

Original Article (Quantified)

Investigating the Relationship between intelligent leadership and Organizational resilience with Organizational Loyalty through the Mediating Role of Teachers' organizational knowledge creation

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Abstract

The purpose of the present study was to investigate the role of intelligent leadership in organizational resilience and organizational loyalty through the mediation of organizational knowledge creation. The research community was determined of second secondary level teachers of Chaharmahal and Bakhtiari province, whose number was equal to 2687 people. To determine the sample size, 337 people were selected using stratified random sampling based on Cochran's formula at the alpha level of 0.05. The research method was quantitative, correlation studies type, and modeling approach was covariance-based structural equation. In order to collect data, intelligent leadership questionnaires based on Sidanmanlaka model (2008), organizational knowledge creation based on Nonakao Takeuchi model, organizational resilience from Prayag et al., (2018), and organizational loyalty from Wells et al., (2011) were used. The reliability and validity of the questionnaires were checked with Cronbach's alpha techniques and factor analysis. The reliability values of the questionnaires were reported: intelligent leadership (0.95), organizational resilience (0.93), organizational loyalty (0.90), and organizational knowledge creation (0.94). Amos23 and SPSS V25 software were used to analyze the data. The findings showed that intelligent leadership has a positive and significant effect on the organizational resilience of teachers through organizational knowledge creation with a coefficient of 0.38 at the level of $p > 0.001$. Smart leadership with the mediation of organizational knowledge creation and organizational loyalty has a positive and significant effect at the 0.05 level. Smart leadership has a positive and significant effect on teachers' organizational loyalty through organizational knowledge creation with a coefficient of 0.49 at the $p > 0.001$ level. The result of this research shows that loyal and knowledge-creating teachers provide the basis for change and transformation in the school.

Keywords:

Smart leadership, organizational knowledge creation, Organizational loyalty, Organizational resilience

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Extended abstract

Introduction

The education system is one of the most important institutions of today's societies. Education has an inseparable link with economic, social, cultural and political development. One of the important and effective institutions in the freshness and dynamism of human thinking and the factor of sustainable development in every country is education. Education should have appropriate goals with the comprehensive development of human resources (Ostadi et al, 2017). One of the most important duties of teachers in this complexity is to fulfill the goals of education. Achieving the goals of education depends on the performance of teachers. Organizational loyalty and organizational resilience are among the factors affecting the realization of organizational goals (Esmaili & Seidzadeh, 2017). Organizational loyalty and organizational resilience are part of positive psychology (Amiri et al, 2018). Regarding the necessity and importance of research, it can be said that teachers are one of the most influential people in the quality of education activities; therefore, by identifying the situation of teachers in the research variables and analyzing them, solutions have been presented to strengthen and create knowledge in teachers using intelligent leadership style. In this research, an attempt has been made to address the importance of intelligent leadership style in education and teachers' performance; because intelligent leadership emphasizes the participation of leaders and followers to set goals and achieve goals. Theoretical and empirical studies in the field of the role of intelligent leadership in the realization of goals, for example Keikha (2018) and Kuofie & Dool (2018), discussed the importance of the role of intelligent leadership in the participation of people to determine and realize the goals and success of the organization. In addition to organizational knowledge creation, which is effective in increasing the resilience of the organization, we can mention the leadership style. The implementation of organizational resilience requires an effective leader to overcome crisis and orientation towards superior performance and focus on change (Suryaningtyas et al, 2019). Organizations that strive to be resilient naturally increase their knowledge resources to enhance organizational adaptability, value, and competitiveness. Organizational knowledge creation is known as the main factor in increasing organizational resilience (Fani & Fard, 2015). Organizational knowledge creation makes the school follow the changes and developments of the environment and creates creativity and innovation in the school. As much as the school is creative and innovative, it is not only resilient in the face of crises and changes, but also causes change and transformation. When teachers cause change and are involved in determining organizational goals, they are more loyal to the organization. Therefore, according to the explanations provided, this research seeks to answer this question: Is there a relationship between intelligent leadership and organizational loyalty and organizational resilience with the mediation of organizational knowledge creation?

Theoretical foundations of research

Organizational resilience

Resilience means the ability and capacity of an organization to face and deal with crises and challenges, and the ability to return to normal business conditions (Andersson et al, 2016). Organizational resilience means the ability to quickly recover the system after serious crises and the ability to resist a shock and heal its effects (Andrew et al, 2016).

Organizational loyalty is defined as the feeling of dependence and the desire to maintain membership and connection with an organization, and it is defined as the feeling of dependence, eagerness to be a member of a group, readiness to participate, feeling of trust, voluntary alignment with a group, and willingness to follow organizational instructions (Vuong & Tung, 2021).

Intelligent leadership is a beneficial dialogue between leaders and followers that directs their efforts to reach a common vision. Such a process is possible if the organization supports specific organizational and cultural values determined in a macro industrial and social environment (Keikha, 2017).

Research methodology

According to the test of the conceptual model obtained from comments and experimental studies and the use of questionnaires, the research was of quantitative type. The current research method was a quantitative, and of correlation study type, and a covariance-based structural equation modeling approach. The current research population is all second secondary level teachers of Chaharmahal and Bakhtiari province, whose number was equal to 2687 people. To determine the sample size based on Cochran's formula, 337 people were determined at the alpha level of 0.05. According to the classes of the society, proportional stratified random sampling method was used.

Research findings

According to the obtained results, standard coefficients between intelligent leadership and organizational knowledge creation is 0.52, between organizational knowledge creation and organizational resilience is 0.84, and between organizational knowledge creation and organizational loyalty is 0.96, significant at the $p = 0.001$ level. The variable of organizational knowledge creation has a positive effect on intelligent leadership and organizational loyalty and organizational resilience. Smart leadership has a positive and significant effect on the organizational resilience of teachers through organizational knowledge creation with a coefficient of 0.38 at the level of $p > 0.001$.

Conclusion

The findings of this research are in agreement with those of Barasa & Gilson (2018), Arqawi & Al Shobaki (2018), Watson, Kuofie & Dool (2018), Jiang & Jiang (2019), Mehdad Etal (2019), Hosseini & jafari bazyar (2019), Majlesi & Pirzad (2020), Keikha (2021), Sukor & Panatik (2020), and Hillmann & Guenther (2021).

The research results showed that there is a positive and meaningful relationship between intelligent leadership and organizational loyalty and organizational resilience with the mediation of organizational knowledge creation. In explaining this hypothesis, it can be said that intelligent leadership by paying attention to teachers' feelings and emotions and providing a context for creating empathy in the school will create motivation and a positive attitude towards the school and the work environment, creating an emotional dependence on the school and understanding the cost of dropping out of school and commitment to stay in school. Loyal employees, in addition to being committed to the success of the organization, are the best choice to work for the organization (Mehdad Etal, 2019). Loyal teachers provide the basis for change and transformation in the school and the creation of knowledge in the school. Knowledge creation includes activities that change the shape and recombination of existing pieces of knowledge, limit shortcomings, strengthen research and develop capabilities, and monitor and control the external environment of the organization. Based on the findings of the research in relation to the positive and meaningful effect between intelligent leadership and the organizational loyalty of teachers, it is suggested: education should provide enough resources and facilities to absorb unexpected changes in such a way that at the time of crisis and problem occurrence, use these resources quickly and neutralize the crisis and move in the direction of positive change. And it is also suggested that the leaders pay attention to the ideas and opinions of the teachers and provide the necessary



conditions for using their experiences to solve the problems and also create strong official communication networks in the organization and transfer information between the employees and also provide the field of creativity and innovation through holding school workshops and use as well collaborative methods and team formation to solve educational and educational problems and issues in the schools of Chaharmahal and Bakhtiari provinces.