

THE IMPACT OF TRANSFORMATIONAL LEADERSHIP AND COMPETENCE LEADERSHIP ON INNOVATIVE WORK BEHAVIOR: A MEDIATED MODEL

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ABSTRACT

This paper aims to delve into key elements that encourage teachers to participate in innovative work practices within a fiercely competitive setting. Current studies on the evolution of the fundamental mechanisms and limiting factors that explain the relationship between transformational leadership and leadership competencies in innovative work behavior are mediated by organizational citizenship behavior, knowledge sharing, employee voice, and organizational communication. The framework of this study is based on social exchange theory (SET) and conservation of resources theory (COR). PLS-SEM along with Smart PLS version 3.0 software was adopted for data analysis, which includes analysis of measurement models and structural models. The questionnaires were distributed to 299 teachers in the Riau Islands province. Data analysis showed that competence leadership, organizational citizenship behavior, and organizational identification further enhance innovative work behavior among teachers. However, the results further revealed that transformational leadership, knowledge sharing, and employee voice do not affect innovative work behavior. Additionally, this study found the influence of organizational identification as a mediator on the relationship between competency leadership and innovative work behavior, organizational citizenship behavior as a mediator for the relationship between transformational leadership and innovative work behavior, and organizational identification as a mediator for the relationship between transformational leadership and innovative work behavior among teachers. The current research provides useful insights regarding transformational leadership and leadership competencies that can generate positive energy in secondary school teachers in the Riau Islands, Indonesia, thereby encouraging innovative thinking.

Keywords: transformational leadership, competence leadership, organizational citizenship behavior, knowledge sharing, employee voice, organizational identification, innovative work behavior.

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1. INTRODUCTION

In the era of Industry 4.0, teachers have an important role in improving the quality of human life as teachers and increasing daily productivity through increasing productivity. According to (Chi et al., 2023; Xu et al., 2023; Zheng et al., 2023), education is an important process in a person's life. Through education, future generations will be able to live a better life. Implementation of education for each educational unit, including higher education levels. Education starting from higher education to the undergraduate level alone is not enough to build Indonesian people with competitive resources in the era (Khan et al., 2020).

Innovation is increasingly recognized as a source of growth in education, as well as a source of income for today's society (Rafique et al., 2022). In addition to its critical function in performance, success, and both social development and economic (Salameh et al., 2023). Innovation has garnered widespread attention in various sectors, including high school education (Xu et al., 2023). In Indonesia, secondary education at the high school level marks the final stage of formal education after completing junior high school, and it serves as the bridge to entering undergraduate programs (Salameh et al., 2023).

Organizations rely on innovative behaviors to adapt to changes in their environment and stay competitive (Qalati et al., 2022). This necessity applies to all types of organizations, including educational institutions as well (Rafique et al., 2022). Consequently, fostering innovative behaviors becomes imperative for teachers and schools. According to Sudibjo & Prameswari (2021), the single most effective way to change the organizational environment to be more innovative is to focus on research and development to spur innovation in the education sector. Joo & Jo, (2017) underscore the significance of educators in the innovation process, highlighting that teachers are the ones who generate and put into practice innovative solutions within an organization. Hence, it is important to assess the changing factors to carry out innovative work for teachers.

The drive to discover, generate, and execute new ideas to enhance individual performance, groups, and organizations is denoted as innovative work behavior (IWB) (Sharif et al., 2021). A leader plays an important role in fostering innovative processes by inspiring, leading, and changing a teacher's behavior (Lin, 2023). Leadership is seen as an important element in cultivating IWB. Competency Leadership (CL) and transformational leadership (TL) are terms used to describe leadership that fosters IWB (Sharif et al., 2021; Sudibjo et al., 2021; Qalati et al., 2022; Lin, 2023). As explained by Al-shami et al. (2023), almost all research on IWB refers to TL as a precursor to innovative conduct. Nevertheless, previous research has shown mixed results regarding the association between IWB and TL. Therefore, this study adds CL as a precursor to innovative behavior. CL exerts a major influence in enhancing learning and innovation. While the majority of existing literature primarily examines leadership styles and managerial abilities, there has been insufficient exploration into how CL influences learning and innovation (Joo et al., 2017). Grošelj et al. (2020) found positive influences, while Sharif et al., (2021) showed negative influences of IWB and TL, while Sudibjo & Prameswari (2021) found a relationship between IWB and CL. Cheng et al., (2019) discovered an adverse correlation between IWB and CL. This difference in results indicates a gap in research.

This study constructs a theoretical framework to elucidate how TL and CL motivate educators to actively participate in IWB. Meanwhile, to overcome the constraints of this research, researchers utilized data collected from high school teachers in the Riau Islands province of Indonesia to examine hypotheses and explore the mechanisms that underlie how TL and CL affect IWB. Applying the Social Exchange Theory (SET) Blau, (1964) as a foundation, the researchers propose a mediation model that defines how TL influences the innovative work of teacher behavior through the mediating role of organizational citizenship behavior (OCB) and knowledge sharing (KS), leading to the sharing of emotional resources (Wang et al., 2021). In addition, the Conservation of Resources Theory (COR) Hobfoll (1989) was introduced to explain how organizational identification (OI) and employee voice (EV) act as mediators. In simpler terms, it may mediate the relationship between TL, CL, OCB, KS, EV and OI in teachers IWB. Hence, this research aims to determine the influence of TL, CL, and OCB, KS, OI, and EV as mediating variables on IWB.

2. LITERATURE REVIEW

2.1. *Innovative Work Behavior*

Innovation arises from the processing of information and knowledge, with a specific focus on particular fields (Sharif et al., 2021). The innovation process at work involves two main stages: idea generation and their subsequent implementation (Sudibjo et al., 2021). The significant roles of individuals or employees in driving IWB is strengthened by Al-shami et al. (2023), indicating that employees transcend established routine tasks within a group or organization. Instead, they actively seek technological advancements, advocate for novel approaches to achieving objectives, improve existing working techniques, and acquire support for their initial concepts. IWB entails the utilization of high-level cognitive processes, encompassing the identification of current and future issues, looking for opportunities, analysis of performance gaps, and the exploration of cutting-edge methodologies to address these gaps and challenges (Rafique et al., 2022).

2.2. *Transformational Leadership*

The idea of TL was initially formulated by Burns (1978) to investigate “world leaders”, and has since been expanded by Bass (1985) and Stogdill (1990). Burns defines TL as a leader's ability to motivate employees to achieve organizational goals by focusing on personal values (Lin, 2023). Moreover, according to Grošelj et al. (2020) transformational leaders exhibit four primary traits: intellectual stimulation, idealized influence, fostering individual growth, and serving as inspirational motivators. Inspiring motivation has developed into a tool for leaders to develop, express, and achieve meaningful goals for their employees (Qalati et al., 2022). Individual development, according to Sharif et al., (2021) is the leader's ability to focus on an individual's needs for growth and performance by approaching them as either a mentor or coach. Intellectual stimulation, conversely, transpires when transformational leaders reevaluate the existing flow of assumptions, habits, and organizational beliefs to suggest novel approaches and methods for task completion (Grošelj et al., 2020).

2.3. Competency Leadership

Leadership competencies encompass the abilities and actions exhibited by leaders that enhance overall performance. Employing a competency-driven approach to leadership enables organizations to more effectively recognize and cultivate their upcoming cadre of leaders (Joo et al., 2017). Follower-centered leadership competencies, as highlighted by (Devi, 2023) are essential. Because the organization serves as a foundational element of society, competent leadership instills the mindset to work for the progress of the organization to serve all employees. The competency-driven leadership process uses services to employees to influence them (Grošelj et al., 2020). Simply put, when capable leadership takes care of its subordinates, appreciative employees tend to respond in kind by offering valuable input on enhancing productivity and reacting positively to critical tasks. Schweiger (1991) asserts that a nurturing leadership environment encourages employees to voice their concerns, thoughts, and ideas for enhancing their work.

2.4. Organizational Citizenship Behavior

As an additional aspect of job performance Organ (1997) was the pioneer in introducing the idea of organizational citizenship conduct. It was introduced to characterize non-productive conduct, including actions such as cooperation and compliance. Eventually, OCB was expanded to reflect behavior carried out by employees in excess of their job requirements without organizational rewards in return (Joo et al., 2017; Na-Nan et al., 2021). It is widely acknowledged that OCB is a multidimensional construct (Qalati et al., 2022; Al-shami et al., 2023). Some experts classify OCB based on the type of behavior.

2.5. Knowledge Sharing

Knowledge sharing (KS) pertains to the willingness of individuals to exchange their knowledge with others within the organization, whether with colleagues, superiors, or subordinates (Sudibjo et al., 2021). Previous research has differentiated between explicit KS and tacit KS (Devi, 2023; Z. Xu et al., 2023). Explicit KS includes formalized knowledge and documented information that might be documented and conveyed (Yin et al., 2023), whereas sharing tacit knowledge encompasses the practice of exchanging distinctive experiences and specialized expertise, understanding, insight, and intuition (Yin et al., 2023). Several recent empirical studies demonstrate a strong connection between the two forms of knowledge exchange (Khan et al., 2022), which implies that explicit knowledge and implicit knowledge do not need to be distinguished. While prior empirical studies have employed this categorization to assess KS, only a limited number have identified connections between personality traits and these two forms of KS (Sudibjo et al., 2021).

2.6. Employee Voice

Within the realm of organizational behavior literature, employee voice (EV) is typically defined as the action of one or several employees expressing themselves in an informal manner (i.e., beyond formal reporting channels) (Lin, 2023). Employee voice has garnered considerable interest in the business world as a whole, prompting systematic reviews that consolidate findings related to this concept (Soomro et al., 2021). In the review, most of the research was conducted

in high-tech companies, where the organizational hierarchy is relatively shallow and the exchange of new ideas is baked into daily work expectations (Xu et al., 2023). In an alternative examination, Sharif et al., (2021) compile various factors that lead to EV, including job and organizational attitudes, perceptions, leader conduct, and contextual elements. Notably, among these, work attitude has emerged as the most extensively investigated predictor of EV within the broader literature on business-related voice (Lin, 2023).

2.7. Organizational Identification

According to Ashforth & Mael (1989), organizational identification (OI) is defined as an employee's sense of unity with or affiliation to the organization. Lin, (2023) on the other hand, posits that OI encompasses not just employees' belief that they are integral to the organization, but also reflects the value they place on their membership within the organization, along with the emotional bonds formed with it. Employees who establish OI are inclined to convey their identity through the common traits shared among fellow organizational members (Suthatorn et al., 2023). Yao et al., (2023) argue that becoming identified with an organization can also assist individuals in satisfying their identity requirements and boosting their self-esteem. As employees come to recognize their affiliation with the organization, it instills a feeling of significance and pride in them (Yao et al., 2023). This satisfies their longing for a sense of inclusion and meaningfulness, hence, encouraging them to foster a connection with the organization (Lin, 2023; Suthatorn et al., 2023).

2.8. Theoretical Background

Based on COR and SET, this study investigates the correlation between TL, CL and IWB while mediating OCB, KS, EV and OI. SET in this study provides a valuable framework for understanding innovative employee work behavior. SET, initiated by individual employees in an organization, involves actions that create a sense of obligation to reciprocate, maintain equilibrium, or engage in mutual exchanges (Sharif et al., 2021). Social exchange entails actions driven by favorable responses from others (Lin, 2023). In essence, it highlights how social expenses and advantages impact human conduct and decision-making, emphasizing the interdependence among individuals in a relationship (Lee et al., 2009), This encourages greater contributions from employees to the organization and maintains their commitment over time (Sharif et al., 2021). SET is regarded as a cornerstone theory in management because it effectively explains the reciprocal dynamics between organizations and employees (Wang et al., 2021).

At the core of the knowledge management is knowledge sharing (KS), which is recognized as the process through which employees exchange information, skills, data, knowledge, and expertise to fulfill their responsibilities, achieve organizational objectives, and facilitate the development of IWB (Sharif et al., 2021; Rafique et al., 2022; Lin, 2023). Previous studies (Minh et al., 2017; Lin, 2023; Yao et al., 2023) found that TL is a substantial predictor of a wide range of outcomes and performance. Through their support and motivation, transformational leaders cultivate organizational environments (Sudibjo et al., 2021), promote the exchange of knowledge (Xu et al., 2023), and foster organizational development (Rafique et al., 2022). Multiple studies in the field of hospitality management have applied SET to investigate the correlation between service quality improvement and leadership in the hospitality firm (Lin, 2023). This includes the

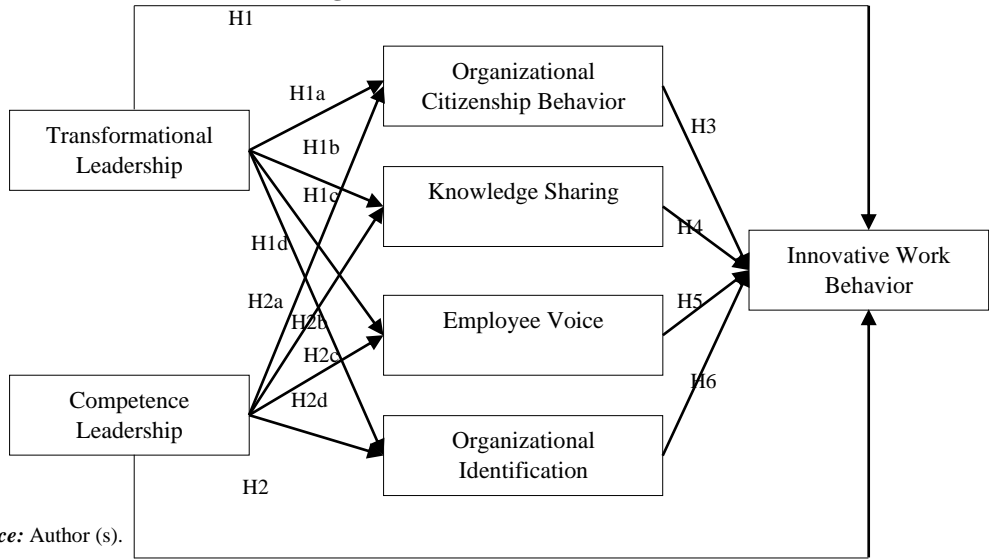
relationship between TL and the emergence of IWB (Rafique et al., 2022). Additionally, earlier research has confirmed the mediating influence of EV and OI (Soomro et al., 2021; Lin, 2023). Thus, this study extends the application of SET to examine how TL in the hospitality sector correlates with IWBs. This study explores the direct and indirect impacts of TL on creative work behaviors, such as the mediating roles played by OI and EV.

This study Integrates COR theory with SET to explain its research model. COR theory suggests that people consistently safeguard their resources to avoid depletion threats. Hobfoll (1989) defines resources as items, personal attributes, conditions, or energy reserves that individuals highly esteem or employ to attain their goals. The possession of a single resource can lead to the generation of additional resources since it positions individuals more favourably to invest and acquire further resources (Lin, 2023). As individuals invest more resources, they can enhance their status, leading to continuous growth and improved situations (Lin, 2023). The COR theory (Joo et al., 2017) is a key theory in management, widely utilized in hospitality management research to explore the relationship between factors like leadership and innovation. Research in the field of hospitality management often employs the COR theory to explore how contextual factors like leadership impact innovation (Khan et al., 2020). This research investigates how TL and leadership competencies enhance innovative employee work behavior via OI/EV OCB, and KS, which further plays a role by expanding COR theory.

Hypotheses are proposed as below:

- H1: Transformational Leadership is positively related to Innovative Work Behavior.
- H1a: Transformational Leadership is positively related to Organizational Citizenship Behavior.
- H1b: Transformational Leadership is positively related to Knowledge Sharing.
- H1c: Transformational Leadership is positively related to Employee Voice.
- H1d: Transformational Leadership is positively related to Organizational Identification.
- H2: Competence Leadership is positively related to Innovative Work Behavior.
- H2a: Competence Leadership is positively related to Organizational Citizenship Behavior.
- H2b: Competence Leadership is positively related to Knowledge Sharing.
- H2c: Competence Leadership is positively related to Employee Voice.
- H2d: Competence Leadership is positively related to Organizational Identification.
- H3: Organizational Citizenship Behavior is positively related to Innovative Work Behavior.
- H4: Knowledge Sharing is positively related to Innovative Work Behavior.
- H5: Employee Voice is positively related to Innovative Work Behavior.
- H6: Organizational Identification is positively related to Innovative Work Behavior.
- H7: Four mediating variables (Organizational Citizenship Behavior, Knowledge Sharing, Employee Voice, and Organizational Identification) mediate the positive relationship between Transformational Leadership, Competence Leadership, and Innovative Work Behavior.

Figure 1: Research Framework



Source: Author (s).

3. METHODOLOGY

This research was designed as quantitative research using a survey method to collect data from secondary school teachers in the Riau Islands, Indonesia. The questionnaire is divided into two parts. The first section includes the user's personal information about socio-demographics such as age, gender, and education. The second part contains data regarding the main variables in the research. Transformational Leadership was measured using 5 question items adapted from (Al-Shami et al., 2023). Leadership Competence was measured using 5 question items adapted from (Lin, 2023). Organizational Citizenship Behavior was measured using 5 question items adapted from (Minh et al., 2017). Knowledge Sharing was measured using 6 question items adapted from (Rafique et al., 2022). Employee Voice was measured using 5 question items adapted from (Sudibjo & Prameswari, 2021). Organizational Identification was measured using 5 question items adapted from (Al-Shami et al., 2023). Innovative Work Behavior is measured using 6 question items adapted from (Sudibjo & Prameswari, 2021). The questionnaire consists of 43 questions (excluding demographic items). Using a Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree) and distributed via the Google Forms online survey platform. The sample selection method used in the research was convenience sampling. Data collection occurred from July to September 2023. The research sample consisted of 299 teachers who could be used for further analysis. The minimum sample size recommended by Hair et al., (2017) is between 100-200 respondents to ensure that estimates using PLS-SEM are valid. This research uses PLS-SEM. Systematic evaluation of criteria followed the recommended two-stage process (Hair et al., 2017).

4. RESULTS AND DISCUSSION

4.1. Demographic Profile of Respondents

In this study, as shown in Table 1, 52.2% of respondents were men, while 47.8% of respondents were women. Most of the participants in the study were 30 years old or younger with the 31-40 age groups making up 33.1% of the total. A majority of the respondents, 51.2%, had 5-9 years of work experience, while 26.3% had 4 years of work experience or less. For the education level, 109 respondents had a master's education level of 36.5 percent, representing the largest segment. Based on this demographic profile, it can be concluded that the majority of the individuals surveyed were male high school teachers.

Table 1: Demographic Respondents

Data	N=299	(%)
Gender:		
Male	143	47.8
Female	156	52.2
Age:		
30 years old and below	112	37.5
31-40 years old	99	33.1
41 years old and above	88	29.1
Job experience:		
4 years and below	79	26.3
5-9 years	153	51.2
10-14 years	67	22.4
Educational level:		
Diploma	86	28.8
Bachelor	104	34.8
Master	109	36.5

4.2. Data Analysis

For research model analysis, Smart PLS 3.0 was used. The model measurements were tested, followed by checking the structural model according to recommendation (Hair et al., 2017).

4.2.1 Measurement Model

The measurement model evaluation consisting of convergent validity, followed by factor loading, discriminant validity, AVE, and CR was used to test convergent validity (Hair et al., 2017). As presented in Table 2, some items' measurements do not meet the minimum criterion of 0.7. However, it is still retained for use because the AVE value in the validity test results meets the criteria. According to Hair et al., (2017) indicators with a charge between 0.40 and 0.70 should be considered to be removed from the scale by looking at the composite reliability results or the AVE if above the recommended threshold value. AVE is above 0.5, and CR is over 0.7. Hence, the constructs exhibit convergent validity.

The validity of the discriminant was evaluated by the Fornell-Larcker criterion (FLC). The FLC, introduced by Fornell & Larcker, (1981), assesses discriminant validity by comparing the AVE within each construct to the square of inter-construct correlations. The validity of the discriminant in this research is apparent in Table 3.

Table 2: Measurement Model

Constructs	Items	Loadings	CR_a	AVE_b
Competence Leadership	CL1	0.750	0.861	0.553
	CL2	0.803		
	CL3	0.773		
	CL4	0.665		
	CL5	0.720		
Employee Voice	EV1	0.661	0.900	0.645
	EV2	0.824		
	EV3	0.854		
	EV4	0.825		
	EV5	0.835		
Innovative Work Behavior	IWB1	0.785	900	0.600
	IWB2	0.741		
	IWB3	0.755		
	IWB4	0.768		
	IWB5	0.825		
	IWB6	0.770		
Knowledge Sharing	KS1	0.800	0.920	0.657
	KS2	0.844		
	KS3	0.785		
	KS4	0.833		
	KS5	0.818		
	KS6	0.780		
Organizational Citizenship Behavior	OCB1	0.759	0.859	0.550
	OCB2	0.666		
	OCB3	0.730		
	OCB4	0.745		
	OCB5	0.801		
Organizational Identification	OI1	0.762	0.844	0.520
	OI2	0.723		
	OI3	0.686		
	OI4	0.715		
	OI5	0.715		
Transformational Leadership	TL1	0.762	0.835	0.509
	TL2	0.723		
	TL3	0.686		
	TL4	0.715		
	TL5	0.715		

Notes: _aComposite Reliability (CR), _bAverage Variance Extracted (AVE).

Table 3: Discriminant Validity

Constructs	CL	EV	IWB	KS	OCB	OI	TL
CL	0.744						
EV	0.476	0.803					
IWB	0.514	0.518	0.774				
KS	0.539	0.641	0.364	0.810			
OCB	0.899	0.356	0.392	0.480	0.742		
OI	0.428	0.733	0.609	0.517	0.348	0.721	
TL	0.378	0.286	0.276	0.378	0.399	0.363	0.713

Notes: CL=Competence Leadership, EV=Employee Voice, IWB=Innovative Work Behavior, KS=Knowledge Sharing, OCB=Organizational Citizenship Behavior, OI=Organizational Identification, TL=Transformational Leadership.

4.2.2 Structural Model

Evaluation of a structural model can be done by looking at the coefficient of determination or R-square. A greater R-squared value indicates an improved predictive model for the proposed research framework (Hair et al., 2017). The R-square values of this study are shown in Table 4. It is said that R² values of 0.50, 0.75, and 0.25 represent substantial, medium explanatory strengths, and weak strengths, respectively (Hair et al., 2017). As indicated in Table 4, EV can be explained by 23.9% of the exogenous variables whereas IWB can be explained by 46.9% of exogenous variables. In addition, KS can be explained by 32.6% of the exogenous variables. Furthermore, OCB can be explained by 81.2% the exogenous variables and lastly, OI can be explained by 23% exogenous variables.

Table 4: R-square

Constructs	R Square
EV	0.239
IWB	0.469
KS	0.326
OCB	0.812
OI	0.230

Notes: EV=Employee Voice, IWB=Innovative Work Behavior, KS=Knowledge Sharing, OCB=Organizational Citizenship Behavior, OI=Organizational Identification.

The path coefficient was tested utilizing a PLS-SEM with a bootstrap subsample of 5000. Moreover, the criteria for a 95% significance level, with a standard error of 5%, were met when $t > 1.96$ and $p < 0.05$. A total of seven hypotheses are supported in this research; in Table 5 for structural model results for direct relationships and Table 6 for structural model results for indirect relationships.

Figure 2: PLS Algorithm Result

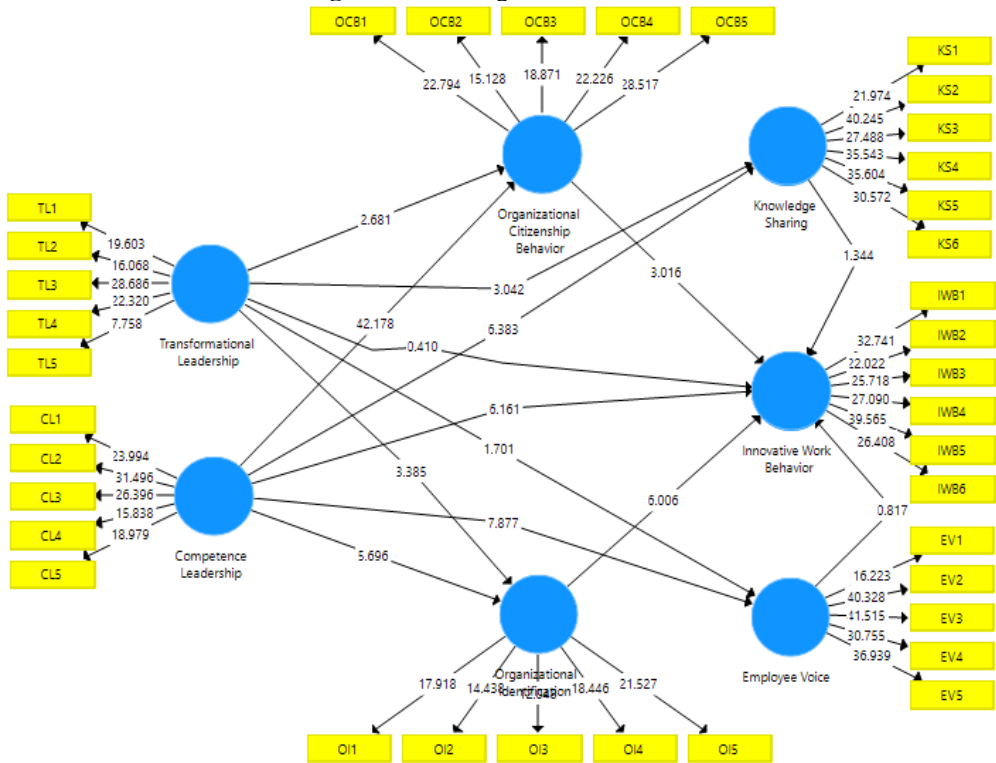


Table 5: Direct Relationships

Hypotheses	β	T Statistics	P Values	Decisions
H1	0.020	0.410	0.682	NS
H1 _a	0.069	2.681	0.008	**
H1 _b	0.203	3.042	0.002	**
H1 _c	0.124	1.701	0.090	NS
H1 _d	0.235	3.385	0.001	**
H2	0.570	6.161	0.000	**
H2 _a	0.873	42.178	0.000	**
H2 _b	0.462	6.383	0.000	**
H2 _c	0.429	7.877	0.000	**
H2 _d	0.339	5.696	0.000	**
H3	-0.260	3.016	0.003	**
H4	-0.104	1.344	0.179	NS
H5	0.069	0.817	0.414	NS
H6	0.451	6.006	0.000	**

Notes: _anot significant (NS), _bsignificant (**).

Table 6: Indirect Relationships

Hypotheses	β	T Statistics	P Values	Decisions
H7 _a	-0.018	1.807	0.071	NS
H7 _b	-0.021	1.183	0.237	NS
H7 _c	0.009	0.599	0.550	NS
H7 _d	0.106	2.971	0.003	**
H7 _e	-0.227	3.008	0.003	**
H7 _f	-0.048	1.278	0.202	NS
H7 _g	0.030	0.826	0.409	NS
H7 _h	0.153	4.489	0.000	**

Notes: _anot significant (NS). _bsignificant (**).

4.3. Discussion

The results of the correlation model for partial hypotheses were fourteen, ten hypotheses were accepted and four were rejected. This research has found an insignificant positive influence on the relationship between IWB and TL. This is consistent with previous research (Sharif et al., 2021; Sudibjo et al., 2021). Apart from that, the relationship between IWB and CL has a positive and significant correlation consistent with previous research conducted by (Minh et al., 2017). CL has a greater impact on teachers' IWB because the path coefficient is higher compared to TL. TL and CL have a significant positive relationship with OCB. Therefore, this research reveals that TL and competent leadership can encourage employees to demonstrate OCB, especially among the teachers selected for this research. TL and CL create a work environment that encourages employees to practice citizenship behavior. This is supported by research conducted by (Joo et al., 2017; Minh et al., 2017; Qalati et al., 2022).

Furthermore, the relationship between TL and CL in KS shows a positive and significant path coefficient value. This is consistent with the research results (Minh et al., 2017; Al-shami et al., 2023; Devi, 2023). TL supports learning activities and KS, as well as providing intellectual stimulation to help teachers formulate alternative remedies for current issues. Likewise, CL will make teachers feel that the actions taken in a leadership position foster and create opportunities for teacher collaboration. Furthermore, new findings from this research indicate that TL lacks a substantial influence on EV. This finding is different from previous research (Lin, 2023), which shows that EV can be a strong link to the mediation of TL and IWB, so that in this manner, employees, feeling secure to speak without fear, generate new ideas for better work processes and problem-solving, thereby enhancing IWB (Khan et al., 2022; Devi, 2023). Apart from that, the relationship between CL and EV is positively and significantly correlated in accordance with prior studies carried out by Soomro et al. (2021).

Likewise, the findings show that TL and competent leadership show positive and significant path coefficient values in OI. This discovery is substantiated by prior studies (Grošelj et al., 2020; Lin, 2023; Salameh et al., 2023; Suthatorn et al., 2023; Yao et al., 2023). OI can act as a mediator between IWB and TL, meaning that the leader is an integral part of the teacher relationship (Xu et al., 2023). In addition, OCB and OI have a positive and significant influence on IWB. This is consistent with previous research (Joo et al., 2017; Sudibjo et al., 2021; Khan et al., 2022; Qalati

et al., 2022). However, the findings of this research show that KS and EV show negative and insignificant path coefficient values which are different from previous research (Sudibjo et al., 2021; Qalati et al., 2022).

In addition, OCB, KS, EV, and OI mediate between exogenous and endogenous variables in the current research model. It was found that of the eight mediation hypotheses, three were supported, namely OI on the relationship between CL and IWB, OCB on the relationship between IWB and TL, and OI on the relationship between TL and IWB. This discovery is substantiated by earlier studies (Sharif et al., 2021; Sudibjo et al., 2021; Qalati et al., 2022), the teachers in this research perceived leaders as capable of effectively articulating the vision and mission. The majority of teachers held the view that their personal objectives aligned with the organizational goals that they comprehended and embraced the organization's advocated values and that leaders are an integral part of the employee's relationship with the organization. By facilitating the enhancement of teachers' OI, such as fostering their alignment with the organization's objectives and values, they are more inclined to proactively undertake risks and engage in innovative endeavors that advance the organization (Qalati et al., 2022; Sudibjo & Prameswari, 2021).

5. CONCLUSION AND RECOMMENDATIONS

This research has several limitations that could be considered opportunities for further research. This research adopted a previously developed questionnaire distributed among secondary school teachers in the Riau Islands, Indonesia. Therefore, these findings cannot be generalized to different contexts and countries. Researchers can consider other countries and contexts in the future, and the results can be compared. This study was cross-sectional, and data were collected at the same time. This study explores the relationships of TL, CL, and IWB mediated by OCB, KS, EV, and OI from a randomly selected population of teachers from the Riau Islands province, Indonesia. In conclusion, TL and CL are not easy concepts for IWB among teachers. Specifically, these findings conclude that CL, OI, and OCB further increase IWB in teachers. However, the research results show that TL, KS, and EV have no effect on IWB. Therefore, this study found the influence of OI as a mediator on the relationship between CL and IWB, OCB as a mediator on the relationship between TL and IWB, and OI as a mediator on the relationship between TL and IWB among teachers. Our findings provide several related contributions to both research and theory (SET and COR Theory). First, we constructed an all-inclusive model to explore the inconclusive results regarding the relationship between TL and IWB. Second, this research marks the first investigation into the mediating role of OCB, KS, EV, and OI in the relationship between TL and CL with IWB, especially in high schools in developing countries such as Indonesia. Furthermore, the results of this research reveal how TL and CL can generate positive energy in teachers who can overcome deficiencies that encourage them to think innovatively and find new approaches to achieve goals. Furthermore, future research could test whether differences in a leader's gender have a significant influence on teachers' IWB. Apart from that, researchers can also try to investigate the impact of moderation in different age groups on secondary school teachers in Indonesia. We hope this research encourages other researchers to continue exploring this area.

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