



Investigating The Role of Intelligent Leadership And Innovative Organizational Climate on Organizational Loyalty And Organizational Resilience Mediated By Organizational Knowledge-Creation on Teachers of High Schools In Chaharmahal And Bakhtiari Province

Nasrin Heidari¹, Fakhrossadat Nasiri Valik Beni*², Siroos Ghanbari³

ARTICLE INFO

Article history:

Received:

15/10/2022

Accepted:

02/05/2023

Available online:

Spring 2023

Keyword:

intelligent leadership, organizational innovative climate, organizational knowledge-creation, organizational resilience, organizational loyalty

Abstract:

The aim of this research was to investigate the role of intelligent leadership and innovative organizational climate in organizational loyalty and organizational resilience with the mediation of teachers' organizational knowledge-creation. The study population included all high schools teachers in Chaharmahal and Bakhtiari province. A sample of 2687 teachers were selected using the proportional stratified random sampling method based on the Cochran formula. The quantitative research method was of a correlation type and a covariance-oriented structural equation modeling approach. The questionnaires used for collecting the data consisted of the researcher-made questionnaire of intelligent leadership based on Sidanmanlaka's model (2008), the researcher-made questionnaire of organizational knowledge-creation based on Nonoka and Takeuchi's model (2006), the organizational loyalty questionnaire of Wells, et al. (2011), the Siegel and Kaymer's innovative organizational climate questionnaire (1978), the Prayag et al.'s organizational resilience questionnaire (2018). The reliability and validity of the questionnaires were examined using Cronbach's alpha technique and techniques of exploratory factor analysis and confirmatory factor analysis of the first and second order, respectively. In order to analyze the data and test the research hypotheses, The results revealed that. Intelligent leadership, through organizational knowledge-creation, has a positive and significant indirect impact on teachers' organizational loyalty and organizational resilience. innovative organizational climate, through organizational knowledge-creation, has a positive and significant indirect influence on organizational loyalty and organizational resilience.

Heidari, N., Nasiri Valik Beni, F., & Ghanbari, S. (2023). Investigating the role of intelligent leadership and innovative organizational climate on organizational loyalty and organizational resilience mediated by organizational knowledge-creation on teachers of high schools in Chaharmahal and Bakhtiari Province, *Journal of School Administration*, 11(1), 109-140.

1. Ph. D student in educational management, faculty of humanities, Bu-Ali Sina University, Hamedan, Iran

2. Associate professor of educational sciences, faculty of humanities, Shahid Rajaie Techar Taining University, Tehran, Iran.

*Corresponding Author: Email: fsnasiri@sru.ac.ir

3. Professor, Department of Educational Sciences, Faculty of Humanities, Bu-Ali Sina University, Hamedan, Iran

Introduction:

Activities of each country depends on its teachers. On the other hand, the most important means for a society to achieve the education goals is the knowledgeable and qualified teachers (Taghipour Zahir, 2022). Nowadays, the position and duty of a teacher has become much more complicated than that of previous decades. This complexity can be more concretely described by counting the number of functions that a teacher is expected to perform every day and at the same time (Ostadi et al, 2016). One of the most important tasks of a teacher in this complexity is to fulfill the goals of education. Achieving the goals of education depends on the performance of a teacher. Organizational loyalty and organizational resilience are part of positive psychology (Amiri et al, 2017). Resilience is the ability and capacity of an organization to deal with crises and challenges (Ran Bhamra, et al, 2011). Organizational loyalty and organizational resilience are among the effective factors in achieving organizational goals (Esmaili, et al, 2016). Organizational loyalty and organizational resilience are part of positive psychology (Amiri et al, 2017). Resilience is the ability and capacity of an organization to deal with crises and challenges (Ran Bhamra, et al, 2011). Resilience refers to the capacity of an organization to survive, adapt and grow in conditions of uncertainty (Burnard,, et al, 2018). In the organizational context, Zaato and Ohemeng (2015)

define organizational resilience as “an organization's ability to predict the key events and continuously adapt to change, and quickly bounce back from disaster”. (Kerr, 2015: 6). Organizational resilience is the capacity and ability to deal with changes and risks with internal and external shocks (Ruiz-Martin et al, 2018).

Organizational resilience leads to the absorption of chaos and reorganization so that the performance of the system remains stable (Reitsema et al, 2017). The term of organizational resilience emerged as an important concept in crisis management literature. It refers to the capacity of organizations to adapt to disturbances and take advantage of emerging opportunities in a changing environment (Orchiston et al, 2016). Organizational resilience means the ability to quickly recover the system after crises and the ability to resist a shock and heal its effects (Andrew et al 2016). When resilience is applied to the field of organization, the definitions focus on these fields: the ability of the organization to achieve its mission even under conditions of disturbance is called organizational resilience (Okuwa, et al., 2017); the organization's capacity to deal with difficulties and hardships (Lee & Seville, 2007); the capacity and ability of an organization to absorb and tolerate the adverse effects of disturbances and quick retrieval of the performance (Hosseini & Barker, 2016).

Organizational resilience has dimensions of adaptive resilience and

planned resilience. Planned resilience usually occurs before a disaster, while adaptive resilience usually occurs after a disaster, requiring leadership, external communication, internal cooperation, the ability to learn from experiences, and the staff's well-being (Prayag, et al, 2018). Wissen (1995) has introduced adaptability, innovation and flexibility as the three crucial characteristics of organizational resilience (Alharthy et al 2018). As mentioned, one of the main characteristics of organizational resilience is adaptability; the more the loyal staff are in the organization, the more compatible they are. Organizational loyalty, as one of the most important organizational attitudes, is the most important factor affecting teachers' performance (Andishmand, et al, 2021). Organizational loyalty creates empathy and sharing information, feelings and positive thoughts of people in the organization (Otto, Mamoutli, 2015). Loyalty to the organization includes using all the staff's ability to achieve the organization's goals, taking responsibility, doing work enthusiastically, making extra effort, coordinating with changes and so on (Ghanbari & Abdolmaleki). Organizational loyalty is the result of the interaction of many human, organizational and managerial phenomena in the organization (Zenini, 2013). The characteristics of organizational loyalty indicate a person's desire to make the maximum possible effort for the benefit of the organization and his strong desire to

stay in it, and then accept and believe in its goals and values (Arqawi, et al, 2018). Organizational loyalty is influenced by a combination of personal characteristics, organizational factors, and external circumstances surrounding work. Understanding the organizational loyalty requires spending a lot of time, because it reflects the state of complete belief for the individual, and leaving is not the result of the influence of surface factors, but may be the result of strategic influences (Ineson,, 2013). Organizational loyalty includes two dimensions of attitudinal loyalty and behavioral loyalty. Attitudinal loyalty is a kind of feeling of connection, reciprocity and trust. It is a strong understanding and belief in accepting the organizational goals and values. It is also a strong desire to maintain membership in the organization, and making a lot of effort towards the organization or beyond one's ability to act in boosting the interests of the organization. Behavioral loyalty is created when one identifies with a certain type of behavior and adjusts his/her attitude to that behavior (Rastegari and Golafroz Ramezani, 2016: 33). The employees' loyalty can be defined as the commitment of employees to the success of the organization and their belief that it is the best possible option for this organization (Pandey & C. Khare, 2012: 30). Employees with high organizational loyalty tend to do more for the organization and to support and maintain the organization's values for a

longer period. The more employees are loyal to their organization, the better the organization can achieve its goals; therefore, organizations seek to earn the loyalty of their employees. Having a loyal employee means that the employee is committed to the future and success of the organization. Creating an exciting workplace and rewarding and encouraging employees who have been working in the organization for several years reveals that employees are important to the organization that causes their satisfaction (AMEL, 2021: 104). Effective factors in organizational loyalty include spirituality in the organization, salaries and rewards (personal benefits), job fit with skills and interests, job security, training, organizational relations, social participation, and organizational justice (Rocha, 2021). In the analysis and explanation of organizational loyalty, three factors have been extracted including identification, internalization and compliance. Identification and internalization form the organization's values, while compliance indicates the willingness and involvement of the staff in organizational issues (Heidari et al., 2014). One of the most important factors for identifying the issues and engaging teachers is to have knowledge related to issues and problems. Knowledge-creation is very effective for solving problems in the organization. Knowledge-creation and knowledge application includes the application of knowledge to support decision-making, action and problem

solving, and ultimately leads to organizational knowledge-creation (Ahn, Hong, 2019). During the past few decades, the theory of organizational knowledge-creation has approached an almost paradigmatic status in management and organization studies (Jiang et al, 2019). An organization that has the ability to create knowledge continuously has the advantage of developing a unique ability to be dynamic (Bratianu, 2010). The qualification to produce and apply new organizational knowledge is considered as one of the main sources of the organization's competitive advantage (Nonaka & Toyama, 2007). Knowledge-creation and knowledge sharing processes have been shown to be a key determinant of organizational flexibility and competitive advantage in both public and private sectors (Claessens & Horen 2015). Organizational knowledge is included in organizational rules, procedures, and norms that guide interactive activities and problem-solving patterns (Hecker, 2012). Organizational knowledge-creation is widely considered as a dynamic and interactive (or collaborative) process, whose goal is to create valuable or useful organizational knowledge. Organizational knowledge-creation indicates a construction process, in which new knowledge is created; one of them is initiative and innovation (Su, 2016).

Organizational knowledge is included in organizational rules, procedures, & norms that guide

interactive activities & problem-solving patterns cofactor (Von Krogh, et al , 2012). Conceptualization of knowledge began with the production of knowledge in the form of an idea. Some people equate knowledge-creation with innovation, despite the fact that there is a long distance between knowledge-creation and its application. Dynamic organizations create and use knowledge. Organizations absorb information and turn it into knowledge due to communication with their surrounding environment. Then they combine this knowledge with their experiences, values and internal regulations to obtain the basis for their activities.

Organizational knowledge-creation refers to the introduction of ideas, perspectives, & concepts (Jiang et al, 2019). Since organizational knowledge-creation is a dynamic process, learning the existing programs and a new set of capabilities often becomes necessary (Bratianu et al., 2010). Since organizational knowledge-creation is a dynamic process, learning the existing programs & a new set of capabilities often becomes necessary. In today's chaotic & competitive world, knowledge is widely recognized as the main source of competitive advantage of organizations (Chen & huan, 2007); however, the development of organizational knowledge depends on how knowledge is shared among members. Organizational knowledge is created by individuals & distributed among organization members. Continuous environmental changes can

affect the production of new knowledge depending on how members perceive & react to such changes (Ahn & Hong, 2019). Effective conditions in organizational knowledge-creation include organizational intent, independence and freedom in action, surplus information, creation of creative chaos and disorder, and internal diversity (Holsapple, 2011).

Knowledge leaders are responsible for bridging the natural barriers to knowledge sharing. While the importance of leadership in organizational knowledge-creation is widely recognized Bryant, leadership is often perceived as a cofactor (Von Krogh, et al , 2012). intelligent leadership is an exchange of ideas between the leader & the followers in which they try to influence each other in a specific situation in order to achieve a common vision (aim) & goals effectively (Dahri, et al, 2020). Leadership should give meaning & purpose to an action, because the leader is more related to vision & long-term thinking (Parks & Barn, 2010). Intelligent leadership is a common & collaborative process. Intelligent leadership means putting people together effectively. Vision & goals are the starting point of the leadership process (Sydänmaanlakka, 2003). Intelligent leadership has four levels including rational, emotional, spiritual & collective. Rational leadership is a management based on goals; emotional leadership is a management based on emotions; spiritual leadership is a

management based on meaning & collective leadership is a management based on participation (Sydänmaanlakka, 2003). Intelligent leadership is one of the most important factors in creating participation in education. It means moving the staff from “a pair of h&s” to “a complete human being” (Toosi et al 2019). Intelligent leadership is one of the approaches to which the management experts have recently paid attention; therefore, with regard to leadership theories in new models, efforts are made to look at the phenomenon of leadership from a creative & intelligent angle (Ardalan et al, 2014). The intelligent leadership model is based on the postindustrial paradigm, in which redefining tasks, expanding relationships and increasing the number of members of the organization, and paying attention to society take place. This process is a collaborative process in leadership. In organizations, intelligent leadership is based on the following ten items:

1. It is a simple and comprehensive process of leadership,
2. It is based on a postindustrial model,
3. Cultivating the perfect human being is based on five dimensions namely physical, social, professional, mental and spiritual,
4. It is Formulated and designed due to a global and comprehensive model of leadership for intelligent organizations,
5. The main core of an organization is people,
6. It is based on systems theory,
7. It is creation of a collaborative process,
8. It has a value and moral

- dimension,
9. Training leadership methods to leaders and followers,
10. Helping individuals and organizations to solve macro individual, organizational and social problems and issues (Nasiri & Ghasemi, 2019).

Another important factor in each organization, which today has attracted the attention of many theorists, including Siegel & Keimer, is the innovative organizational climate. Innovative organizational climate is a large collection of creative perceptions. This collection is expressed by the members of an organization about the characteristics & functioning of the organization & is considered as one of the perspectives of examining the organizational climate for the extent of the organization's efforts to spread innovation & change (Tavakoli et al 2019). Innovative organizational climate encourages creativity & change & provides a suitable environment where employees can share their ideas & benefit from each other's suggestions & opinions (Shanker & Bhanugopan, 2017). It can be said that creativity is a skill, which is formed during a process and is not acquired suddenly. Various definitions of creativity have been provided. For instance, creativity is presenting a new and novel thought, behavior and product or using mental abilities to create a new thought or concept (Samadian, 2020). Innovative organizational climate is a continuous initiative to increase innovative behavior (Pa'wan ,2018). Innovative organizational climate is a continuous

initiative to increase innovative behavior (Pa'wan & Omar 2018). Innovation is an important factor for the survival & durability of the organization (Fait & Sakka, 2020). If a change occurs in the environment and the organization does not follow the change, it will go out of its activity cycle. Organizations that provide an appropriate atmosphere for innovation and creativity will benefit from the competitive advantages. An organization can encourage its staff to think more liberally, share their ideas and opinions openly, and search for unconventional options through a formal and innovative atmosphere (Askari et al., 2014).

According to Siegel and Keimer's theory, the innovative organizational climate consists of two subscales, supporting creativity and providing resources for innovation in organizations. Clarifying team goals, having open interaction, encouraging teamwork, paying attention to differences, the existence of constructive challenges between group members, and low control are among the things that support creativity. The second area of innovative organizational climate includes the provision of necessary resources to implement creative thoughts and ideas. In other words, the provision of resources is indicative of how much time, budget, tools, materials, and services the organization provides for employees (Borne, 2008). Innovative organizational climate provides the basis for innovation, creativity and

change in the organization. Chang's research (2011) showed that the school's innovative organizational climate affects the teacher's creative teaching. Innovation is the search for creative, innovative and individual solutions for problems and needs (Hoseini, 2019). Mott (2009) believes that innovative organizational climate affects the interaction & performance of organization members. In addition, teachers' trust to innovative behaviors in schools increases the use of multimedia teaching methods & teachers' multilateral thinking & their creativity, & as a result, increases their creative works & provides a basis for implementation. Therefore, it is very important to pay attention to human resources in the operational part of education. Moreover, examination of the factors that affect the commitment of loyalty & resilience & the atmosphere that governs the school is of great importance. Therefore, our education system needs more attention to innovative organizational atmosphere & intelligent leadership, since the characteristics & constructive effects of intelligent leadership & innovative organizational climate are very effective in fulfilling the goals of education system. According to the literature, Guldenberg & Kontath (2013) studied intelligent leadership in knowledge-based organizations. The findings showed that intelligent leadership reduces the distance between academic leaders & faculty members & affects the performance of faculty members by

cultivating critical thinking. In their research, Abbaszadeh et al. (2014) found that according to the results of regression analysis, the effects of dimensions of socialization, combination & internalization of the knowledge-creation are significant on the dependent variable (organizational adaptability capacity) & the aforementioned.

Ardalan et al. (2017) conducted a research to investigate the effect of intelligent leadership on social entrepreneurship with the mediating role of organizational learning. Ardalan et al. (2014) concluded that intelligent leadership has a direct & positive effect on social entrepreneurship & organizational learning. In a research, Valipour's research (2015) indicated that there is a relationship between perceived organizational support & organizational loyalty. Conducting some studies, . Otto Kathleen (2015), in a research, examined the relationship between organizational justice, organizational loyalty & job performance. The results showed that there is a positive & significant relationship between organizational justice & organizational loyalty. Cannatelli (2016), proposed a distributed leadership model in organizational knowledge-creation. The results showed that distributed leadership has an effect on knowledge-creation & organizational loyalty. Amiri & Olfat (2017), in their research, designed a model for organizational resilience. The results indicated that

serious & accurate planning is needed to increase organizational resilience. Shafiei et al (2018) The findings showed that there is a relationship between the three research variables, & intelligent leadership & organizational learning have a positive & significant relationship. Arqawi & Shobaki (2018), in a research, investigated the effect of procedural justice on the organizational loyalty of university employees. The results showed that there is a positive & significant relationship between procedural justice & organizational loyalty.

Majlesi and Khani (2019) studied the effect of intelligent leadership and organizational structure. The results indicated that intelligent leadership has a positive and significant effect on management accounting trends directly with the mediating role of information technology. In a research, Hosseini and Bazayar (2019) explained the role of talent management on organizational resilience with the mediating role of knowledge sharing. The results showed that talent management has a positive and significant relationship with organizational resilience and knowledge sharing has a significant relationship with organizational resilience. Keykha (1400) predicted the educational performance of faculty members based on the intelligent leadership model. The results revealed that intelligent leadership, as a latent variable has a direct effect on the educational performance of faculty members. Ghanbari and Abdolmaaleki (2022)

investigated the role of ethical leadership in organizational loyalty with the mediation of work attachment. Barsa & Mbau (2018), in a research, came to the conclusion that among the factors affecting organizational resilience are preparation & planning, information management, leadership styles, organizational culture, & human capital. Watson & Kuofie (2018), in a research, examined the relationship between intelligent spiritual leadership & employee commitment. The results indicated that intelligent spiritual leadership has a positive effect on employees' commitment. Akbar et al. (2018) concluded that organizational knowledge-creation is the ability of the organization as a whole to create knowledge, disseminate & embody knowledge in services, products & organizations. Arqawi, Shobaki (2018) concluded that there is a positive & significant relationship between procedural justice & organizational loyalty. In a study, Watson & Kufie (2018) examined the relationship between intelligent spiritual leadership & employee commitment. The results indicated that intelligent spiritual leadership has a positive effect on employee's commitment. Majlesi & Khani (2019), in a research, concluded that intelligent leadership has a positive & significant effect on management accounting trends directly & with the mediating role of information technology. Hoseini & Bazayr (2019), in a research, found that talent management has a positive &

significant relationship with organizational resilience, & knowledge sharing has a significant relationship with organizational resilience. Suryaningtyas (2019) investigated the role of organizational resilience and organizational performance with the mediating role of a resilient leadership and organizational culture. The results showed that organizational resilience has a positive relationship with organizational performance. The results of Jiang's research (2019) showed that there is a positive relationship between organizational knowledge-creation & entrepreneurial orientation. In a research, Salma (2020) found that there is a positive & significant relationship between knowledge management & organizational loyalty. Sokur (2020), in a study, revealed that job stress has a significant effect on organizational loyalty & the intention to leave the organization. The results of Kikha's research (2020) revealed that intelligent leadership, as a latent variable, directly affects the educational performance of faculty members. Ghanbari et al (2020), in a study, found that ethical leadership has a positive direct significant direct effect on the organizational loyalty variable at the Ethical leadership has an indirect, positive & significant effect on organizational loyalty through organizational virtue. Zeynivand et al. (2022) investigated the effect of intelligent leadership on the organizational citizenship behavior of teachers. The results showed that intelligent leadership has a positive &

significant effect on organizational citizenship behavior. Also, each of the dimensions of intelligent leadership, i.e. the rational dimension, the emotional dimension & the spiritual dimension, in turn, have a positive & significant effect on organizational citizenship behavior. Hillmann (2021), in a research, examined resilience as a valuable construct for management research. The results revealed that organizational resilience depends on managers' perception of the environment. Managers, in more insecure environments, take more risks & tend to anticipate events & prepare for them by developing preventive measures. Considering that Chaharmahal & Bakhtiari province is a deprived region, & its governing conditions are completely different from the metropolis, & according to the existing gap between the facilities of this region & other regions, the loyal & responsible human resources can help reduce this gap. Therefore, it is very important to investigate the organizational resilience & loyalty of teachers & the necessity to identify the factors that create organizational resilience & loyalty. It is also very important to provide a solution to increase the resilience of organizational loyalty of teachers. In

fact, what makes it necessary to address the present study is the significant inadequacies in past studies in the field of investigating the effects of the variables mentioned in this research at the level of education & secondary schools. In general, few studies have been done in Iran about intelligent leadership, innovative organizational climate, organizational loyalty & organizational resilience, & finally, knowledge-creation. A review of the studies conducted in this field shows the researchers' emphasis on the importance of these variables in different organizations, but most of these studies have been carried out individually, especially at the level of non-educational organizations, & its importance has been neglected in educational organizations. Therefore, considering the importance of the role of leadership & innovative organizational climate in achieving the goals of the education organization, this study sought to answer the question whether there is a relationship between intelligent leadership & innovative organizational climate & organizational loyalty & organizational resilience with the mediating role of organizational knowledge creation.

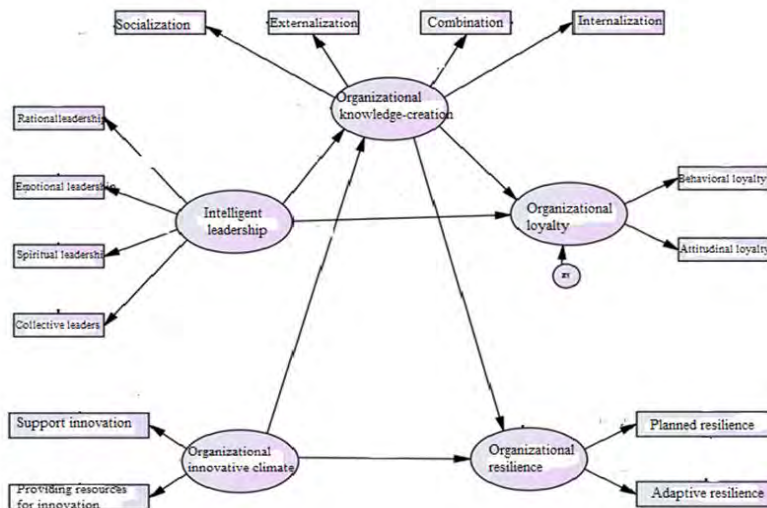


Figure (1): The conceptual model of research: the role of intelligent leadership & innovative organizational climate on organizational resilience & organizational loyalty with the mediation of organizational knowledge-creation.

hypotheses:

Intelligent leadership has an effect on organizational loyalty & organizational resilience of secondary school teachers

Innovative organizational climate has an effect on organizational loyalty & organizational resilience of secondary school teachers

Intelligent leadership, through organizational knowledge-creation, has an effect on the organizational resilience of secondary school teachers.

Innovative organizational climate, through organizational knowledgecreation, has an effect on the organizational loyalty of secondary school teachers.

The model of relationships between intelligent leadership & innovative organizational climate on organizational loyalty & organizational resilience with the mediating role of organizational

knowledge-creation of secondary school teachers province has a favorable validity.

Research Methodology:

The quantitative research method was applied in terms of purpose and descriptive in terms of conducting and of the type of correlation studies, especially covariance-oriented structural equations modeling. The statistical population included the secondary high schools' teachers of Chaharmahal and Bakhtiari province, numbering 2687 selected based on Cochran's alpha formula of 0.05. The error value was 0.05 and, the ratio of P and O was equal to 0.5. The sample size was determined to be 337 teachers and, according to the classes of the research society and the type of region (affluent, semi-affluent, and deprived), the proportional stratified random sampling

method was used. According to the conceptual model test derived from theories & experimental studies & questionnaires, the type of research was quantitative. Since we aimed to investigate the relationships between variables in the form of a model, the research method was correlational. Because the purpose of the research was to examine the structural relationships between five variables in the form of several simultaneous regression equations & to evaluate the fitness of the model, the approach of structural equation modeling of Correlation-covariance matrix was used. The

research population include all teachers of the secondary high schools in Chaharmahal and Bakhtiari province, numbering 2687. To determine the sample size, Cochran's formula was used (alpha 0.05; error value 0.05 & P & O ratio equal to 0.5), so the sample size was determined to be 337 teachers. According to the classes of the research society, including type of city/region (affluent, semi- affluent & deprived), number of city/region (eleven cases) & gender (male & female), the proportional stratified r&om randomized sampling method was used, which is described in the table (1).

Table (1). Sample size according to gender, type & name

Type	Name	Female	Male	Sum
Affluent	Boroojen	19	21	40
	Region II	26	24	50
	Region I	39	13	52
Semi- affluent	Ardal	7	11	18
	Boldaji	4	3	7
	Ben	4	3	7
	Saman	10	4	14
	Farsan	20	12	32
	Kiar	5	5	10
	G&oman	4	1	5
	Laran	9	12	21
Deprived	Khanmirza	5	4	9
	Ashayer	7	2	9
	Felard	7	8	15
	Koohrang	7	7	14
	Lordegan	15	17	32
	MiankooH	1	1	2
	Sum	189	148	337

To collect data, we used the researcher-made questionnaires of intelligent leadership based on the model of Sidanmanlaka (2008) including four dimensions of spiritual, emotional, rational & collective leadership in 22 items on a five-point Likert scale, the researcher-made questionnaires of organizational knowledge-creation based on the model of Nonoka & Takeuchi (2006) in four dimensions of socialization, internalization, externalization & combination in 15 items, the organizational loyalty questionnaire of Wells et al (2011) including 7 items & two dimensions of attitudinal loyalty & behavioral loyalty in the five-point Likert scale, the standard organizational resilience questionnaire of Prayag et al (2018) including 10 items & two dimensions of planned resilience & adaptive resilience in a five-point Likert scale, & the innovative organizational climate questionnaire of Siegel & Kaymer (1978) consisting of two dimensions of supporting creativity & providing resources for innovation in 24 items. Cronbach's alpha method was used to determine the reliability of the research tool, in which the values of organizational resilience (0.93), innovative organizational climate (0.97), organizational knowledge-creation (0.94), intelligent leadership (95%), loyalty Organization (90%) & organizational knowledge-creation (94%) were calculated. The researcher-made intelligent leadership

questionnaire with the value of KMO index is equal to 955% (more than 0.6).

In addition, the value of Bartlett's test was 4829.638, the degree of freedom was 231 & the significant level 0.001 was confirmed. The organizational knowledge-creation questionnaire with the value of KMO index was equal to 939% (more than 0.6). Moreover, the value of Bartlett's test was 3362.482, the degree of freedom was 105 & the significant level was confirmed 0.001.

Therefore, the questionnaires had a good reliability. dimension of team leadership (0.826) & action dimension of team leadership (0.915); Team cohesion (0.90); Team learning (0.859), continuous improvement dimension (0.814), dialogue & open communication dimension (0.843), collaborative learning dimension (0.803) & strategic & active leadership dimension for team development (0.796) as well as team performance (0.902). Therefore, all the questionnaires have adequate reliability

Table (2) validity & reliability evaluation indicators of the variables of innovative organizational climate, intelligent leadership, organizational loyalty, organizational resilience & organizational knowledge-creation.

Dimension	Items	Convergent validity	Controller validity			Reliability	
		AVE	Fornell-Larcker	Cross factor loadings	HTMT	Cronbach's Alpha	Compositional reliability
innovative organizational climate	1-24	0.576	confirmed	confirmed	confirmed	0.97	0.942
organizational resilience	25-34	0.713				0.94	0.882
organizational knowledge-creation	35-48	0.711				0.94	0.908
intelligent leadership	49-60	0.655				0.95	0.905
organizational loyalty	61-72	0.699				0.90	0.91

Table (3) second-order factor analysis (innovative organizational climate, intelligent leadership, organizational loyalty, organizational knowledge creation, & organizational resilience)

Variable	Comparative fit			Parsimonious fit			Significance level	Fitness of model
	TLI	CFI	PCFI	DF	X2	MSEA		
innovative organizational climate	0.881	0.894	0/884	226	7.12	0.080	0.01	Confirmed
organizational resilience	0.966	0.971	0/65	30	75.29	0.067	0.01	Confirmed
organizational knowledge-creation	0.950	0.961	0.765	83	213.45	0.053	0.01	Confirmed
intelligent leadership	0.947	0.957	0.834	202	2.85	0.057	0.01	Confirmed
organizational loyalty	0.973	0.991	0.330	7	18.89	0.051	0.01	Confirmed

The data of table (3) showed that in all the fit indices the innovative organizational climate variable, the relevant standards have been observed

and the obtained coefficients have shown the acceptable range of a good fit of the model. In all fit indices of the organizational resilience variable, the relevant standards have been observed and the obtained coefficients have shown the acceptable range of a good fit of the model. The relevant standards of the variable of organizational knowledge-creation have been observed and the obtained coefficients have shown the acceptable yield of a good fit of the model. In all fit indices of the intelligent leadership variable, the relevant standards have been observed and the obtained coefficients have shown a good fit of the model. In all fit indices of the organizational loyalty variable, the relevant standards have been observed and the obtained coefficients have shown a good fit of the model.

The information in Table (3) showed that in all of fit indices of the innovative organizational climate, the standards were met & the obtained coefficients of TLI = 0.881, CFI = 0.894, PCFI = 0.884, & RMSE = 0.080 indicated an acceptable range of a good fit of the model. In all the fit indices of the organizational resilience, the standards were met & the obtained coefficients of TLI = 0.966, CFI = 0.971, PCFI = 0.65 & RMSE = 0.067 revealed an acceptable range of a good fit of the model. In organizational knowledge-creation variable, the standards were met & the obtained

coefficients of TLI = 0.950, CFI = 0.961, PCFI = 0.759 & RMSE = 0.068 showed an acceptable range of a good fit of the model. In all fit indices of the intelligent leadership, the standards were met & the obtained coefficients of the indices were TLI=0.947, CFI=0.954; PCFI=0.834 & RMSE=0.057 showed an acceptable range of a good fit of the model. In all the fit indices of the variable of organizational loyalty, the standards were met & the obtained coefficients of TLI = 0.973, CFI = 0.991, PCFI = 0.330 & RMSE = 0.071 revealed a good fit of the model. Five variables were fitted & confirmed by data. The statistical methods used included descriptive statistics & inferential statistics such as correlation coefficient tests, parametrics of factor analysis & path analysis to investigate the relationship between the criterion variable & the predictor variable with the help of Amos23 & Spss v25 software.

Findings

Description of the statistical sample of the research based on gender & region showed that 55.8% & 44.2% of the sample were female & male, respectively. Therefore, the female has a higher percentage. In addition, the results showed that 42.43% of the sample was from the affluent region, 33.83% from the semi-affluent region & 23.74% was deprived. Moreover, 47.2% of the teachers had B.A, which is the highest percentage

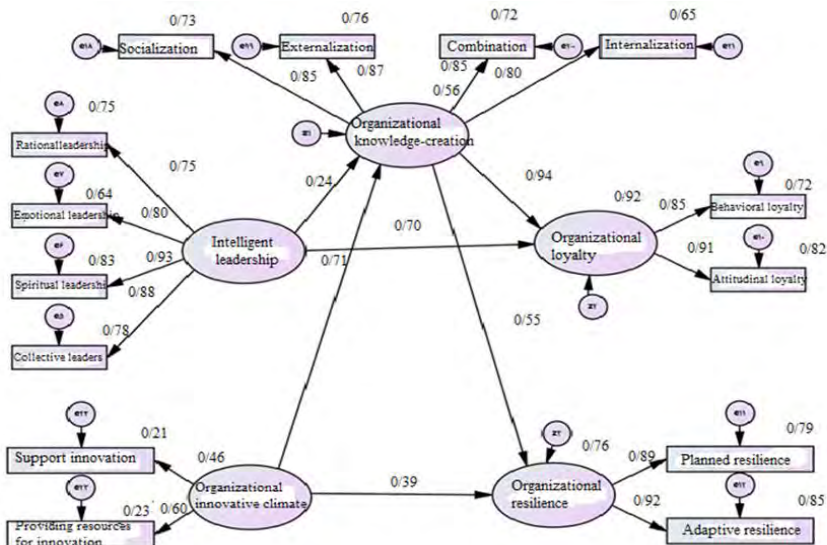


Figure (2) structural equation model of the principal variables

Table (4) Estimating the effect of intelligent leadership & innovative organizational climate on organizational loyalty & organizational resilience with the mediation of organizational knowledge-creation in high school teachers of Chahar Mahal & Bakhtiari province

IV	Path	DV	Coefficient of determination	influence coefficient	critical value	SL	Tag
intelligent leadership	→	organizational knowledge-creation	0.56	0.24	6.01	0.001	A1
innovative organizational climate	→	organizational knowledge-creation	0.56	0.71	10.64	0.001	A2
intelligent leadership	→	organizational loyalty	0.92	0.07	2.11	0.001	C1
organizational knowledge-creation	→	organizational loyalty	0.92	0.94	18.23	0.001	B1
organizational knowledge-creation	→	organizational resilience	0.76	0.55	8.20	0.001	B2
innovative organizational climate	→	organizational resilience	0.76	0.39	5.23	0.001	C4

The estimated values in table (5) show that:

A) The intelligent leadership variable explains sum of 92% of the variance of the organizational loyalty variable. The values of the effect & critical coefficient of intelligent leadership on organizational loyalty are 0.07 & critical 2.11 respectively at the level ($p \leq 0.05$) with a value of 0.01 less than 0.05 & it is statistically significant. In other words, the variable of intelligent leadership can explain the organizational loyalty variable. Therefore, according to the influence coefficient values, it can be said that the effect of intelligent leadership on organizational loyalty is direct.

B) Organizational knowledge-creation variable explains sum of 92% of the variance of organizational loyalty variable. The values of the influence & critical coefficient of organizational knowledge-creation on organizational loyalty are 0.94 & 18.23 respectively at the level ($p \leq 0.05$) with a value of 0.001 less than 0.05 & it is statistically significant. In other words, the variable of organizational knowledge-creation can explain the variable of organizational loyalty.

C) The variable of organizational knowledge-creation explains sum of 76% of the variance of the variable of organizational resilience. The values of

the influence & critical coefficient of organizational knowledge-creation on organizational resilience are respectively 0.55 & 8.20 at the level ($p \leq 0.05$) with a value of 0.001 less than 0.05 & it is statistically significant.

D) The innovative organizational climate variable explains sum of influence & critical coefficient of innovative organizational climate on organizational resilience are 0.39 & 5.23 respectively at the level ($p \leq 0.05$) with a value of 0.001 less than 0.05 & it is statistically significant.

E) The intelligent leadership variable explains sum of 56% of the variance of the organizational knowledge-creation variable. The values of the effect & critical coefficient of intelligent leadership on organizational knowledge-creation are 0.24 & 6.01 respectively at the level ($p \leq 0.05$) with a value of 0.001 less than 0.05 & it is statistically significant.

F) The innovative organizational climate variable explains sum of 56% of the variance of the organizational knowledge-creation variable. The values of the influence & critical coefficient of innovative organizational climate on organizational knowledge-creation are 0.71 & 10.64 respectively at the level ($p \leq 0.05$) with a value of 0.001 less than 0.05 & it is statistically significant.

Table (5) result of the regression coefficients of the model path with mediation effect

predictor variables	Path	DV	Estimation of coefficients	S.E.	C.R.	SL	Tag
intelligent leadership	→	organizational knowledge-creation	0.17	0.03	6.01	0.001	A1
innovative organizational climate	→	organizational knowledge-creation	0.54	0.05	10.64	0.001	A2
intelligent leadership	→	organizational loyalty	0.05	0.03	2.11	0.03	C1
organizational knowledge-creation	→	organizational loyalty	0.99	0.05	18.23	0.001	B1
organizational knowledge-creation	→	organizational resilience	0.61	0.07	8.20	0.001	B2
innovative organizational climate	→	organizational loyalty	0.32	0.06	5.23	0.001	C4

Examining the information in table (6) determined that the regression coefficient between intelligent leadership & organizational knowledge-creation is 0.17, & the regression coefficient between innovative organizational climate & organizational knowledge-creation is 0.54 & is significant at $p < 0.001$. The regression coefficient between intelligent leadership & organizational loyalty is

equal to 0.05, which is significant at a level less than $p < 0.05$. The regression coefficient between organizational knowledge-creation & organizational loyalty is 0.99, & between organizational knowledge-creation & organizational resilience is 0.61. The regression coefficient between innovative organizational climate & organizational loyalty is equal to 0.32, which is significant at $p < 0.001$.

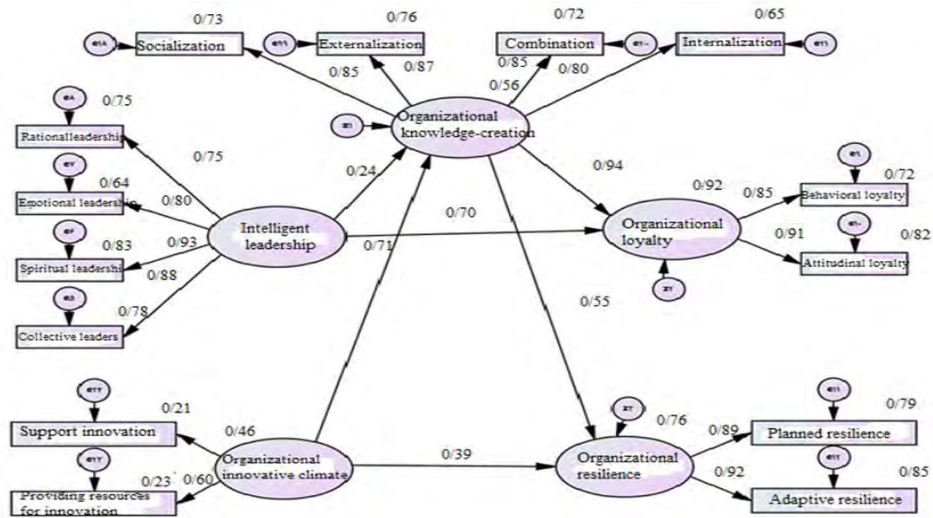


Figure (3) results of the coefficients of path models with mediation effect

By examining the data in Figure (3), it is found that the standard coefficient between intelligent leadership & organizational loyalty is significant with 0.07 at a level less than $p < 0.05$. In addition, the standard coefficient between

intelligent leadership & organizational knowledge-creation is 0.24. The standard coefficient between innovative organizational climate &

Table (6) results of the indirect effects of

IV	Path	DV	complete effect C	SL	Indirect effect(a*b)	SL	Mediation effect C	SL	Tag
intelligent leadership	→	organizational loyalty	0.23	0.001	0.17	0.01	0.05	0.09	C1
innovative organizational climate	→	organizational resilience	0.65	0.001	0.33	0.001	0.32	0.001	C4

According to the results of table (8), the variable of organizational knowledge-creation completely mediates the positive effect of intelligent leadership on organizational

loyalty since as the variable of organizational knowledge-creation enters the model, the influence coefficient of intelligent leadership on organizational loyalty is reduced, &

takes the effect coefficient out of significance status. In addition, the intelligent leadership effect is significant on organizational loyalty through organizational knowledge-creation with a total effect & a coefficient of 0.23 at $p=0.001$ with an indirect effect & an effect coefficient of 0.17 at $p=0.001$, but with a mediation effect & an effect coefficient of 0.05 at $p = 0.09$ is not significant. Therefore, organizational knowledge-creation plays the role of complete mediation. Innovative organizational climate effect is significant on teachers' organizational resilience through organizational knowledge-creation with a total effect & a coefficient of 0.65 with an indirect effect & a coefficient of 0.33 with a mediation effect & a coefficient of 0.32 at $p = 0.001$. Therefore, organizational knowledge-creation plays a partial mediating role. Considering that this

(mediational) effect enters innovative organizational climate & organizational resilience through organizational knowledge-creation, therefore the mediating role of organizational knowledge-creation in relationship between innovative organizational climate & organizational resilience is confirmed. Thus, organizational knowledge-creation with a partial mediating role improves the teachers' organizational resilience. Therefore, the hypothesis is confirmed. The model of relationships between intelligent leadership & innovative organizational climate on organizational loyalty & organizational resilience with the role of mediating organizational knowledge-creation of high school teachers in Chaharmahal & Bakhtiari province enjoys favorable validity.

Table (7) estimating the values of evaluation indicators of the structural equation model generality

Holter	Parsimonious fit			Comparative fit			Absolute fit	Index
	RMSEA	CMIN/DF	DF	PCFI	CFI	TLI	CMIN	
123	0.074	2.85	2839	0.712	0.712	0.726	8116.786	Value

Table (9) showed that the indicators of RMSEA (0.074), CFI (0.712), TLI (0.726) & CMIN/DF (2.85) were estimated & the fit of the appropriate model is confirmed. The evaluation indicators of the generality of the structural equation model according to the desired range of these indicators

Conclusion:

The aim of the present study was to investigate the role of intelligent leadership & innovative organizational

indicates that the assumed model compiled by the research data is supported. In other words, the fit of the data to the model is established & all of indicators indicate the desirability of the structural equation model. All of above elements must be in their real place & coordinated with each

climate on organizational loyalty & organizational resilience by the mediating role of organizational

knowledge-creation. The results showed that there is a positive relationship between the variables.

The results indicated that intelligent leadership has a positive & significant effect on teachers' organizational resilience & organizational loyalty. The results of this research are consistent with those of Sydanmaanlak (2003) Mazdai, Mohammadi(2012), Gage, Smith (2016), Badri-Harun, (2016), Cannatelli, (2018); Watson, Kuofie(2018); Barasa Antonakis et al (2019) Duchek, (2020) Hillmann, Guenther (2021); , et al, (2019) Tusi, Nasiri, Ghaderi (2021)), (Ortiz-de-M&ojana, Bansal (2016). When teachers are involved in changes, they gain high resilience in face of changes since they have gained recognition for it, so they not only resist crises, but also turn these crises into opportunities and push innovation and change in a positive direction. Intelligent leadership increases the school's power to face problems and solve crises, and how the school overcomes crises and chooses solutions for its problems depends on the intellectual decisions of leaders and teachers. Cooperation in school has a very important effect on the organizational resilience of teachers since they have the ability to absorb chaos and reorganize so that the school's performance remains stable.

To explain this result, it can be said that schools' principals can improve the teachers' organizational resilience through emotional & spiritual leadership. In order to adapt to change & growth in new environments, schools' principals should take advantage of emotional intelligence & use it in decision-making & problem solving. Paying attention to teachers' feelings & emotions & principals' ability to solve

problems plays a fundamental role in teachers' efficiency & improves their effectiveness. This cooperation provides a basis for change. Teachers gain high resilience in the face of changes because they are aware of it & not only reconcile crises but also turn these crises into opportunities & move innovation & change in a positive direction. Intelligent leadership increases the school power to face problems & solve crises. How the school overcomes crises & chooses solutions for its problems depends on the intelligent decisions of the leaders. Leadership has a very important effect on teachers' organizational resilience, since the ability to absorb disorder & reorganize in a way that the system's performance remains stable, is very effective.

The results indicated that there is a positive & significant relationship between innovative organizational climate, organizational resilience & organizational loyalty. The results of this research are consistent with the studies of Azeri Arani (2018), Bavakhani (2019), Nazem (2014), Roshanzadeh et al. (2014), Asadpour et al. (2019), Faghih Aram (2018), Heidarifard et al. (2017), Ghasemzadeh Alishahi et al. (2014), Maleki et al. (2018), Van Krooj & Nonaka (2012), Transpeed (2013), Kanatli (2016), Pi Van (2018), Aghatabari Roodbari & Faghani (2018), Jiang (2019), Hillman (2021), & Aheng & Hoon (2019). To explain this hypothesis, it can be said that the innovative organizational climate is very effective in creating organizational resilience & provides the context for faster & smoother change. Teachers do not resist change, but go along with it & move towards the fulfilment of goals. When teachers

consider themselves as a part of this change, they remain loyal to education organization & their commitment to the organization is greater.

The results revealed that there is a positive & significant relationship between intelligent leadership & organizational resilience by the mediation of organizational knowledge-creation. The results of this research are in lieu with the studies of Barasa (2018), Hillmann & Guenther (2021) Duchek (2020) Ortiz-de-M&ojana & Bansal (2019), Von Krooj et al (2012), Auernhammer & Hall (2014), Maier & Schmidt (2015), Akbar et al (2018)), Sydanmaanlakk (2003) & (2012), Mazdai, Mohammadi, Gage & Smith (2016), Badri-Harun, (2016), 2017), Cannatelli, Watson & Kuofie (2018), Antonakis et al (2019), Stojanović-Aleksić * Nielsen (2019) Jiang, et al (2019) & Toosi, Nasiri & Ghaderi (2021). It can be said that through organizational knowledge-creation, it is possible to create needed but unavailable knowledge & reduce the organizational knowledge gap. In addition, keeping the innovative teachers as the capital of the organization causes flexibility, quick response to events & adaption of the school to the innovations of the society. According to the results, the organizational knowledge-creation process is very effective in increasing organizational resilience. Therefore, school principals should provide the context of organizational knowledge-creation since it makes teachers resilient. School principals should pay attention to the internal diversity of opinions according to the complexity of the situation & provide an environment in order to the teachers be able to express their opinions & others can

access various information & provide an effective & useful communication network. Intelligent leaders provide the ground for creative confusion & disorder to strengthen & create the process of knowledge transformation through the vicissitudes of the organization & disorders. These disorders will strengthen the teachers' resilience & their confrontation with change & crisis &, in case of crisis & disorders, they can create order & improve the conditions.

The results indicated that there is a positive and significant relationship between intelligent leadership and organizational loyalty by mediation of organizational knowledge-creation. The results showed that there was a positive and significant relationship between intelligent leadership and organizational loyalty. The results of this research are in agreement with those of Toosi et al. (2021), Ardalan & Soltanzadeh (2016), Heidari (2015), Keikha (2018), Nasiri et al. (2021), Mahdad & Ghasemi (2019), Majlisi and Khani (2019), Oto Kathleen (2015), Cannatelli (2016), Arqawi, Shobaki (2018), Watson & Kuofie (2018), Salama (2020) and Mohd Sukor (2020). Education organization with more loyal employees will have competitive advantages, survival rates and higher success rates than organizations with fewer loyal employees. Talented and loyal employees are always an asset to the organization. From the managers' viewpoint, maintaining employees' loyalty is minimizing costs, maintaining loyal customers, and stabilizing the organization's operations. Maintaining loyalty among employees, customers and shareholders brings more profit to organizations (Vuong, 2021:204). According to the loyalty review of

literature, the characteristics of loyal employees include showing high attachment to the organization even in times of hardship & difficulty, having a desire to do extra work (extra-role behaviors) to achieve organizational goals, showing positive attitudes in their relationships with other employees, being receptive to planned organizational changes & committing the least counterproductive behaviors, compared to people with lower organizational loyalty. The knowledge-creation process allows education organization to strengthen internal knowledge & transfer knowledge to operational activities in order to increase efficiency & create value. Knowledge-creation is very effective for solving problems in education organization. Knowledge-creation & knowledge application include the application of knowledge to support decision-making, action & problem solving, & ultimately leads to organizational knowledge-creation in the school. Innovative organizational climate, through organizational knowledge-creation, has an effect on teachers' organizational resilience in Chaharmahal & Bakhtiari province. The results of this research are in agreement with those of Hoseini & Bazayr (2018), Nouroozi et al. (2019), Rostegari et al. (2018), Khanahmadi et al. (2018), Amiri et al. (2019), Azeri arani (2019), Bavakhani (2021), Nazem (2022), Asadpour et al. (2017), Faghih Aram (2016), Heydarifard et al. (2015), Van Krooj & Nonaka (2012), Transpeed (2013), Kanatli (2016), Pi van (2018). , Aghatabari Roodbari & Faghani (2018), Barsa and Mbay (2018), Jiang (2019), Sinintiz (2019) and Hillmann (2021). Therefore, it seems that the innovative organizational climate by mediation of

organizational knowledge-creation has an effect on organizational resilience, and the teachers' organizational knowledge-creation in Chaharmahal and Bakhtiari province has an effect on the improvement of education and causes the production and application of knowledge to improve the performance of teachers. To explain this hypothesis, it can be said that if there is a change in the environment and education is not accompanied by change, education will be out of its activity cycle. If education organization in Chaharmahal and Bakhtiari province wants to create innovation and competitive advantage, teachers' knowledge plays a vital role. A lack of innovation can put education organization at risk and, as a result, reduce its ability to maintain or gain a competitive advantage. An innovative organizational climate is a place that creates creativity and change in the school. One of the key aspects of innovation in Chaharmahal and Bakhtiari province is creating a suitable organizational knowledge-creation environment so that teachers can share ideas and suggestions. Ideation, as all stages of the intellectual cycle, is associated with innovation, development and prosperity, and provides the context for change in the schools of Chaharmahal and Bakhtiari province. Innovative organizational climate, through organizational knowledge-creation, has an effect on the organizational loyalty of teachers in Chaharmahal and Bakhtiari provinces. The results of this research are consistent with the studies of Turnipseed (2013), Pa'wan (2018), Aghatabari Roodbari & Faghani (2018), Watson and Kuofie (2018), Von Krogh, Nonaka (2012), Jiang (2019), Nazem (2022), Roshanzadeh et al. (2021) and

Soleimanpour et al. (2021). The factor of change and transformation in the organization is the acceptance of leaders for change and transformation. All managers accept the issue of change with satisfaction and do not resist it. It is natural that change is a positive value. An innovative organizational climate can be effective in creating motivation for employees, improving employee morale, people's participation in decision-making and increasing creativity and innovation (Kang and Matusik, 2016). Intelligent leaders should provide the ground for creating an innovative organizational climate and creativity and innovation in the school and guide teachers to create, transform and produce knowledge. Teachers are one of the most influential people in education. With the virtualization of classrooms as well as the fundamental changes that occurred in the traditional methods of education, teachers can create knowledge with new and modern methods and provide the field of realizing the goals of education.

Innovative organizational climate, through organizational knowledge-creation, has an effect on the organizational resilience of teachers in Chaharmahal and Bakhtiari province. The results of the analysis of the main hypothesis showed that the innovative organizational climate through organizational knowledge-creation has an effect on the organizational resilience of teachers in Chaharmahal and Bakhtiari province. The results of this research are consistent with the studies of Hoseini and Bazayr (2018), Nouroozi et al. (2019), Rastegari et al. (2018), Khanahmadi et al. (2018), Amiri et al. (2019), Azeri Arani (2020), Bavakhani (2021), Nazem (2022), Asadpour et al. (2017), Faqih Aram (2016), Heydarifard

et al. (2015), Van Krugh and Nonaka (2012), Turnspeerd (2013), Kanatli (2016), Pivan (2018), Aghatbari Roodbari and Faghani (2018), Barsa and Mobay (2018), Jiang (2019), Sinintiz (2019), and Hillmann (2021). The organizational knowledge-creation of teachers in Chaharmahal and Bakhtiari province has an impact on the improvement of education and causes the production and application of knowledge to improve the performance of teachers. To explain this hypothesis, it can be said that if there is a change in the environment and education is not accompanied by change, education will be out of its activity cycle. If education organization in Chaharmahal & Bakhtiari province wants to create innovation and competitive advantage, teachers' knowledge plays a vital role. A lack of innovation can put education organization at risk and, as a result, reduce its ability to maintain or gain a competitive advantage.

- Considering the importance of teachers' organizational knowledge-creation, providing background & substructures is recommended to store knowledge in a regular, accurate, up-to-date & reliable way in schools. As a result, in the externalization stage (transforming hidden knowledge into obvious one) & even in the combination stage, schools can mediate the creation of a bridge for the realization of knowledge-creation in the future by documenting & sharing knowledge in new systems & substructures.

- The schools principals of Chaharmahal & Bakhtiari provinces should create an informal & face-to-face communication atmosphere in their schools, & delegate authority to the teachers & engage them in making decisions & setting goals. The creation

& transfer of knowledge between teachers absorbs stress, increases the ability of teachers to deal with difficulties & adversities, provide the field of empowering teachers & moves the school towards a learning organization. In addition, they should provide creativity & innovation in the school & use collaborative methods & team formation to solve educational & pedagogical problems in schools of Chaharmahal & Bakhtiari provinces.

- Principals should focus on delegating responsibility & empowering teachers, & provide an opportunity for teachers to participate in choosing & setting goals. This participation causes responsibility & efforts to achieve the goal so that teachers can improve their abilities & capabilities.

It is suggested to the teachers not to stand against change and innovation without knowledge, but to gather information about the change and move in the direction of the change and guide it towards the realization of the school's goals.

- Due to the impact of intelligent leadership on knowledge-creation & organizational loyalty, it can be said that the authorities of education organization should organize training workshops for teachers of different levels to familiarize themselves with the dimensions of intelligent leadership; for instance, the flip it over workshop.

- Teachers should transfer and share information, and pay attention to each other's opinions and provide the necessary conditions for using their experiences to solve problems. and provide the necessary conditions for using their experiences to solve problems. Teachers should set goals and

participate in achieving goals, and if problems arise, provide opinions and suggestions. When the teachers consider themselves as contributors to the achievement of the goals and do their best to achieve the goals of the organization....

The next recommendation is that teachers create a psychologically safe environment by being flexible and paying attention to the dimensions of organizational psychology, so that by creating sincere interactions, a ground for expressing opinions and innovative plans is provided. In order to internalize the organizational knowledge, respect to the new attitudes, creative thoughts & novel ideas of teachers & appreciating them are of great importance.

Acknowledgments:

This paper is extracted from the P HD dissertation of educational management of Bu-Ali Sina University, Hamedan. The authors are going to be thankful to the teachers of Chaharmahal & Bakhtiari high schools who helped the researchers in conducting this research.

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Author1 Name: nasrin heidari

Email: naheidari93@gmail.com.

Mrs . nasrin heidari is a PhD student in Educational Management at Bu Ali Sina University. He has published numerous articles in the field of educational management.



Author 2 Name: Fakhrossadat Nasiri Bani Vali.

Email: : fsnasiri@sru.ac.ir.

Fakhrossadat Nasiri, is a Associate Professor, Department of Educational Sciences, Faculty of Humanities, Shahid Rajaei Teacher University, Tehran, Iran. She received his PhD in Educational Management from pouna University of India. and is engaged in research and education in the field of educational management. She is most interested in educational entrepreneurship and the quality of education.



Author 3 Name: Siroos Ghanbari

Email: s.ghanbari@basu.ac.ir

Mr. **Siroos Ghanbari** is a professor in the Department of Educational Sciences, Bu-Ali Sina University, Hamadan, He received his PhD in Educational Management from Kharazmi University of Tehran, Iran. and is engaged in research and education in the field of educational management, and has authored works in the field of educational management





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