



## Leadership Styles and Innovative Work Behaviour: A Study on College Teachers

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### ABSTRACT

The present study investigates the impact of Perceived Leadership styles—specifically Transformational and Transactional leadership—on Innovative Work Behaviour among college teachers. The primary objective was to examine whether the perception of transformational and transactional leadership styles significantly influences the level of innovative work behaviour exhibited by college teachers. Data were collected using the Multifactor Leadership Questionnaire (MLQ-5X) developed by Avolio and Bass (2005) to assess leadership styles, and the Innovative Work Behaviour scale by **Gkontelon et al. (2022)**. The study employed a proportionate stratified random sampling technique to ensure representative participation across various streams of college teachers. A total of 350 responses from college were analyzed using linear regression analysis to determine the predictive relationship between perceived leadership style and innovative work behaviour. Out of 350 college teachers 75% i.e. (263) perceived their educational administrator as having transformational leadership style and 25% i.e. (87) perceived as having transactional leadership style. The findings revealed that teachers who perceived their principals as exhibiting transformational leadership reported significantly higher levels of innovative work behaviour. Conversely, those who perceived their principals as displaying transactional leadership demonstrated comparatively lower levels of innovation. These results underscore the critical role of transformational leadership in fostering an environment

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conducive to innovation within academic institutions.

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### **Introduction:**

The inception of novel ideas typically originates within the cognitive processes of individuals (De Jong & Den Hartog, 2010), prompting many organizations to assert that the principal source of creativity resides in their employees and the actions they undertake (Dorner, 2012). Accordingly, the promotion of creative behavior is widely recognized as one of the most effective approaches for enhancing organizational creativity (Mytelka & Smith, 2002). In today's unpredictable and rapidly evolving business environment, marked by intense competition, there is an increasing expectation for employees to contribute to innovation by exhibiting novel behavior (Hong, Liao, Raub, & Han, 2016). However, such involvement is largely dependent on the influence of leadership, as leaders possess the intrinsic qualities necessary to inspire employees to transcend individual goals in favor of collective organizational success and enhanced creative performance (Mintzberg, 2010). Leadership significantly shapes employee behavior in the workplace, and with the evolving nature of leadership roles in contemporary organizations, the effectiveness of these organizations has become closely linked to the leadership styles employed (Saleem, Tufail, Atta, & Asghar, 2015). Consequently, it is imperative to recognize the leadership styles that most effectively foster or support (IWB) i.e. innovative work behavior among employees (Kark, Van Dijk, & Vashdi, 2018). Organizations must therefore prioritize the cultivation of such behavior, particularly as it has emerged as a critical factor influencing their long-term viability. Additionally, the advancement of globalization has granted customers access to extensive information, significantly elevating the complexity of their expectations and demands (González-Romá, 2008; Sarros, Cooper, & Santora, 2008). This shift necessitates that organizations exhaust all possible strategies to promote innovative behavior, which is increasingly perceived as essential for sustaining competitiveness in the market. As such, organizations are faced with a strategic imperative: either to adapt by fostering innovative behavior among employees or to face potential obsolescence within their respective industries (De Spiegelare, Van Gyes, De Witte, Niesen, & Van Hoote gem, 2014). Furthermore, the lack of innovative behavior poses a substantial risk to an organization's capacity to implement its strategies effectively, thereby impeding the realization of its objectives (Shojaei & Siuki, 2014). In this context, innovative work behavior emerges as a central challenge for modern



organizations, particularly as employees are increasingly required to adopt proactive approaches in addressing complex problems that extend beyond their formal job descriptions (Joo& Bennett, 2018).

### **Review of literature**

Leadership is thought to be the most important factor that leads to the formation of innovative work behavior among employees, while there are other aspects that also play a role (Huang, Wu, Lu, & Lin, 2016).As a result, one of the key factors that triggers this type of conduct is usually suggested to be leadership. This is because a leader may foster surroundings and mindsets that encourage creativity.work conduct of their employees, eventually attaining positive creative results (Wu & Lin, 2018). According to Oke, Munshi, and Walumbwa (2009), a leader's involvement in influencing employees' creative work habits can vary from using a transactional leadership style to a transformational one. Managers should therefore make an effort to foster an atmosphere that encourages their employees to use innovative methods of working (Sethibe&Steyn, 2016).

### **Transformational leadership and innovative work behaviour**

This stylefosters a supportive conditions for subordinates who wish to participate in creative business practices, which are hazardous and complex because of the uncertainty surrounding the success of new ideas (Masood&Afsar, 2017).These leaders give followers a feeling about their own abilities (Kark et al., 2018). As a result, subordinates of transformational leaders are driven to go above and beyond to support the organization's objectives since they are aware of what is expected of them. They thus actively look for creative ways to complete their tasks, which is seen in their creative conduct (Ng, 2017).A key component of transformational leadership, inspirational motivation is essential for fostering creative work practices among staff members by offering a compelling and upbeat future vision. At the same time, intellectual stimulation encourages children to question accepted wisdom and consider different viewpoints, which increases the possibility that they will come up with original solutions to issues (Bass &Avolio, 2000).As a result, leaders' inspirational motivation helps followers perform above expectations and improves their capacity to come up with unique ideas and exhibit inventive inclinations (Ismail, Mohamad, Mohamed, Rafiuddin, & Zhen, 2010).Furthermore, workers react favorably to personalized attention by returning the favor by making creative additions to the company (Eisenbeiss, van Knippenberg, &Boerner, 2008). Additionally, the romanticized influence of these leaders encourages believers to follow in their footsteps by exploring novel and imaginative concepts (Çekmecelioglu&Ozbağ, 2016).Additionally, the significant correlation between TLS and innovation is



attributed to the capacity of transformational leaders to stimulate their followers' internal drive to produce unique and imaginative outcomes (Zhang, Miner, Boutros, Rogulja, & Crickmore, 2018).

### **Transactional leadership style and innovative work behaviour**

Given that transactional style of leadership places more emphasis on job performance than on promoting creativity, there is a negative correlation between this style and employees' creative work practices. This stems from the reciprocal nature of the leader-subordinate relationship, in which incentives are given for good performance and sanctions are applied when performance reveals flaws or falls short of expectations. According to this approach, managers set objectives and give constant guidance on how to complete tasks, which stifles workers' creative work habits (Masood & Afsar, 2017). In a similar vein, Pieterse et al. (2010) claim that because transactional leadership prioritizes performance results over innovation and creativity, it may have a detrimental effect on workers' creative work practices. But according to one study, transactional leaders can also encourage creative work practices among staff members on par with transformational leadership (Contreras, Espinosa, Dornberger, & Acosta, 2017). This is consistent with Khaola and Sephelane (2013), who highlighted the significantly negative correlation between transactional style of leadership and innovative employee work practices; however, Boerner, Eisenbeiss, and Griesse (2007) did not find this correlation.

### **Objectives of study**

1. To determine whether transformational leadership style of educational administrators has any significant influence on innovative work behaviour of college teachers.
2. To determine whether transactional leadership style of educational administrators has any significant influence on innovative work behaviour of college teachers.

### **HYPOTHESIS**

H1. Transformational leadership style has significant positive influence on innovative work behaviour of college teachers.

H2. Transactional leadership style has significant negative influence on innovative work behaviour of college teachers.

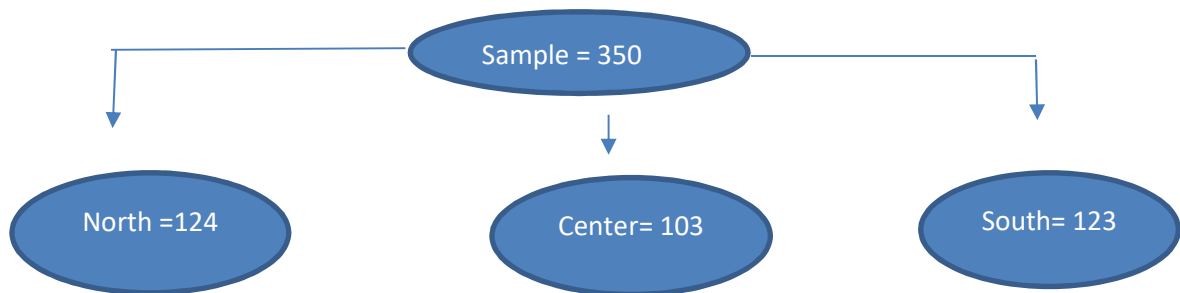
### **METHODOLOGY**

**Research Design:** The study's descriptive research design aims to investigate the connection between college instructors' innovative behavior and leadership styles in the Kashmir division. This design uses

quantitative tools to better comprehend current conditions, practices, and relationships. College instructors employed by government degree institutions in the Kashmir division of Jammu and Kashmir, India, make up the study's population.

### Sampling Technique

In order to guarantee equitable representation across various geographical areas, the research employed a proportionate stratified random sampling approach. The sample was drawn from three zones of Kashmir division which can be shown through flow chart.



### Instruments Used

1. **Multifactor Leadership Questionnaire (MLQ 5X)** by (Avolio and Bass 2005) – This standardized tool was used to assess the leadership style of educational administrators (transformational or transactional).
2. **Innovative Behaviour Scale** by Gkontelon et al. (2022) – This scale measures the level of innovative behaviour exhibited by the teachers.

### Data Collection Procedure

Permission was obtained from respective college authorities to administer the questionnaires. Sample subjects were assured of privacy and confidentiality. The data was collected physically or digitally depending on accessibility and convenience.

### Statistical techniques:

**Results for objective 1.** To determine whether transformational leadership style of educational administrators has any innovative work behaviour of college teachers.

*Table 1 shows summary regression analysis between transformational leadership style and IWB.*

#### Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.340 <sup>a</sup>	.115	.108	13.334

a. Predictors: (Constant), transformational leadership style

According to the model summary, innovative conduct and transformational leadership style have a moderately positive connection ( $R = .340$ ). According to the coefficient of determination ( $R^2 = .115$ ), transformational leadership accounts for about 11.5% of the variation in innovative behaviour. A more accurate estimate of explained variance is also provided by the adjusted  $R^2$  value of .108, which takes into consideration the number of predictors in the model. A moderate degree of prediction accuracy is suggested by the estimate's standard error of 13.334. Overall, the model reveals a significant and statistically significant association even though it only accounts for a small percentage of the variance in the dependent variable.

**Table 1.1 displays the ANOVA summary of the regression analysis between the dependent variable (innovative work behavior) and the independent variable (TLS).**

Model	Sum of squares	Df	Mean square	F	Sig.
Regression	95.428	1	95.428	3.875	.05
Residual	46403.865	261	24.625		
Total	46419.293	262			

**Dependent variable: Innovative work Behaviour: Predictor: Transformational leadership style**

The regression model evaluating the connection between transformational leadership style and IWB is statistically significant at the 0.05 level, according to the ANOVA summary ( $F = 3.875$ ,  $p = .05$ ). The

residual sum of squares ( $SS = 46,403.865$ ) represents the unexplained variance in innovative work behavior, while the regression sum of squares ( $SS = 95.428$ ) represents the fraction of change is attributed to transformational style of leadership. The statistically significant, albeit minor, impact of transformational leadership style on predicting innovative work behavior is confirmed by the p-value of .05.

**Table 1.3 Shows the Coefficient summary of the Regression analysis**

Unstandardized Coefficients			Standardized Coefficients		
Model	B	Std. Error	Beta	T	Sig.
Constant	71.164	3.507		20.291	.000
Transformational LS	.028	.075	.340	2.370	.050

The connection between (IWB) and transformational style of leadership is illustrated in the regression coefficients table. A one-unit increase in TLS is correlated with a 0.028-unit rise in IWB, according to the unstandardized coefficient ( $B = 0.028$ ), which holds all other variables constant. The standard error of 0.075 reflects the degree of precision in this estimate. The standardized beta coefficient ( $\beta = 0.340$ ) signifies a moderate positive association between TLS and IWB when both variables are standardized. At the 0.05 level, the t-value of 2.370 and the associated p-value of 0.050 show that this association is statistically noteworthy. Additionally, the constant (intercept) value of 71.164 suggests that when transformational leadership is absent (i.e., a value of zero), the predicted level of innovative work behavior is 71.164 units. The significance level for the intercept ( $p < .001$ ) confirms that this value is highly significant.

Overall, the results show that college instructors' innovative work practices are positively and statistically significantly impacted by transformational leadership. Although the effect size is modest ( $B = 0.028$ ), the results support the conclusion that enhancements in transformational leadership are positively associated with increases in innovative behavior, with statistical significance at the 5% level.

**Objective 2. To determine whether the transactional Leadership Style of Educational leaders has any significant influence on Innovative Work Behaviour of College Teachers**

**Table 2 shows summary of regression analysis between transactional leadership style and innovative work Behaviour**

### Model Summary

MODEL	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	-.320	.102	.099	13.035

#### a. Predictors: (Constant), Transactional leadership style

According to the model summary, transactional leadership style and creative work practices are negatively correlated ( $R = -.320$ ). According to the coefficient of determination ( $R^2 = .102$ ), transactional leadership style explains roughly 10.2% of the variation in creative work practices. The model's constant explanatory power is confirmed by the adjusted  $R^2$  value of .099, which takes into consideration the sample size and the number of predictors. Higher degrees of transactional leadership are linked to lower levels of innovative conduct, according to the negative correlation coefficient, which implies an adverse relationship. A modest degree of predictive accuracy is indicated by the standard error of the estimate, which is 13.035, which is the average deviation of the observed values from the projected values.

**Table 2.1 displays the ANOVA summary of the regression analysis between the dependent variable (innovative work behavior) and the independent variable (transactional leadership style).**

Model	Sum of squares	Df	Mean square	F	Sig.
Regression	688.569	1	688.569	4.052	.05
Residual	14441.659	85	169.902		
Total	14441.678	86			

#### **Dependent variable: *Innovative work Behaviour*: Predictor: *Transactional leadership style***

The ANOVA summary presented in Table 2.1 indicates that the regression model, with transactional leadership style as the independent variable, significantly predicts innovative work behavior ( $F = 4.052$ ,  $p = .05$ ). The regression sum of squares ( $SS = 688.569$ ) reflects the portion of variance in innovative



behavior that is explained by transactional leadership style, whereas the residual sum of squares (SS = 14,441.659) represents the unexplained variance. The entire variability in the dependent variable is indicated by the total sum of squares (SS = 14,441.678). The model is regarded as statistically significant at the 5% level since the significance level is exactly .05. This implies that although transactional leadership has a statistically significant impact on creative work practices, the impact is not very large.

**Table 3b.2: Shows the coefficient summary of the regression analysis**

Unstandardized Coefficients			Standardized Coefficients		
Model	B	Std. error	Beta	T	Sig.
constant	74.744	3.884		19.249	.000
Transactional LS	-.327	.111	-.320	2.210	.050

This table of regression coefficients shows how innovative work behavior (IWB) is affected by transactional leadership style (TLS). The unstandardized coefficient ( $B = -0.327$ ) indicates that a one-unit increase in transactional leadership style is associated with a decrease of 0.327 units in innovative work behavior, assuming all other variables are held constant. The standard error of 0.111 suggests a reasonable degree of precision in the estimate. According to standardized units, there is a moderately negative correlation between inventive work behavior and transactional leadership, as indicated by the standardized beta coefficient ( $\beta = -.320$ ). At the 5% level, the statistical significance of this relationship is confirmed by the t-value of 2.210 and the associated p-value of 0.050.

The intercept (constant) value of 74.744 implies that, in the absence of transactional leadership behaviors, the predicted level of innovative work behavior is 74.744 units. This constant is highly significant ( $p = .000$ ), affirming the robustness of the model's baseline prediction. Overall, the findings indicate that transactional leadership style has a statistically significant and negative effect on innovative work behavior among college teachers. The negative association ( $\beta = -0.320$ ) suggests that an increase in transactional leadership practices corresponds with a reduction in innovative behaviors among faculty members.

**Major findings:****1. Transformational Leadership Style and Innovative Work Behaviour**

Transformational leadership style and innovative work behaviour were shown to have a moderately positive correlation ( $R = .340$ ), suggesting a direct association between the two constructs. The regression model was found to be statistically significant ( $F = 3.875$ ,  $p = .050$ ), demonstrating that transformational leadership style serves as a significant predictor of innovative behaviour. The model accounted for 11.5% of the variance in innovative work behaviour ( $R^2 = .115$ ), signifying a small but meaningful effect size. The unstandardized regression coefficient ( $B = 0.028$ ) suggests that each unit increase in transformational leadership is associated with a marginal increase in innovative behaviour. Additionally, a considerable effect size is indicated by the standardized beta coefficient ( $\beta = .340$ ), and the link is statistically significant at the 5% level ( $p = .050$ ). Although the overall magnitude of the effect is still low, these data suggest that college professors' innovative work behavior is positively impacted by transformational leadership style.

**2. Transactional Leadership Style and Innovative Work Behaviour**

Additionally, the results showed a somewhat negative correlation ( $R = -.320$ ) between innovative work behaviour and transactional leadership style, indicating an adverse association between the two variables. The model was statistically significant ( $F = 4.052$ ,  $p = .050$ ), according to the regression analysis, demonstrating that innovative work behaviour is significantly predicted by transactional leadership style. The model explained 10.2% of the variance in innovative work behaviour ( $R^2 = .102$ ), indicating a small yet statistically meaningful effect. The unstandardized regression coefficient ( $B = -0.327$ ) indicates that each unit increase in transactional leadership corresponds to a decline in innovative behaviour. Similarly, the standardized beta coefficient ( $\beta = -.320$ ) reflects a moderate negative effect size, with the relationship achieving statistical significance at the 5% level ( $p = .050$ ). Overall, the findings imply that college instructors' innovative work practices are significantly and negatively impacted by transactional leadership.

**Conclusion**

The study emphasizes how important leadership style is in influencing college instructors' creative work practices. It illustrates how a culture of creativity and invention is fostered by transformational



leadership, which is characterized by qualities like inspiration, motivation, intellectual stimulation, and individualized consideration. Leaders who embrace this style empower their faculty members, instill confidence, and cultivate an environment that encourages the exploration of new ideas. Although the effect is moderate in magnitude, the relationship is both meaningful and statistically significant, underscoring the valuable contribution of transformational leadership in enhancing innovation within educational institutions.

In contrast, transactional leadership—characterized by a focus on structured rules, performance-based rewards, and corrective measures—appears to have a detrimental effect on innovative behaviour. This style emphasizes routine, compliance, and stability over change and experimentation, which can suppress the creative potential of educators. Teachers operating under transactional leadership may be less inclined to take risks or propose new ideas, thus limiting the institution's capacity for innovation.

The results indicate that when it comes to encouraging an innovative mentality in college instructors, transformational leadership works better than transactional leadership. The development of transformational leadership skills in academic leaders should be a top priority for educational institutions looking to foster innovation and ongoing progress. By fostering visionary leadership and supportive professional relationships, institutions can create a more dynamic, forward-thinking, and innovative educational environment.

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