

The Effect of Social Intelligence and Knowledge Management on The Teaching Organization According to The Moderating Role of Trust and Gender

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ABSTRACT

This study is aimed at investigating the effect of Trust in the relationship between knowledge management and teaching organization, the effect of Gender in the relationship between Social intelligence and teaching organization, also the effect of Trust and Gender among them. The sample size was calculated by conducting Cochran's formula, and research data were collected by distributing questionnaires between 126 employees of the branch of Saderat Bank in Mashhad. The hypothesized model was tested by conducting structural equation modeling in AMOS software. Research results indicated that Social intelligence and knowledge management are positively related to teaching organization and It also indicated that trust is a moderator of the relationship between knowledge management and teaching organization, Gender is a moderator of the relationship between the Social intelligence and teaching organization, also Trust and Gender are moderators of the relationship between them.

1. Introduction

Certainly, today the success of the organizations is dependent on a number of key factors and identification and promotion of these factors will lead to increased development of organizations. On the other hand, the adaptability to changes as well as the survivability and development of managers in the new environments, depends on their ability to give positive respond to changes. Social intelligence is one of the features that can help managers respond to these changes. With the advent of the information age and development of organizational strategic opportunities, social intelligence theory has attracted a significant attention. In the meantime, in recent decades, in the face of drastic environmental changes, organizations concluded that to deal with such adversities, they should not only turn to learning but should turn into teaching organizations. In teaching organization, the leaders try to perform their missions by training the individuals, they train their staff because they believe that training is the best way to develop the staff and use their clever ideas to solve their business problems. In the meantime, knowledge management is a process that helps organizations identify and release their unorganized information and learn or reconstruct the new knowledge while using this information. Trust is an important concept in various disciplines such as management, ethics, sociology, psychology, and economics. The organizational behavior studies have confirmed the role of trust in individual and organizational effectiveness.

The banks with a long history of service delivery have managed to compete in serving their customers using knowledge management in today's world. Banks are of the organizations that are widely involved in serving the costumers and meeting the needs of people and play an increasingly important role in the economy of a country.

Due to lack of adequate studies on the effect of social intelligence and knowledge management on teaching organizations and also on the influence of organizational trust and gender as two moderator variables, the author have examined the effect of these variables and analyzed the role of these moderator variables at the same time.

2. Research framework and hypothesis development

2.1. Social intelligence

Social Intelligence was first introduced as a single concept, but later others defined it as two individual intelligence concepts that deals with Intrapersonal and interpersonal intelligence that includes the knowledge and awareness of self and others (Crowne, 2009). People, due to their individual differences, do not act similarly in a given social situation. In psychological literature, these individual differences refer to social intelligence. Social Intelligence was first discussed seriously when Thorndik defined a kind of intelligence known as social, mechanical and abstract intelligence when describing human behavior. He defined social intelligence as the ability to understand others and to act wisely in human communications (Dogan & Citin, 2009).

Social intelligence is defined as a necessary ability for people to communicate, understand, and interact effectively with others and includes the following components:

Processing the social information: the ability to understand and predict the behavior and feelings of others.

Social awareness: a proper understanding of the concerns and feelings of others as the pillars of success in social activities

Social skills;

Sensitivity to others: to achieve superior job performance

Ability to understand the needs of others

Ability to identify the concerns of others (Nijholt, Stock, Nishida, 2009, 1)

Focus on social and emotional intelligence competencies to improve the effectiveness of leadership has become a common practice in companies or organizations, and today, is considered a prerequisite for success in relation to job performance and income (Sánchez-Núñez, 2015, 65).

2.2. Teaching organization

In the third millennium, human resource development is beyond the concept of Learning Organizations proposed by Peter Senge (1990). In this context, many organizations have concluded that be a learning organization, alone, is not sufficient for survival in today's competitive environment and organizations need to be a teaching one as well (Tichy & Cohen, 1998, 26).

In general, it can be said that teaching organization is an organization in which teaching and learning don't take place in a hierarchical and top-down manner, but it takes place all over the organization and everyone, regardless of their position, is required to teach and learn. In this case, a synergy is created and the organizations become so intellectually and scientifically powerful that can act as a teaching/learning machine and this teaching cycle will go on. (Wilyams, 2002).

2.3. Knowledge management

Knowledge management is a challenging process that extracts the knowledge accumulated in the minds of the organization members and shares it among all the people. In this case, the knowledge stored in the system turns into a sustainable and applicable source and provides the organization with competitive advantage. (Huysman, 2006).

According to Han & Anantatmula (2007), knowledge management capability of organizations is one of the main competitive advantages of them. Organizations should take a particular kind of knowledge under control; regard it as an important source to create and maintain a competitive advantage and share the resulting knowledge as a means for organization's survival. (Han & Anantatmula, 2007).

Knowledge sharing and knowledge conversion and development process have been known as sources of innovation and competitive advantage. For knowledge, sharing and combining to be efficient, both knowledge natation by the staff and knowledge collection by the managers should be taken into considerations (Dysvik & etal.2015, 35).

Some researchers believe that knowledge is the most valuable and important source conquered by the organization and is essential for its survival (Huang and Hsueh, 2007, 8). In recent years, the role of knowledge in the effectiveness of educational management, including development and improvement of communications for participation and responsibility assuming in the learning and teaching process, has significantly increased (Patti et al, 2015).

To achieve success, a leader is expected to have the following capabilities:

Developing a success vision for everyone

Developing of a space for learning

Fostering leadership in others

Improving the education

Managing the information and Individuals in the improvement process (Turnbull, Riley, & MacFarlane, 2013)

2.4. Organizational Trust

Trust in the management process refers to the psychological contracts between individuals and

organizations, these contracts are based on the messages that employees receive about the organizational expectations and the management's expectations of favorably acts on the part of employees (Gbadamosi and Ndaba 2007).

In addition, organizational trust increases participation in decision-making processes and creates a productive working environment (Smit, 2005, 521). Trust is a complex set of judgments made by the truster about different characteristics of the trustee. According to Butler and Kantrl (1984), Honesty, competence, consistency, loyalty, and openness are the key elements of trust (Dietz & Hartog, 2006, 560).

Robbins (2003) also introduces the same elements for trust (Robbins, 2003, 337). Meyer et al. (1995) argue that the factors affecting the level of trust between the truster and the trustee include ability, benevolence, and honesty of the trustee. Other researchers have introduced similar factors in this regard. Cook and Wall (1980) have introduced intent and ability as the main factors of trust, and according to Lieberman (1981), competence, and motivation are the main factors of this phenomenon. (Lee, 2004, 625).

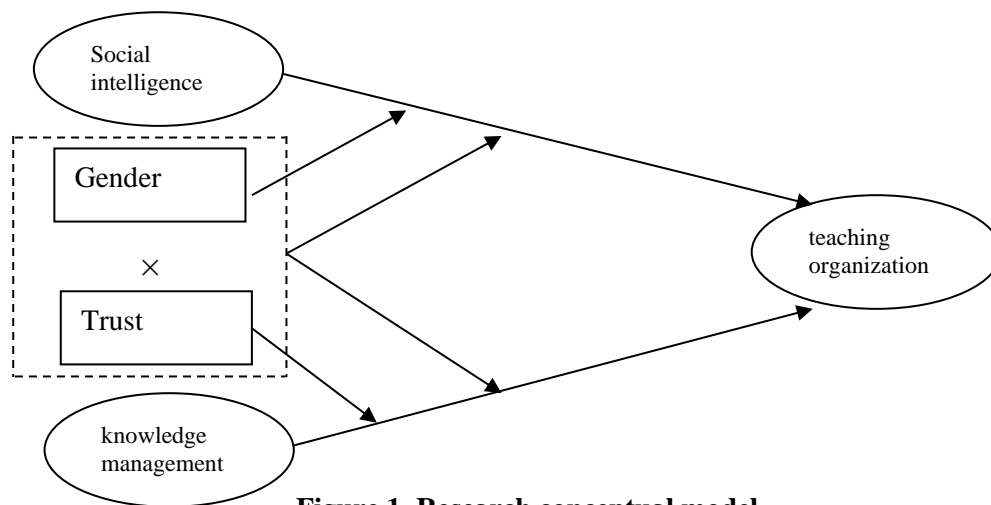


Figure 1. Research conceptual model

Given the above mentioned information, research hypotheses are as follows:

H1: Social intelligence positively affects teaching organization.

H2: Knowledge management positively affects teaching organization.

H3: Trust moderates the relationship between knowledge management and teaching organization.

H4: Gender moderates the relationship between Social intelligence and teaching organization.

H5a: Trust and gender have an interactive effect in moderating the relationship between social intelligence and teaching organization

H5b: Trust propensity and gender have an interactive effect in moderating the relationship between knowledge management and teaching organization.

3. Research method

This is an applied-descriptive research. The statistical population is comprised of 659 staff employees of Saderat Bank in Mashhad. First, we conducted a pre-study of 30 employees, and then, we estimated the sample size of 126 given the calculated pre-sample standard deviation (the value of .32) and pasting it in Cochran's formula. The sampling method was simple random.

Social intelligence was measured by the questionnaire of Rezaei and Khalilzadeh (2009) which has

15 questions. Teaching organization was measured by the questionnaire of Tichy (1998) which has 24 questions. Knowledge management was measured by the questionnaire of Newman and kendra which has 17 questions. And finally, organizational trust was measured by the questionnaire of Martinz (2002) which has 15 questions.

4. Research results

Table 1 shows the respondents descriptive statistics.

Table 1. Demographic profile of respondents.

Demographic variable	Category	Frequency	Percent
Gender	Male	59	46.8
	Female	67	53.2
Age	20-30	45	35.7
	31-40	53	42.1
	41-50	23	18.3
	51 and above	5	4.0
	Undergraduate and below	78	61.90
Education	Graduate and above	48	38.09
Years of service	5 years and below	24	19.0
	5-10 years	44	34.9
	10-15 years	43	34.1
	15-20 years	15	11.9

Kurtosis coefficient for all the items was between +3 and -3 indicating the data normality. Content validity was evaluated by adopting the experts opinions, and construct validity by conducting confirmatory factor analysis.

The means, standard deviations, Cronbach alphas, and correlations between variables are presented in Table 2. All the variables had significant correlations with each other.

Table 2. Means, Standard Deviations, Cronbach Alphas, and Correlations.

Variables	M	SD	α	1	2	3	4
Organizational Trust	3.11	.801	0.959	1			
teaching organization	3.33	.780	0.901	.233*	1		
knowledge management	3.06	.750	0.944	.202*	.387**	1	
Social intelligence	3.38	.734	0.938	.279*	.187*	.564**	1

*. Correlation is significant at the 0.05 level (2-tailed).

**. Correlation is significant at the 0.01 level (2-tailed).

4.1. Model test

As shown in Fig. 2, teaching organization was regressed on Social intelligence and knowledge management; the model was significant. The hypothesized model was put to test by conducting structural equation modeling in AMOS software.

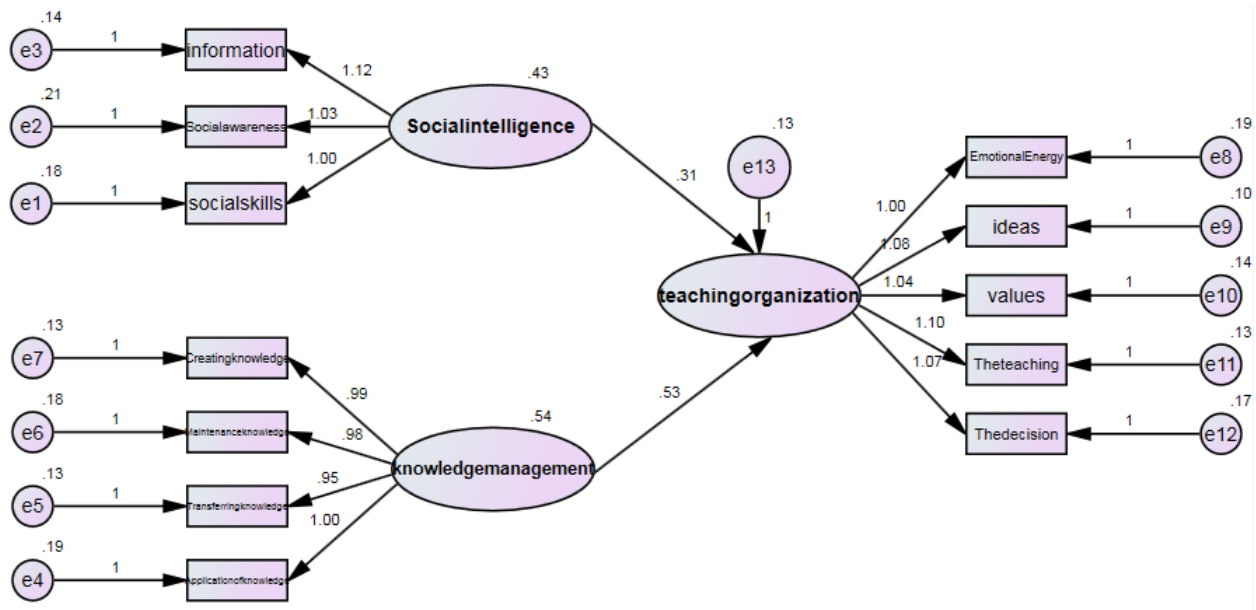


Fig.2 Model Test

Social *intelligence* and knowledge management are strong predictors of teaching organization, with path loadings of 0.31 ($p < 0.01$) and .53 ($p < 0.01$), respectively (H1 and H2 are supported). We used the following indices to evaluate and confirm the model fitness indicating acceptable fit to the observed data: $\chi^2 = 29.396$; $df = 19$; $\chi^2/df = 1.547$; $GFI = .946$; $CFI = .982$; $PGFI = .601$; $PNFI = .646$; $RMR = .024$; $RMSEA = .066$. The AMOS output is provided in figure 2. The hypothesized H1 and H2 relationships were supported.

4.2. Examining moderating effects

Results indicated that the level of trust influences teaching organization similarly, gender was shown to influence teaching organization. Since each of these effects might arise, in part, by moderating the effect of another relationship, we conducted tests to check these possibilities. Table 8 shows the results from testing trust as moderator, and Table 9 does the same for gender. A moderating effect exists if the coefficient of the product term (independent variable by moderator) is significant. From the tables, we see that the coefficients of Trust* knowledge management and Social intelligence*Gender were significant at the 0.05 level, indicating that trust and gender moderated the relationships of Social intelligence, teaching organization and knowledge management ,teaching organization respectively. Thus, the moderating roles of trust and gender were confirmed.(Table 3 and Table 4). The hypothesized H3 and H4 relationships were supported.

Table 3. Moderating effect test for trust

Model	Unstandardized Coefficients		Standardized Coefficients		t	Sig.
	B	Std. Error	Beta			
Trust	-.047	.082	-.047		-.571	.569
knowledge management	.397	.082	.397		4.864	.000
Trust	-.046	.076	-.046		-.603	.548
knowledge management	.463	.078	.463		5.946	.000
Trust*knowledge management	.275	.062	.338		4.434	.000

a. Dependent Variable: teaching organization

Figure 3 shows the result of this hypothesis in another way. The slope of the regression line between knowledge management and teaching organization is positive when trust is high. This

implies that when trust is high, the positive effect of knowledge management on teaching organization is increased.

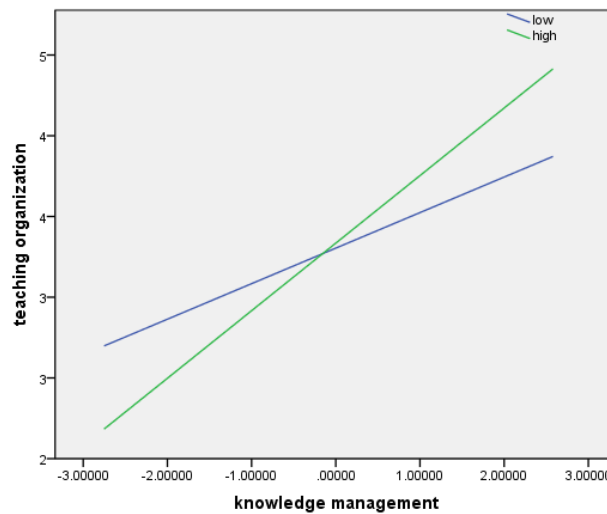


Figure 3. Moderating effect of trust in the relationship between knowledge management and teaching organization

Table 4. Moderating effect test for Gender

Model	Unstandardized Coefficients		Standardized Coefficients		Sig.
	B	Std. Error	Beta	t	
Social intelligence	.210	.085	.210	2.472	.015
Gender	-.317	.169	-.159	-1.873	.063
Social intelligence	-.385	.256	-.385	-1.503	.135
Gender	-.323	.166	-.162	-1.943	.054
Social intelligence*Gender	.412	.168	.629	2.456	.015

a. Dependent Variable: teaching organization

Figure 4 shows the result of this hypothesis in another way. As it can be seen, the slope of the regression line between social intelligence and teaching organization is positive for women. This shows that female gender increases the effect of social intelligence on teaching organization.

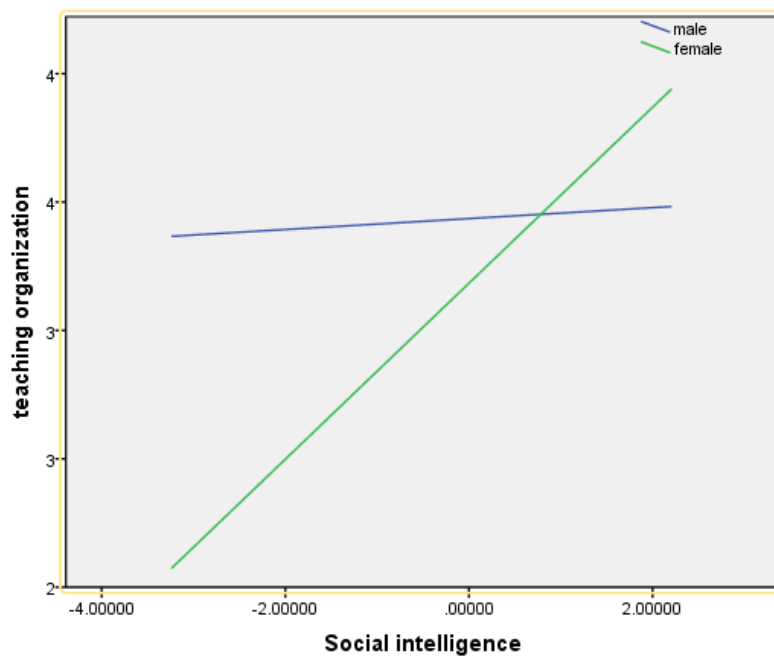


Figure 4. Moderating effect of gender in the relationship between social intelligence and teaching organization

Table 5. Gender * trust Cross tabulation and Chi-Square Tests

			trust		
			low	high	Total
Gender	1	Count	49	18	67
		Expected Count	46.3	20.7	67
	2	Count	45	24	69
		Expected Count	47.7	21.3	69
Total	Count		94	42	136
	Expected Count		94.0	42.0	136.0
Chi-Square Tests	Pearson Chi-Square		Sig.		Fisher's Exact Test
	.998		.318		.357

As we have seen, gender and trust might affect teaching organization individually and jointly. Here, we explore how they do so in more detail. A Chi-square test was used to check whether trust and gender were statistically independent (see Table 5). Results show that the Chi-square (0.998) is much higher than Asymp. Or Fisher's p value (0.318, 0.357, respectively), indicating that the two variables are statistically independent. Thus the effects of trust and gender on teaching organization should be examined independently. In order to test the simultaneous role of trust and gender in moderating the effect of social intelligence on teaching organization, hierarchical regression was used. In the first stage, the moderator and predictor variables were entered the model as independent variables. Then, in the second stage, the interactive variables were entered the model. And in the third stage, the interaction of predictor variable and the two moderator variables was entered the model (table 6). As it can be seen in this table, t-value for the effect of interactive variable is 2.144 which is significant at confidence level of .95. Therefore, it can be said that gender and trust simultaneously moderate the effect of social intelligence on teaching organization. Accordingly, the hypothesis H_{5a} is confirmed.

Table 6. Joint moderating effect of gender trust in relation between Social intelligence and teaching organization

Model		Coefficients	t	Sig.
1	Social intelligence	.209	2.442	.016
	Gender	-.159	-1.858	.065
	Trust	.012	.137	.891
2	Social intelligence	-.019	-.069	.945
	Gender	-.131	-1.613	.109
	Trust	.036	.438	.662
	Trust* Social intelligence	.302	3.323	.001
	Gender *Social intelligence	.344	1.287	.200
3	Social intelligence	.181	.624	.534
	Gender	-.126	-1.568	.119
	Trust	.092	1.087	.279
	Trust* Social intelligence	.900	3.074	.003
	Gender *Social intelligence	.202	.742	.459
	Gender *Social intelligence*Trust	-.590	2.144	.034

a. Dependent Variable: teaching organization

Figure 5 shows the result of this hypothesis in another way. In order to more confidence about the simultaneous moderation effect, the marginal chart and group regression were used indicating that in high level of trust the women's social intelligence is greater than men.

As it can be seen in table 7, p-value for interactive variable was 2.126 which is significant at confidence level of .95. Thus, it can be claimed that gender and trust simultaneously moderate the effect of knowledge management on teaching organization. Accordingly, the hypothesis H_{5b} was

also confirmed.

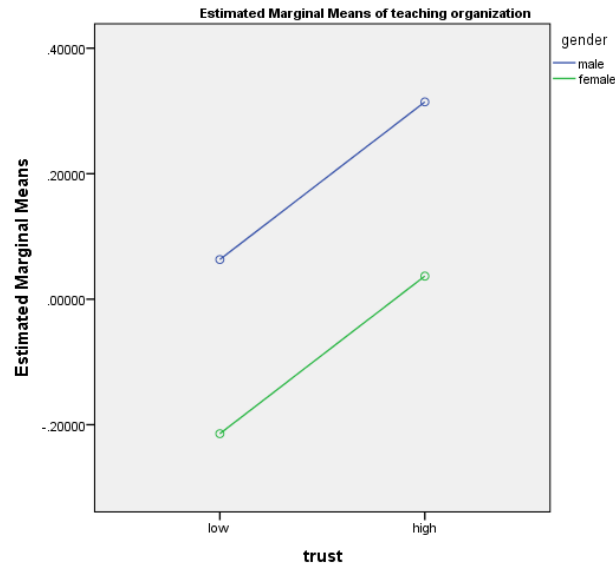


Figure 5. Simultaneous moderation effect of trust and gender in the relationship between social intelligence and teaching organization

Table 7. Joint moderating effect of gender trust in relation between knowledge management and teaching organization

Model		Coefficients	t	Sig.
1	knowledge management	.420	5.185	.000
	Gender	-.180	-2.269	.025
	Trust	-.057	-.712	.478
2	knowledge management	-.134	-.545	.587
	Gender	-.184	-2.427	.017
	Trust	-.054	-.705	.482
	Trust* knowledge management	.188	2.439	.016
	Gender * knowledge management	.592	2.412	.017
3	knowledge management	-.096	-.394	.694
	Gender	-.154	-2.035	.044
	Trust	-.006	-.070	.945
	Trust* knowledge management	.675	2.797	.006
	Gender * knowledge management	.581	2.398	.018
	Gender * knowledge management*Trust	-.513	2.126	.035

a. Dependent Variable: teaching organization

5. Discussion and conclusion

The results showed that social intelligence affects the teaching organizations. In line with these results, Nasiri Valikbani et al. conducted a study entitled "The relationship between social intelligence and cultural intelligence and the application of the teaching organizations" on a population of 149 people from among the employees in different Cities of Hamedan province. They concluded that there is a significant positive correlation between social intelligence of the staff and the components of the teaching organization.

As the hypotheses results showed that social intelligence affects the teaching organizations, the bank managers are recommended to hold training courses in order to develop communication skills between the staff and thereby pave the path for development of teaching organizations. According to the goal-setting theory, managers are recommended to set specific roles for each individual so

that they may be motivated to achieve goals. Setting specific and challenging performance goals can motivate or direct the staff behavior. The goals which are more difficult to achieve, are more challenging compared to the goals which are easier to achieve.

As the hypotheses results showed that knowledge management affects the teaching organizations, the managers are recommended to develop some techniques to improve services or provide knowledge-based services and use the customer's knowledge to provide better services. To this end, data collection by distribution of questionnaires can help to improve the services. For development of knowledge management in organizations, the changes that lead to interaction or reconstruction of knowledge should be systematically identified, measured, encouraged and supported so that the ground may be provided for increasing teaching and education among the staff and developing the organizations into teaching organizations

According to the hypotheses results, which showed that trust can regulate the effects of knowledge management on the teaching organizations, the managers are recommended to provide the staff with the grounds for sharing information regarding competitive activities, as well as the strategies and future business plans, so that their trust may increase and the path may be paved for development of organizations into teaching organizations. Finally, given that learning starts at the individual level, spreads into the groups with which individuals are associated, and becomes pervasive in organizations over time, it is better to pay special attention to learning at the individual level, which is preceded by teaching. In fact, the success of any organization in the global arena, must start from different paths and then lead to improved quality of service for customer satisfaction, and improved capabilities, abilities and competence of employees through the teaching/learning cycles.

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