



## Effect of Transformational Leadership Style on Innovative Work Behavior at Higher Education Level

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### ABSTRACT

Transformational leadership is widely recognized as a key driver in educational settings. The purpose of this study is to examine the ways in which transformational leadership styles promote motivation, creativity, and institutional growth among college teachers. Transformative leaders provide vision, intellectual stimulation, individualized attention, and idealized influence in order to innovate teaching practices. In this study, we investigate how transformational leadership influences teachers' willingness to adopt innovative approaches in their daily work. A quantitative research design was used to survey 252 college teachers at the Institute of Southern Punjab. Inferential statistics (regression) were used with a randomly selected sample to analyze the data via SPSS. It has been found that transformational leadership is positively correlated with innovative work behaviors, which supports the idea that principals who foster trust, encourage creativity, and provide mentorship enhance teachers' innovative capabilities. The research also indicates that there is a lack of institutional support, rigid administrative structures, and resistance to change. According to the results of the study, educational administrators should cultivate transformational leadership to create a culture of innovation. It is recommended that leadership training programs be established, policy reforms be implemented in order to encourage autonomy, and institutional mechanisms to promote creativity be implemented.



## Introduction

Leadership is the act of leading followers to a desired destination. In educational institutions, transformational leadership is an excellent method for fostering change, potential, determination, and innovation. These leaders are analytical, aggressive, effective, and result-oriented, and they

guide followers to adopt new behaviors (Nguon, 2022). In terms of leadership and administration, the principal's position as a transformational leader is critical to overcoming many current issues, increasing institution capacity, enhancing teacher creativity, and fostering a better learning environment. In addition to improving relationships with teachers for the institution's benefit, effective principal leadership is viewed as an integral part of the entire educational process. Excellent transformational leaders are essential to the educational process (Kim & Cruz, 2022).

Research indicates that the transformational leadership style of higher institution principals has been proven to be an important leadership characteristic associated with institutional success and achievement (Veeriah, et al., 2017). The principal and staff of educational institutions play an important role in the development of students. A nation's progress depends on its next generation, which is why the nations of the world are focusing more on developing its new generation. In their capacity as leaders, principals influence the behavior of their staff, and they desire to become influential figures in their organization. Pakistani teachers do not have enough innovation and creativity skills because their principals do not possess enough transformational leadership qualities in order to motivate their teachers to develop such skills (Afsar et al., 2019).

In addition to developing innovative skills in teachers, transformational leaders can also develop innovative and creative skills in students. As a result of transformational leadership, staff behaviors, values, and objectives are modified so as to achieve institutional objectives. Leadership is an important factor in determining institutional output, including motivation, morale, and employee satisfaction. In Manu (2022), it refers to a process of achieving objectives to influence followers' behavior. To meet the challenges of teaching in the twenty-first century, principals and teachers must develop and sustain excellent learning. As social, economic, and technological factors rapidly changed, managing educational institutions became increasingly challenging. For a high-quality education to be provided, teachers must have sufficient knowledge and creative conduct (Mohammed, & AL-Abrow, 2023).

It has been noted that innovative work behavior is a complex and dynamic phenomenon involving creativity. There has been widespread recognition in education of the importance of promoting information technology and e-practices through the development of innovative work behaviors. It is therefore important to promote innovative work behaviors in the educational sector as leadership is an integral part of promoting these habits (Khan et al., 2020). Innovating and working behaviors of teachers have a significant impact on students' learning outcomes. Innovating behavior refers to the process of creating or developing ideas to enhance performance. According to Sethibe and Steyn (2015), innovative behavior involves introducing new ideas and implementing those ideas.

To fulfill today's and tomorrow's educational requirements, all instructors must use innovative teaching methods. All intellectual activities, technical skills, leadership abilities, and support for different activities must be integrated by the higher education institution administration. However, how creative ideas are created is more essential than creativity (Sliwka et al., 2024). There have been several studies that describe a component model for innovative behavior, how individuals are innovative and how they implement new ideas. An example of such an approach is the exploration of opportunities, the generation of ideas, the support of the ideas, and the implementation of the ideas (Menon & Lefteri, 2021). In recent research, it has been demonstrated that teamwork and cooperation contribute to innovation. An individual cannot create innovation on their own (Afsar et al., 2019).

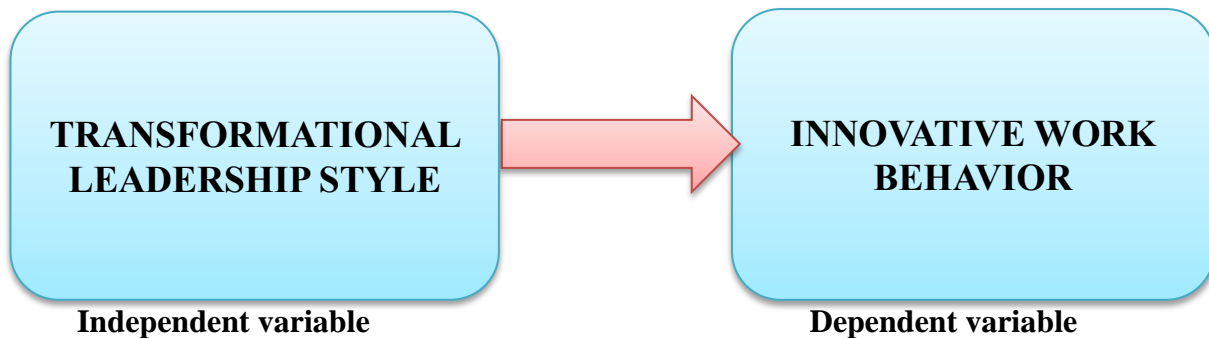
The objective of the study is planned as follows:

1. To investigate the effect of transformational leadership style of the principal and innovative work behavior of teachers at higher education levels.

## **Conceptual Frame work of the study**

**Figure 1**

*Conceptual Frame work of the study*



This conceptual framework explores the relationship between transformational leadership style and innovative work behavior. As the independent variable, transformational leadership refers to inspiring, motivating, and intellectually stimulating followers, cultivating a culture of trust, creativity, and empowerment. Leaders like these inspire employees to transcend their self-interests. Alternatively, innovative work behavior refers to generating, promoting, and implementing new ideas, processes, or products. Transformational leadership influences and enhances employees' innovative behavior at work, according to the framework. Leadership that promotes innovation and continuous improvement stimulates creativity and inspires creativity. Organizational performance and employee behavior are shaped by leadership style.

### **Concept of Transformational Leadership style**

Leaders with transformational leadership share a clear vision and foster personal growth with their followers so that they will achieve high levels of performance and create positive change. As a result of this approach, followers are encouraged to elevate their own self-interest in favor of the greater good of the organization or team, resulting in enhanced morale, innovation, and commitment to shared goals (Eliophotou Menon & Lefteri,2021). As part of a comprehensive approach, idealized influence (being a role model), inspirational motivation (communicating a compelling vision), intellectual stimulation (encouraging creativity), and individualized consideration (mentoring and support) are all important components (Ahmad & Saeed,2022).

Transformational leaders possess a number of characteristics. The first and most important characteristic of these individuals is that they exude charm. It is through them that the institute is able to establish a clear vision and feel a sense of purpose. According to leadership researcher Jay Conger, "If you can create an enticing fantasy that appears to be tomorrow's reality, your followers will readily follow you." Effective leaders inspire in their followers' strong sentiments and a sense of self-identification. By teaching and mentoring their followers, leaders also contribute to the transformation of their followers (Avolio & Yammarino,2013). A transformational leader encourages his or her followers to "do their own thing" Leadership with a transformational style motivates others to go above and beyond their expectations and often goes beyond what they

thought possible. It has been demonstrated that leaders who set more significant goals for themselves and their teams are more likely to be successful (Khan & Ahmed, 2021).

A transformational leader is one who helps the followers of his or her organization reach a higher level of moral maturity. The organization prepares its employees to serve as leaders. Their leadership expands and enlarges the horizons of those they lead. It is their responsibility to motivate their peers, co-workers, followers, and even their superiors to choose their institution, organization, or society over their personal interests. Leaders who provide transformational leadership work with followers' feelings of self-worth to motivate them to give their best effort to the task at hand (Ahmad & Saeed, 2022). A transformational leader is someone who is capable of recognizing the need for change, establishing a vision for it, guiding it, and implementing it with effective results. It is the responsibility of these executives to influence the attitudes and preconceived notions of their workers to increase their commitment to the objectives of the institution. Subordinates are prepared so that they are able to think beyond the interests of themselves (Amjad & Haroon, 2023).

Northouse (2021) explain the traits of transformational leadership are audacity, trust in people, values-driven lifelong learning, the ability to deal with uncertainty and complexity, charismatic leadership, intellectual stimulation, and individual concern. Leadership that is transformational is based on the behavior of exceptional leaders, thus making it a behavioral theory. It was determined that the behaviors of great executives contributed to the success of their companies by studying how they managed their businesses. A transformational leadership style is only applicable to senior executives (Veeriah et al., 2017).

### **Implementation of transformational leadership in education**

Leaders who demonstrate transformational leadership behaviors demonstrate idealized influence, inspirational motivation, individualized consideration, and intellectual stimulation with their staff. In encouraging and enthusiastic communication, leaders create inspirational motivation (Rafique & Khokhar, 2022). Amjad and Haroon (2025) As part of individualized consideration, leaders coach, mentor, and provide feedback based on the needs and interests of each individual. Intellectual stimulation requires leadership to challenge followers to embrace new ways of thinking and doing, as well as to reevaluate values and beliefs in order to stimulate creativity. A leader provides goals and purposes to followers, while demonstrating total commitment to the goals and purposes. Idealized influence is a leader who solicits new ideas from followers and shows tolerance for mistakes (Avolio & Yammarino, 2013).

In organizations, transformational leadership behaviors have a significant and progressive effect on subordinates/followers. One of the first empirical studies on transformational leadership styles. School leaders using transformational leadership are better able to facilitate change in school restructuring initiatives in the 21st century (Hosseini et al., 2023) As stated by Rafique and Khokhar (2002), transformational leadership improves student outcomes and aligns stakeholders' expectations.

As a result of the leadership style, a greater number of individuals are involved in the decision-making process so that institutional improvements can be achieved. Transformational leadership is referred to as visionary or charismatic leadership, which emphasizes inclusion as a key component of effectiveness. It has also been determined that these approaches are valuable in transforming the higher education institution environment first, and then in transforming people's thinking, and ultimately in transforming the underlying technologies in order to improve the learning

environment. To achieve this transformative leadership style, teachers must share goals, be willing to collaborate, and maintain a culture of learning and development (Rojak, et al., 2024).

### **Conceptualization of innovative work behaviour**

Research on innovation has expanded from administrative science, communication, and anthropology to psychology and sociology since the 1980s, when it became recognized as a human activity. The term "Innovative Work Behavior" was first coined in a psychological study. The purpose of this practice is to create, promote, and implement new ideas within a specific job position, workgroup, or organization in order to enhance role efficiency, community, or institution performance (Afsar et al., 2019). The concept of creative work activity is strongly associated with employee innovation; however, it encompasses much more than that. Folkestad and Gonzalez (2010) found that not all highly imaginative creative individuals are highly imaginative. Innovating job activity generally produces some form of gain as well as an element of superficiality. In conclusion, the study concluded that innovative work behavior is associated with employee creativity, which includes developing and implementing innovative products, services, processes, and procedures, as well as implementing such ideas (Ye et al., 2022). In order to achieve success with a concept, it is necessary to champion it in order to gain support and establish a coalition. Finally, implementation allows the concept to be implemented and realized. Traditionally, innovation has been considered a human activity, involving the creation, testing, tweaking, and commercialization of a concept. The development of innovative work behaviors can range from incremental modifications to whole new ideas that may affect operations or products across the entire organization. It is common for normal employees to not have a job description that includes innovative work behavior (Zainal & Mohd Matore, 2021).

According to Janssen (2020), extra-role conduct occurs when employees engage in discretionary activities that are not explicitly stated in their job descriptions, but still attempt to benefit the organization. In many modern management concepts, such as continuous improvement, Kaizen, corporate entrepreneurship, and suggestion, employees' innovation in the workplace is an important component. This term can be used to describe a concept, an object, a material, or a practice that is new or different from the things that have already been adopted by an individual or organization. It is the individual's responsibility to determine whether or not to take charge of the innovation, which is something that is not common or commonly used. In the context of innovation, it is described as the deliberate generation, introduction, acceptance, and implementation (or application) of ideas, processes, assets, or offerings that are new, relevant, useful, and applicable to a specific adoption entity (Afsar et al., 2019).

Using a theoretical approach, innovation refers to the process of generating, promoting, and implementing new ideas, as in the era, using tactics or assets that are current, appropriate, adaptable, and helpful in solving problems or increasing popularity (Sethibe & Steyn, 2015). In the broadest sense, innovation means generating, introducing, accepting, and implementing (or applying) ideas, processes, assets, or offerings that are novel, applicable, and useful to a particular adoption entity. According to the theoretical perspective, innovation can be defined as the act of generating, promoting, and realizing ideas, for example the era, or the promotion and awareness of ideas by means of tactics or assets that are appropriate, adaptable, and helpful to solve problems or increase popularity (Miller & Miller, 2020).

### **Impacts of Innovative Work Behavior**

Innovative behavior can have both positive and negative consequences. Teacher support has a significant impact on creative behavior, but creativity itself may have a negative effect on collegiality. It is uncertain whether tensions contribute to negative effects on innovative behavior. As a means of resolving this issue, the concept of strong and weak ties can be used, since links are necessary for creative activity (getting new input and ideas), but they should not be too strong at the same time, as weak ties are more associated with innovation, while strong ties are associated with status quo. In the event that innovative behavior adversely affects the relationships between colleagues, tensions may result that decrease the intensity and number of interactions (Volery & Tarabashkina, 2021). Assumptions about creative behavior are formulated in terms of enhanced competitiveness and significant contribution to knowledge society growth, but only a few significant positive effects have been found. It is possible that this decrease could lead to more creative behavior. In particular, two studies indicated positive results in terms of innovative behavior among students (Farrukh et al., 2023).

### **Effect of innovative work behaviour on teacher performance**

Innovative work behavior improved teacher performance significantly and positively. With an inventive growth mindset, teachers believe that they may be able to improve their skills with commitment, hard work, and feedback from others. As a result of learning from elements of creative work behavior they also place a high value on self-improvement. (Yanuar Mufti et al., 2019). Consequently, they will develop a growth mindset which will allow them to overcome challenges more readily. There is always the risk of failure associated with any challenge; however, individuals with a growth mindset do not fear failure because they believe that they can learn from their mistakes and failures (Ye et al., 2022).

This learning is characterized by their willingness to try hard, seek out the best strategies, seek feedback from others, and learn from the successes of others in order to improve and enhance their capabilities (Khan & Ahmed, 2021). Measurement of the extent to which innovation activities have been conducted by higher education institutions is one of the most effective ways to promote creativity and innovation in learning. An element of creativity and innovation should be included in each work evaluation. Creativity is at the heart of achieving an institution's vision and mission, and the placement of teachers with the concept of "the right people with the right jobs" is also an effective way to promote creativity (Stanescu et al., 2021).

The right placement of teacher will reduce supervision, resulting in greater autonomy for each individual to solve problems within the workplace. In addition, this encourages teachers to utilize various creative powers when carrying out their responsibilities, thus improving their performance. In order to cultivate a thriving mindset to continuously improve their performance, teachers who work with innovative behavior must be courageous enough to leave their comfort zones. In line with other research suggesting that educators pursuing innovative work behaviors directly have a positive and significant impact on teacher performance, the results of this study are in line with those of other researchers (Vermeulen et al., 2022).

### **Research Design**

This study examines the impact of transformational leadership style on teachers' innovative work behavior in southern Punjab. In this study, surveys are used as the primary tool for data collection.

Teachers' perceptions of a principal's transformational leadership style are collected in this study. Teacher opinions, beliefs, and attitudes towards leadership dynamics are captured by closed-ended questions. The study's descriptive nature allows an evaluation of existing conditions, and the findings are intended to be generalized.

A closed research instrument questionnaire was used to achieve study objectives. Researchers shaped instruments with variables. Teachers were given a tool to develop transformational leadership styles. Part I provided demographics, while Part II featured closed-ended questions. Teachers' and principals' innovative work behaviors are measured by 35 aspects of transformational leadership. A strong agreement or strong disagreement. Experts validated the questionnaire of the study. Most items were accepted, but some were criticized. A pilot study was conducted before the survey to assess reliability. Cronbach's alphas were used to determine reliability. There was a reliability score of over 0.7, indicating reliability.

The study sampled teachers from colleges in Multan in the fields of science, social sciences, arts, language, and discipline. The sample was selected using a simple random sampling method to ensure a balanced sample. A sample size of 252 is adequate for this study. To achieve a balanced student sample, only five colleges were selected as sample members. 252 teachers were selected from Shah Rukn-e-Alam Government Degree College for Women, Civil Line Government College, Mumtazabad Government College, Multan Graduate College for Women, and Multan Degree College for Women. Inferential statistics (regression) were used with a randomly selected sample to analyze the data via SPSS.

**Table 1**

*Distribution of sample*

Colleges	Subjects					Total
	English	Urdu	Maths	Islamiyat	Economics	
Govt. Degree College for Women Shah Rukn-e-Alam Multan	10	8	11	8	13	50
Govt. College civil line Multan	12	6	10	12	7	47
Govt. College for Women Mumtazabad Multan	8	12	9	8	10	47
Govt, Graduate college for women chungi no 6 Multan	6	11	10	14	11	52
Govt. Degree college for women chungi no 6 Multan	14	13	10	9	10	56
Total	50	50	50	51	51	252

**Table 2**

*Reliability Statistics for transformational leadership*

Cronbach's Alpha	N of Items
.737	13

**Table 3**

*Item-Total Statistics for transformational leadership*

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
My principal prefer institutional interest over my personal interest.	46.4444	29.188	.152	.753
My principal prefer to communicate with my teachers in respectable way	45.7778	27.265	.460	.709
My principal make the workplace feel like a family environment	46.1270	28.127	.388	.718
My principal keep sharing potential contributions of my work to others	46.1270	29.530	.227	.735
My principal discuss my values and beliefs with teacher.	46.4762	29.414	.183	.744
My principal give my feedback on given tasks.	46.0476	27.806	.439	.712
My principal feel pride in those who develop association to work on school matter.	45.9683	28.939	.253	.734
My principal remain optimistic about my future.	46.3968	29.659	.275	.730
My principal deliver a convincing vision for my future.	46.3492	29.105	.385	.720
My principal remain confident to achieve my goals.	46.2540	25.752	.639	.686
My principal determine the significance of having a strong feeling of direction.	46.0635	26.386	.561	.696
My principal invest energy for educating and instructing others.	45.8571	27.820	.372	.719
My principal make efforts to enhance the teachers' potential for doing work.	45.9206	27.388	.462	.709

The Cronbach's Alpha value of 0.737 for the 13-item scale indicates acceptable internal consistency reliability, meaning the items are reasonably consistent in measuring the same underlying construct. According to common reliability thresholds, values between 0.70 and 0.79 are considered acceptable for research purposes, particularly in exploratory studies. While this level of reliability is generally sufficient, a higher alpha ( $\geq 0.80$ ) would be preferable for more rigorous or confirmatory research. The scale's moderate reliability suggests that most items

contribute to a coherent measurement, but there may be room for improvement by examining individual item performance. For instance, checking item-total correlations could help identify any weakly related items that, if removed or revised, might enhance overall reliability.

**Table 4**

*Reliability Statistics for work innovative behavior*

Cronbach's Alpha	N of Items
.874	22

**Table 5**

*Item-Total Statistics for work innovative behavior*

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
When I have a new idea, I try to get support for it from the management.	88.9206	51.802	.444	.869
I try to show positive sides of new ideas to my colleagues	88.7778	52.636	.321	.874
I develop suitable plans and schedules for the implementation of new ideas	88.9206	52.376	.382	.871
I look for and secure funds needed for the implementation of new ideas.	89.0952	51.561	.399	.871
For the implementation of new ideas I search for new technologies, processes or procedures	88.6825	53.062	.387	.871
I show concern to new ideas for my work related issues	88.6508	53.774	.258	.875
I prefer work that requires thinking and analyzing the situation	88.7778	51.329	.511	.867
I collaborate with my colleagues to transform new ideas to make them practical.	88.7937	50.714	.589	.865
I generate ideas on how to optimize knowledge and skills within my work.	88.7460	52.270	.415	.870

I use available resources to explore new ideas in advance before the need arise	88.8254	51.300	.492	.868
I search out new working methods, techniques or instruments for the improvement of my school	88.6190	51.615	.476	.868
I remain in search for the new ideas either from student or their parents to implement the best ones.	88.6349	50.942	.532	.866
I make young colleagues enthusiastic for promoting innovative ideas	88.8413	52.756	.341	.873
I provide regular support for innovative ideas.	88.7460	52.716	.405	.870
I transform innovative ideas into useful applications after discussion	88.7143	51.424	.523	.867
I think new ideas facilitate new learning	88.5714	52.039	.465	.869
I successfully coordinate with administrative staff to support my new ideas.	88.7143	51.201	.525	.867
When something is not working up to the mark then I try to identify the problem in the matter.	88.7619	50.413	.608	.864
I find out original solutions for problems.	88.6825	50.704	.526	.866
When problems occur during implementation, I get them into the hands of those who can solve them.	88.9206	50.783	.513	.867
I usually do not finish until I accomplish the goal	88.7778	51.425	.460	.869
Whenever I worked somewhere, I made improvements.	88.4921	52.394	.531	.867

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The item-total statistics reveal important insights about the scale's reliability and the performance of individual items. With a current Cronbach's alpha of 0.874, the scale demonstrates acceptable internal consistency, though there is room for improvement. The analysis identifies several strong items that contribute significantly to the scale's reliability, particularly those focusing on practical implementation of ideas and problem-solving. For instance, "I collaborate with my colleagues to transform new ideas" (0.589) and "When something is not working, I try to identify the problem" (0.608) show robust correlations with the total scale score. Removing these items would decrease reliability (to 0.865 and 0.864, respectively), confirming their importance to the scale.

However, two items exhibit concerning weak performance: "I show concern for new ideas for my work-related issues" (0.258) and "I try to show positive sides of new ideas to my colleagues" (0.321). These items negatively impact the scale's reliability, as evidenced by the higher alpha values (0.875 and 0.874) that would result from their removal. Most other items fall within the acceptable range (0.382–0.589), with many clustering around 0.40–0.50, indicating adequate but not outstanding contributions. The stability of scale means and variances across item deletions suggests no significant skewing of responses.

## Results of the study

Effect of Transformative leadership on Innovative Work Behavior

**Table 6**

*Model Summary of Transformative leadership on Innovative Work Behavior*

<b>Model Summary</b>				
Model	R	R Square	Adjusted Square	RStd. Error of the Estimate
1	.452 <sup>a</sup>	.205	.202	7.06876

a. Predictors: (Constant), TLS  
b. Dependent Variable: IWB

According to a regression analysis, TLS is significantly related to Innovative Work Behavior (IWB). Transformative leadership has been found to be associated with more innovative behavior in employees based on the correlation coefficient ( $R = 0.452$ ). According to the R-squared value of 0.205, TLS explains approximately 20.5% of the variance of IWB, while other factors account for the remainder. In spite of the adjustment for sample size, R-squared (0.202) confirms that this explanation is valid.

**Table 7**

*ANOVA of Transformative leadership on Innovative Work Behavior*

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3216.095	1	3216.095	64.364	.000 <sup>b</sup>
	Residual	12491.842	250	49.967		
	Total	15707.937	251			

a. Dependent Variable: IWB  
b. Predictors: (Constant), TLS

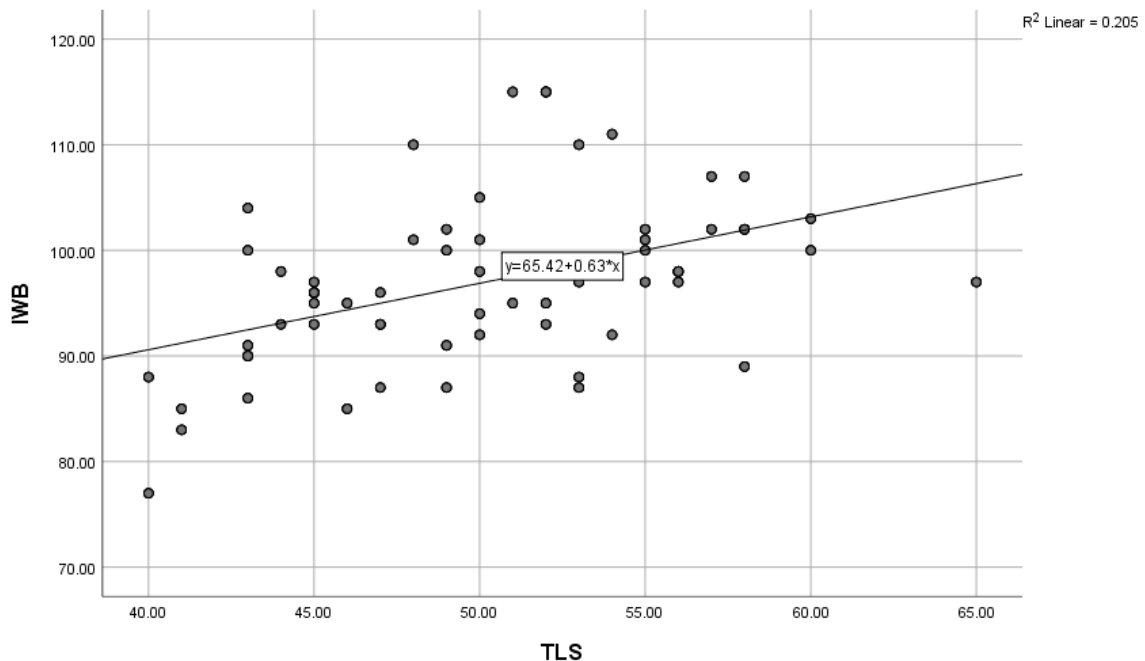
In support of this, the ANOVA results indicate that the regression model fits the data better than a model without predictors, with a p-value less than 0.001. The coefficients table indicates that IWB should increase by 0.629 units as TLS increases by one unit. A significant contribution to innovation is made by transformative leadership in the workplace ( $t = 8.023$ ,  $p 0.001$ ).

**Table 8**

*Coefficients of Transformative leadership on Innovative Work Behavior*

		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	T	Sig.
1	(Constant)	65.424	3.945		16.583	.000
	TLS	.629	.078	.452	8.023	.000
a. Dependent Variable: IWB						

As a result, transformational leadership contributes meaningfully to fostering innovation in the workplace ( $t = 8.023$ ,  $p 0.001$ ). Based on the scale of measurement, the intercept (65.424) represents the expected IWB score when TLS is zero. Transformative leadership appears to play a significant role in enhancing employees' innovative behavior despite other factors contributing to IWB. In the future, researchers may study other predictors or moderators of innovative work behavior.



**Discussion**

This study explores how transformational leadership affects innovative work behaviors among college teachers. The results of this study suggest that transformational leadership practices are widely appreciated and widely recognized in the workplace. When it comes to the communication with teachers, there is widespread agreement on many important aspects, such as creating a family-

like environment, sharing potential contributions, and expressing values and beliefs. This study suggests that transformational leaders are capable of inspiring trust, promoting collaboration, and fostering a shared vision, which contributes to innovation (Bass & Riggio, 2006; Northouse, 2021).

Moreover, the teachers reported their high level of optimism about the future, high levels of confidence in their ability to achieve their goals, and a willingness to invest time and energy into the education and mentoring of others. Afsar et al. (2019) indicate that transformational leadership is characterized by inspirational motivations and individualized considerations, both of which may contribute to an increase in job satisfaction, commitment, and creativity at work. Teachers are also looking for support so they can explore innovative solutions to problems and implement new ideas in the classroom. Transformational leadership motivates and empowers teachers to engage in innovative practices. While adopting new methods, techniques, and instruments for improving their classrooms, and promoting innovative ideas to their younger colleagues, there was a high level of agreement among teachers.

Transformative leadership promotes innovative thinking among teachers, which stimulates intellectual stimulation (Garcia-Morales et al., 2012). Furthermore, the teachers demonstrated a collaborative and problem-solving work culture by collaborating with their administrators on new ideas and solutions. There are some teachers who disagree with or are neutral about certain statements in the study. Individuals' readiness to change, institutional support, and resource availability could all contribute to this divergence. (Ali et al., 2020). This gap can be addressed by developing a targeted professional development program, communicating clearly the institutional goals, and providing incentives.

In higher education, transformational leadership fosters collaboration on problems, trust, motivation, and collaborative problem-solving. It is a leader's responsibility to create a supportive structure, provide resources, and facilitate communication between their faculty members, regardless of disagreements.

## **Conclusion**

This study concluded that number of respondents agreed that their principal prioritizes institutional interest over personal interests. Many respondents agreed that they communicate respectfully with teacher, create a family-like environment, share potential contributions, discuss values and beliefs, and provide feedback. Most of respondent agree they are optimistic about their future, confident in achieving goals, and invest energy in educating and instructing others. However, some of respondent have no opinion on this issue. Most of respondents agree that they seek support for new ideas, develop plans, secure funds, and use resources to explore them. The majority of respondent are strongly agreed that they also seek new methods, techniques, and instruments for improvement, and encourage young colleagues to promote innovative ideas. Highest respondent agree that they coordinate with administrative staff to support new ideas and identify problems, finding original solutions, and completing tasks until achieving goals. In conclusion, the study revealed that a significant number of teachers disagreed with certain statements, while others agreed with them. The findings provide valuable insights into the opinions and perspectives of teacher on various topics

## **Recommendation**

1. Leadership and individual effort are needed to create a positive and forward-thinking work environment. It is important for teachers and leaders to keep working together, to be open

to new ideas, to use available resources creatively, to seek feedback from students and parents, and to constantly improve. Staff and leadership are essential to the success of any institution.

2. Provide transformational leadership training for academic and administrative leaders. Encourage open communication channels to share and discuss innovative ideas.
3. Recognize and reward innovative work behavior among faculty and staff. Empower faculty with autonomy in decision-making and academic planning. Promote a culture of continuous learning through workshops, research support, and collaboration.
4. Establish mentorship programs to guide and inspire junior staff through experienced leaders. Implement strong feedback mechanisms to support innovation and leadership growth.

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