

The Impact of Transformational Leadership Style Perceptions on Innovative Work Behavior of Private School Teachers: The Mediating Role of Organizational Culture Perceptions

Hanna Qayyum^a, Muhammad Zeeshan Hanif^b, Dr. Ahmad Usman^c,
Ayesha Hanif^d

^{a,b,c,d} Institute of Administrative Sciences, University of the Punjab, Lahore

Corresponding email address: hanna.qyum@gmail.com

Abstract

The study explores the relationship between transformational leadership style perceptions of middle level private school teachers and their innovative work behavior, and also examines the mediating effect of organizational culture perceptions on this relationship. It was found that teachers who perceived their principals as transformational leaders and considered their organizational cultures to be more stable, team oriented, fair, secure and employee oriented were more innovative in their work. The relationship between transformational leadership style perceptions and innovative work behavior was also found to be mediated by organizational culture perceptions. Findings of the study suggest school heads and principals that the innovation amongst their teachers can be enhanced if they observe transformational leadership style while focusing more on 'individualized consideration' dimension and create cultural perceptions of stability, fairness, security and employee orientation amongst their teachers.

Keywords: Transformational Leadership Style, Innovative Work Behavior, Idealized influence, Individualized Consideration, Inspirational Motivation.

Introduction

Education is one of the most significant factors for growth and progress of any nation that improves literacy, self-sufficiency and awareness (Polishook & Cortese, 2000). Literature on education has highly acknowledged the impact of leadership exercised by the principals and heads on the improvement of schools (Leithwood et al., 2008). Multiple reform efforts to initiate and adopt the appropriate leadership styles in schools have been undertaken in the past but most of them have been

unsuccessful (Fullan, 2001). A teacher, who executes the academic activities and spends most of the time with students, is a crucial figure for school and plays a central role in the overall success and achievement of the school as well as students. However, it is the head or the principal of the school who is responsible for creating and ensuring such an environment in school where education related goals can be easily achieved (Leithwood & Jantzi, 2006). It is also essential to know that the performance of teachers is greatly impacted by the leadership style adopted by the school principals and this has been the subject of multiple research endeavors in the past as well (Bogler, 2001; Griffith, 2004; Miers, 2004)

The foremost avenue of formal education in an individual's life is school that develops the next generation of creative thinkers and innovators through the inculcation of different imperative skills and core competencies. However, this process of transferring knowledge and skills might have impediments which may result in the failure to achieve this objective. The findings of Annual Status of Education Report, 2018, show a gap that exists between expected and actual learning of students in the schools of Pakistan. This report highlights that around half of the grade five students in public and private schools of Pakistan have not even reached the grade two level of learning, and has proposed 'good teaching' as the most effective way to deal with this issue. Another study conducted by the National Education Assessment System (NEAS) also indicates the deficiencies that are present in student learning outcomes (Ministry of Federal Education and Professional Training, 2017).

Yousaf (2013) in his study about problems in the education system of Pakistan highlighted that the quality of teachers and teaching process needs to be transformed in the schools of Pakistan. While analyzing the factors that lead to poor quality of education, Rashid and Mukhtar (2012) ascertained that among other factors, ineffective teaching strategies result in low student enrolment in schools. In their study, they concluded that schools in Pakistan are unable to provide education that conforms to the 21st century needs because of the substandard curricula and teaching methodology being practiced. Burki (2005) attributed this lack of quality education to the poor management and administration of schools in Pakistan. Moreover, Saeed et al. (2013) acknowledged the role of school culture and relationship between teachers and administration in the process of effective teaching and students' learning. They have also mentioned that the culture of sycophancy in schools often leads to the development of

demotivation and mistrust among teachers and their leaders. In his study about school restructuring, Leithwood and Sun proposed a transformational leadership style as a way to help school heads restructure their schools for better students' achievements.

Various empirical researches have supported the relationship between transformational style of leadership and the quality of teachers' work behavior (Afsar & Masood, 2018; Faraz, Yanxia, Ahmed, Estifo, & Raza, 2018; Jassawalla & Sashittal, 2002; Noori, Alias, & Rosdi, 2017). Several studies have also found that the relationship between transformational leadership style and quality of work behavior is mediated by organizational culture perceptions (Jaskyte, 2004; Jassawalla & Sashittal, 2002; Prather & Turrell, 2002; Sarros, Cooper, & Santora, 2008). To the best of researcher's knowledge, studies exploring this relationship in the context of educational institutions and teachers are rather scarce in the literature. This article fills this gap and examines the relationship of transformational style of school leadership with organizational culture perceptions and innovative work behavior, in the context of private schools of Pakistan.

2.1. Transformational Leadership Style (TLS)

Transformational leadership style (TLS) is amongst the most studied topics in the field of leadership (McCleskey, 2014; Peters, 2014). Harrison (2011) defined TLS as a style that inspires the followers and results in a work environment where both leader and followers collectively work to elevate each other's morality, job motivation and performance outcomes. Boamah, Laschinger, Wong, and Clarke (2018) defined TLS as a relational style of leadership where followers trust and respect their leaders and are motivated to go an extra mile for the attainment of organizational goals. TLS is generally conceptualized in terms of four behavioral dimensions, which are idealized influence, inspirational motivation, intellectual stimulation and individualized consideration (Bass & Avolio, 1993; Boamah et al., 2018; Caniels, Semeijn, & Renders, 2018; Hoch, Bommer, Dulebohn, & Wu, 2018; Ng & Rivera, 2018). All these four dimensions of TLS have been included in this study.

Idealized influence (II) describes a leader who leads by example and helps the followers find sense of purpose by clearly articulating the organizational vision (Razzaq et al., 2020; Boamah et al., 2018; Ng & Rivera, 2018). According to Singh, Giudice, Chierici and Graziano (2020) transformational leaders have a clear vision about their organizations'

current and future course of action. The dimensions of idealized influence and inspirational motivation (IM) are usually grouped together under a single component of “charisma” (McCleskey, 2014). Judge and Bono (2000) defined inspirational motivation, the second dimension, as an articulation of a vision in a clear and inspiring way to the followers. Under IM, a leader aims at inculcating a sense of self-efficacy among the subordinates by providing them with continuous encouragement and support (Peters, 2014).

Intellectual stimulation (IS), which is the third dimension of TLS, focuses on viewing the old methods and problems in a contemporary way and fosters creativity among the subordinates and followers. In view of Bass and Riggio (2006), transformational leaders strive to inspire and encourage their subordinates to exhibit innovation and creativity by reviewing and questioning the old methods and “reframing problems”. Alsayyed, Suifan, Sweis and Kilani (2020), while studying the impact of TLS, found that intellectual stimulation and idealized influence were the two dimensions that had the most significant effect on the organizational performance.

Individualized consideration (IC), the last behavioral dimension of TLS, suggests giving a considerable level of personalized or individual attention to the followers while acting as a coach or mentor and realizing the uniqueness of each subordinate (Peters, 2014). This dimension also encourages effective communication (Bass & Riggio, 2006).

2.2 Innovative Work Behavior (IWB)

Modern day organizations depend on the innovation of their employees to produce and deliver products or services in a competitive and viable manner (Niesen, Van Hootegeem, Vander Elst, Battistelli, & De Witte, 2018; Ramamoorthy, Flood, Slattery, & Sardessai, 2005). Innovation is not confined only to the research and development labs but can also be seen as an output or result of a human mind, ingenuity or creativity (Kheng, June, & Mahmood, 2013). Innovation is also important for the service industries like hospitality, healthcare and education (Miles, 2008).

Innovative work behavior (IWB) constitutes a broad and diverse set of actions, related to creation, endorsement and application of novel ideas, to improve the overall organizational performance (Agarwal, Datta, Blake-Beard, & Bhargava, 2012; Janssen, 2000). Most studies view IWB as a process involving various stages (Agarwal et al., 2012; Carmeli,

Meitar, & Weisberg, 2006; Carmeli & Spreitzer, 2009; Wah, Zawawi, Yusof, & Sambasivan, 2018). De Jong and Den Hartog (2008) have identified four stages of IWB - idea exploration, idea generation, idea championing and idea implementation. Researches indicate the presence of direct relationship between TLS and IWB (Garcia-Morales, Matias-Reche, & Hurtado-Torres, 2008; Gumusluoglu & Ilsev, 2009; Mittal & Dhar, 2015; Mahmood, Uddin & Fan, 2019). However, Pieterse, Van Knippenberg, Schippers, & Stam (2010) suggest that there is no or even inverse relationship between the two.

2.3 Transformational Leadership Style (TLS) and Innovative Work Behavior (IWB) in Schools

Most of the educational leaders are adopting TLS for their schools in an effort to improve the commitment, satisfaction and teaching efficacy of their teachers (Arokiasamy, Abdullah, Ahmad, & Ismail, 2016). Hukpati (2009) highlighted that TLS has a positive role in increasing job satisfaction and commitment among the teachers and can also foster creativity in them that ultimately impacts students' performance positively. Arokiasamy (2017) stated that an effective school requires such a principal who demonstrates the traits of TLS, clearly communicates the school mission to all stakeholders and provides teachers with an opportunity to make their own decisions, encouraging them to be the risk-takers and innovators. Studies also highlighted that TLS is an important approach to encourage innovation in an educational institution (Gwendolin J. Schwartz, 2017; Lee and Kuo, 2019; Zainal & Matore, 2021). A transformational school head inspires, motivates and stimulates the teachers to be creative and innovative, which in turn is reflected through enhanced students' learning outcomes (Andriani, Kesumawati, & Kristiawan, 2018). Waruwu et al. (2020) also found that transformational leadership along with organizational learning and structure has a positive effect on private school teacher's capacity to innovate in Indonesia. Rashid and Halim (2014) concluded that two dimensions of TLS – idealized influence and individualized consideration, in particular, are significantly related to the exhibition of IWB in educational institutions. Alheet et al. (2021) and Khan et al. (2020) also found that TLS has a positive significant impact on innovative work behavior of higher education teachers and employees. Furthermore, literature showed that both qualitative and quantitative studies in the context of school teachers signify a positive relationship between TLS and IWB of teachers (Geijsel, Slegers, Leithwood, & Jantzi,

2003; Geijsel, Sleegers, van den Berg, & Kelchtermans, 2001; Geijsel, Van Den Berg, & Sleegers, 1999). However, study carried out by Grošelj et al. (2021) found that TLS and innovative work behavior are not related. Similarly, Ferdinan & Lindawati (2021) also found a negative relationship between TLS and IWB. Studies examining this relationship in the context of school teachers in Pakistan are scarce. This gap is, therefore, filled by this research. First hypothesis formulated, hereafter, in the light of above mentioned discussion is as follows.

H1: Transformational leadership style perceptions significantly and positively impacts the innovative work behavior of school teachers.

2.4 Idealized Influence (II) and Innovative Work Behavior (IWB) in Schools

A leader with idealized influence effectively communicates the vision and mission of organization with his subordinates and shows full commitment towards realizing them (Anderson, 2017). Transformational leaders, through idealized influence, are able to make their employees gladly follow them while trying to reach the performance expectations (Schwartz, 2017). According to Alsalamy, Behery, and Abdullah (2014), idealized influence significantly affects the innovation in an organization. Ihsani et al. (2020) also found that idealized influence exercised by the transformational leaders affect the performance and innovation of school teachers. Rashid and Halim (2014) while studying about TLS and IWB highlighted that through idealized influence, leaders can motivate their followers to be more innovative. This leads to the development of a second hypothesis.

H2: Idealized influence significantly and positively impacts the innovative work behavior of school teachers.

2.5 Inspirational Motivation (IM) and Innovative Work Behavior (IWB) in Schools

Inspirational motivation refers to a leader supporting employees and encouraging teamwork (Hauserman & Stick, 2013). Such a leader communicates high expectations of performance and motivates the followers to be innovative (Anderson, 2017; Rashid & Halim, 2014). While studying the effects of transformational leadership on organizational innovation, Alsalamy et al. (2014) and Alheet et al. (2021) found inspirational motivation as having a positive effect on organizational innovation.

The following hypothesis is developed to study the relationship between inspirational motivation and IWB.

H3: Inspirational motivation significantly and positively impacts the innovative work behavior of school teachers.

2.6 Intellectual Stimulation (IS) and Innovative Work Behavior (IWB) in Schools

A leader who exhibits intellectual stimulation seeks for new perspectives and ideas towards solving problems (Darshan, 2011). Transformational school heads identify the innovative potential amongst teachers and stimulate them to rethink their teaching practices (Rashid & Halim, 2014). Karimi and Morshedi (2015) and Thuan (2020) found intellectual stimulation to be positively and significantly related to innovation. IS was also found to be significantly correlated with staff IWB in public colleges of Nigeria by Kadir et al. (2020). However, this study was carried out in Nigeria and not in Pakistan context which also constitutes to be the research gap. Fourth hypothesis developed in the light of these studies is as follows.

H4: Intellectual stimulation significantly and positively impacts the innovative work behavior of school teachers.

2.7 Individualized Consideration (IC) and Innovative Work Behavior (IWB) in Schools

Individualized consideration is when a leader provides coaching, mentoring and feedback keeping in view the individual needs of employees (Amin, Shah, & Tatlah, 2013). According to Rashid and Halim (2014), such a leader strives to broaden the knowledge and skills of subordinates and provides them with opportunities to reach their full potential. Studies have shown that individualized consideration has a positive and significant effect on the level of innovation of a workforce (Chan, Ang, Andleeb, Ahmad, & Zaman, 2019; Karimi & Morshedi, 2015). Fifth hypothesis crafted in the light of these studies is as follows.

H5: Individualized consideration significantly and positively impacts the innovative work behavior of school teachers.

2.8 Transformational Leadership Style (TLS) and Organizational Culture Perceptions (OCP)

Organizational culture encompasses the set of shared morals, interpretations, beliefs and behavioral expectations which tie the people of an organization together (Giberson et al., 2009). Taormina (2008) highlighted that leaders can play a significant role in influencing the

culture of their organizations. Jordan, Werner, and Venter (2015) stated that the concepts of TL and OCP are intertwined. Zulaik and Kelly (2019) concluded that while the TL has a direct positive impact on organizational innovation, it also has an indirect impact through innovation culture.

According to Bass (1985), as cited by Xenikou and Simosi (2006), leaders who are transformational, aim towards changing the culture of their organizations and strive to foster such a work environment which focuses on attaining challenging objectives, self-actualization and personal growth. According to Block (2003), employees who rate their leaders to be transformational, perceive their OC to be more participatory, goal oriented and adaptive. The sixth hypothesis developed in the light of these findings is as follows.

H6: Transformational leadership style perception has a positive and significant relationship with organizational culture perceptions.

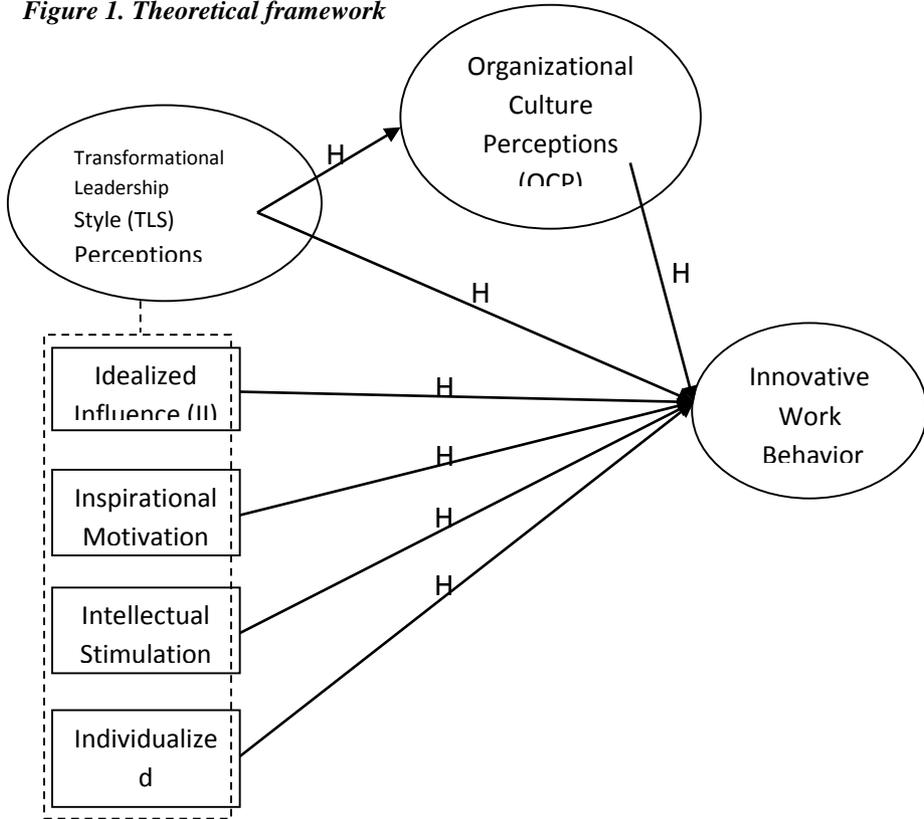
2.9 Transformational Leadership Style (TLS), Organizational Culture Perceptions (OCP) and Innovative Work Behavior (IWB)

Studies suggest that a transformational leader can generate employee commitment towards innovation by transmitting such cultural perceptions that promote IWB (Jaskyte, 2004; García-Morales, Jiménez-Barrionuevo & Gutiérrez-Gutiérrez, 2012). This is also supported by the research of Garcia-Morales et al. (2008), who found that TLS develops a culture of effective communication and value sharing, which creates a conducive environment for the employees to be innovative. Sarros et al. (2008) found that perceptions of OC mediate the relationship that exists between the TLS and the climate for innovation in an organization. In another study carried out by Grošelj, TLS and IWB was found to be mediated by psychological empowerment. However, the mediating effect of OCP was not explored in this research. Khan et al. (2020) also found the mediating effect of OCP on the relationship between TLS and IWB. These findings have led to the formulation of the seventh hypothesis.

H7: Organizational culture perceptions mediate the relationship between transformational leadership style perceptions and innovative work behavior of private school teachers.

Figure 1 shows the theoretical framework developed in the light of above reviewed literature and proposed hypotheses.

Figure 1. Theoretical framework



This quantitative study was carried out using survey method. All the teachers of private schools in Lahore constituted the population of this study. Simple random sampling technique was employed and questionnaire was randomly distributed amongst the teachers of renowned private schools of Lahore that included Lahore Grammar School, Beaconhouse School System, The City School, Lahore College of Arts and Sciences (LACAS), Roots International School, National Grammar School, Salamat International Campus for Advanced Studies (SICAS), The International School of Choueifat, Froebel's International Schools, Learning Alliance, Beaconhouse Newlands, Bloomfield Hall School, Nordic International School, Kingston College and TNS Beaconhouse. A sampling frame, constituting of around 5200 teachers, was drawn on the basis of staff lists obtained from the Human Resource departments of these schools. Total of 2000 self-administered questionnaires were distributed in randomly selected fifty seven branches of above-mentioned top schools, asking the

teachers about their perceptions regarding TLS, OC and IWB. Out of these 2000 questionnaires, 1257 questionnaires were returned thus achieving the response rate of 62.85%. Out of all the respondents, around 24% were male and 76% female. Detailed demographic information is given in Table 1.

Table 1 Profile of the Sample Respondents

	Total	%
<i>Gender</i>		
Male	302	24.02
Female	955	75.97
<i>Age</i>		
20-29	444	35.32
30-39	487	38.74
40-49	184	14.63
50-59	142	11.30

The data was collected using a questionnaire which was adopted from the study carried out by James C. Sarros, Brian K. Cooper and Joseph C. Santora. The questionnaire had four sections which were modified according to the requirements. Section A collected the demographic information of respondents like age, gender and experience. In section B, sixteen items were used to measure the four dimensions of TLS using a 7 point Likert scale ranging from ‘1= strongly disagree’ to ‘7= strongly agree’ (e.g., “My School Head challenges the staff members to think about the old problems in new ways”).

IWB was measured in section C of the questionnaire using a 5 point Likert scale ranging from ‘1 = strongly disagree’ to ‘5 = strongly agree’. Total sixteen items were used to measure the IWB of the teachers. Some of the dimensions of IWB that were measured included creativity, adopting a different method of teaching from other teachers and ease in the development of new ideas (e.g., “Our ability to work creatively is respected by the administration”).

The data on OCP was collected in Section D using a 5 point Likert scale that ranged from ‘1 = Not At All’ to ‘5 = Very Much’, and had 24 items. Some of the elements of organizational culture regarding which the perceptions of teachers were measured included stability, orientation towards people, innovativeness, fairness, calmness, orientation towards achievement, employment security, enthusiasm for the job, linkage of pay

levels for good performance, orientation towards teams, orientation towards results, clarity in philosophy, professional growth opportunities, collaboration, distinctiveness, presence of conflict, orientation towards risk taking, taking individual responsibility, information sharing and focus on the quality of education.

In total, the questionnaire comprised 56 items. Reliability of the three sections was checked using Cronbach’s alpha values. All the three alpha coefficients of reliability were higher than 0.7 and fell between 0.9 – 0.98, which supported the reliability of the questionnaire (Cortina, 1993). The Cronbach’s alpha values calculated for the items measuring the four dimensions of TLS were between 0.87 – 0.95. These values are shown in Table 2.

Table 2 Cronbach’s Alpha Coefficients

Scales	Cronbach’s Alpha	Cronbach’s Alpha Based on Standardized Items
Transformational Leadership	.978	.979
Innovative Work Behavior	.907	.910
Organizational Culture Perceptions	.936	.968
Idealized Influence	.950	.950
Inspirational Motivation	.946	.947
Intellectual Stimulation	.872	.873
Individualized Consideration	.876	.877

Factor analysis using Principal Component Analysis with Promax (oblique) rotations, was also carried out to ascertain the convergent validity of the instrument.

Findings

The strength of association of TLS perceptions with both the IWB and OCP was measured through Pearson correlation coefficient (one-tailed). The Pearson correlation between the variables TLS and IWB was positive 0.864, with a *p*-value of less than 0.001, showing that both have a significant positive relationship i.e. more a leader is perceived to demonstrate the TLS, the higher will be the IWB shown by employees, $r(1257) = 0.86, p < 0.001$. The correlation coefficient of 0.769, with a *p*-value of less than 0.001, on TLS perceptions and OCP also indicated a significantly positive relationship between the two variables, $r(1257) = 0.77, p < 0.001$.

The goal of determining the relationship between four dimensions of TLS and IWB was explored by performing a forced entry multiple regression analysis. Preliminary analyses were conducted to ascertain that there was no violation of the assumption of normality, linearity and multicollinearity. An analysis of standard residuals was carried out, which showed that the data contained no outliers (Std. Residual Min = -1.08, Std. Residual Max = 1.43). Tests to see if the data met the assumption of collinearity indicated that multicollinearity was not a concern (Idealized Influence, Tolerance = .23, VIF = 2.29; Inspirational Motivation, Tolerance = .29, VIF = 3.11; Individual Consideration, Tolerance = .544, VIF = 1.84; Intellectual Stimulation, Tolerance = .26, VIF = 3.17). The scatterplot of standardized residuals showed that the data met the assumptions of homogeneity of variance and linearity.

Multiple regression analysis showed that the four dimensions of TLS were statistically significant and predicted IWB, $F(4, 1252) = 998.257, p < .0005, R^2 = .761$. Participants predicted that IWB is equal to $.778 + .139 (II) + .125 (IM) + .046 (IS) + .205 (IC)$. All variables added significantly to the prediction, $p < .05$. The standardized coefficients generated through the multiple regression analysis showed that individualized consideration (standardized $\beta = .363$) is a better predictor of IWB amongst all the four dimensions of TLS, as shown in Table 3.

Table 3: Coefficients of the Multiple Regression Analysis Model of IWB Predicted from the Four Dimensions of TLS

Predictor Variables	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
Idealized Influence (II)	.139	.019	.253	7.453	.000
Inspirational Motivation (IM)	.125	.016	.228	7.851	.000
Intellectual Stimulation (IS)	.046	.016	.089	2.806	.005
Individualized Consideration (IC)	.205	.015	.363	14.030	.000

Andrew F. Hayes process analysis was used to study the mediation of OCP in the relationship that exists between TLS perceptions and IWB. The results of simple regression, as derived from the Andrew F. Hayes process analysis, also supported the Pearson correlation findings. Table 4 shows the regression results of IWB predicted from both the TLS perceptions and OCP. It indicates that TLS perceives significantly and positively predicts IWB even with OCP in the model, $b = 0.34$, $t = 29.74$, $p < 0.001$. Likewise, OCP is also significantly and positively related to IWB, $b = 0.35$, $t = 18.13$, $p < 0.001$.

Table 4: Simple Regression of IWB Predicted from TLS & OCP

	Coeff	Se	T	P	LLCI	ULCI
TL	.3437	.0116	29.7431	.0000	.3210	.3664
OCP	.3461	.0191	18.1303	.0000	.3086	.3835

The mediating effect of OCP on the relationship between TLS perceptions and IWB was analyzed using bootstrap standard errors and confidence intervals. The obtained results showed that the indirect effect of OCP in this model is not zero. Moreover, the standardized b for this indirect effect hinted the mediating effect of OCP, $b = 0.28$, 95% BCa CI [0.23, 0.32]. Table 5 summarizes the results of indirect effect of TLS perceptions on IWB.

Table 5: Indirect Effect of TLS on IWB

		Coeff	BootSE	BootLLCI	BootULCI
	OC	.1610	.0129	.1371	.1884
Completely Standardized Indirect Effect	OC	.2757	.0218	.2349	.3221

In light of the statistical analysis, it can therefore be seen that TLS perceptions significantly and indirectly affects IWB, $b = 0.16$, BCa CI [0.14, 0.19].

This study examined the relationship between TLS perceptions of teachers and IWB while exploring the mediating role of OCP. For this purpose, a theoretical model of relationships among these three constructs was developed and tested. The first hypothesis of this research assumed that TLS perceptions significantly and positively impact IWB. The correlation analysis and process analysis supported this hypothesis. It implies that more a school head is perceived by teachers to display the characteristics of TLS, more will be the demonstration of IWB by the school teachers. These results are consistent with the findings of Reuvers, Van Engen, Vinkenburg, and Wilson-Evered (2008), who suggested that the employees exhibit higher levels of IWB when they are subjected to higher levels of TLS. Likewise, Afsar, Badir, and Saeed (2014) also concluded in their study that TLS strongly and positively impacts idea generation, employees' creativity and idea implementation. Pieterse et al. (2010) highlighted that for increasing the IWB of employees, TLS can be instrumental. Waruwu et al. (2020) also found that transformational leadership has a positive effect on the innovative capacity of private school teachers in Indonesia. This finding is also consistent with the findings of Alheet et al. (2021) and Khan et al. (2020). However, these findings are inconsistent with the findings of research carried out by Grošelj et al. (2021) and Ferdinan & Lindawati (2021) who found that transformational leadership style are not positively related to innovative work behavior. Findings of this research conclude that TLS can help to increase the IWB of school teachers.

The next four hypotheses, i.e. H2 – H5, assumed that the four dimensions of TLS positively and significantly predict IWB. The results of multiple regression analysis supported these hypotheses and showed that individualized consideration, idealized influence and inspirational motivation are better predictors of IWB amongst all the four dimensions. This finding was consistent with the findings of Alheet et al. (2021), Kadir et al. (2020), Ihsani et al. (2020) and Thuan (2020). Interestingly, intellectual stimulation was found to be least likely of the four dimensions of TLS to lead towards the IWB of teachers.

The sixth hypothesis assumed that TLS perception has a significant positive relationship with OCP. This hypothesis was also supported through statistical analysis of the collected data. Both the Pearson correlation and mediation analysis showed that TLS significantly and positively influences the OCP. Jaskyte (2004) found that the TLS practices, like providing inspirational motivation, encouraging the employees and

leading by example etc. enhance the cultural values of stability, teamwork and people orientation. Bass and Avolio (1993) and Xenikou and Simosi (2006) in their studies argued that transformational leaders work towards transforming their organizational culture perceptions positively. Similarly, the findings of this study also highlight that in schools, transformational school leadership can influence the cultural perceptions of teachers.

The seventh and last hypothesis assumed that OCP mediates the relationship between TLS and IWB. Mediation analysis showed that the indirect effect of TLS on IWB through OCP is present. This finding is also supported by the studies of Damanpour and Schneider (2006) and Sarros et al. (2008), who asserted that transformational leaders develop such an OCP that promotes IWB. This finding is also consistent with the findings of Khan et al. (2020) who also found that OC mediates the relationship between TLS and IWB. OCP was also found to have a positive impact on IWB which is consistent with the findings of Ferdinan & Lindawati (2021). Through the statistical analysis, it is evident that all the proposed seven hypotheses of the study were supported.

Conclusion and Practical Implications

This study empirically proves that in the context of private schools of Lahore, the relationship between TLS perceptions of teachers and their IWB is mediated by OCP. It also finds out that the four dimensions of transformational leadership positively impact the innovative work behavior of school teachers.

The study has profound practical implications as well. The findings of the study if implemented in different schools can improve the level of innovation of teachers working in these schools which can further improve the overall quality of education being imparted to the students. This can also result in the improvement of overall standard of school level education being imparted to students across the country. Moreover, the findings of this study, if put into practice, can also result in the creation of such a culture within schools that is more stable, secure in terms of employment, fair, team oriented, collaborative and achievement oriented thus making the schools more successful in achieving their goals. Also, having such a culture in schools can make them excellent employers which can attract a lot of hardworking and talented people to seek employment in schools. The findings of this study can also result in the adoption of the appropriate leadership style which happens to be the transformational leadership style by the school principals and leaders. If this style is

adopted, the school leadership will have to pay more personalized attention to all the teachers, acknowledge the uniqueness of every subordinate and provide the teachers with coaching and mentoring whenever needed which will immensely increase the motivation level of teachers. Moreover, implementation of all these findings in a large number of schools may also result in the achievement of other national objectives as well such as the smooth implementation of Single National Curriculum (SNC) etc.

Recommendations

Following recommendations can be drawn in the light of this study.

- The leadership at school level should adopt a transformational leadership style in order to generate innovative work behavior amongst the teachers.
- The leaders of schools composed of principals and heads should understand the importance of their organizational culture and put efforts to create such culture in their schools that is more stable and certain, offers secure employment, treats subordinates fairly, team oriented, collaborative and achievement oriented. The creation of such an environment within the schools will also encourage the teachers to incorporate innovation in their teaching practices.
- The leaders and administrators of the schools should pay personalized attention to every individual teacher, acknowledge their uniqueness and provide them with coaching and mentoring whenever needed. This will also foster innovation amongst the school teachers.

References

- Afsar, B., F. Badir, Y., & Bin Saeed, B. (2014). Transformational leadership and innovative work behavior. *Industrial Management & Data Systems*, 114(8), 1270-1300.
- Afsar, B., & Masood, M. (2018). Transformational leadership, creative self-efficacy, trust in supervisor, uncertainty avoidance, and innovative work behavior of nurses. *The Journal of Applied Behavioral Science*, 54(1), 36-61.
- Agarwal, U. A., Datta, S., Blake-Beard, S., & Bhargava, S. (2012). Linking LMX, innovative work behaviour and turnover intentions: The mediating role of work engagement. *Career development international*, 17(3), 208-230.

- Alheet, A.F., Adwan.A.A., Areiqat, A.Y., Zamil, A.A., & Saleh, M.A. (2021). The effect of leadership styles on employees' innovative work behavior. *Management Science Letters*, 11(1), 239- 246.
- Alsalamy, E., Behery, M., & Abdullah, S. (2014). Transformational leadership and its effects on organizational learning and innovation: evidence from Dubai. *Journal of applied management and entrepreneurship*, 19(4), 61-81.
- Alsayyed, N. M., Suifan, T. S., Sweis, R. J., & Kilani, B. A. (2020). The impact of transformational leadership on organisational performance case study: the University of Jordan. *International Journal of Business Excellence*, 20(2), 169-190.
- Amin, M., Shah, S., & Tatlah, I. A. (2013). Impact of Principals/Directors' Leadership Styles on Job Satisfaction of the Faculty Members: Perceptions of the Faculty Members in a Public University of Punjab, Pakistan. *Journal of Research & Reflections in Education (JRRE)*, 7(2), 97-112.
- Anderson, M. (2017). Transformational leadership in education: A review of existing literature. *International Social Science Review*, 93(1), 4-17.
- Andriani, S., Kesumawati, N., & Kristiawan, M. (2018). The Influence Of The Transformational Leadership And Work Motivation On Teachers Performance. *International Journal of Scientific & Technology Research*, 7(7), 19-29.
- Annual Status of Education Report. (2018). *Annual Status of Education Report*. Lahore: ASER Pakistan Secretariat.
- Arokiasamy, A. (2017). The Influence of Transformational Leadership and School Culture on Organizational Health of Secondary School Teachers in Malaysia: An Empirical Study. *Saudi Journal of Business and Management Studies* 2017, 600-613.
- Arokiasamy, A. R. A., Abdullah, A. G. K., Ahmad, M. Z., & Ismail, A. (2016). Transformational leadership of school principals and organizational health of primary school teachers in Malaysia. *Procedia-Social and Behavioral Sciences*, 229, 151-157.
- Bass, B. M., & Avolio, B. J. (1993). Transformational leadership and organizational culture. *Public administration quarterly*, 112-121.
- Bass, B. M., & Riggio, R. E. (2006). *Transformational leadership*: Psychology press.

- Block, L. (2003). The leadership-culture connection: an exploratory investigation. *Leadership & Organization Development Journal*, 24(6), 318-334.
- Boamah, S. A., Laschinger, H. K. S., Wong, C., & Clarke, S. (2018). Effect of transformational leadership on job satisfaction and patient safety outcomes. *Nursing outlook*, 66(2), 180-189.
- Bogler, R. (2001). The influence of leader ship style on teacher job satisfaction', *Educational Administration Quarterly*, 37(5), 662–83.
- Burki, S. J. (2005). Educating the Pakistani masses. *Education reform in Pakistan*, 15-32.
- Caniëls, M. C., Semeijn, J. H., & Renders, I. H. (2018). Mind the mindset! The interaction of proactive personality, transformational leadership and growth mindset for engagement at work. *Career development international*, 23(1), 48-66.
- Carmeli, A., Meitar, R., & Weisberg, J. (2006). Self-leadership skills and innovative behavior at work. *International journal of manpower*, 27(1), 75-90.
- Carmeli, A., & Spreitzer, G. M. (2009). Trust, connectivity, and thriving: Implications for innovative behaviors at work. *The Journal of Creative Behavior*, 43(3), 169-191.
- Chan, S. W., Ang, S. F., Andleeb, N., Ahmad, M., & Zaman, I. (2019). The Influence of Transformational Leadership on Organization Innovation in Malaysian Manufacturing Industry. *International Journal of Supply Chain Management*, 8(2), 971-976.
- Cortina, J. M. (1993). What is coefficient alpha? An examination of theory and applications. *Journal of applied psychology*, 78(1), 98-104.
- Damanpour, F., & Schneider, M. (2006). Phases of the adoption of innovation in organizations: effects of environment, organization and top managers 1. *British journal of Management*, 17(3), 215-236.
- Darshan, G. (2011). Effects of transformational leadership on subordinate job satisfaction in leather companies in Ethiopia. *International Journal of Business Management and Economic Research*, 2(5), 284-296.
- De Jong, J. P., & Den Hartog, D. N. (2008). Innovative work behavior: Measurement and validation. *EIM Business and Policy Research*, 8(1), 1-27.

- Faraz, N. A., Yanxia, C., Ahmed, F., Estifo, Z. G., & Raza, A. (2018). The influence of transactional leadership on innovative work behavior—a mediation model. *European Journal of Business and Social Sciences*, 7(01), 51-62.
- Ferdinan, B.A., & Lindawati,T. (2021). The effect of transformational leadership and organizational culture on lecturer performance through innovative work behavior at catholic universities in surabaya. *International Journal of Applied Business and International Management*, 6(2). 113-123.
- Fullan, M. (2001). *The New Meaning of Educational Change*. Teachers College Press: New York.
- García-Morales, V. J., Jiménez-Barrionuevo, M. M., & Gutiérrez-Gutiérrez, L. (2012). Transformational leadership influence on organizational performance through organizational learning and innovation. *Journal of business research*, 65(7), 1040-1050.
- Garcia-Morales, V. J., Matias-Reche, F., & Hurtado-Torres, N. (2008). Influence of transformational leadership on organizational innovation and performance depending on the level of organizational learning in the pharmaceutical sector. *Journal of Organizational Change Management*, 21(2), 188-212.
- Geijsel, F., Slegers, P., Leithwood, K., & Jantzi, D. (2003). Transformational leadership effects on teachers' commitment and effort toward school reform. *Journal of educational administration*, 41(3), 228-256.
- Geijsel, F., Slegers, P., van den Berg, R., & Kelchtermans, G. (2001). Conditions fostering the implementation of large-scale innovation programs in schools: Teachers' perspectives. *Educational Administration Quarterly*, 37(1), 130-166.
- Geijsel, F., Van Den Berg, R., & Slegers, P. (1999). The innovative capacity of schools in primary education: A qualitative study. *International Journal of Qualitative Studies in Education*, 12(2), 175-191.
- Giberson, T. R., Resick, C. J., Dickson, M. W., Mitchelson, J. K., Randall, K. R., & Clark, M. A. (2009). Leadership and organizational culture: Linking CEO characteristics to cultural values. *Journal of Business and Psychology*, 24(2), 123-137.
- Griffith, J. (2004).Relation of principal transformational leader ship to school staff job

satisfaction, staff turnover, and school performance. *Journal of Educational Administration*, 42(3), 333–56.

- Grošelj, M., Černe, M., Penger, S. & Grah, B. (2021). Authentic and transformational leadership and innovative work behaviour: the moderating role of psychological empowerment. *European Journal of Innovation Management*, 24(3) 677-706. <https://doi.org/10.1108/EJIM-10-2019-0294>
- Gumusluoglu, L., & Ilsev, A. (2009). Transformational leadership, creativity, and organizational innovation. *Journal of business research*, 62(4), 461-473.
- Harrison, J. L. (2011). Instructor transformational leadership and student outcomes. *Emerging leadership journeys*, 4(1), 82-136.
- Hauserman, C. P., & Stick, S. L. (2013). The leadership teachers want from principals: Transformational. *Canadian Journal of Education/Revue canadienne de l'éducation*, 36(3), 184-203.
- Hoch, J. E., Bommer, W. H., Dulebohn, J. H., & Wu, D. (2018). Do ethical, authentic, and servant leadership explain variance above and beyond transformational leadership? A meta-analysis. *Journal of Management*, 44(2), 501-529.
- Hukpati, C. A. (2009). *Transformational leadership and teacher job satisfaction: a comparative study of private and public tertiary institutions in Ghana*. (Master's thesis, University of Twente, Netherlands). Retrieved from <http://essay.utwente.nl/60599/>
- Ihsani, S., Inderawati, R., & Vianty, M. (2020). The Transformational Leadership Behavior Of School Principals Of Vocational High Schools In Palembang. *Tadbir: Jurnal Studi Manajemen Pendidikan*, 4(1), 117-132.
- Janssen, O. (2000). Job demands, perceptions of effort-reward fairness and innovative work behaviour. *Journal of Occupational and organizational psychology*, 73(3), 287-302.
- Jaskyte, K. (2004). Transformational leadership, organizational culture, and innovativeness in nonprofit organizations. *Nonprofit Management and Leadership*, 15(2), 153-168.

- Jassawalla, A. R., & Sashittal, H. C. (2002). Cultures that support product-innovation processes. *Academy of Management Perspectives*, 16(3), 42-54.
- Jordan, P. J., Werner, A., & Venter, D. (2015). Achieving excellence in private intensive care units: The effect of transformational leadership and organisational culture on organisational change outcomes. *SA Journal of Human Resource Management*, 13(1), 10-20.
- Judge, T. A., & Bono, J. E. (2000). Five-factor model of personality and transformational leadership. *Journal of applied Psychology*, 85(5), 751-765.
- Kadir, A. N. J., Tijani, A. A., & Sofoluwe, A. O. (2020). Visionary leadership and staff innovative behaviour in public colleges of education in Kwara State, Nigeria. *International Journal of Education*, 12(2), 63-72.
- Karimi, F., & Morshedi, Z. (2015). The relationship between transformational leadership with organizational innovation. *International Journal of Educational and Psychological Researches*, 1(3), 226-233.
- Khan, M. A., Ismail, F. B., Hussain, A., & Alghazali, B. (2020). The interplay of leadership styles, innovative work behavior, organizational culture, and organizational citizenship behavior. *Sage Open*, 10(1), 1-15.
- Kheng, Y. K., June, S., & Mahmood, R. (2013). The determinants of innovative work behavior in the knowledge intensive business services sector in Malaysia. *Asian Social Science*, 9(15), 47-59.
- Lee, Y.-D., & Kuo, C.-T. (2019). Principals' transformational leadership and teachers' work motivation: evidence from elementary schools in taiwan. *International Journal of Organizational Innovation (Online)*, 11(3), 90-113.
- Leithwood, K. (1994). Leadership for school restructuring. *Educational administration quarterly*, 30(4), 498-518.
- Leithwood, K., & Jantzi, D. (2006). Transformational school leadership for large-scale reform: Effects on students, teachers, and their classroom practices. *School Effectiveness and school Improvement*, 17(2), 201-227.

- Leithwood, K., Harris, A. & Hopkins, D. (2008). Seven strong claims about successful school leadership. *School Leadership and Management, 28*(1), 27-42.
- Leithwood, K., & Sun, J. (2012). Meta-analytic review of unpublished research. The nature and effects of transformational school leadership. *Educational Administration Quarterly, 48*(3), 387-423.
- Mahmood, M., Uddin, M. A., & Fan, L. (2019). The influence of transformational leadership on employees' creative process engagement. *Management Decision, 57*, 741–764.
- McCleskey, J. A. (2014). Situational, transformational, and transactional leadership and leadership development. *Journal of Business Studies Quarterly, 5*(4), 117-130.
- Miears, L.D. (2004). Servant-leader ship and job satisfaction: a correlational study in texas education agency region x public schools. *Dissertation Abstracts International 65*(9).
- Miles, I. (2008). Patterns of innovation in service industries. *IBM Systems journal, 47*(1), 115-128.
- Mittal, S., & Dhar, R. L. (2015). Transformational leadership and employee creativity. *Management Decision, 53*(5), 894-910.
- Ng, L. T., & Rivera, J. (2018). Exploring transformational leadership and fellowship in a cultural context: The case of the Philippines. *Asia-Pacific Social Science Review, 17*(3), 136-141.
- Niesen, W., Van Hootegem, A., Vander Elst, T., Battistelli, A., & De Witte, H. (2018). Job insecurity and innovative work behaviour: A psychological contract perspective. *Psychologica Belgica, 57*(4), 174-189.
- Noori, R., Alias, M., & Rosdi, I. (2017, April). Understanding the Drivers for Innovative Work Behavior in Malaysian SMEs. In *5th International Conference on Innovation and Entrepreneurship ICIE 2017* (p. 110)
- Peters, J. M. (2014). *Transformational teachership: How principles of transformational leadership foster student outcomes* (Doctoral dissertation, Colorado State University, Fort Collins, Colorado). Retrieved from <https://mountainscholar.org/handle/10217/83802>

- Pieterse, A. N., Van Knippenberg, D., Schippers, M., & Stam, D. (2010). Transformational and transactional leadership and innovative behavior: The moderating role of psychological empowerment. *Journal of organizational behavior*, 31(4), 609-623.
- Polishook, I., & Cortese, A. (2000). *Building a Profession: Strengthening Teacher Preparation and Induction*. Collingdale, PA: DIANE Publishing.
- Prather, C. W., & Turrell, M. C. (2002). Managers at work: Involve everyone In the innovation process. *Research-Technology Management*, 45(5), 13-16.
- Ramamoorthy, N., Flood, P. C., Slattery, T., & Sardesai, R. (2005). Determinants of innovative work behaviour: Development and test of an integrated model. *Creativity and innovation management*, 14(2), 142-150.
- Rashid, K., & Mukhtar, S. (2012). Education in Pakistan: Problems and their solutions. *International Journal of Academic Research in Business and Social Sciences*, 2(11), 332-343.
- Rashid, N. R. N. A., & Halim, N. A. (2014). Innovative Behavior in Educational Institutions: The Role of Transformational Leadership and Teamwork Attitude. *Journal of Management Sciences Suratthani Rajabhat University*, 1(1), 39-62.
- Razzaq, S., Sami, A., Sib-tul-Manum, & Hammad, M. (2020). Transformational Leadership and Organizational Performance in Western & Non-Western Context: Systematic Review of 2019. *International Journal of Entrepreneurial Research*, 3(3), 58-60.
- Reuvers, M., Van Engen, M. L., Vinkenburg, C. J., & Wilson-Evered, E. (2008). Transformational leadership and innovative work behaviour: Exploring the relevance of gender differences. *Creativity and Innovation Management*, 17(3), 227-244.
- Rowan, B., Correnti, R. & Miller, R.J. (2002). What large-scale, survey research tells Us about teacher effects on student achievement: insights from the prospects Study of elementary schools. *Teachers College Record*, 104(8), 1525-67
- Saeed, M., Ahmad, I., Salam, M., Raham, B., Ali, S., & Haq, S. (2013). Critical Analysis of Problems of School Teachers in Pakistan:

- Challenges and Possible Solutions. *Journal of Education and Practice*, 4(4), 169-175.
- Sami, A., Jusoh, A., & Qureshi, M. I. (2016). Does Ethical Leadership Create Public Value? Empirical Evidences from Banking Sector of Pakistan. *International Review of Management and Marketing*, 6(4S). 262-270
- Sami, A., Jusoh, A., Mahfar, M., Qureshi, M. I., & Khan, M. M. (2016). Role of Ethical Culture in Creating Public Value. *International Review of Management and Marketing*, 6(4S). 255-261
- Sarros, J. C., Cooper, B. K., & Santora, J. C. (2008). Building a climate for innovation through transformational leadership and organizational culture. *Journal of Leadership & Organizational Studies*, 15(2), 145-158.
- Schwartz, G. J. (2017). *The Relationship Between Teacher Job Satisfaction and Principal Leadership Styles*. (Doctoral dissertation). Carson-Newman University, Jefferson City, TN, United States.
- Singh, S. K., Del Giudice, M., Chierici, R., & Graziano, D. (2020). Green innovation and environmental performance: The role of green transformational leadership and green human resource management. *Technological Forecasting and Social Change*, 150, 119762.
- Taormina, R. J. (2008). Interrelating leadership behaviors, organizational socialization, and organizational culture. *Leadership & Organization Development Journal*, 29(1), 85-102.
- Thuan, L. C. (2020). Motivating follower creativity by offering intellectual stimulation. *International Journal of Organizational Analysis*, 28(4), 817-829.
- Wah, N. C., Zawawi, D., Yusof, R. N. R., & Sambasivan, M. (2018). The mediating effect of tacit knowledge sharing in predicting innovative behaviour from trust. *International Journal of Business & Society*, 19(3), 937-954.
- Waruwu, H., Asbari, M., Purwanto, A., Nugroho, Y., Fikri, M., Fauji, A., Shobihi, A., Hulu, P., Sudiyono, R., Agistiawati, E., & Dewi, W. (2020). The Role of Transformational Leadership, Organizational Learning and Structure on Innovation Capacity: Evidence from Indonesia Private Schools. *EduPsyCouns: Journal of Education, Psychology and Counseling*, 2(1), 378-397.

- Xenikou, A., & Simosi, M. (2006). Organizational culture and transformational leadership as predictors of business unit performance. *Journal of Managerial Psychology*, 21(6), 566-579.
- Yousaf, B. (2013). *Education in Pakistan: Problems and their Solutions*. (Master's thesis, Government Postgraduate College, Abbotabad, Pakistan). Retrieved from https://www.academia.edu/19906921/Education_in_Pakistan_Problems_and_Their_Solutions
- Zainal, M. A., & Mohd Matore, M. E. E. (2021). The Influence of Teachers' Self-Efficacy and School Leaders' Transformational Leadership Practices on Teachers' Innovative Behaviour. *International Journal of Environmental Research and Public Health*, 18(12).
- Zuraik, A., & Kelly, L. (2019). The role of CEO transformational leadership and innovation climate in exploration and exploitation. *European Journal of Innovation Management*, 22(1), 84-104.