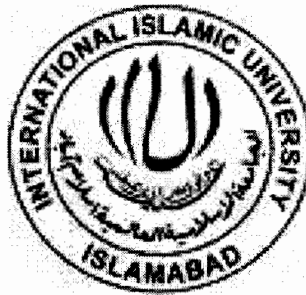


**RELATIONSHIP BETWEEN TRANSFORMATIONAL
LEADERSHIP STYLE AND INNOVATIVE WORK BEHAVIOR
IN EDUCATIONAL INSTITUTIONS**

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Islamabad

2010



**RELATIONSHIP BETWEEN TRANSFORMATIONAL
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BY
GHULAM ABBAS

A Research Report submitted in
Partial fulfillment of the requirements of the
Degree of Masters of Science
In
Psychology

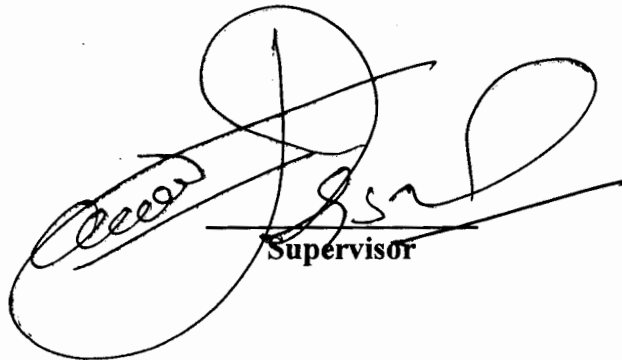
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Approved by



Supervisor



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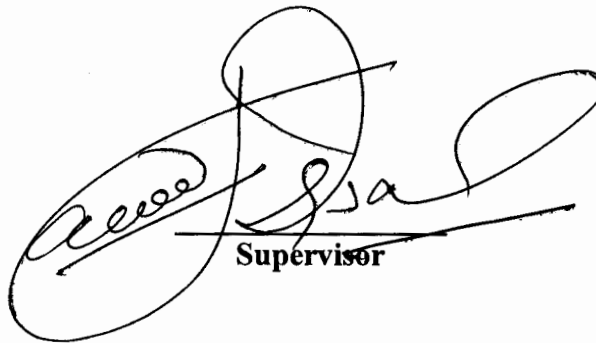
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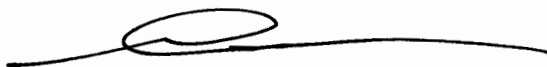
Certificated that the MS dissertation on **Relationship between Transformational Leadership Style and Innovative Work Behavior in Educational Institutions** prepared by **Ghulam Abbas** has been approved for submission to International Islamic University Islamabad, Pakistan.

BY
GHULAM ABBAS

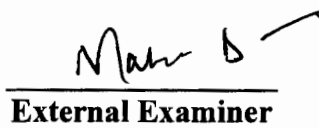
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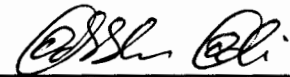


Dean FSS



External Examiner

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A handwritten signature in black ink, appearing to be 'S. S. Ali', written over a horizontal line.

**Incharge
Department of Psychology**

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Dedicated to

*My Great Parents,
Loving Brother and Caring Sisters*

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ABSTRACT

The present study aimed to examine the relationship between transformational leadership facets and innovative work behavior among employees in educational institutions. Role of transformational leadership style and its facets in the prediction of innovative work behavior style and its facets was also examined. Role of various individual and organizational factors was also explored. Multifactor Leadership Questionnaire and Innovative Work Behavior Scale were used to collect the information. Sample of present study consisted of 200 employees from educational institutions. Purposive convenient sampling technique was applied to collect the data from schools, colleges, and universities. Most of the findings were in line with the hypothesized assumptions. Idealize influence attributed is significantly positively correlated with idea generation, work commitment and idea implementation. Idealize influence behavior is significantly positively correlated with work commitment and idea implementation. Inspirational motivation is significantly positively correlated with idea promotion, idea generation, and work commitment. Intellectual stimulation is significantly positively correlated with idea promotion, idea generation, and idea implementation. Individualized consideration is significantly positively correlated with idea generation and idea implementation. Idealize influence attributed has significant positive effect on idea generation, work commitment and idea implementation. Inspirational motivation has significant positive effect on idea promotion. Individualized consideration has significant negative effect on idea promotion. Transformational leadership style has significant positive effect on innovative work behavior and its four facets. To study the role of individual and organizational factors in transformational leadership style and innovative work behavior, t-test and ANOVA were applied. Female employees scored high on innovative work behavior as compared to male employees. Employees in schools were more innovative as compared to college and university employees. The findings indicate that employees with graduation displayed more innovative work behavior as compared to employees with master and M.Phil/Ph.D. Late adulthood employees were showed more innovative work behavior as compared to employees from early adulthood, and middle aged employees.

INTRODUCTION

INTRODUCTION

Transformational leadership is an ideal style of leadership in educational sector. Such leaders are analytical, active, effective, result oriented and direct followers to a new set of corporate values and behaviours. They are appropriate for promoting pragmatic change, amazing potentials, determination, willpower, creativity, and innovation in the organizations. On the other hand, transactional leaders are suitable for maintaining stability in the institutions instead of innovation. Finally, laissez faire leadership is the most inactive and ineffective style of leadership which is not at all suitable for promoting innovative work behaviour in the educational institutions. Keeping in view the importance of transformational leadership in the educational sector, the present study aims to examine the relationship between transformational leadership style and innovative work behaviour.

In present, many practitioners and intellectual support the vision that organizations should promote, develop and apply innovative potentials of their workforce as a means to organizational achievement. The significance of innovation in organizations has been confirmed on various occasions, which has later led to the recognition of successful leadership as a possible method. In adding, a transformational leader's intellectual inspiration can help unusual and innovative thinking and functioning processes that direct to new facts and knowledge, which is primary to determined innovative work behaviour .Now a days it is considered the most important and critical aspect for any organization in the form of services, products, and innovations. Janssen further claimed that for innovation and permanent betterment for the organization the employees must be willing in this regard. For innovation the employees' activities plays a vital role for permanent innovation and it cannot be achieved by the enhancement through educational literature but also stressed in work on a number of other leadership, accepted management principles, like total quality management and business entrepreneurship. Recent days, approximately all organizations encounter a dynamic atmosphere and globalization. In this rapidly changing era, the cutting edge

connectiveness demands and prompts organizations to be innovative, and result oriented for their very existence (Jung et al., 2003; Tierney, 1999).

Jung, Chow, and Wu (2003) theorized that a number of factors are involved for the innovations of any organization. They have identified the best style for leadership is manager leadership's style. So for several studies supported this notion of, between the relationship of organizations and innovational factor.

In this perspective, the research which is being carried out presently mainly focuses to probe towards the twofold dimensions of transformational leadership style and innovative work behaviour facets among employees of educational institutions because any organization can achieve landmark success provided all the workers pour their energies in synergy. The torch bearer of any organization oversees the daily functions of an organization plays pivotal role and leaves the winning impact on the organization.

Leadership

Leadership is a process by which a person influences others to accomplish an objective and directs the organization in a way that makes it more cohesive and coherent. Leadership is a process whereby an individual influences a group of individuals to achieve a common goal. Leadership is the process of influencing the people. It is the process of social influence in which one person can enlist the aid and support of others in the accomplishment of a common task. Leadership is organizing a group of people to achieve a common goal. Historical imprints of the leadership can be traced back to Plato, Greeks, Chinese, and Egyptian societies. Leadership dates back to Renaissance when Machiavelli published his book *The Prince*. Out of the pioneering work of different scholars, great man theory emerged on the onset of the 20th century (Fairhurst, 2007). With the passage of time leadership researchers and psychologists challenged their own models, theories, and findings and proved themselves true scientists (Lowe & Gardner, 2000). Bass (1981) explains that leadership is a universal human phenomenon. Burns (1978) argued that leadership implies much beaten yet less comprehended hypothesis. Leadership holds endless possibilities for research. The fifty-sixth edition of *Who's Who*

in America, 2000, is evident that there are 125,000 people who influenced the lives of people by their ideas and deeds including teachers, heroes, and rulers. Leadership is the most important, critical, and complex task that serves as a cornerstone of the organizational success (Manning & Curtis, 2003). An exhaustive corpus of literature has been authored on the leadership qualities. Over 15,000 books and countless articles are readymade example of this. Consequently, entire components leader employs are vital in this concern. So the leader, the followers and the situation must match for leadership to take place. One without the other and two without the third will cease the leadership process (Kouzes & Posner, 1993).

The Oxford English Dictionary (1933) traces that the etymology of word, leader, from 13th century. The linguistic usage of the expression leadership was included in written script in 19th century (Lindzey & Aronson, 1985). Bass (1990) explains that “leadership is both a science and an art”. The terminology i.e. leadership paints multiple nature of this concept which harbours both practical and intellectual connotations. The scientific perspective of leadership has been illustrated in over 8000 research treatises which is evident of its panoramic scope.

Definitions of Leadership

Leadership is the process of influencing the people. It is the process of social influence in which one person can enlist the aid and support of others in the accomplishment of a common task. Leadership is organizing a group of people to achieve a common goal. A consensual definition of leadership is next to impossibility yet the common grounds in form of lookalike themes can be found in the works of leading leadership theorists. Such as purpose, motivation, vision, hope, decision making, inspiration, influence, empowering employees, and effecting change (Nanus & Dobes, 1991). In spite of these commonalities, according to Stogdill (1974) “there are almost as many definitions of leadership as there are persons who have attempted to define this concept. Consequently, it is very difficult to get an agreed upon, standardized, holistic and appropriate definition of leadership as it a complex and multifaceted phenomenon (Yukl, 1981).

Leadership ability is fundamental in influencing a group to achieve the stated vision and goals. Yukl (2002) defines leadership in terms of “traits, behaviors, influence, interaction patterns, role relationship, occupation of an administration position” (p. 2), and the ability to lead others to contribute toward organizational goals and success (Yukl, 2002). Robinson (2001) combines leadership and management and states that “leadership is exercised when ideas discussed in talk or actions are recognized by others as capable of progressing tasks or problems which are important to them” (p. 93). Leadership may be considered as “a process of influencing the actives of an organized group in its efforts toward the goal setting and goal achievement” (Stogdill, 1950, p. 3). One of the many reasons of this definitional inconstancy is the situational variability for different leaders so it would be no longer inappropriate to describe leadership from scholars’ perspective that it lies “in the eye of the beholder” (Fairhurst, 2007).

Historical Background of Leadership

Leadership, and the study of this phenomenon, has roots in the beginning of civilization. However, with the passage of time, the focus has been shifted from one approach to another (Stone & Patterson, 2005). Historical development of leadership can be categorized into four eras including *Pre-Classical*, *Classical*, *Modern*, and *Post-Modern* eras (Divine, 2008).

The ruler King Hammurabi (2123-2071 B.C.) of the Middle East is stated as one of the first leaders who made a code of 282 laws to manage the business transactions, interpersonal, and social issues. Chinese military leader and the great strategist General Sun Tzu (600 B.C.), for the first time introduced ranks and arranged army into sections. Sun Tzu, in his book *The Art of War*, introduced sophisticated war strategies. He was a true believer of sound planning and execution of effective war strategies to win the war. In India, another strategist and philosopher Chanakya Kautilya (332-298 B.C.) argued that people in organizations and other institutions should not be trusted, instead, they must be monitored and kept in a close eye by the leaders. In the same era, Greece philosophers Socrates (469-399 B.C.), Plato (428-348 B.C.), and Aristotle (348-322 B.C.)

shared their insights on the human nature and related scenarios and especially Aristotle's views on reality formed the basis for scientific management (Wren, 1994).

In Italy, Nicolo Machiavelli (1469-1527) made an in-depth analysis of power politics and published his book entitled *The Prince* in 1515. Machiavelli suggested three qualities to rule including fortune, ability, and villainy. He believed in power politics to rule the states and suggested that "whoever desires to found a state and give it laws must start with the assumption that all men are bad and ever ready to display their vicious nature, whenever they may find occasion for it." Machiavelli illustrated that the leader can use any kind of leadership style to lead his followers (Wren, 1994). In the same era, the Industrial Revolution created many dilemmas for management and societies and at this point, the organizations and its operations were subjected to be changed for survival (Divine, 2008). Afterward, social scientists and researchers conduct numerous studies.

Irving Barnard (1886) suggested that three organizational goals can be accomplished through team work including the survival of an organization, examination of the external forces to take corrective measures accordingly, and to analyze the functions of executives at all levels in managing and controlling formal organizations. Chester Bernard published a book entitled *Functions of the Executive* and introduced the term decision making into the mainstream of the business world from public administration (Buchanan & Connell, 2006; Wren, 1994). Frederick Taylor's (1856-1915) made a worthy contribution in the scientific management. (Locke, as cited in Hough & White, 2001).

In 20th century, various models of leadership emerged with different time spans including great man theories (up to mid-1900s), trait theory (1900-1948), autocratic, democratic, and laissez faire leadership styles (1930-1939), behavioral theory (1945-1960s), situational theory (1957-1970s), power and influence theory (1959), humanistic theories (1964-1967), charismatic leadership, team leadership, servant leadership (1967-1970s), path-goal theories (1970s), normative decision style theory (1973), transformational leadership, transactional leadership (1978-1985), cognitive resources theory (1987). From 1990s to the present day, is considered as an era of extensive

research on leadership styles. Thousand of the books and research articles were published in this era.

Models of leadership must have much adaptability to handle futuristic challenges and to provide the leaders enough support to keep their practices on track. Globalization and the integration of the world economy will force multinational organizations to become more competent in order to meet the international market standards. Futuristic challenges will necessitate new competencies in knowledge and skills (Saner & Lichia, 2000). Leadership holds a variety of means to meet situational requirements. Leaders have the capacity to think and act in a creative manner in non-routine situations and they have the ability to influence others' actions, feelings, and beliefs (Doyle & Smith, 2001).

Transformational Leadership Style

Transformational leadership is a mutual process in which leaders and followers indulge in 'raising one each other to superior levels of morals and motivation. Visionary, inspiring and daring are the words that describe the transformational leader. Transformational leadership style consists of five facets including:

Bass (1985) furthermore elaborated that the contemporary theorization of leadership preferentially heeded the role clarification and follower goal vis-a-vis the leaders attitude to the followers in form of reward or penalization. The basic purpose of transactional leadership was to enhance initial give and take with followers. Bass recommended that a novel strategy is to be evolved in order to instil copious desire in the followers for attaining the culmination of performance in their firms and organizations. He called this leadership kind as transformational leadership. It is the prime leadership model in Full Range Leadership Theory according to theory and research. It comprises numerous avenues in which most conspicuous are Idealize Influence Attributed, Idealize Influence Behaviour, Inspirational Motivation, Intellectual Stimulation, and Individualized Consideration.

1. Idealize Influence (II)

The subordinates view the Transformational leaders as inspiration and epitome of their field. They are showered with high esteem and enjoy enviable status among their counterparts and followers. Subordinates endow leaders as having amazing potentials, determination, and willpower. There are two types of idealize influence including the behaviour of the leader and the attributions of followers about the leader. These two types of idealize influence are measured by two distinct facets of MLQ and these two jointly form interactional idealized influence. Leaders exhibiting idealize influence most frequently are ready to take risks, display consistency rather than impulsiveness. They attempt to do right things and try to ensure the superior standards of ethics and morality. Transformational leadership facet idealize influence attributed is based on the followers' attributions about the charismatic qualities of the leader (Avolio & Bass, 2002).

2. Inspirational Motivation (IM)

Transformational leaders motivate and inspire their followers by their behaviors. They add new flavours in the followers' work by providing new meanings and challenges. Team spirit is stimulated. Leader displays passion, confidence, and zeal via modelling. Leaders invite followers to be a part of envisioning striking future states. Leader makes the expectations about the set standards that are openly communicated. Followers like to meet these standards and show dedication to goals and shared vision (Avolio & Bass, 2002).

3. Intellectual Stimulation (IS)

Transformational leaders encourage followers in their work to be innovative and creative by the means of inquiring suppositions, restructuring problems, and dealing old issues in new ways. Leader encourages creativity. Individuals' mistakes are not criticized in the masses. As the followers participate in facing problems and identifying solutions, they generate novel ideas and creative solutions. Followers are motivated and appreciated to test new methods and there is no criticism for the followers' ideas when they are apart from the leader's own ideas (Bass & Avolio, 2002).

4. Individualized Consideration (IC)

Transformational leaders behave like mentors and coach. They give unique attention to each individual's needs for achievement and development. Followers' potentials are developed and raised to higher levels. Through supportive communication climate, new learning opportunities are provided to followers. Individual differences with respect to needs and desires are acknowledged. Leaders show acceptance of individual differences from their behaviours. Some followers find more support, others get formal standards, and still others receive structured tasks. Leader encourages 'two way communication' and practices 'management by walking around'. The leader personalizes his or her interactions with followers i.e. keeping in mind the prior conversations, and attentiveness to individual needs,. The leader listens well. The leader assigns responsibilities as a way to build up supporters. The leader keeps an eye on the assigned tasks to notice if followers need any sort of extra help and assistance to run the tasks smoothly. Ideally, the followers never perceived that they are being observed or monitored by the leader (Avoilo & Bass, 2002).

Transformational Leaders

Transformational leaders are considered as the source of change that strengthen and direct their subordinates towards new sets of business standards and behaviors. A few writers use the word charismatic and transformational interchangeably as if they have the same meaning. How leaders change the workforce and organizations, this is elaborated only by transformational leadership view by creating, communicating and modeling a vision or direction for the organization or labor and give directions for the accomplishment of that goal or vision. The meaning of the word transform is to change or dynamic. However charismatic leadership differs from transformational leadership. Charisma is a form of social attraction whereby followers build up high esteem and a belief in the charismatic person. Transformational leadership, on the other hand, is mainly about behaviors that people use to lead the change process. The salient elements of making a commitment, planning, informing and to transforming the vision are the salient features of transformational leadership style (Steven & Annvon, 2003).

This mechanism of transformational and transactional and laissez-faire leadership should forecast organizational outcomes, followers' satisfaction and leader performance. According to the Bass in 1985 he observed that a leader would display both (i.e. transformational and transactional style), commonly one leadership style being extra predominant. In trying to classify the behaviors mentioning these leadership styles, he presented the Multi-factor Leadership Questionnaire (MLQ). Bass and Avolio (1993) many times have tested their model for several years. The model has been practiced across a broad range of organizations, cultures, levels of managing inside organizations, including even the health organization as well (Bass & Avolio, 1993).

The recent idea of effective leadership is usually portrayed as a transformational or a powerful paradigm (Evans, 1994).in many researches it has been investigated that transformational leaders are more effective and satisfactory as compared to transactional leaders (Bycio, 1995; Bass, 1997; Dunham-Taylor, 2000). Extensive studies have found that female leaders be likely to be more transformational as compared to their male leaders (Bass, 1997). Several moderators which include culture of the organization, clarity about the goals, conflicts and available resources in the unit have been recognized that can extensively affect the impact both the transactional and transformational leadership in forecasting individually or group performance. In the same manner, transformational leaders are rational decision makers and problem solvers (Riaz, 2009).

Howell and Avolio (1993) concluded through their studies that the relationship of transactional leader and follower are involved in exchanging the information with one another. Bass (1985) and Lowe' (1996) theories and studies support the above said concept. they stated that follower remained unable to follow the transactional leaders. Avolio and Bass (1988) focused their attentions in leadership Style. An individual must have information that how transformational leaders form and generate an empowered working situation by addressing the differences in the behaviors across on the individual level and developing people with such differences in their mind. This facet which we have identified of transformational leadership is linked and these behavior arecalled individual consideration.

Podsakoff, Mackenzie, and Bommer (1996) concluded under their researches that there is a positive relationship between the employee satisfaction and transformational leadership. They were of the opinion that transformational leaders are remained differing than the transactional leaders in every aspects of their work. They also focused on the subordinates needs as well as provide them personal attention (Base, 1996)

A widespread body of research in organizational behavior has paid attention on investigating the leadership styles of managers which lays the foundations of enhancing their work performance (e.g., Bass, 1990; House & Aditya, 1997). These leaders mostly depend on innovative strategies and risk taking activities as compared to the than non-champions of innovation. Pinto and Slevin (1989) investigated those aspects of transformational leadership, such as awareness about the mission, prediction about the success of research and projects under development with varying degrees depending on the stage of the project.

A lively organizational idea that most of the time necessitates a metamorphosis in cultural context to exhibit greater innovation is only created by transformational leaders (Pawar & Eastman, 1997). Transformational leadership also establishes a bonding between individual needs and group interests by allowing followers to work for transcendental ideas (Bass, 1985, 1998). Bass (1985) measured charisma as one of the four main characteristics of transformational leadership. Charisma is a flame; a flame that ignites subordinates ' energy and passion, producing desired outcomes above and beyond the hours of the duty (Klein & House, 1995).

"Transformational leaders attempt and succeed in raising colleagues, subordinates, followers, clients, or constituencies to a greater awareness about the issues of consequence. This heightening of awareness requires a leader with vision, self-confidence, and inner strength to argue successfully for what he/she sees is right or good, not for what is popular or is acceptable according to established wisdom of the time" (Bass, 1985, p. 17).

Theories of Leadership

Sir Francis Galton is recognized for being one of the earliest who presented theories about leadership, focus on the trait approach to leadership for the very initial time in his book "Heredity Genius" which was published in 1869. In the era of the 1930s, a major emphasis on behavior perspective in psychology moved researchers of leadership in the way of the study of leadership behavior as opposite to the leadership traits. Kurt Lewin and his associates in 1939 first time conducted a classic study on leadership behavior. In 1940, most research on leadership changed focus from leadership traits to leadership behavior. In a study, both the trait theories and behavioral theory tried to investigate the only best leader and the one best style suitable for all the situations. In late 1960s, it became apparent that there was no any such worldwide answer to that question. Then contingency theories about leadership held the view that the most appropriate qualities of leadership and actions differ from one situation to another situation. Effectiveness of leadership mainly depends on leader, subordinates and situational factors. Now there are a number of theories of leadership and each of them defines leadership in a unique manner (Stogdill, 1948).

Great-Man Theories

Historically, leadership has been attributed to the leader. Early in the history 'leaders are born, not made' was the underlying conception behind the appearance of the great man theory of leadership. History reveals the fact that leaders had appeared among people along with the unique qualities to whom their followers attributed as greatness. This theory attempted to search out the leadership germs in inheritance (White & Bednar, 1986). In view of many theorists, history was formed by the leadership qualities of great men. The Jews must would have remained in Egypt without Moses. Without the leadership of Churchill, in 1940 the British must have given up. The eighteenth-century's rationales felt that luck had to be added to the personal attributes of the great man to determine the course of history. The Russian Revolution would have taken a different course if Lenin had been hanged by the Old Regime instead of exiled. For the romantic philosophers such as Nietzsche a sudden decision by a great man could re determine

history. To William James “the mutations of society were due to great man”. They initiated movement and prevented others from leading society in another direction (as cited in Luthan, 2000, p. 23).

Trait Theories

Great man theory served as the building blocks of trait theories. Prior assumption regarding the great-man theory gave rise to the trait theories of leadership. Traits refer to recurring regulations or trends in a person’s behavior and this approach to leadership maintains that people behave the way they do because of the strengths of the personality traits they possess. Traits can be classified as physical characteristics, psychological characteristics and social characteristics. Although traits cannot be measured but they can be inferred from consistent patterns of behavior. If the leader is embedded with greater qualities that differentiate the leader from his subordinates, research should be done to identify such qualities. Stogdill (1948) identifies classification of leadership system that is mainly based on six wide ranges of categories: it includes physical characteristics, social background of leader, his intelligence, leader’s personality, characteristics which are related to the task and interpersonal characteristics. Bird (1940) made a list of seventy-nine such qualities from twenty psychologically oriented researches. A similar work was compiled by Smith and Kruger (1933) for education and by Jenkins (1947) for understanding military leadership (as cited in Schultz & Schultz, 1990).

Behavioral Theories

In 1940, most research on leadership changed focus from leadership traits to leadership behavior. While identifying the determinants of the leadership, behaviorists suggested that people could be trained as leaders. In 1945 Ralph Stogdill and others worked at Ohio State University. Leaders are made not born, was the underlying conception of behavioral theories. In the early 1950s and 1960s, behaviorism had become a dominant approach of addressing leadership in different organizations. Historically, Iowa Studies, Ohio State Studies and University of Michigan Studies boosted the behaviorist approach (as cited in Manning and Curtis, 2003). Different patterns of behavior were grouped together and labeled as styles. There are different leadership

styles that leaders practice including autocratic, democratic and laissez faire leadership style (Atta, 2004). Kurt Lewin and his associates in 1939, first time conducted a classic study on leadership behavior. These researches were conducted on autocratic, democratic and laissez-faire leadership styles in which graduates were trained in the above mentioned behavioral leadership styles. Democratic leadership style was useful for group performance as investigated in many researches (Lewin, 1939, Manning & Curtis, 2003). Other important leadership styles: task oriented leadership style (leaders emphasize the achievement of concrete objectives), relationship oriented leadership style (leaders look upon followers' needs, interests and problems), directive leadership style (leaders take all the decisions for the sake of others and also expect from followers to follow his commands) and participative leadership style (characterized by participative and share decision-making).

Psychoanalytic Theory

Psychoanalysis has had a marked influence on psycho-historians trying to understand adult political and military leaders in terms of their childhood deprivation, cultural milieu, and relationship with parental authority, and the psychodynamic needs they fulfill among their followers. Adolph Hitler, who sold hand made paintings to earn money in his childhood, fits in the above mentioned category. Psychoanalytical theory was also used by Hammel and Varies (as cited in Yukl, 1981) to show how the interaction of leader personalities and situation is dramatized in times of crises.

Humanistic Theories

The theories of Argyris, Blake, Mounon, Likert and McGregor are mainly concerned with growth of successful and unified organizations.. Argyris (1964) perceived a basic clash between the organization and the person. He recommended that an organization would be most successful when its leadership allows followers to make a creative input to it as a usual result of their own needs for their enlargement, clarity and maturity. Blake and Mounon (1985)) give the concept that leadership in terms of administrative grid on which apprehension for people represents one axis and concern for manufacturing displays the second axis. The individual who rates high on both axis

establishes followers committed to the fulfillment of duties and leads to associations of shared belief and admiration.

Contingency Theory of Leadership

Leadership does not occur in the social or environmental vacuum. Rather, leaders attempt to exert their influence on group members within the context of specific situations. The effectiveness of the leadership depends on the situation in which it is used for managing the organization. The appropriateness of a leadership style depends on the nature of the situation. The leadership situation may be favorable, unfavorable and neutral. Contingency approach recognized that there is no single preferred style of leadership. The contingency studies identified the different factors and conditions which conclude the degrees of leader through, they enhance and perform their duties satisfactory and their followers. Yukl and Van Fleet have identified several theories in the category which consists LPC contingency theory, normative decision theory situational leadership theory, substitutes for leadership and path-goal theory (Greenberg & Baron, 2000).

Situational Leadership Theory

Situational leadership theory is the creation of Paul Hersey and Kenneth Blanchard. Here the key leader's behaviors are task behavior and relationship behavior. Task behavior consists of one-way communication in which leaders explain what followers are to do and when, where and how task are to be performed. Relationship behavior involves two-way communication in which leaders provide emotional support and help. The theorists purposed that leadership effectiveness varies across these two behavioral dimensions and situations. They suggested that the combination of two leadership dimensions means task and relationship behaviors) may be useful in some situations as compared to others. In many situations higher level of task behaviors but low degree of relationship behaviors was helpful; while in other situations, only the reverse was true. Hersey & Blanchard stated that such four combinations of task and relationship behaviors would boost leadership success if they were made contingent on the maturity level of the followers who were individual. Maturity of the subordinates

consists of two components; job maturity is the amount of knowledge which is relevant to task , experience, skill, and the capability that the subordinates possesses and maturity by psychological ways is the follower's self-confidence, commitment of work , motivation, and self-respect relative to the job at hand (Hersey & Blanchard, 1993).

Path -Goal Theories

During the early 1970, when a great deal of the research on motivation focused on expectancy theory, this type of formulation was extended into the leadership area first by Martin and House. The results were what come to be called path-goal theory (Miner, 1991). The path-goal theory states that the leaders enhance the psychological states for the satisfaction, motivation and performance of his followers and the leader should facilitate his followers to achieve their goals (Lewin, 1939, Manning & Curtis, 2003).The House version of the theory incorporates four major types or styles of leadership. These include directive leadership, supportive leadership, participative leadership and achievement oriented leadership. Path-goal theory differs from Fiedler's contingency model as it suggests that various styles are used by the same leader in different situations. Two of the situational factors are the personal characteristics of the followers and the environmental pressures. Using one of the four styles contingents to the factors which are situational, the leader tries to control subordinates' perceptions and motivates them which in return directs to their role clearness, expectations about the goal, fulfilment and performance. To accomplish goals, leader recognizes followers, clarifies their paths and reduces their frustrations (Luthans, 2000).

Normative Decision Style Theory

At times in some situations leaders can pass on decisions to follow or should ask subordinates for concerned information before indulging in the process of decision making. In emergency or crisis situations, it is necessary for the leader to take input from his followers. Even though the degree of participation varies because of various leaders, subordinates and situational factors, Vroom and Yetton (1973) stated that leader could many times improve performance of the group by applying an optimal amount of participation in the process of decision-making. The normative decision model was

established to recover some aspects of effectiveness of leadership. Vroom and Yetton investigated how a variety of leaders, followers and situational factors influence the degree of participation of subordinates in the process of decision-making and in turn, performance of the group. They explored a range from thoroughly autocratic to completely democratic where all group members have an equal participation in decision-making process. After establishing this continuum, Vroom and Yetton recognized a criterion based on the adequacy of the decision made and suggested that decision quality and acceptance of the decision were the two most fundamental criteria for measuring the adequacy of a decision. Quality of the decision refers to rational and objectively determinable better or worse alternatives while decision acceptance implies that subordinates accept the decision or not (Vroom & Yetton, 1973).

Cognitive Resources Theory

Fiedler and Garcia (1987) proposed the cognitive resources theory of leadership. Cognitive resources are the leader's intelligence, technical competence and job-relevant knowledge. The theory addresses how and under what conditions leaders should use their cognitive resources to lead their followers. Fiedler and Garcia proposed that when leaders employ directive behavior and not under stress and enjoy the support of their followers, they will make the most effective use of whatever cognitive resources they possess. This theory focuses on unraveling the conditions for optimum use of leader's abilities. The theory asserts that the leaders have two general types of resources to help resolve problems: prior experience and intelligence. An important application of the theory is in the stress management. Fiedler paid his attention on this issue that stress varies at every step of management. If stress remained constant, it creates a lot of problem and an intelligent leader through his intelligence decreases stress level among followers. i.e. to make fuller utilization of cognitive resources. The theory postulates under which conditions the leaders should draw more heavily on either prior experience or intelligence to solve leadership problems. In the test of the theory it was found that under stress a leader's job relevant experience (rather than the intellectual ability) more strongly influences group performance. However, when the group is supportive of the leader,

there is a stronger association between leadership intelligence and group performance (as cited in Muchinsky, 2000).

Attribution Theories

The attribution theory of leadership is related to perception, i.e. how people view the leader. People develop and establish perception with cause and effect. How leaders behave has a long lasting effect on the followers. The event happening is attributed to some causes. The followers attribute many happenings to leadership. The attribution or assigning of a cause to an event gives birth to attribution theory. The followers attribute many happenings to leaders. If a country faces an acute inflation, it is attributed to the ruling party. It is known here that this attribution may be real or unreal. Just the attribution of inflation to a government is not always correct because there may be other causes of inflation. The attribution theory implicitly explains that a leader should have intelligence, influence, personality, verbal skills, perseverance, understanding and so on to have an effective influence on the followers. Once a leader is attributed as fully committed, competent and consistent, he is always highly regarded by his followers. Followers perceive their leader as heroic if he takes up the challenges of difficult and unpopular causes through a firm determination, persistence and knowledge. Attribution theories assume that causal thoughts or more generally cognitions play a vital role in behavior, affect and experiences (Mishra, 2001).

Power and Influence Theory

A leader with power has the ability to dominate and control people and events. French and Raven (1959) proposed five sources of power which include expert power (power of knowledge), referent power (power due to the strength of relationship between people), legitimate power (power based on some one's formal position or role), reward power (potential to allocate valued resources) and coercive power (potential to influence other through negative sanctions and fear). There are generally three influence outcomes which include commitment, compliance and resistance. In organizations, expert and referent power leads to commitment, legitimate power results in compliance and coercive power leads to resistance.

Team Leadership

Examination of the historical origins of the team research provides a clear picture of the long and diverse study of various groups (McGrath, Arrow, & Berdahl, 2000; Porter & Beyerlein, 2000). While reviewing the research on teams Ilgen, Hollenbeck, Johnson, and Jundt (2005) found that after 1996, research has become more multifaceted focusing its attention on the study of various team variables. Current research is also focusing on cognitive, behavioural, and affective processes that lead to team success. Zaccaro, Rittman, and Marks (2001) illustrated that it is indispensable to understand the role of leader in teams that leads to either gaining success or avoiding failure.

Innovative Work Behaviour

In the present era of continuous change, it is the demand of many organizations to engage in innovative work processes from their environment to compete the current challenges and to remain in the competition and also to create their goods and services. It is very necessary for the organization to lead the change process itself. Resulting that, problem-solving that is unstructured requiring creative ideas is becoming common in many organizations. Giving such conditions, the study of innovative behaviour at the individual level is perhaps more serious today as compared to the past. In trying to accomplish this task effectively, organizations mainly rely on their employees to make their process innovative, new methods, and operations. Employees at the individual level must engage in activities of innovative work behaviours (IWB) if organizations want to get some benefit from such behaviours (Ramoorthy, Flood, Slattery, & Sardessai, 2005).

The middle role of innovative work behaviour in survival and prosperity on the long term basis of organizations provokes continuous concern among the social scientists and the practitioners in a similar way. Since the establishment of innovation is ideas, and it is only the people who "...develop, carryout, react to, and modification of ideas" (Van de Ven, 1986, p. 592), the research of what motivates or enables individual innovative behaviour is critical.

While there is a consensus that innovation is important, not only because of its direct impact on the survival of the organizations but also because of its profound effect on paths of social and economic change. However, there exists a little harmony that how to define the level of innovation (Rickards, 1996). In recent researches it has been investigated that, the focus on innovation at the individual level has focused on creativity or suggestion making, rather than on making them applicable. Innovation includes the components of creativity and implementation (Axtell et al 2000).

. In other words, when employees are not in a condition to engage in IWBs they may not be in violation of the clear contract with the organization and therefore, may not suffer any sort of aversive penalties. In a sense, IWBs are more likely to be result of intrinsic motivations of the employees, and may be the outcome of their perceptions of organizational structures or psychological contract fulfilment (Ramoorthy, Flood, Slattery & Sardessai, 2005).

Innovation of commodities and internal processes has significantly become a necessity in satisfying such demands however; innovations have never been a task of specialised personnel, scientist, or research and development professionals. Unleashing the innovative energies or capabilities within the work force is considered to be a factor in attaining competitive advantage and then also showed in management quality and improvement initiatives at continuous levels (Dorenboch, Marloes, Engen, & Verhagen, 2005).

An extensive amount of studies on the determinants of innovation expressed by individuals in organizations explores what derives people to be creative personality and improvement in the things in their work. The process of innovation not only includes the growth of creative ideas, but also the carrying out of ideas. The view of innovative work behaviour (Dorenbosch, Marloes, Engen, & Verhagen, 2005; Janssen, 2000; Janssen, Shooebeck, & van Looy, 1997; Scott & Bruce, 1994) considers both aspects. IWB can be learned both from the perspective of characteristics on job and practices at organizational level that encourage the opportunity and motivations to exhibit IWB (Amabile, 1988; Axtell, 2000). Following Scott and Bruce (1994), and Janssen (2000) IWB is considered

as a difficult behaviour consisting of four unified sets of behavioural activities, namely: recognition of problem, idea generation, idea promotion, and idea realization.

The first two sets cover the notion of creativity-oriented work behaviours in which individuals IWB takes initiatives with the recognition and getting know how of work related problems, followed by the manufacturing novel and useful ideas within the own work context. The last two behavioural sets refer to implementation-oriented behaviour, which includes the promotion of novel idea to potential allies within the work (i.e. role, group role or total organization).

To bring to the market a huge amount of new and improved, value added products and services that makes capable for an organization to achieve higher levels of margin and, in turn, the income essential to re-invest is a challenge for companies). Their definition of innovative work behaviour is the planned introduction and application in a role in the form of group or organization of ideas, processes, products or actions. Janssen (2000) adds that “this definition restricts innovative behaviour to intentional efforts to provide beneficially novel outcomes” (p. 288).

In reviewing the literature concerned with innovation, it is apparent that innovation is a multifaceted and intricate process. Within this process, creativity is often jointly mentioned along with innovation, yet their interdependency remains unclear. Creativity is commonly seen as the formation of ideas and innovation as their implementation (Mumford & Gustafson, 1988). Various authors have, however, stressed the idea that innovation encompasses both the generation and implementation of ideas (Van de Ven, 1986; Axtell et al., 2000; Unsworth, Brown & McGuire, 2000). Scott and Bruce (1994) describe innovative work behaviour as a multi-stage process, covering both the creativity and implementation components. Innovative work behaviour is conceived here according to the works of Scott and Bruce (1994) and Janssen (2000).

Novel ideas within an organizational context emerge from work-related problems which is a fourth task of innovative work behaviour, recognized by Dorenbosch, van Engen and Verhagen (2005). Kanter, 1983 postulated that acknowledging the problem is an essential initiative for generation; he is of the view that innovative behaviour separates

the innovative work. The employee is needed to become able to take advantage of such ideas. For this purpose it is the requirement of the employee to find out sponsors and influence in this connection. He claimed that innovational process can be completed through the realization of preliminary ideas. He further stated that realization of initial ideas lead in the form of production. Different past researches presents a correlation among the behavioral facet and transformational leadership.

Transformational Leadership Style and Innovative Work Behavior

Through different researches and methods leadership is being defined in different definitions (Chen, 2002). In 1985 Bass formulated under his studies that leadership is classified into the forms of transactional and transformational leadership.

Transactional leadership is defined as an exchanging of process that emphasize on the behavior and attitudes of the leaders that based on the quality of leader as well as the follower (Bass, 1985; Yukl, 2002). Burns (1978) and Bass (1985) disagree with this issue. They claimed that both style of leadership are not exclusive process. Burn 1979 identified the two ideas

Different pragmatic researches have confirmed the relationship between the innovative behavior and transformational leadership (Janssen, 2002). Different opinion and literature have attempted to investigate this process and profoundly calculated that innovative work can be improved through transformational leadership (Bass & Avolio, 1990; Sosik, Avolio, & Kahai, 1997; Mumford, Scot, Gaddies, & Strange, 2002). Further transformational leadership than the transactional leadership encourage the performance which is being expected from the followers (Hater & Bass, 1988; Bass & Avolio, 1990).

Transformational leader is capable to encourage followers, Hater and Bass (1988), Bass and Avolio (1990) and Bass (1990) investigated in their studies. It is possible that employees who are well aware and sure of their capability to effectively put into practice their skills, are prone to show innovative work behaviour. As a transformational leader pays attention on the diversity in talent and emphasize on the individual's qualities, and

believes that innovative behaviour is being instigated through individualized consideration.

Lowe, Kroeck, & Sivasubramaniam, 1996; Sosik et al., 1998; Judge & Piccolo, in 2004 explained that a number of investigational studies have recognized a vigorous relationship between efficiency of work unit and transformational leadership. An extensive research by Sosik et al. (1998) applies the number of creative ideas which were generated as a constituent of effectiveness. In a computer-mediated brainstorming exercise results showed a positive relationship between transformational leadership and creativity. Sosik (1997) also indicated these similar results through his research. Both researches focused on the valued criterion and creativity. Wilson-Evered and colleagues, (2004) found and recognized with their studies that conditions for innovative work is directly related and has positive correlation with transformational leadership. Different studies in this connection also support this relationship discuss this issue effectively and presented the correlation between innovative work behaviour and transformational leadership.: Janssen's conducted a research and calculated a data through a questionnaire over angry workers. Through statistical analysis he found significantly positive relationship between the innovative work behaviour and transformational leadership. In 2003 Jung, Chow, and Wu Through their study explored the relationship between organizational innovation and transformational leadership in field of electronics. Analysis explored a direct and positive link between transformational leadership and organizational innovation. Wilson-Evered and colleagues in 2004 suggested that organizational culture and work environment affects the workers attitudes. Temperament motivation of any organization. They claim that the leader who has high level of capability can modifies the different organizational factor and promote the organization. They started the health care programs for the worker and found a significant relationship between climate for innovation and transformational leadership. (Wilson-Evered, Hartel, & Neale, 2001, 2004; Wilson-Evered, Dall, & Neale, 2001).

An experimental study was conducted regarding the transformational leadership and gender difference. The results were concluded the significantly relationship between gender difference and transformational leadership. Female exhibit more transformational

leadership as compared to male counterparts. Male appear to be more transactional or laissez faire (Eagly & Johannesen-Schmidt, 2001; Eagly, 2003; Vecchio, 2003).

Meta-analytic research was conducted over the gender difference and transformational leadership and results proved that female remained more transformational as compared to male counterparts Eagly, Johannesen-Schmidt, and van Engen (2003). Researchers by (Gebert, Boerner, & Lanwehr, 2003) explored direct and positive link between transformational leadership style and innovative work behaviour at the organizational level. Sarros, Gray, Josph, Santora, and Denston (2002) found that male executives are more likely to display innovative work behavior as compared to female executives.

Rationale of the Study

Educational institutions play a vital role in the development and progress of every society and nation. The worldwide explosion of modern knowledge has changed the entire scenario for the educational sector. The traditional educational practices can no longer survive in the global competition in the world of education. In educational institutions, innovative practices by leadership and high ranked academia can foster innovative work behaviour among teachers.

Along with the spread of knowledge, educational institutions can also play critical role in the economic development of a country. Academic institutions of Pakistan are comparatively less capable to gain a competitive edge among the worldwide academic institutions playing in important role in the economic development of their countries. Leadership practices in Pakistani academic institutions are still traditional which are resistant to innovative work behaviour among the teachers and the educational setup. Through these abilities the performance of the workers as well as the production of the organizations can be flourished. As innovation is being linked with performance. Scholars are trying to focus their attentions over those elements that modify and format the innovation in the organizations. Recently a numbers of experts are emphasizing on the impact of innovation and leadership. Most of the researches concentrate on the innovative process and transformation of leaders and recommended that transformational

leaders' must focus on the enhancement of the innovative work behaviour. In this regard, the present study aims to examine the relationship between transformational leadership facets and innovative work behaviour in academic staff of school, college and universities.

METHOD

METHOD

Objectives

1. To examine the relationship between transformational leadership facets and innovative work behaviour facets.
2. To investigate the role of transformational leadership facets in the prediction of innovative work behaviour facets.
3. To examine the role of transformational leadership style in the prediction of innovative work behaviour and its facets.
4. To study gender differences in innovative work behaviour among employees.
5. To explore the role of various demographic variables in transformational leadership style and innovative work behaviour.
6. To identify the primary, secondary and the least preferred transformational leadership facets.
7. To classify the primary, secondary and the least preferred innovative work behaviour facet.

Hypotheses

1. Idealize influence attributed will be positively correlated with idea generation, work commitment and idea implementation.
2. Idealize influence behaviour will be positively correlated with work commitment and idea implementation.
3. Inspirational motivation will be positively correlated with idea promotion, idea generation, and work commitment.

4. Intellectual stimulation will be positively correlated with idea promotion, idea generation, and idea implementation.
5. Individualized consideration will be positively correlated with idea generation and idea implementation.
6. Transformational leadership style will positively predict innovative work behaviour and its facets.
7. Male employees will score high on innovative work behaviour as compared to female employees.

Operational Definitions of Variables

Transformational Leadership Style

Transformational leadership is a mutual process in which leaders and followers indulge in 'raising one each other to superior levels of morals and motivation. Visionary, inspiring and daring are the words that describe the transformational leader. Transformational leadership style consists of five facets including:

1. Idealized Influence (Attributed)

Attributed charisma involves the communicating a vision, embedding a sense of mission in the followers, and encouraging them. In response, the followers trust on the leader and give him respect. High scores on the scale represent high idealize influence attributed and vice versa.

2. Idealized Influence (Behaviour)

This leadership facet involves exemplary leadership on leader's part. The leader serves as a role model. The followers observe the leader and acts out accordingly. High scores on the scale represent high idealize influence behaviour and vice versa.

3. Inspirational Motivation.

The leader charismatically communicates the futuristic vision, clarifies the paths for the followers by reducing ambiguities and complications and uses referent power to influence followers. High scores on the scale represent high inspirational motivation and low score will represent low inspirational motivation.

4. Intellectual Stimulation

The leader fosters creativity and motivates followers to solve old problems in new ways. The leader encourages followers to do rational reasoning, interpretation, and thoughtfulness. High scores on the scale represent high intellectual stimulation and low scores will represent low intellectual stimulation.

5. Individualized Consideration

The leader truly affiliates with followers by providing them personal attention, bonding with them by care and concern. The leader considers individual needs and empowering followers. High scores on the scale represent high individualized consideration and low scores will represent low individualized consideration.

Innovative Work Behaviour

Innovative work behaviour is operationally defined as scores as on innovative work behaviour scale. Higher scores on the scale will exhibit high level of innovative work behaviour and lower scores will exhibit low level of innovative work behaviour. The four subscales are explained as under:

1. Idea Promotion

The first subscale of innovative work behaviour was idea promotion. High scores on the idea promotion scale reveal more effort of the employees to promote his/her new ideas and low scores reveal less promotion of ideas.

2. *Idea Generation*

Second subscale of innovative work behaviour was idea generation. High scores on the subscales show high level of idea generation and low scores show less generation of ideas of employee in the organization.

3. *Work Commitment*

Third subscale was work commitment. High scores on the subscale of work commitment explain high level of work commitment related concerns of the employees and low scores explain less work commitment related concerns.

4. *Idea Implementation*

Forth subscale of the innovative work behaviour scale was idea implementation. High scores on the subscales of idea implementation indicate high level of implementation of ideas in practical situation and low scores indicate less implementation of ideas in the practical situation.

Sample

The sample of present study consisted of 200 employees from different public and private sector educational institutions including schools ($n = 89$), colleges ($n = 76$), and universities ($n = 35$). Both male ($n = 143$) and female ($n = 57$) employees were included in the study. Teachers ($n = 64$), lecturers ($n = 99$), and assistant professors ($n = 37$) were the part of study. The employees were belonging to different educational levels including Graduation ($n = 33$), Master ($n = 135$), and M.Phil/Ph.D ($n = 32$). Purposive convenient sampling technique was applied to gather the information from the population of interest. Criterion of Sampling included minimum one year of job experience.

Instruments

Multifactor Leadership Questionnaire (MLQ)

Bass and his colleagues (1985) documented components of transformational leadership which are further measured with the (MLQ). In (MLQ) 20 items were classified transformational leadership style (see Annexure D).

Transformational Leadership Style

Transformational leader is one who is looking for the good for the greatest number and is concerned about what is considered as right and honest is probably to avoid stretching the truth or going away from the proof for he/she wants to set an example to subordinates about valid and exact communication in subordinates. It consists of 20 items (10, 18, 21, 25, 15, 19, 29, 31, 9, 13, 26, 36, 6, 14, 23, 34, 2, 8, 30, 32). The following five components of transformational leadership are as follows:

1. Idealize Influence (Attributed)

Transformational leaders are considered as role models; they are valued and well-liked in the minds of their followers. Followers recognized with leaders and they want to follow them. Leaders always indulge in risk taking activities and they have a clear vision and sense of purpose. This subscale measures 4 items (10, 18, 21, 25).

2. Idealized influence (Behaviour)

The leader identifies the individual needs of the followers. He pays special attention and communicates the personal respect to the followers.. This subscale consists of 4 items (6, 14, 23, 34).

3. Inspirational Motivation

Transformational leaders act in such ways that all the followers are being motivated by them. They generate enthusiasm and confront people. Such type of leaders clearly communicates expectations and they display a commitment to concerned goals and shared vision. The subscale measures 4 items (9, 13, 26, 36).

4. Intellectual Stimulation

Transformational leaders create new ideas and new ways of doing the concerned tasks and duties. They arouse others to be creative and they never have a tendency to criticize others (2, 8, 30, 32).

5. Individualized Consideration

Transformational leaders give special attention to the requirements and the potential for development of the others. Such types of leaders set up a supportive climate where differences in individuals are highly respected. This subscale consists of 4 items (15, 19, 29, 31).

Innovative Work Behaviour Scale

The second instrument used in the study was developed by But (2006). The scale measures four factors namely, idea promotion, idea generation, work commitment and idea implementation. Each factor had 7, 6, 3, 12 items respectively. Thus, altogether the innovative work behaviour scale had 28 items that measure specific aspects of an organization's innovative work behaviour; Cronbach's alpha coefficient of overall scale was .94. The items were rated on five point rating scale (Likert-type scale) ranging from 1 (to a very little extent) to 5 (to a very great extent). The scale range varies from 28 to 140. The subscales and the adjacent items are as follows (see Annexure F):

1. Idea Promotion

Idea Promotion consisted of seven items (item no: 1, 2, 3, 4, 5, 6, 7).

2. Idea Generation

Idea generation consisted of six items (item no: 8, 9, 10, 11, 12, 13).

3. Work Commitment

Work commitment consisted of three items (item no: 14, 15, 16).

4. Idea implementation

It consisted of twelve items (item no: 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28).

Procedure

Employees in different educational institutions were personally approached by the researcher. Participants were provided complete instructions regarding the purpose, importance and implications of the study. The researcher effectively handled participants' queries before, during, and after the research. Employees completed two questionnaires

including innovative work behaviour scale which reflected their personal innovative work behaviour and they also rated their supervisors on transformational leadership style which was measured by transformational leadership subscale of Multifactor Leadership Questionnaire. In the end, all the participants were paid special thanks for their cooperation in the study.

RESULTS

RESULTS

The present study was carried out to examine the relationship between transformational leadership style and innovative work behaviour. It also aimed to examine the differences in transformational leadership and innovative work behaviour with respect to various demographic variables including gender, age, job experience, and organization type. Descriptive statistics for all the variables were computed followed by reliability coefficient of all subscales used in the study. Pearson correlation was applied to study the relationship between facets of transformational leadership style and innovative work behaviour facets. Multiple Regression analysis was applied to study the effect on transformational leadership facets on the prediction of innovative work behaviour facets. Furthermore, *t*-test and ANOVA were applied to explore the differences in demographic variables, effects of transformational leadership style in the prediction of innovative work behaviour and its facets was also studied.

Table 1*Descriptive statistics of scales and subscales (N = 200)*

Scales	M	SD	Score Range	
			Minimum	Maximum
1. Idealized influence (attributed)	14.35	3.218	7	20
2. Idealized influence (behaviour)	14.80	3.256	5	20
3. Inspirational motivation	15.06	3.297	6	20
4. Intellectual stimulation	14.32	3.617	4	20
5. Individualized consideration	14.06	3.449	4	20
Transformational Leadership Style	72.59	14.561	27	100
1. Idea promotion	27.71	4.481	12	35
2. Idea generation	22.88	4.021	11	30
3. Work commitment	12.31	1.786	7	15
4. Idea implementation	46.93	6.953	26	60
Innovative Work Behaviour Scale	109.84	14.925	74	140

Table 2*Alpha Reliability of scales and subscales (N = 200)*

Scales	No. of Items	Alpha Reliability
1. Idealized influence (attributed)	4	.67
2. Idealized influence (behaviour)	4	.69
3. Inspirational motivation	4	.79
4. Intellectual stimulation	4	.76
5. Individualized consideration	4	.74
Transformational Leadership Style	20	.93
1. Idea promotion	7	.83
2. Idea generation	6	.78
3. Work commitment	3	.67
4. Idea implementation	12	.87
Innovative Work Behaviour Scale	28	.93

Table 2 shows Alpha reliability coefficients for all scales and sub-scales used in the study. All the scales have high internal consistency. The reliability of the sub-scales of transformational leadership style ranges from .67 to .79. The reliability of the sub-scales of Innovative Work Behaviour Scale ranges from .67 to .87.

Table 3

Inter scale correlation among subscales of Transformational Leadership Style in Multifactor Leadership Questionnaire (N = 200)

Transformational Leadership Style	1	2	3	4	5
1. Idealized influence (attributed)	---	.66**	.71**	.66**	.64**
2. Idealized influence (behaviour)	---	---	.74**	.72**	.71**
3. Inspirational motivation	---	---	---	.65**	.67**
4. Intellectual stimulation	---	---	---	---	.70**
5. Individualized consideration	---	---	---	---	---

** $p < .01$

Table 3 shows inter-scale correlations between the sub-scales of Transformational Leadership Style. All the subscales have significant positive correlation with each other.

Table 4

Inter scale correlation among subscales of Innovative Work Behaviour Scale (N = 200)

Innovative Work Behaviour Scale	1	2	3	4
1. Idea promotion	---	.76**	.58**	.58**
2. Idea generation	---	---	.57**	.70**
3. Work commitment	---	---	---	.59**
4. Idea implementation	---	---	---	---

** $p < .01$

Table 4 shows inter-scale correlations between the sub-scales of Innovative Work Behaviour Scale. All the subscales have significant positive correlation with each other.

Table 5

Pearson Correlations between subscales of transformational leadership style and idea promotion (N = 200)

Sub Scales	Idea Promotion
1. Idealized influence (attributed)	.32**
2. Idealized influence (behaviour)	.31**
3. Inspirational motivation	.38**
4. Intellectual stimulation	.31**
5. Individualized consideration	.20**

** $p < .01$

Table 5 shows Pearson correlation between the subscales of Transformational leadership style and Idea Promotion. Idealized influence attributed has significant positive correlations with Idea Promotion ($r = .32^{**}$, $p < .01$). Idealized influence behaviour has significant positive correlations with Idea Promotion ($r = .31^{**}$, $p < .01$). Inspirational motivation has significant positive correlations with Idea Promotion ($r = .38^{**}$, $p < .01$). Intellectual stimulation has significant positive correlations with Idea Promotion ($r = .31^{**}$, $p < .01$). Individualized consideration behaviour has significant positive correlations with Idea Promotion ($r = .20^{**}$, $p < .01$).

Table 6

Pearson Correlations between subscales of transformational leadership style and idea generation (N = 200)

Sub Scales	Idea Generation
1. Idealized influence (attributed)	.48**
2. Idealized influence (behaviour)	.39**
3. Inspirational motivation	.39**
4. Intellectual stimulation	.37**
5. Individualized consideration	.30**

** $p < .01$

Table 6 shows Pearson correlation between the subscales of Transformational leadership style and Idea Generation. Idealized influence attributed has significant positive correlations with Idea Generation ($r = .48^{**}$, $p < .01$). Idealized influence behaviour has significant positive correlations with Idea Generation ($r = .39^{**}$, $p < .01$). Inspirational motivation has significant positive correlations with Idea Generation ($r = .39^{**}$, $p < .01$). Intellectual stimulation has significant positive correlations with Idea Generation ($r = .37^{**}$, $p < .01$). Individualized consideration behaviour has significant positive correlations with Idea Generation ($r = .30^{**}$, $p < .01$).

Table 7

Pearson Correlations between subscales of transformational leadership style and work commitment (N = 200)

Sub Scales	Work Commitment
1. Idealized influence (attributed)	.36**
2. Idealized influence (behaviour)	.34**
3. Inspirational motivation	.36**
4. Intellectual stimulation	.26**
5. Individualized consideration	.23**

** $p < .01$

Table 7 shows Pearson correlation between the subscales of Transformational leadership style and Work Commitment. Idealized influence attributed has significant positive correlations with Work Commitment ($r = .36^{**}$, $p < .01$). Idealized influence behaviour has significant positive correlations with Work Commitment ($r = .34^{**}$, $p < .01$). Inspirational motivation has significant positive correlations with Work Commitment ($r = .36^{**}$, $p < .01$). Intellectual stimulation has significant positive correlations with Work Commitment ($r = .26^{**}$, $p < .01$). Individualized consideration behaviour has significant positive correlations with Work Commitment ($r = .23^{**}$, $p < .01$).

Table 8

Pearson Correlations between subscales of transformational leadership style and Idea Implementation (N = 200)

Sub Scales	Idea Implementation
1. Idealized influence (attributed)	.44**
2. Idealized influence (behaviour)	.36**
3. Inspirational motivation	.35**
4. Intellectual stimulation	.41**
5. Individualized consideration	.37**

** $p < .01$

Table 8 shows Pearson correlation between the subscales of Transformational leadership style and Idea Implementation. Idealized influence attributed has significant positive correlations with Idea Implementation ($r = .44^{**}$, $p < .01$). Idealized influence behaviour has significant positive correlations with Idea Implementation ($r = .36^{**}$, $p < .01$). Inspirational motivation has significant positive correlations with Idea Implementation ($r = .35^{**}$, $p < .01$). Intellectual stimulation has significant positive correlations with Idea Implementation ($r = .41^{**}$, $p < .01$). Individualized consideration behaviour has significant positive correlations with Idea Implementation ($r = .37^{**}$, $p < .01$).

Table 9

Multivariate Regression analysis showing the effect of facets of Transformational leadership style on the prediction of Idea Promotion (N = 200)

Model	<i>b</i>	<i>SE</i>	β	<i>t</i>	<i>p</i>	Collinearity Statistics	
						Tolerance	VIF
Constant	19.668	1.528		12.869	.000		
II (A)	.197	.143	.142	1.383	.168	.414	2.414
II (B)	.120	.158	.087	.757	.450	.328	3.045
IM	.312	.150	.229	2.074	.039	.356	2.810
IS	.186	.132	.150	1.407	.161	.384	2.603
IC	-.279	.137	-.214	-2.034	.043	.391	2.556

R = .395

R² = .156

$\Delta R^2 = .134$

Note. II (A) = Individualized Influence (Attributed); II (B) = Individualized Influence (Behaviour); IM = Inspirational Motivation; IS = Intellectual Stimulation; IC = Individualized Consideration.

Multivariate Regression analysis is computed with Idealized Influence (Attributed), Idealized Influence (Behaviour), Inspirational Motivation, Intellectual Stimulation, and Individualized Consideration as predictor variables and Idea Promotion as resulting variable. The ΔR^2 value of .134 shows that 13.4% variance in the dependent variable can be accounted for, by the predictors with $F(5, 194) = 7.165, p < .0001$. Results indicate that Inspirational motivation has significant positive effect on Idea Promotion ($\beta = .229, p < .05$).

Table 10

Multivariate Regression analysis showing the effect of facets of Transformational leadership style on the prediction of Idea Generation (N = 200)

Model	<i>b</i>	<i>SE</i>	β	<i>t</i>	<i>p</i>	Collinearity Statistics	
						Tolerance	VIF
Constant	13.422	1.293		10.382	.000		
II (A)	.494	.121	.395	4.090	.000	.414	2.414
II (B)	.176	.134	.143	1.317	.189	.328	3.045
IM	.051	.127	.041	.398	.691	.356	2.810
IS	.078	.112	.070	.700	.485	.384	2.603
IC	-.150	.116	-.129	-1.297	.196	.391	2.556

R = .500

R² = .250

$\Delta R^2 = .231$

Note. II (A) = Individualized Influence (Attributed); II (B) = Individualized Influence (Behaviour); IM = Inspirational Motivation; IS = Intellectual Stimulation; IC = Individualized Consideration.

Multivariate Regression analysis is computed with Idealized Influence (Attributed), Idealized Influence (Behaviour), Inspirational Motivation, Intellectual Stimulation, and Individualized Consideration as predictor variables and Idea Generation as outcome variable. The ΔR^2 value of .231 indicates that 23.1% variance in the dependent variable can be accounted for, by the predictors with $F(5, 194) = 12.923, p < .0001$. Results indicate that Idealized Influence (Attributed) has significant positive effect on Idea Generation ($\beta = .395, p < .001$).

Table 11

Multivariate Regression analysis showing the effect of facets of Transformational leadership style on the prediction of Work Commitment (N = 200)

Model	b	SE	β	t	p	Collinearity Statistics	
						Tolerance	VIF
Constant	8.814	.605		14.574	.000		
II (A)	.134	.056	.241	2.366	.019	.414	2.414
II (B)	.099	.063	.180	1.572	.118	.328	3.045
IM	.094	.059	.174	1.589	.114	.356	2.810
IS	-.026	.052	-.052	-.496	.621	.384	2.603
IC	-.066	.054	-.127	-1.216	.225	.391	2.556
R = .410							
R ² = .168							
$\Delta R^2 = .147$							

Note. II (A) = Individualized Influence (Attributed); II (B) = Individualized Influence (Behaviour); IM = Inspirational Motivation; IS = Intellectual Stimulation; IC = Individualized Consideration.

Multivariate Regression analysis is computed with Idealized Influence (Attributed), Idealized Influence (Behaviour), Inspirational Motivation, Intellectual Stimulation, and Individualized Consideration as predictor variables and Work Commitment as outcome variable. The ΔR^2 value of .147 indicates that 14.7% variance in the dependent variable can be accounted for, by the predictors with $F(5, 194) = 7.846, p < .0001$. Results indicate that Idealized Influence (Attributed) has significant positive effect on Work Commitment ($\beta = .241, p < .05$).

Table 12

Multivariate Regression analysis showing the effect of facets of Transformational leadership style on the prediction of Idea Implementation (N = 200)

Model	<i>b</i>	<i>SE</i>	β	<i>t</i>	<i>p</i>	Collinearity Statistics	
						Tolerance	VIF
Constant	31.708	2.282		13.897	.000		
II (A)	.620	.213	.287	2.911	.004	.414	2.414
II (B)	.000	.236	.000	.001	.999	.328	3.045
IM	-.048	.224	-.023	-.212	.832	.356	2.810
IS	.368	.197	.191	1.867	.063	.384	2.603
IC	.126	.205	.062	.616	.539	.391	2.556

R = .467

R² = .219

$\Delta R^2 = .198$

Note. II (A) = Individualized Influence (Attributed); II (B) = Individualized Influence (Behaviour); IM = Inspirational Motivation; IS = Intellectual Stimulation; IC = Individualized Consideration.

Multivariate Regression analysis is computed with Idealized Influence (Attributed), Idealized Influence (Behaviour), Inspirational Motivation, Intellectual Stimulation, and Individualized Consideration as predictor variables and Idea Implementation as outcome variable. The ΔR^2 value of .198 indicates that 19.8% variance in the dependent variable can be accounted for, by the predictors with $F(5, 194) = 10.849$, $p < .0001$. Results indicate that Idealized Influence (Attributed) has significant positive effect on Idea Implementation ($\beta = .287$, $p < .01$).

Table 13

Mean, Standard Deviation and t values for male and female employees on Innovative Work Behaviour Scale (N = 200)

Scale	Male (n = 143)		Female (n = 57)		t	p
	M	SD	M	SD		
Innovative Work Behaviour Scale	10.90	15.155	11.19	14.250	1.241	.216

df = 198

Table 13 shows Mean, Standard Deviation and *t* values for male and female employees on Innovative Work Behaviour Scale. The results indicate non-significant mean differences on innovative work behaviour. Female employees scored high on Innovative Work Behaviour Scale ($M = 11.19$, $t = 1.241$, $p > .05$) as compared to male employees ($M = 10.90$, $t = 1.241$, $p > .05$).

Table 14

Mean, Standard Deviation and F values for employees from different designations on Innovative Work Behaviour Scale (N = 200)

Scale	Teacher (n = 64)		Lecturer (n = 99)		Assistant Professor (n = 37)		F	p
	M	SD	M	SD	M	SD		
IWBS	11.50	14.878	10.92	13.822	10.23	14.746	9.310	.000

Note. IWBS = Innovative Work Behaviour Scale

Between groups *df* = 2; Within group *df* = 197; Groups total *df* = 199

Table 14 shows the results of One Way Analysis of Variance for Innovative Work Behaviour Scale with respect to different designations among employees. The results indicate significant mean differences in innovative work behaviour. Teachers significantly scored high innovative work behaviour ($M = 11.50$, $F = 9.310$, $p < .001$) as compared to lecturers ($M = 10.92$, $F = 9.310$, $p < .001$) and assistant professors ($M = 10.23$, $F = 9.310$, $p < .001$).

Table 15

Mean, Standard Deviation and F values for supervisors in different educational institutions on Transformational leadership style (N = 200)

Scale	Schools (n = 89)		Colleges (n = 76)		Universities (n = 35)		F	p
	M	SD	M	SD	M	SD		
TLS	77.8539	12.03456	66.1447	14.25642	73.2286	15.87652	15.189	.000

Note. TLS = Transformational Leadership Style
Between groups $df = 2$; Within group $df = 197$; Groups total $df = 199$

Table 15 shows the results of One Way Analysis of Variance for Transformational leadership style of supervisors with respect to different educational institutions. The results indicate significant mean differences in Transformational leadership style. Employees from schools scored high on Transformational leadership style ($M = 77.85$, $F = 15.189$, $p < .001$) as compared to employees from colleges ($M = 66.14$, $F = 15.189$, $p < .001$) and universities ($M = 73.22$, $F = 15.189$, $p < .001$).

Table 16

Mean, Standard Deviation and F values for employees in different educational institutions on Innovative Work Behaviour Scale (N = 200)

Scale	Schools (n = 89)		Colleges (n = 76)		Universities (n = 35)		F	p
	M	SD	M	SD	M	SD		
IWBS	11.28	15.230	10.69	12.318	10.83	17.983	3.540	.031

Note. IWBS = Innovative Work Behaviour Scale
Between groups $df = 2$; Within group $df = 197$; Groups total $df = 199$

Table 16 shows the results of One Way Analysis of Variance for Innovative Work Behaviour Scale with respect to innovation in employees from different educational institutions. The results indicate significant mean differences in innovative work behaviour of employees. Employees from schools scored high on Transformational leadership style ($M = 11.28$, $F = 3.540$, $p < .05$) as compared to employees from colleges ($M = 10.59$, $F = 3.540$, $p < .05$) and universities ($M = 10.83$, $F = 3.540$, $p < .05$).

Table 17

Mean, Standard Deviation and F values for employees from different educational levels on Innovative Work Behaviour Scale (N = 200)

Scale	Graduation (n = 33)		Master (n = 135)		M.Phil/Ph.D (n = 32)		F	p
	M	SD	M	SD	M	SD		
IWBS	11.94	13.899	10.74	13.968	11.00	16.220	9.356	.000

Note. IWBS = Innovative Work Behaviour Scale
Between groups $df = 2$; Within group $df = 197$; Groups total $df = 199$

Table 17 shows the results of One Way Analysis of Variance for Innovative Work Behaviour Scale with respect to different educational levels among employees. The results indicate significant mean differences in innovative work behaviour. Employees with graduation significantly scored high on innovative work behaviour ($M = 11.94$, $F = 9.356$, $p < .001$) as compared to employees with master ($M = 10.74$, $F = 9.356$, $p < .001$) and M.Phil/Ph.D degrees ($M = 11.00$, $F = 9.356$, $p < .001$).

Table 18

Mean, Standard Deviation and F values for employees from various age-groups on Innovative Work Behaviour Scale (N = 200)

Scale	Early adulthood (n = 110)		Middle adulthood (n = 77)		Late adulthood (n = 13)		F	p
	M	SD	M	SD	M	SD		
IWBS	10.78	14.391	11.16	15.452	11.55	14.466	2.496	.085

Note. IWBS = Innovative Work Behaviour Scale

Early Adulthood = 21-39 Years; Middle Adulthood = 40-54 Years; Late Adulthood = 55-60 Years.

Between groups $df = 2$; Within group $df = 197$; Groups total $df = 199$

Table 18 shows the results of One Way Analysis of Variance for Innovative Work Behaviour Scale with respect to age. The results indicate non-significant mean differences in innovative work behaviour. Employees from late adulthood non-significantly scored high on innovative work behaviour ($M = 11.55$, $F = 2.496$, $p > .05$) as compared to employees from early adulthood ($M = 10.78$, $F = 2.496$, $p > .05$) and middle adulthood ($M = 11.16$, $F = 2.496$, $p > .05$).

Table 19

Mean, Standard Deviation and F values for employees with different job experience on Innovative Work Behaviour Scale (N = 200)

Scale	1-12 Years (n = 109)		13-24 Years (n = 68)		25-36 Years (n = 23)		F	p
	M	SD	M	SD	M	SD		
IWBS	10.80	14.324	11.07	15.566	11.53	14.807	2.532	.082

Note. IWBS = Innovative Work Behaviour Scale

Between groups $df = 2$; Within group $df = 197$; Groups total $df = 199$

Table 19 shows the results of One Way Analysis of Variance for Innovative Work Behavior Scale with respect to year wise job experience. The results indicate non-significant mean differences in innovative work behaviour. Highly experienced employees scored high on innovative work behaviour ($M = 11.53$, $F = 2.532$, $p > .05$) as compared to relatively moderate ($M = 11.07$, $F = 2.532$, $p > .05$) and less experienced employees ($M = 10.80$, $F = 2.532$, $p > .05$).

Table 20

Mean, Standard Deviation and Ranking of Facets of Transformational Leadership Style (N = 200)

Transformational leadership style	No. of Items	<i>M</i>	<i>SD</i>	<i>Ranks</i>
1. Inspirational motivation	4	15.06	3.297	1 st
2. Idealized influence (behaviour)	4	14.80	3.256	2 nd
3. Idealized influence (attributed)	4	14.35	3.218	3 rd
4. Intellectual stimulation	4	14.32	3.617	4 th
5. Individualized consideration	4	14.06	3.449	5 th

Table 21

Mean, Standard Deviation and Ranking of Facets of Innovative Work Behaviour (N = 200)

Innovative Work Behaviour Scale	No. of Items	<i>M</i>	Scale Mean	<i>SD</i>	<i>Ranks</i>
1. Work commitment	3	12.31	4.10	1.786	1 st
2. Idea promotion	7	27.71	3.96	4.481	2 nd
3. Idea implementation	12	46.93	3.91	6.953	3 rd
4. Idea generation	6	22.88	3.81	4.021	4 th

DISCUSSION

DISCUSSION

The present study aimed to examine the relationship between transformational leadership facets and innovative work behaviour facets among employees in educational institutions. Role of transformational leadership style and its facets in the prediction of innovative work behavior style and its facets was also examined. Role of various individual and organizational factors in transformational leadership style and innovative work behavior was also explored. Most of the findings are in the hypothesized directions and consistent with the prior research.

In the present study all transformational leadership facets has significant positive correlation with four facets of innovative work behavior. Transformational leadership facets are superior leadership components of the Full Range Theory of Leadership by Avolio and Bass (2002). On the leadership continuum, these stand at the top of the hierarchy according to theory and research (Bass & Avolio, 1990).

Idealize influence attributed will be positively correlated with idea generation, work commitment and idea implementation was supported in the current investigation. In the present study, idealize influence attributed is significantly positively correlated with idea generation, work commitment and idea implementation. Transformational leadership facet idealize influence attributed is based on the followers' attributions about the charismatic qualities of the leader. Idealized influence moves followers from their self-interest towards the major purpose (Bass & Avolio, 2000).

Idealize influence behavior will be positively correlated with work commitment and idea implementation was supported in the current study. In this research, idealize influence behavior is significantly positively correlated with work commitment and idea implementation. Such leaders behave in ways that result embodying role models for their followers. The leaders are admired, respected and trusted. Subordinates feel recognition with the leaders and want to copy them. The leaders are ready to take risks and are reliable rather than arbitrary (Bass, 2000).

Inspirational motivation will be positively correlated with idea promotion, idea generation, and work commitment was supported in the present study. In the current study, inspirational motivation is significantly positively correlated with idea promotion, idea generation, and work commitment. In inspirational motivation, leaders motivate and encourage their followers by giving them meaning and challenge to them and their concerned work. Team spirit is always aroused in the followers. Eagerness and hopefulness are exhibited (Avolio & Bass, 2002).

Intellectual stimulation will be positively correlated with idea promotion, idea generation, and idea implementation was supported in this study. In the present research, intellectual stimulation is significantly positively correlated with idea promotion, idea generation, and idea implementation. Intellectually stimulating leaders apply stimulating ideas on their followers' efforts to be novel and creative by questioning the assumptions, solving problems, and moulding the old conditions in new ways.. Followers are encouraged to try modern approaches (Bass, 2000). Bass and Avolio (1990) state that intellectual stimulation increases subordinates' capacity to conceptualize, understand, and evaluate problems. Consequently, high quality solutions are produced by followers.

Individualized consideration will be positively correlated with idea generation and idea implementation" was supported in the present investigation. In this study, individualized consideration is significantly positively correlated with idea generation and idea implementation. Transformational leaders pay special attention at the individual level, follower's needs for achievement and development by acting as coaches or mentors. The leader delegates tasks as a means of developing followers (Bass & Avolio, 1990).

Idealize influence attributed has significant positive effect on idea generation, work commitment and idea implementation. Idealize influence attributed is the most superior leadership facet in the Full Range Leadership Theory (Avolio & Bass, 2002). Inspirational motivation has significant positive effect on idea promotion. Bass and Avolio (1994) explains that leaders with inspirational motivation instill enthusiasm in followers, motive them to engage in challenging tasks and communicate meaningful

vision which stimulates purpose and spontaneity in followers. Individualized consideration has significant negative effect on idea promotion. These findings are surprising because in individualized consideration “two way communication” (Bass, 2000) is practiced which may lead to promoting the ideas more effectively. These trends may be due to some cultural reasons.

Transformational leadership style will positively predict innovative work behavior and its facets were supported in this investigation. In the current research, transformational leadership style has significant positive effect on innovative work behavior and its four facets including idea promotion, idea generation, work commitment and idea implementation. The findings are in line with the prior findings of Reuvers, van Engen, Vinkenburg, and Wilson-Evered (2008).

Male employees will score high on innovative work behavior as compared to female employees” was not supported in the current research. The findings are inconsistent with Sarros, Gray, Josph, Santora and Denston’ (2002) research that male display more innovative work behavior. In the recent years, due to acculturation and social changes, break down of glass ceiling has occurred. The traditional trends have changed in the educational sector. Now female are not discouraged in jobs.

Employees in schools were more innovative as compared to college and university employees. These findings question the credibility of criticism on the schooling system of Pakistan and provide some serious indicators to improve the institutions of higher education. Especially colleges should be on the top priority while taking some serious steps to enhance innovative work behavior in educational institutions of Pakistan. In the same manner, schools exhibited more innovative work behavior as compared to colleges and universities. Again, these findings add a competitive edge for schools in the country.

The findings indicate that employees with graduation displayed more innovative work behavior as compared to employees with master and M.Phil/Ph.D. Educational system of Pakistan is under expert criticism for a long time uptill now when Higher Education Commission was established to increase the quality of higher education in

Pakistan. In recent years, attempts have been made to standardize the education system of Pakistan compatible with the world class educational institutions.

Late adulthood employees were more innovative work behavior as compared to employees from early adulthood, and middle adulthood. Highly experienced employees were more innovative than less experienced employees. The personal traits of subordinates, educational level background, the role of leaders, and age have also significant positive relationships to innovative operational performance (Canella et al., 2001; Tsai, Kao, Ting, & Huang, 2002; Schmit, Kihm, & Robie, 2004; Tierney, & Farmer, 2004).

On the basis of the mean scores, transformational leadership facets were ranked. The primary facet was inspirational motivation and the least preferred facet was individualized consideration. Pakistan is a collectivist society where collective goals and joint interests dominate the individual interests. This is one of the most important reasons that individualized consideration was least preferred by the employees.

On the basis of the scale mean scores, innovative work behavior facets was ranked. The primary facet was work commitment and the least preferred facet was idea generation. Idea generation is an unstructured task. The cross-cultural research indicates that people from collectivist cultures avoid unstructured tasks and prefer structured and routine tasks.

Private sector employees displayed more transformational leadership style as compared to public sector employees. Research found mixed finding regarding the influence of the organizational type on the transformational leadership style. Because of the complexity, uncertainty, emotionality in the workplace, public sector organizations of 21st century needs some different sort of leadership styles rather than status quo (Mandell & Pherwani, 2003). It is a time of change for public sector organizations. In this way, transformational leadership can be more appropriate to serve as change agents in the complex public sector milieu (von Dran, Prybutok, & Kappelman, 2006).

Public sector employees portrayed more innovative work behavior as compared to private sector employees. Thus, attempts should be made to keep such trends on track. Parry (2003) explains that public sector organizations have an inherent pressure to effectively cope with the abrupt changes and global challenges as well as providing satisfactory services to their customers. While maintaining the national standards, public sector organizations feel squeezed between the forces of stabiling national competence and ensuring worth in international completion.

Trained employees exhibited more innovative work behavior as compared to untrained employees. Specialized training programs should be designed to promote innovative work behavior in educational institutions.

Limitations and Suggestions

1. The present study was based on the Full Range Leadership Theory. It was limited to the transformational leadership style and its facets in innovative work behavior. In future, role of transactional leadership style, its facets, and laissez faire leadership style should also be investigated.
2. The current research was limited to the role of transformational leadership styles in innovative work behaviour. Many other factors in spite of that can also influence the innovative work behaviour of the subordinates . The personal traits of subordinates, educational level background, and age have significant relationships to innovative operational performance. The other factors should also be considered in the future research.

Implications of the Study

1. The present study can be very insightful in the selection, recruitment and other development practices for the employees in educational institutions as it is seen that transformational style and its facets were significantly positively correlated with innovative work behavior and its facets. Thus, employees in educational

institutions should be selected on these leadership behaviours in order to enhance innovative work behaviour.

2. As for as gender differences are concerned, the female educational sector employees exhibited a gender edge in innovative work behavior as female employees displayed more innovative work behavior as compared to male employees. It means that in educational institutions female employees can be best utilized for getting competitive edge in order to promote innovative work behavior.
3. The current research also has an important theoretical implication. The study was based on transformational leadership style of the Full Range Leadership Theory. Findings of the research were consistent with the theoretical assumptions about the transformational leadership style. All transformational leadership facets were significantly positively correlated with innovative work behavior facets. The findings are surprising as individualized consideration has significant negative effect on idea promotion.

Conclusion

The present study aimed to investigate the relationship between transformational leadership facets and innovative work behavior facets among employees in educational institutions. Role of transformational leadership style and its facets in the prediction of innovative work behavior style and its facets was also examined. Role of various individual and organizational factors in transformational leadership style and innovative work behavior was also explored. Most of the findings were in line with the hypothesized assumptions.

Idealize influence attributed is significantly positively correlated with idea generation, work commitment and idea implementation. Idealize influence behavior is significantly positively correlated with work commitment and idea implementation. Inspirational motivation is significantly positively correlated with idea promotion, idea generation, and work commitment. Intellectual stimulation is significantly positively

correlated with idea promotion, idea generation, and idea implementation. Individualized consideration is significantly positively correlated with idea generation and idea implementation.

Idealize influence attributed has significant positive effect on idea generation, work commitment and idea implementation. Inspirational motivation has significant positive effect on idea promotion. Individualized consideration has significant negative effect on idea promotion. Transformational leadership style has significant positive effect on innovative work behavior and its four facets including idea promotion, idea generation, work commitment and idea implementation.

Female employees scored high on innovative work behavior as compared to male employees. Employees in schools were more innovative as compared to college and university employees. The findings indicate that employees with graduation displayed more innovative work behavior as compared to employees with master and M.Phil/Ph.D. Late adulthood employees showed more innovative work behavior as compared to employees from early adulthood, and middle adulthood. Highly experienced employees were more innovative than less experienced employees. The primary facet was inspirational motivation and the least preferred facet was individualized consideration. The primary facet was work commitment and the least preferred facet was idea generation. Private sector employees displayed more transformational leadership style as compared to public sector employees. Public sector employees portrayed more innovative work behavior as compared to private sector employees. Finally, trained employees exhibited more innovative work behavior as compared to untrained employees. The current research is helpful for the understanding of transformational leadership and innovative work behaviour in the academic institutions of Pakistan.

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ANNEXURES

International Islamic University Islamabad
Faculty of Social Sciences, Department of Psychology

I am a student of MS psychology at Department of Psychology, International Islamic University Islamabad. It is an academic and research institute which conducts researches on various psychological, social, and organizational issues. In this regard, the present study aims to examine the transformational leadership and innovation in educational institutions. This study is purely for research purpose and all the collected information will be kept confidential. Please provide the entire information asked below.

Informed Consent:-

I have complete information about this research and I am willingly participating in this study.

Signature

DEMOGRAPHIC INFORMATION SHEET

Name (Optional): _____

Gender: Male _____ Female _____

Age (In Years): _____

Education (Degree Name): _____

Designation: _____

Total Job Experience (In Years): _____

The Number or Persons that you directly supervise: _____

Job Relevant Training: Yes _____ No _____

Name of the organization: _____

INSTRUCTIONS

Some statements are given below, for each statement please give your opinion. Encircle only that option which is closely related to your opinion about the leadership practices of your supervisor.

MULTIFACTOR LEADERSHIP QUESTIONNAIRE

Sr. No	Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	I re-examine critical assumptions to question whether they are appropriate.	5	4	3	2	1
2	I talk about my most important values and beliefs.	5	4	3	2	1
3	I seek differing perspectives when solving problems.	5	4	3	2	1
4	I talk optimistically about the future.	5	4	3	2	1
5	I instil pride in others for being associated with me.	5	4	3	2	1
6	I talk enthusiastically about what needs to be accomplished.	5	4	3	2	1
7	I specify the importance of having a strong sense of purpose.	5	4	3	2	1
8	I spend time teaching and coaching.	5	4	3	2	1
9	I go beyond self-interest for the good of the group.	5	4	3	2	1
10	I treat others as individuals rather than just as a member of a group.	5	4	3	2	1
11	I act in ways that build other's respect for me.	5	4	3	2	1
12	I consider the moral and ethical consequences of decisions.	5	4	3	2	1

13	I display a sense of power and confidence.	5	4	3	2	1
14	I articulate a compelling vision of the future.	5	4	3	2	1
15	I consider an individual as having different needs, abilities, and aspirations from others.	5	4	3	2	1
16	I get others to look at problems from many different angles.	5	4	3	2	1
17	I help others to develop their strengths.	5	4	3	2	1
18	I suggest new ways of looking at how to complete assignments.	5	4	3	2	1
19	I emphasize the importance of having a collective sense of mission.	5	4	3	2	1
20	I express confidence that goals will be achieved.	5	4	3	2	1

INSTRUCTIONS

Some statements are given below, for each statement please give your opinion. Encircle only that option which is closely related to your opinion about your innovative work behaviour.

INNOVATIVE WORK BEHAVIOUR SCALE

Sr. No	Statements	Strongly Agree	Agree	Neutral	Disagree	Strong Disagree
1	I actively think about improvements concerning my colleague's work.	1	2	3	4	5
2	I generate ideas to improve or redesign services/activities that my department provides.	1	2	3	4	5
3	I collaborate with my colleagues to transform new ideas that they become practical.	1	2	3	4	5
4	I realize ideas within my job nature with persistence.	1	2	3	4	5
5	I discuss matters with colleagues concerning my work.	1	2	3	4	5
6	I generate ideas on how to optimize knowledge and skills within my work.	1	2	3	4	5
7	I minimize difficulties in process of idea implementation.	1	2	3	4	5
8	I suggest new ways of communication within my department.	1	2	3	4	5
9	I generate new solutions to the old problems.	1	2	3	4	5
10	I mobilize support for from colleagues for my new ideas and solutions.	1	2	3	4	5
11	I independently sort out and install new computer applications into m work situations.	1	2	3	4	5
12	I carry new experiments within my work.	1	2	3	4	5
13	I actively engage in gathering information to identify deviations from rules and regulations within my department.	1	2	3	4	5

14	I feel concern for my work related tasks.	1	2	3	4	5
15	I feel concern for my work related issues.	1	2	3	4	5
16	I mobilize support for my new ideas.	1	2	3	4	5
17	I think new ideas facilitate new learning.	1	2	3	4	5
18	I encourage formalization in implementation of new ideas and behaviours.	1	2	3	4	5
19	I make important company /organization members enthusiastic for my innovative ideas.	1	2	3	4	5
20	I do professional activities to bring innovative ideas from outside the organization.	1	2	3	4	5
21	I try to create situation to introduce and elaborate changes in different departments of organization.	1	2	3	4	5
22	I try to use available resources to explore new ideas in advance before the need arise.	1	2	3	4	5
23	I encourage novel ideas with minute details in order to increase its amount of diversity.	1	2	3	4	5
24	I emphasize on enforceability of work rules and procedures.	1	2	3	4	5
25	I intentionally attempt to maximize organizational profits from the application of new ideas.	1	2	3	4	5
26	I successfully coordinate with administrative staff to support my new ideas.	1	2	3	4	5
27	I try to make my novel ideas as a significant contributing factor in organizational effectiveness	1	2	3	4	5
28	I systematically introduce innovative ideas in my work environment.	1	2	3	4	5

