

The Relationship Between Transformational Leadership Style and Innovative Behavior of Physical Education Teachers and School Principals Mediated By the Quality of Educational Services

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Abstract

Purpose: The existence of creative and innovative people in education and other scientific and educational centers is necessary. The main purpose of this study is to investigate the relationship between transformational leadership style and innovative behavior of physical education teachers and school principals through the quality of educational services in girls' schools in Chaharmahal and Bakhtiari province.

Methods: This research is applied in terms of purpose and descriptive-correlational. The statistical population of this study is all principals of girls' schools with 505 and all female physical education teachers with 220 students in Chaharmahal Bakhtiari province. The statistical sample of this study was selected using Morgan table and randomly selected 220 school principals and 140 physical education teachers. Data collection tools were Bass and Olivo Transformational Leadership Questionnaire, Standard Questionnaire for Quality of Educational Services and Innovative Behavior Questionnaire for Physical Education Teachers. To determine the validity of the measuring instrument, the validity method of structural analysis was used and the reliability coefficients of the questionnaires based on Cronbach's alpha were 0.93 and 0.75, respectively. In this study, in order to analyze the data, descriptive statistics (mean, standard deviation and variance) and tilt and elongation test were used to check the normality of the data and Pearson correlation tests were used to test the hypotheses. This data processing operation is performed by SPSS software version 23.

Results: The results indicate that there is a significant relationship between the transformational leadership style of school principals and the innovative behavior of physical education teachers ($r = 0.214$) and the quality of educational services ($r = 0.215$). There is a significant relationship between the quality of educational services and innovative behavior of physical education teachers ($r = 0.418$) and there is a significant relationship between transformational leadership style and innovative behavior of physical education teachers and school principals mediated by the quality of educational services.

Conclusion: By adopting a transformational leadership style, it is possible to improve the quality of educational services in order to create innovative behaviors in physical education teachers.

Keywords: Transformational Leadership Style, Innovative Behavior of Physical Education Teachers, Quality of Educational Services, Ideal Influence, Mental Motivation.

Introduction

Today's problems of organizations are not solved by yesterday's methods and environmental conditions have become so complex, changeable and unreliable that they can no longer guarantee their longevity without innovation (Zamani and Chenari, 2019); And in order to be able to survive in a turbulent and dynamic world, it is necessary to turn to innovation and creativity, and in addition to being familiar with the changes and developments in the environment, to prepare new and fresh answers to confront and while being affected by these developments, they are affected and He gave them the desired shape (Toutian, Esfahani et al., 2019). Among the organizations and organs that have a great importance and role in human life are educational organizations, especially education. Education is the main pillar in the sustainable development of any country and schools can be considered as the front line of the education front (Jahanian, 2008). In today's society, the process of raising children begins with families, but a special organization, the school, is officially responsible for fulfilling this task, ie the growth and development of students in physical, cognitive, emotional and social dimensions is the main work of the school (Alaqband, 2011).

Transformational leadership is the process of consciously influencing individuals or groups to bring about discontinuous change in the status quo and the functions of the organization as a whole. Innovative behavior is defined as individual behaviors that include presenting a new idea, problem solving process or improving work procedures in the organization (Orfila, 2009).

The existence of creative and innovative people in education and other scientific and educational centers is more necessary because these centers have a very important role in educating committed and specialized

human resources for all organizations and departments (Mostafa Lou and Mamshali, 2016). Teachers as the main part of the education system, their innovative behaviors have a great impact on the performance of educational work (Abedini, 2019). The quality of educational services reflects the process by which individuals learn the appropriate skills, knowledge, and attitudes to play their particular role. Much research has been done about organizational innovation, in which transformational leadership has been introduced as one of the preconditions and factors affecting organizational innovation. If transformational leadership is used in any organization, that organization will be more inclined to come up with new and fresh ideas and will move towards innovation. (Mirkamali and Chopani, 2011).

One of the components that can play a mediating role in the relationship between transformational leadership and innovative behavior is the quality of educational services. Paying attention to quality in education and schools is one of the necessary and important issues that has a great impact on the fate of the country and its goal is the optimal use of resources and facilities (Masi, 2006; quoted by Bagheri et al., 2021). Educational services, especially services provided through schools and educational institutions, are one of the main and most valuable service areas in any society, which has a unique role in the development of societies. Therefore, it is necessary to pay attention to improving the quality of educational services continuously (Noor Al-Nisa et al., 2008); These educational services are influenced by various factors such as: principals, teachers, etc., each of which can play a role in this field. Salimi et al. (2016) in their research concluded that transformational leadership and its dimensions affect the creativity of secondary school teachers in the fifth district of Tehran.

Mehdikhani and Yazdani (2018) in their research concluded that transformational leadership has a positive and significant effect on service quality. Caldwell and Khawla (2019) Examining the impact of leadership and justice on employees' innovative behaviors concluded that the mechanisms by which leaders influence innovative work behaviors are important in managing innovation. Al-Raheel and Lawrence (2018) examined the impact of transformational leadership style on the process and product innovation in higher education institutions in Jordan and concluded that transformational leadership had a positive effect on innovation in higher education institutions in Jordan. Kang and Chu (2016) in their study entitled "How transformational leadership facilitates the innovative behavior of employees of Korean manufacturing companies" showed that transformational leadership has a significant positive and significant relationship with the innovative behavior of employees.

Seif Elahi (2016) in his research concluded that the quality of services has affected the innovation and novelty of services and perceived value. Henrique and Livira (2019) concluded in their research that leadership style is a key factor for organizations to be able to implement innovative projects successfully. By studying the sources and references related to the proposed topic, it found that research was done on the relationship between transformational leadership and innovative behavior, but no research was done on the mediating role of the quality of educational services in the relationship between these two variables.

Therefore, according to what has been said, the importance of creativity and innovation of employees is a set that can help organizations, including schools, in overcoming new crises and issues, each of which if not resolved and not provide

appropriate solutions to them. To lead the organization astray and away from the main goals and the quality of education, the promotion of which is the ideal goal not only in our country but in all countries, and the role of education directors, especially school principals, as the helmsmen of education in these fields. With their leadership style and management style, they can bring schools to the ideal that intended for the educational system. And emphasizing that one of the effective aspects of the education organization in the physical and mental education of students is the field of physical education and training and today due to inactivity and lifestyle that has ruled the society that students also The title of a part of society is affected by this machine lifestyle and in schools we immediately see obesity and overweight students that this obesity itself can be the source of many diseases, so the need to pay attention to this area has increased and physical education teachers They are in charge of this aspect of student education that innovation can have a significant impact on their work success, and unfortunately little research has been done in Iran in this area. Therefore, we are conducting this research to answer the question: what is the relationship between transformational leadership style and innovative behavior of physical education teachers and school principals mediated by the quality of educational services in girls' schools in Chaharmahal and Bakhtiari province?

Materials and Methods

This research is applied in terms of purpose and descriptive-correlational. The statistical population of this study is all principals of girls' schools with 505 and all female physical education teachers with 220 students in Chaharmahal Bakhtiari province. The statistical sample of this study was selected using Morgan table and randomly

selected 220 principals of girls' schools and 140 physical education teachers. Data collection tools include the following questionnaires:

Transformational Leadership Questionnaire by Bass and Alio, designed by Bass and Alio (1997). This questionnaire has 20 answer pack items based on the five-point Likert spectrum. The questionnaire assesses and evaluates the five components of ideal influence (behavior), ideal influence (traits), mental motivation, personal considerations, and inspirational motivation. This questionnaire has been validated by Keshavarz (2011). The highest score of each subscale is equal to the number of questions of that subscale multiplied by 5. In this tool, a higher score means more conflict and a lower score means a better relationship. To determine the validity of the measuring instrument, the validity method of structural analysis has been used and their reliability coefficient based on Cronbach's alpha is 0.93. The educational quality questionnaire in the school was designed by Mousavi et al. (2017) with the aim of measuring the educational quality in the school. This questionnaire includes 47 questions and four dimensions of behavioral characteristics of teachers' professions, educational facilities and planning, general aptitude and motivation and output indicators (knowledge, skills, creativity, continuing education and unemployment) and based on a range of five Likert options to measure educational quality. Pays at school. In order to determine the validity of the measuring instrument, the validity method of structural analysis has

been used and their reliability coefficient based on Cronbach's alpha is 0.85; finally, the standard questionnaire of innovative behavior of physical education teachers has been developed based on the developed model of Scott and Bruce to measure the innovative job behavior of teachers. This questionnaire has 9 questions and 3 components of idea generation, idea promotion and idea realization and evaluates the innovative job behavior of physical education teachers based on the Likert five options. In order to determine the validity of the measuring instrument, the validity method of structural analysis was used and their reliability coefficient based on Cronbach's alpha is 0.75.

Due to the normality of the data, Pearson correlation coefficient and multivariate linear regression were used to explain the research hypotheses. Also, due to having a mediating variable in the research, Sobel test has been used. In this study, in order to analyze the data, descriptive statistics (mean, standard deviation and variance) and tilt and elongation test were used to check the normality of the data and Pearson correlation tests were used to test the hypotheses. This data processing operation is performed by SPSS software version 23.

Results

The transformational leadership of school principals has a significant relationship with the innovative behavior of physical education teachers in girls' schools in Chaharmahal and Bakhtiari province.

Table 1. Pearson correlation between transformational leadership and innovative behavior

Components	Correlation rate	sig	Meaning
The ideal influence (behavior) with innovative behavior	0.173	0.041	exist
Ideal influence (attributes) with innovative behavior	0.197	0.020	exist
Mental encouragement with innovative behavior	0.192	0.023	exist
Individual considerations with innovative behavior	0.236	0.005	exist
Motivation inspires with innovative behavior	0.192	0.023	exist
Transformational leadership with innovative behavior	0.214	0.011	exist

P: 0.05

According to Table (1), considering that the level of significance in all components is less than (α : 5%), ie ($\text{sig} < \alpha$), it can be found that the research hypothesis is confirmed in all components of transformational leadership. That is, it can be concluded that at a 95% significance level, there is a significant relationship between the components of transformational leadership of school principals and the innovative behavior of physical education teachers. Therefore, the null hypothesis is rejected and the research

hypothesis is confirmed. There is also a positive and significant relationship between the transformational leadership of school principals in general and the innovative behavior of physical education teachers.

The transformational leadership of school principals has a significant relationship with the quality of educational services in girls' schools in Chaharmahal and Bakhtiari provinces.

Table 2. Pearson correlation between transformational leadership and the quality of educational services

Components	Correlation rate	sig	Meaning
The ideal influence (behavior) with the quality of educational services	0.205	0.015	exist
Ideal influence (traits) with quality educational services	0.185	0.029	exist
Mental motivation with quality educational services	0.209	0.013	exist
Individual considerations with the quality of educational services	0.208	0.014	exist
Inspiring motivation with quality educational services	0.184	0.030	exist
Transformational leadership with quality educational services	0.215	0.011	exist

P: 0.05

According to Table (2), considering that the level of significance in all components is less than (α : 5%), ie ($\text{sig} < \alpha$), it can be obtained that the research hypothesis on all components of transformational leadership is confirmed. That is, it can be concluded that at a 95% significance level, there is a significant relationship between the components of transformational leadership and the quality of educational services. Therefore, the null hypothesis is rejected and the research hypothesis is confirmed. Also, considering

that the correlation between the transformational leadership of school principals and the quality of educational services is equal to r : 0.215, and considering the significance level of sig : 0.011, because this value is less than 0.05, it can be seen that between leadership There is a positive and significant relationship between the transformation of school principals and the quality of educational services in schools.

The quality of educational services has a significant relationship with the innovative

behavior of physical education teachers in girls' schools in Chaharmahal and Bakhtiari province.

Table 3. Pearson correlation between innovative behavior and quality of educational services

Components	Correlation rate	sig	Meaning
Characteristics of teachers' professional behavior with innovative behavior of physical education teachers	0.427	0.000	exist
Facilities and educational planning with innovative behavior of physical education teachers	0.614	0.000	exist
Overall talent and motivation with innovative behavior of physical education teachers	0.456	0.000	exist
Output Indicators with Innovative Behavior of Physical Education Teachers	0.544	0.000	exist
Quality of educational services with innovative behavior of physical education teachers	0.418	0.000	exist

P: 0.05

According to Table (3), considering that the level of significance in all components is less than (α : 5%), ie ($\text{sig} < \alpha$). The research hypothesis is confirmed in all components of the quality of educational services. That is, it can be concluded that at a 95% significance level there is a significant relationship between the components of quality of educational services and the innovative behavior of physical education teachers. Therefore, the null hypothesis is rejected and the research hypothesis is confirmed. Also, considering that the correlation coefficient between the quality of educational services in general and the innovative behavior of physical education teachers is equal to r:

0.418, and considering the significance level of sig: 0.000, because this value is less than 0.05, it can be said between There is a positive and significant relationship between the innovative behavior of physical education teachers and the quality of educational services in schools.

The transformational leadership style of principals has a significant relationship with the innovative behavior of physical education teachers and the mediating role of the quality of educational services in girls' schools in Chaharmahal and Bakhtiari province.

Table 4. Pearson correlation of transformational leadership components and quality of educational services with innovative behavior variable

Components	Correlation rate	sig	Meaning
The ideal influence (behavior) with innovative behavior	0.173	0.014	exist
Ideal influence (attributes) with innovative behavior	0.197	0.020	exist
Mental encouragement with innovative behavior	0.192	0.023	exist
Individual considerations with innovative behavior	0.236	0.005	exist
Motivation inspires with innovative behavior	0.192	0.023	exist
Transformational leadership with innovative behavior	0.214	0.011	exist
Characteristics of teachers' professional behavior with innovative behavior of physical education teachers	0.427	0.000	exist
Facilities and educational planning with innovative behavior of physical education teachers	0.614	0.000	exist
Overall talent and motivation with innovative behavior of physical education teachers	0.456	0.000	exist

Output Indicators with Innovative Behavior of Physical Education Teachers	0.455	0.000	exist
Quality of educational services with innovative behavior of physical education teachers	0.418	0.000	exist

P= 0.05

According to Table (4), considering that the level of significance in 5 components of transformational leadership and 4 components of quality of educational services is less than ($\alpha = 5\%$) ie ($\text{sig} < \alpha$), it can be concluded that the null hypothesis that the two variables of leadership are not related Transformationalism and the quality of educational services are rejected by the innovative behavior of physical education

teachers in girls' schools in Chaharmahal and Bakhtiari province. That is, it can be concluded that at the 95% confidence level, there is a significant relationship between transformational leadership and the quality of educational services with the innovative behavior of teachers.

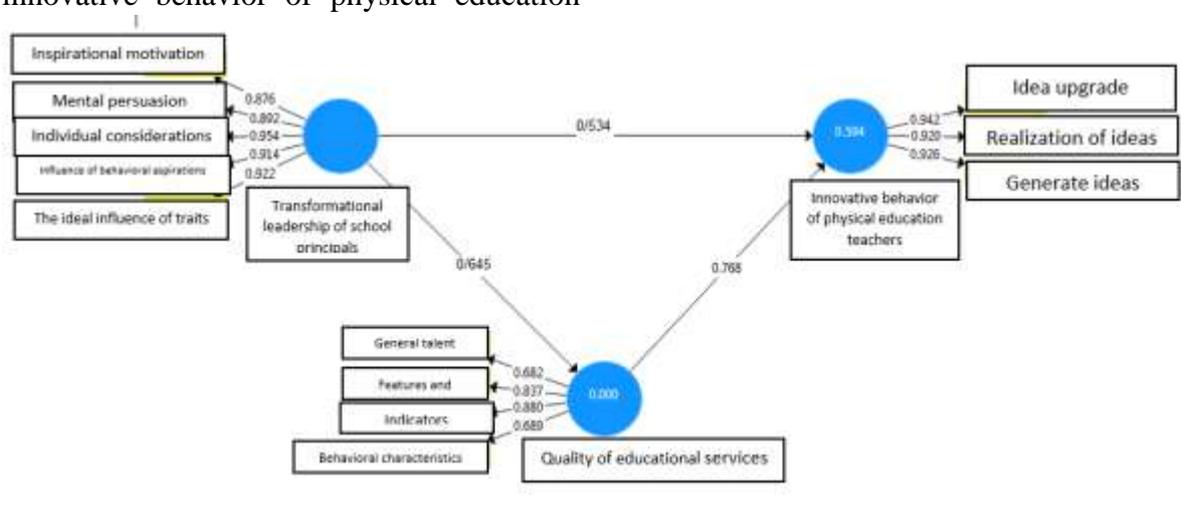


Figure 1. Path coefficients and factor

Analysis of the data obtained from the implementation of the questionnaires was also analyzed using PLS software in the form of structural equation modeling in the inferential section. As the diagram shows, the factor load of all variables is acceptable (above 0.4); That is, the correlation coefficient of explicit variables has the necessary ability to estimate the hidden variable related to itself, and thus indicates that the construct validity of the model was

accepted. In the tested model, the significance of path coefficients and factor loads at the 95% confidence level was investigated, which according to the chart below, all factor loads at this confidence level are significant. In fact, the following results show that what the researcher intended to evaluate with the questionnaire questions was achieved by this tool.

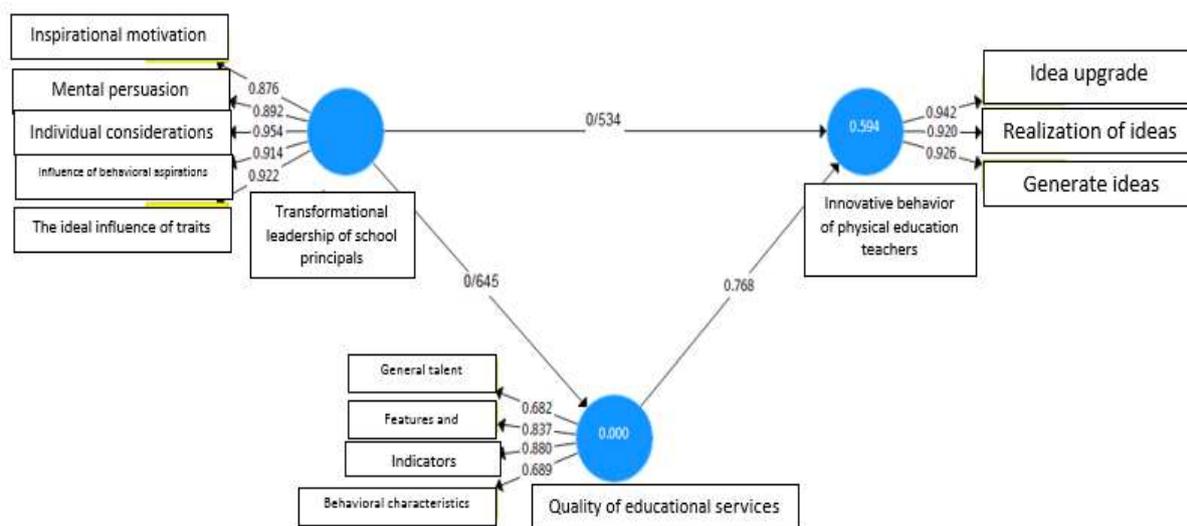


Figure 2. Significance test values of research model

In Figure (2), the numbers marked on the arrows represent the values of T . To test the hypotheses at the 95% confidence level, values greater than and equal to the absolute value of 1.96 mean that there is a significant relationship between the two variables. The output of PLS confirms the main hypothesis as well as the sub-hypotheses of the research which are specified in the table below. Since all values of t are above 1.96, all hypotheses are confirmed.

Discussion

According to the research findings, there is a positive and significant relationship between the components of transformational leadership of managers (ideal influence (behavior), ideal influence (traits), mental motivation, inspirational motivation, and individual considerations) and innovative behavior of physical education teachers. Therefore, it can be said that with the increase of transformational leadership style of school principals, the innovative behavior of physical education teachers increases. These results are consistent with the findings of Salimi et al. (2020), Bashiripour (2019), Henrikeh et al. (2019), and Al-Raheel et al.

(2018). In explaining these results, it must be said that today's world is more competitive than ever. As seen in all walks of life. Therefore, the condition for survival in the current turbulent world and the prevention of stagnation and destruction is innovation. From individuals to large organizations, everyone has to compete for limited resources and to achieve success and achieve their goals. Adding to the difficulty is the existence of an uncertain and unstable environment whose changes can take away any power from the organization. Today's organizations are always looking for new opportunities that are hidden from competitors. Of course, what can lead an organization to these opportunities are not phenomena such as innovation at all levels. An organization that has the ability to present new ideas and use them properly, is not in the face of change and transformation in any way, but can even act as a factor for change in its environment. Transformational leadership is one of the preconditions and factors affecting organizational innovation. Thus, transformational leadership in organizations by considering programs such as: paying attention to the needs of each follower and creating opportunities for their

flourishing and promotion to a higher level of personality development And friendly to increase employee satisfaction and thus increase effectiveness, create an atmosphere of trust in managers and organizational goals in employees and that the vision is clear and even with the participation and interaction between managers and employees and by resorting to dialogue, negotiation and engagement To determine and formulate public commitment, they provide a suitable ground for organizational innovation (Rastegar and Maghsoudi, 2016). In general, based on the results of this research and also based on the findings of previous research, it can be said that if there is a transformational leadership in any organization, that organization will be more inclined to present new ideas and move towards innovation. Therefore, in education, which is one of the most important educational organizations in the country today, appropriate measures should be taken to raise the awareness of school principals about the transformational leadership style, how to use it and the effects it can have on the group under their supervision. Training can be in the form of in-service classes for managers, workshops and the like; that school principals use this leadership style with sufficient awareness and increase the innovative behaviors of physical education teachers.

Explaining the research findings, it was found that there is a positive and significant relationship between the transformational leadership of school principals (all five components: ideal influence, ideal influence, mental motivation, personal considerations and inspiring motivation) and the quality of educational services in girls' schools in Chaharmahal and Bakhtiari province. In other words, with the increase of transformational leadership style of school principals, the innovative behavior of physical education teachers' increases. These findings are in line with the results of the

researches of Ahmadi et al. (2015), Mehdikhani et al. (2015), Ali Moradi et al. (2015), Khoshnahn et al. (2016), and Lee et al. (2011). With the expansion of educational organizations for various reasons, including population growth, increasing demand for scientific education, the issue of educational management and leadership was raised. It was found that due to the improvement of leadership style, the quality of educational services in similar researches was improved, although the components studied in similar researches were the same as the present research and also the statistical population of students was examined. Today, scientists consider innovation to be one of the tasks of leadership, and as history testifies, man has been innovating and innovating in all his activities from the very beginning. Leaders need to be able to adapt quickly to new situations and draw new plans and relationships for themselves. Accordingly, the leaders of educational institutions and centers have a duty to work in an atmosphere of trust and support for flexible and dynamic educational processes through the development of social capital to develop their organizations and maintain survival in the environment. Transformational leaders with positive and influential characteristics on followers improve their service delivery. When the followers have high performance and constructiveness, the services they provide to their service applicants will be of appropriate quality (Mahdikhani et al., 2018). Therefore, according to the explanations given, paying attention to the transformational leadership style in schools in order to improve the quality of educational services as one of the factors affecting the success and survival of educational organizations is necessary and important. When the principal of a school is transformational, according to the characteristics of this leadership style in the best way and according to the facilities at his

disposal (teachers, physical condition of the school, etc.) can increase the quality of educational services in that school. It is offered to be. Therefore, it is necessary for school principals to pay attention to the importance of this leadership style and apply it.

According to the research results, it was found that there is a positive and significant relationship between the quality of educational services (four components including: behavioral characteristics of teachers' professions, educational facilities and planning, general aptitude and motivation and output indicators) and innovative behavior of physical education teachers. That is, the higher the quality of educational services in schools, the higher the innovative behavior of physical education teachers. These findings are consistent with the results of Mousavi (2015), Seif Elahi (2016) and Hong and Eagle (2006). Organizations that use quality management gain many benefits, such as providing quality products and services, increasing satisfaction, reducing costs, as well as performance innovation, which is a competitive advantage if proper organizational implementation can be achieved because quality management systems can be quality. Organizations are effective, managers with knowledge of how this relationship can have a great impact on obtaining the most important sources of competitiveness of organizations, namely innovation, and ensure the survival and success of the company in a competitive environment. Therefore, management levels, as the main decision makers and planners of the organization, is one of the departments that have the potential to benefit from quality management issues in order to pay attention to innovative performance. Therefore, with the formation of competitive and complex environments, only organizations can operate in this environment that have the ability to strengthen performance with

multidimensional dimensions and structures in the categories of quality management development and innovation (Mousavi, 2016). Given these issues, the need to increase the quality of educational services in schools has shown that it can increase the innovative behaviors of physical education teachers; Therefore, education officials should increase the level of service quality in any way they can. Be a school; That this improvement in the quality of its educational services will increase the innovative behaviors of teachers, including physical education teachers; Today, due to the lifestyle that has prevailed in society, the need to pay attention to this lesson has increased more than before, and physical education teachers with their innovative behaviors can improve the situation of these classes and increase students' interest in sports.

Based on the main findings of the study, the indirect, positive and significant effect of transformational leadership of school principals on the innovative behavior of physical education teachers with the mediating role of the quality of educational services in girls' schools in Chaharmahal and Bakhtiari province has been confirmed. The world is constantly changing and evolving. If there were no change, human beings would still remain in the lives of early humans, and there would be no change in their attitudes, knowledge, and behavior. If human beings had the property of changeability and modification, they would remain within their narrow-minded framework and their progress would be blocked. Therefore, organizations today need change and innovation to survive and adapt to an unstable environment. In the meantime, it is the leadership of the organization that can lead the organization in this direction. Therefore, the role of leadership in leading an innovative organization and influencing attitudes, atmosphere and organizational culture is

undeniable (Amini, 2016). Leaders with a transformational leadership style can do just that, given their characteristics. Because they can make the necessary changes and developments in accordance with the new conditions so that the organization can achieve its organizational goals. In addition to the direct effect of transformational leadership on the increase of innovative behaviors, this independent variable can have this effect indirectly through mediators and mediators. In this study, we considered the quality of educational services as a mediator; and the results of the research confirmed this hypothesis. That is, managers with a transformational leadership style in schools can both directly and indirectly increase innovative behaviors in sports teachers by indirectly improving the quality of educational services with transformational leadership.

School principals use a transformational leadership style in order to bring innovative behaviors to physical education teachers who can be one of the most influential school teachers today and according to living conditions. If school principals reinforce the transformational leadership style and its characteristics and make it an important part of their agenda, transformational leaders in schools are the founders of change and can save the organization from monotony. It is also necessary for school principals to increase the quality of educational services in schools with appropriate methods and transformational management styles in order to pave the way for the emergence of innovative behaviors of physical education teachers.

It is suggested that school principals use transformational leadership style in order to develop innovative behaviors in physical education teachers who can be one of the most influential school teachers in today's societies and according to living conditions.

Strengthen it and make it an important part of their agenda, transformational leaders in schools are the founders of change and save the organization from monotony. Since most of the knowledge and skills related to transformational leadership can be taught, the responsible departments in education provide appropriate training platforms to increase school principals' awareness of transformational leadership, its characteristics, and its effects on their work environment. Provide in-service courses or workshops. Of course, in-service courses that are as efficient as the hours that are formed, not today's in-service courses, which unfortunately have become a purchase and sale. It is suggested that in-service courses be organized for physical education teachers to benefit from their development, because the more knowledge and awareness of people, the more the possibility of innovative behaviors will increase. In-service courses that are executive and have efficiency and effectiveness.

Conclusion

quality of educational services increases the innovative behaviors of sports teachers. Accordingly, by adopting a transformational leadership style, it can be used to improve the quality of educational services in order to create innovative behaviors in physical education teachers.

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