The Relationship Between Five Transformational Leadership Skills and Organizational Responsibility of Managers of Elementary Schools in First and Second Middle School in Region 3 In Tehran

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Abstract: This study aimed to investigate the relationship between five transformational leadership skills and organizational responsibility of managers of elementary schools in first and second middle school in region 3 in Tehran and in the sample size of 162 people which was determined according to Krejcie and Morgan table and was selected by random cluster method. The method of study is practical in terms of the objective, correlational in terms of data collection method and case study in terms of the scope of the research. To collect data, a researcher made questionnaire related to transformational leadership including 5 components, 44 questions and alpha 0/95 and a researcher made organizational responsibility questionnaire with 4 components, 31 questions and alpha 88/0, have been used. Data were analyzed using SPSS software in two descriptive and inferential levels. In the description level, the measures of central tendency and dispersion of different charts was used and to evaluate hypotheses of study stepwise multivariable regression analysis and Pearson correlation coefficient and statistical test of it was used. The findings suggest that 1) five empowerment skills, inspiration and experience, leadership vision, personal recognition, harmony of values have significant relationship with organizational responsibility and its components, but with the arrival of stepwise multivariate regression and interacting of predictor variables, only 4 leadership skills could predict organizational responsibility and skill of inspiration and experience are not able to predict organizational responsibility.

Keywords: transformational leadership skills, empowerment, inspiration and experience, leadership vision, personal understanding, personal recognition, harmony of values, organizational responsibility

INTRODUCTION

In todays' competitive environment, the major concern of organizations is formed in their survival, development, and progress. In line with this goal, managers look for the optimal identification and exploitation of resources which are obtained with difficulty. Thus, the managers use the above-mentioned resources in the most effective, efficient, and useful ways. The major resources of any organization are human, financial, and technical resources. Obviously, human resources determine the other parts of resources because of using other resources by their abilities and planning (Borumand, 2013).

On the other hand, one of the basic concepts in the field of management is responsibility which is called guarantee or commitment (Moein, 2010). Responsibility is one of the important features of personality which plays a basic role in the success of individuals. It is an internal necessity and commitment to do all the tasks

(Ghorbani Zadeh, 2013). Responsibility is one of the concepts which have been always discussed about human. Responsibility means guarantee and commitment. Thus, whenever human commits to do something, he/she accepts the responsibility. Every person who lives in his/her environment, regardless of any environment, deals with such concept. Sometimes he/she is responsible for family and sometimes for society. Human is even responsible for animals and environment. Ignoring such concept makes human selfish and loosens the relationship between human and the factors affecting his/her destiny. Today, responsibility is used as an important keyword in humanities such as religious sciences, management, psychology, sociology, political sciences, etc. Every person has some responsibilities from different aspects. Human's responsibilities are different because he/she is related to different levels such as the relationship with his/her creator, social relationships, and environment (Kaviar, 2010).

Responsibility is one of the important features of personality which plays an important role in our success. Probably you encountered those who did their tasks accurately and did not need the hint of others. On the other hand, you probably encountered the people who did not care about their tasks and considered no value for their responsibilities. We use the term "responsible" to describe the first group and the term "irresponsible" for the second group. Although this definition of responsibility is not wrong, psychologists provided a more accurate definition of this feature. Serto (1989) defined responsibility as an internal necessity and commitment to do all the tasks which should be done by a person and believed that responsibility comes from within. The person, who takes the responsibility of doing something, agrees to do some activities or be monitored by others while doing such activities (Naqavi Jahromi et al., 2014).

Responsibility refers to the ability of accepting, answering, or doing something asked by others and the person has the right to accept or reject it. When somebody wants to take a responsibility, the subject of the request and the results must be clarified. In fact, responsibility is a conscious choice just like an unwritten contract with all its clarified details (Mazaheri, 2012). When somebody feels responsible, it is not necessary to say them how to act in any situation. People adapt an appropriate behavioral pattern based on considering the rules, evaluating their experiences, and achieving the realistic consequences of such experiences (Amir Moqadam et al., 2013).

Human is someone selected by God and received an integrity that was not given to other creatures: We gave this integrity (commitment, responsibility, duty, and divine integrity) to the sky, earth, and mountains, but they refused it while human accepted it! He was very ruthless and ignorant (he did not understand this great status and oppressed himself). God developed a series of tasks by His prophets to perfect human. One of these tasks is praying God. The most important task of human is praying God. This verse considered praying as the aim of creating Jinn and Human. Thus, the first and most important responsibility of human is for God that will be questioned on the Day of Judgment. Thus, if human does not feel responsible for such a valuable blessing given by God, he/she will obviously have an aimless life and will never achieve the dignity of humanity. Thus, the necessity of responsibility for God becomes clear (Tahmasebi, 2008).

In organization and management literature, responsibility is considered as a part of work ethics and is referred to as the meta-organizational ethics. In strategic management literature, social responsibilities generally and moral principles specifically were converted to an inseparable part of strategy development and implementation (Naqavi Jahromi et al., 2014).

Transformational leadership is one of the management concepts. Transformational leader is someone who empowers the others by giving them authority and power to create a serious and irreversible transformation in the work procedure of organization. Such a leader expands the foundation of leadership by empowering the organization's staffs and allows the desirable changes be applied due to many advocates. Thus, the

stakeholders can participate in creating such transformations through alliance and intimacy in relevant decision-makings. Educational leaders and managers need to behave based on McGregor's theory because this theory leads to the increase of creativity, self-confidence, responsibility, motivation, self-esteem, sense of belonging, foresight, decision-making ability, judgment, independency, self-respect, and respect for others (Khorshidi, 2009).

Thus, leadership is a key element in guiding and managing the environment. Studying different companies indicated that big leaders create big differences. Effective leaders obtain the results in a certain time framework to be effective for their organization and job. Although management has a similar process and strategy in leadership and any organization or group, some differences can be observed between varieties of management in terms of some features. Obviously, since all managers are responsible for leading a small or big group to achieve certain goals, they use this process by different methods. Each of these methods is classified as a specific management style. Not a certain leadership style can be prescribed as the superior leadership style for all situations and this subject needs a contingency approach which uses a specific style of leadership depending on different situations. In theoretical foundations and conducted studies, the style of eldership was considered from the behavioral and attitude dimensions of leaders and different approaches which lead to different leadership models. Multiple studies in different countries confirmed following the leadership style from the situation requirements (Golman, 2000, cited in Mirkamali et al., 2011).

An educational manager and leader should use the abilities of commitment and learning capacity of people in all organizational levels for an effective reaction to guide the organization. Whenever the manager of an educational organization disciplines the organization in such a way that the members move towards realizing the organization's goals, such goals can be achieved in the best possible way, and above all, if the organization's staffs are satisfied with their manager, it can be said that the manager will be practically their leader (Sarmad, 2014). Based on the continuum theory of leadership, a successful manager is an effective person with some characteristics like thoughtfulness, responsibility, providing the opportunity of development and intellectual excellence for others, reliable with intellectual independency beyond the fair enlightenment (Tanon Bam & Smith, 1986, cited in Hooshmandyar, 2009).

Transformational leaders focus on strengthening the followers and following the organizational and official changes of new systems, processes, and values. In fact, those who change the world are the transformational leaders and managers. This group of managers has more freedom of action in their job, force the staffs work, inspire them to achieve their goals, and stimulate them about how goals can be achieved. They keep the relationships with staffs and share information freely with them. The conducted studios on the executive managers of trade institutes, senior military officers, senior government managers, etc. showed that transformational managers are very efficient in their jobs (Ghorbanizadeh, 2013).

Revolutionary transformational leadership works for re-integrating the organization to accept the changes in the external environment. Revolutionary transformational leadership has an appropriate management approach which creates a strategic flexibility and develops human capital to achieve an appropriate set of skills for answering a dynamic environment. A revolutionary transformational leader attempts to form and create the environmental conditions. Such a leader helps the prediction of changes in the external environment. Transformational leadership fails to work with a high degree of acceptance on behalf of internal stakeholders, staffs, and managers. Thus, this model claims that acceptance works as a moderator variable for the relationship between external environment instability and transformational leadership. External environment instability which puts a pressure on organization to adapt to the environment increases the level of acceptance. Transformational leadership was used for the first time by Danton (1973). This term was not famous until the classics used it by Burns (Oshagbemi, 2004).

The main concept of transformational leadership was presented by Burns in his studies on political leaders. Burns defined transformational leadership as a process in which leaders and followers move each other towards a higher level of ethics and motivation. Such leaders attempt to manifest the ethics and superior ideals like freedom, justice, equality, peace, and humanity not inferior characteristics like fear, greedy, envy, and hatred. In relation to the theory of Maslow's hierarchy of needs, this theory emphasizes the higher level needs of followers. According to Burns, transformational leadership can be implemented in organization by every person or situation. In this type of leadership, people can affect the peers and superiors like subordinates (Rezaiean, 2015).

Bass and Avolio developed the concept and idea of Burns on leadership and created a concept of transformational leadership. Bass and Avolio believed that transformational leadership is formed when leaders develop and promote the interests of their staffs, create the awareness and acceptance for the group's mission and goals, and stimulate the staffs to see beyond their benefits for the group's benefits. The first factor of transformational leadership is called ideal influence or charisma and explains the leaders who work as strong models for their followers. They are deeply respected by followers, are available, and lead the followers in line with the realization of attitude and mission. In fact, charisma describes the people who encourage the others to follow the organization's outlook (North House, 2001, cited in Qolipour et al., 2009).

The issue of leadership in organizations in a scientific way began from the studies of Taylor. Since the 1920s and the early 1930s, the movement of human relations was gradually replaced by Taylor's scientific method that paid a special attention to human resources in addition to the issue of technology to improve the efficiency. Based on the theory of human relations, leaders are responsible for facilitating the realization of goals through creating cooperation among the subordinates and creating some opportunities for personal growth. From the perspective of human relations movement, it is very significant to pay attention to human relations, but the perspective of Taylor's scientific management movement pays attention to task. The term "leadership" dates back to 1300 BC and has a long history. Leadership was defined and summarized in different forms and these definitions are as much as those who presented them. A review of presented definitions by different authors indicated that many researchers of management field agree on this issue. Leadership includes the process of influence in the activities of person or group to achieve a goal in a certain situation (Hersi & Blanchard, 1969, cited in Mirkamali et al., 2011).

One of the recent approaches of leadership that was the subject of many studies in the early 1980s was transformational leadership. Transformational leadership is a type of complicated and dynamic process in which leaders affect the values, beliefs, and goals of followers. Transformational leadership was rooted in charismatic leadership. This concept which was raised for the first time by Weber focuses on the specific characteristics of leader due to his/her charismatic personality. This type of leadership focuses on praising and encouraging people, validating people, being a teacher, having an outlook, listening effectively, empowering people, establishing relations, modeling, and having honesty. Transformational leaders provide an extraordinary motive through confirming the moral values and thoughts of staffs and inspiring them to think on problems by using new methods. The ability to evaluate organizational styles and consequences and create a futurist viewpoint and ideal unit among the members of organization are the components of transformational leadership. Transformational leadership depicts a type of obvious outlook from future (Bennis & Nnus, 1985, cited in Mirkamali et al., 2011).

Each classic and management behavior school issued different guidelines on the concept of leadership. Classics developed the principles which required leaders pay attention to machine aspects of organization and increase the efficiency. On the other hand, the followers of behavioral school emphasize the human aspects of organization, creation of workgroup, and the role of social factors in the work environment. However,

nowadays, it is believed that both schools are true but each one can have different functions under completely different conditions. In addition to traditional approaches, new approaches were formed in leadership such as servant leadership approach and transformational leadership approach. Nowadays, these two styles of leadership have attacked the attention of theorists, scholars, researchers, and management agencies (Rezaeian, 2015).

Since the ministry of education in Iran is the most important education center of human resources in the society which aims at developing the predicted long- term goals in the document of future perspective by spending a lot of time and cost, thus the educational managers and leaders of schools are considered as the most important factor in achieving such goals. Thus, having the managers who work in educational units with all their power accelerates achieving a dynamic organization. Thus, the basic question in the present study is that: Is there a significant relationship between five transformational leadership skills and organizational responsibility of managers of elementary schools and first and second middle schools in region 3 in Tehran?

Methodology

This study was applied in terms of purpose, survey-correlational in terms of data collection method, and a case study in terms of studying the managers of elementary schools and first and second middle schools in region 3 in Tehran. Correlation study is another non-experimental study in which the relationship between two or several variables is studied (Sharifi, 2004). Baker (1988, translated by Nayebi, 2015) believes that survey study is a description of population attitude and behavior based on random sampling from the subjects of that population and their answer to a sequence of questions. However, researchers attempt to explain the phenomena by using such survey studies. In such cases, some hypotheses (for explanation) were made to be tested by relating the answer of different questions to each other.

The statistical population of this study included 279 managers of elementary schools and first and second middle schools of region 3 in Tehran. The statistical sample included 162 subjects set by Krejci and Morgan table and simple random sampling. In addition, a researcher-made questionnaire was used to measure the research variables (transformational leadership and organizational responsibility). Validity concept answers the question of to what extent the measurement tool measures the desired characteristic? (Khaki, 2011). Measurement validity refers to the amount of measurement by the desired tool (Khooy Nejad, 2012). In this study, first the initial concepts of questionnaires' content were selected based on collected backgrounds on relevant books, magazines, studies, and dissertations. Then, some interviews were implemented with the experts to identify and collect the available problems and limitations. At several steps of edition, there were 44 questions in the transformational leadership questionnaire and 31 questions in the organizational responsibility questionnaire. Some questions were considered for measuring the demographic features.

When there is a Likert scale and researcher wants to measure a complicated concept through deferent items, the Cronbach's alpha statistics can be used to measure the internal consistency of scale (Kalantari, 2015). Accordingly, the questionnaire was conducted experimentally in a 38-subject sample. Validation results indicated that the Cronbach's alpha value for the transformational leadership questionnaire was 0.949 and for organizational responsibility questionnaire was 0.877.

After identifying the studied sample, the school managers were asked to answer the questionnaires accurately. Some managers were met in meetings or department. After completing the questionnaires, they were collected. It took about one month to complete the questionnaires. Encouraging the managers to cooperate and meeting them were associated with their specific problem due to the distribution of schools in addition; gaining the hierarchical license from the ministry of education to distribute the questionnaire in

schools was one of the research problems in this field. After entering the data in computer, the indicators of central tendency, the indicators of dispersion, column diagram, circular diagram, PP plot, and scatter plot were used at descriptive level and multivariate regression, its assumptions, and Pearson correlation coefficient were used at inferential level.

Research findings

The findings resulted from data description indicated that:

1. 61.7% of respondents were female and 35.2% were male while 3.1% did not mention their gender. The minimum and maximum age were 28 and 70 with average of 46.53, mean of 46.50, standard deviation of 6.37, and variance of 40.64. Among the respondents, 9.9% were single and 86.4% were married while 3.7% did not answer. 4.9% had associate degree, 47.5% had bachelor degree, 39.5% had master, and 4.3% had PhD while 3.7% did not answer.
2. The employment status of 89.5% was formal and 6.8% was informal while 3.7% did not answer. The minimum and maximum work experience were 2 and 42 years with average of 24.37, mean of 25, standard deviation of 6.54 and variance of 42.89, the minimum and maximum work experience of managers were 1 and 40 years with average of 10.47, mean of 8, standard deviation of 7.66 and variance of 58.75.
3. Description of scores for studied variables and their components were given in Table 1.

Table 1. The indicators of central tendency and dispersion for transformational leadership and responsibility

The	Maximum	Minimum	range of changes	Variance	standard deviation	Mean	Average	variable	
	5	1.79	3.21	.26987	.51949	4.4598	4.3045	Total score	
	5	1.50	3.50	.29797	.54587	4.5000	4.3495	Sense of commitment	responsibility
	5	1.88	3.13	.31191	.55849	4.5000	4.4298	Hard work	
	5	1.43	3.57	.37148	.60949	4.2857	4.2496	Reliability	
	5	2.00	3.00	.29954	.54730	4.2500	4.1890	Behavior based on discipline and regulation	
	5	2.14	2.86	.27265	.52216	4.3181	4.2307	Total score	
	5	2.11	2.89	.29305	.54134	4.3889	4.2860	Empowerment	transformational leadership
	5	2.33	2.67	.31597	.56212	4.2222	4.1941	Inspiration and experience	
	5	2.00	3.00	.31294	.55941	4.3333	4.2435	Leadership vision	
	5	2.13	2.88	.29736	.54531	4.2500	4.1721	Personal recognition	
	5	2.11	2.89	.31281	.55929	4.3333	4.2579	Harmony of values	

findings related to testing the research hypotheses indicated that:

1. To study the main research question as "Is there a significant relationship between five transformational leadership skills and organizational responsibility of managers of elementary

schools and first and second middle schools in region 3 in Tehran?", the findings of regression analysis indicated that all four hypotheses were provided for regression and five components of transformational leadership began for predicting organizational responsibility and continued to three steps. In the first step, by entering the variable of empowerment, the multiple correlation coefficient (R) was 0.749 at a high degree. In the second step, by entering the harmony of value, multiple correlation coefficient was promoted to 0.783. In the third step, by entering leadership vision, multiple correlation coefficient was increased to 0.797 and in the fourth step, by entering personal recognition, multiple correlation coefficient was increased to 0.806; so that, these four variables together can explain 65% of changes in organizational responsibility. Only the variable of inspiration and experience cannot predict organizational responsibility (Table 1).

Table 1. The results of regression analysis for the main research question

Significance level	T - value	Beta values	Standard error	Regression coefficient		
.000	6.806		.191	1.302	y-intercept	
.024	2.288	.229	.080	.184	empowerment	predictor 1
.016	2.447	.227	.077	.189	Harmony of values	predictor 2
.013	2.504	.226	.072	.179	Leadership vision	predictor 3
.015	2.460	.204	.067	.164	Personal recognition	predictor 4

2. In studying the first secondary question as "Is there a significant relationship between empowerment and organizational responsibility of managers?", the findings indicated that the significant relationship was at 0.01 significance level (Table 2).
3. In studying the second secondary question as "Is there a significant relationship between inspiration and experience and organizational responsibility of managers?", the findings indicated that the significant relationship was at 0.01 significance level (Table 2).
4. In studying the third secondary question as "Is there a significant relationship between leadership vision and organizational responsibility of managers?", the findings indicated that the significant relationship was at 0.01 significance level (Table 2).
5. In studying the fourth secondary question as "Is there a significant relationship between personal recognition and organizational responsibility of managers?", the findings indicated that the significant relationship was at 0.01 significance level (Table 2).
6. In studying the fifth secondary question as "Is there a significant relationship between harmony of value and organizational responsibility of managers?", the findings indicated that the significant relationship was at 0.01 significance level (Table 2).

Table 2. Correlation coefficient between the variables of secondary research questions and significance test results

Significance level	Correlation coefficient	Second side	First side	research question
.000	.749(**)	Total score of responsibility	Empowerment	First secondary
.000	.719(**)	Sense of commitment		
.000	.541(**)	Hard work		
.000	.691(**)	reliability		
.000	.579(**)	Behavior based on discipline and regulation		
.000	.734(**)	Total score of responsibility	Inspiration and experience	Second secondary
.000	.679(**)	Sense of commitment		
.000	.505(**)	Hard work		
.000	.693(**)	reliability		
.000	.596(**)	Behavior based on discipline and regulation		
.000	.733(**)	Total score of responsibility	Leadership vision	Third secondary
.000	.659(**)	Sense of commitment		
.000	.560(**)	Hard work		
.000	.652(**)	reliability		
.000	.605(**)	Behavior based on discipline and regulation		
.000	.712(**)	Total score of responsibility	Personal recognition	Fourth secondary
.000	.626(**)	Sense of commitment		
.000	.511(**)	Hard work		
.000	.682(**)	reliability		
.000	.577(**)	Behavior based on discipline and regulation		
.000	.739(**)	Total score of responsibility	Harmony of values	Fifth secondary
.000	.689(**)	Sense of commitment		
.000	.535(**)	Hard work		
.000	.698(**)	reliability		
.000	.572(**)	Behavior based on discipline and regulation		

Discussion and conclusion

The findings indicate that five skills of empowerment, inspiration and experience, leadership vision, personal recognition, and harmony of value had a significant relationship with organizational responsibility and its components. However, with the arrival of stepwise multivariate regression and in interaction of predictor variables, only four skills of leadership can be predicted while the variables of inspiration and experience were excluded. In other words, inspiration and experience had a significant relationship with the criterion

variables but this relationship was not significant in multivariate regression along the other variables. Inspiration and experience cannot predict responsibility and its components. In general, based on the priority of multivariate regression than Pearson correlation coefficient and multiple regression (unlike regression which addresses the relationship between all variables, in multivariate regression all variables are considered together and the current errors are solved to a large extent), it can be said that inspiration and experience cannot predict responsibility and its components while its significance can be ignored.

The findings of the present study were consistent with some findings of previous studies and were confirmed. Such studies included Husseini et al. (2010), Haj Fathali (2013), Zahrabi (2011), Moradi et al. (2010), Husseini Sarkhosh (2010), Joris (2014), Brown (2013), and Jeewon (2010).

The study results of Husseini et al. (2010) indicated that there is a significant and positive relationship between the components of transformational leadership (ideal influence, cultivation, inspiring motivation, and personal considerations) with organization's social responsibility.

The study results of Haj Fathali (2013) indicated the significant and positive effect of managers' leadership style on staffs' creativity on the one hand and the significant effect of organizational culture on the relationship between leadership style and creativity on the other hand.

The study results of Zahrabi (2011) indicated that there is a positive relationship between all independent variables (interactive leadership style and transformational leadership style) with three dependent variables of emotional commitment, continuous commitment, and normative commitment in all cases. It should be noted that all variables had direct relationships. In addition, studying the moderating effect of personality indicated that personality had a moderating effect on the relationship between leadership style and organizational commitment. Meanwhile, interactive leadership style had the maximum effect on organizational commitment. Based on the close relationship between organizational commitment and organizational responsibility, it can be said that the results of this study are completely consistent with the findings of the present study.

Moradi et al. (2010) in their study indicated that transformational leadership is one of the important factors affecting the creativity of staffs and organizations. Transformational leaders increase the creativity of their staffs and organizations by strengthening the internal motivation and freedom, creating an outlook, encouraging, and challenging. Job challenge, manager support, freedom of action, and manager influence are the factors having a mediating role in the relationship between transformational leadership and creativity.

The study results of Husseini Sarkhosh (2010) indicated that the leaders of organizations can change the culture in line with the organization's goals and cause fundamental changes in organizations by developing the characteristics of transformational leaders in themselves.

In addition, among the foreign studios, the study results of Joris (2014) indicated that transformational leadership has a sportive relationship with job satisfaction of subordinates at personal and team levels and the passive team performance. The relationship between personal understanding of transformational leadership and job satisfaction is realized by trusting the supervisor and the team. However, trusting the mediating team is not the relationship between team understanding of transformational leadership and team performance. Theoretical and practical concepts of leadership studies were discussed at different levels.

The study of Brown (2013) indicated that transformational leadership has a positive relationship with job satisfaction of followers at personal and team levels. The relationship between personal understanding of leaders and transformation of satisfaction among supervisors are associated with trusting the supervisor and

the mediating team. However, trusting this team does not mediate between team understandings from leadership performance and supervises transformation team. The consequences of leadership theory and study were discussed at different levels.

The study results of Jeewon (2010) indicated that understanding the personal justice at group level has an important role in relationship between transformational leadership behaviors and organizational citizenship behaviors at both levels of person and group.

At the present era, the process of changes and variety of used tools increases every day. The speed of changes is so that no human being the last century could predict such changes. Global competition and growing trade in the east and west, developed and developing countries, created an instable atmosphere for all businesses. To cope with such insecure environment and continuous changes, the presence of some people as leader is required. Obviously, traditional leaders cannot live in the third millennium and the world will need some transformational leaders. Transformational leadership allows the organizations to promote their performance while competing in a non-predictable and chaotic environment. When the components of transformational leadership are sued as the complement of other leadership measures, they can be converted to a source of competitive advantage which can considerably help the strategic competition and higher efficiency in the short term and long term. In fact, without an effective transformational leadership, the probability of encountering the global economy challenges to superior performance and even satisfaction can be reduced.

Based on research findings, some suggestions are presented:

1. Based on the results obtained from the main question as the effect of transformational leadership on organizational responsibility, the experts of the Department of Curriculum Planning and Compilation are suggested to provide the necessary acculturalization for managers by developing the books related to responsibility because educational and skill investments on managers guarantee the development of this country.
2. Based on the results obtained from studying the first secondary question as the effect of empowerment on organizational responsibility, the education authorities are suggested to increase the awareness and skill of managers in these fields based on the importance of organizational responsibility to include the above-mentioned training in the in-service training.
3. In addition, the authors of psychology and counseling area should develop the educational books on transformational management for teaching at universities and in-service training to strengthen empowerment.
4. Based on the results obtained from the second secondary question as the effect of inspiration and experience on organizational responsibility, the mass media, especially TV and Radio are suggested to provide educational programs on responsibility and the methods to increase them.
5. Based on the results obtained from the third secondary question as the effect of inspiration and experience on organizational responsibility, the effects made by families to strengthen the leadership vision in children is of great importance because culturalization is institutionalized in adolescence and family. Sociologists believe that assigning responsibility to children and making them participate in social benefits during their adolescence is an undeniable necessity for facilitating the human growth and entering the adulthood.
6. Based on the results obtained from the fourth secondary question as the effect of personal recognition on organizational responsibility, it is suggested to strengthen the life skills recommended by the World Health Organization, UNICEF, and UNESCO including self-awareness skills.

7. Based on the results obtained from the fifth secondary question as the effect of harmony of value on organizational responsibility, it is suggested to clarify the subject of harmony of values for managers and reveal its effects on organizational responsibility.

8. Family, as the first institution where a person takes most of his personality dimensions since the birth, plays an important role in creating responsibility. Thus, it is suggested to teach how to make children responsible in different skills courses.

9. School managers should change their management styles and plan their organizational strategies based on organization's goals and the available solutions in the document on the fundamental transformation of education.

10. School managers are suggested to pay a special attention to creative and innovative forces to create a new and transformational educational organization.

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