organizational learning?

Table (9): correlation coefficients and determination coefficients of transactional leadership dimension with organizational learning

<table>
<thead>
<tr>
<th>Significance level</th>
<th>F</th>
<th>Mean square</th>
<th>Degree of freedom</th>
<th>Total squares</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.004</td>
<td>3.849</td>
<td>12.940</td>
<td>5</td>
<td>64.701</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Regression</td>
</tr>
<tr>
<td></td>
<td>3.362</td>
<td>69</td>
<td>231.968</td>
<td>Remained</td>
</tr>
<tr>
<td></td>
<td>74</td>
<td>296.677</td>
<td></td>
<td>Total</td>
</tr>
</tbody>
</table>

Table (9) shows correlation coefficients, square correlation coefficients or determination coefficients in such a way that rate of correlation between above variables is 0.210 and in a weak level. Also, determination coefficients indicate that only 44% of changes of organizational learning dependent variable is covered by independent variable of transactional leadership dimension.

Table (10): regression model of transactional leadership dimensions with organizational learning

<table>
<thead>
<tr>
<th>Correlation coefficients</th>
<th>Determination coefficients</th>
<th>Adjustment coefficients</th>
<th>Assessment criterion error</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.210</td>
<td>0.044</td>
<td>0.044</td>
<td>1.999</td>
</tr>
</tbody>
</table>
Due to the fact that significance level given in Table (10) is higher than 0.05, regression equation analysis is not allowed. Then, transactional leadership dimensions could not cover and predict dependent variable changes.

5. Conclusions and Suggestions

Management and leadership is always considered as one of the most important factor for success or failure of each organization, especially today’s organizations in that many studies and research has been allocated to it. It seems that most of these studies considered various styles of management and leadership as well as its relationship with significant organizational variables which aims to clear weaknesses and strengths of each style in terms of their influence on above-mentioned variables. It is said that during recent 10 years, studies regarding transformational and transactional leadership becomes an indisputable approach and attracted the attention of studies in the field of management and leadership (Javdani, 2011, 152). This study is also a step in this respect that investigates the relationship between transformational and transactional leadership with organizational learning at Bushehr Oil Refining and Distribution Company and tries to achieve the aims of this research.

Regression and Pearson tests have been used to investigate the relationship between managers’ leadership style and organizational learning in this study in that the results obtained are significant at significance level of 95%. This means that there is a significant difference mean of learning scores of employees whose managers use transformational and transactional leadership style. Since transactional leadership was related to organizational learning, it can be argued that there is a direct and positive relationship between transformational leadership style and employees’ organizational learning and there is an inverse relationship between transactional leadership styles with learning of organization employees. This means that the more dominant transactional leadership style in managers’ management practice, employees’ organizational learning will be reduced. So if managers agree with transactional leadership style in their management kind, not a high organizational learning should be expected from their employees. Results of this study is consistent with previous studies (Mirkamali et.al, 2011, 139, Radzi 2013, 1051, Nouruzi, 2013, 1073, Morales, 299, 2008).

Organizations which feels their employees have low organizational learning will try to enhance five dimensions of transformational leadership style. In
other words, leaders in these organizations take the following suggestions for granted to promote and increase employees’ organizational learning.

1. They talk with employees about their basic beliefs and values.
2. They take different aspects and attitudes into considerations in solving problems.
3. They talk with alacrity, seriousness and optimism about progress and future.
4. They show self-confidence and power for continuous learning and development.
5. They want employees to consider problems from different dimensions.
6. They allocate enough time for guiding and training employees.
7. They show their employees new ways of attitude towards how to perform a task.
8. They encourage group activities.
9. They emphasize on the significance of having sense of group cooperation about organization missions.
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