

# The Mediating Role of Leader-member Exchange on the Relationship between Perceived Transformational Leadership and Innovative Work Behavior

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**Abstract---** Leader member exchange and transformational leadership are crucial determinants to innovative work behavior among teachers. Nonetheless, studies on these variables in order to inculcate teachers' innovative work behaviour are still understudied. Hence, this study is to review the structural relationship between perceived transformational leadership and leader member exchange on innovative work behavior among teachers. A total of 352 teachers from High performing schools in Malaysia were involved in the study. The Smart PLS has been proposed for conceptual model of this study. The analysis shows that there are four results have supported the hypothesis, and the three results of study have not supported this study. This study culminates with opportunities for future work.

**Keywords---** Innovative Work Behavior, Transformational Leadership, Leader Member Exchange.

## I. Introduction

Innovation in education is vitally important for organisation to become more relevant and effective. Since innovation is already takes place, this will open more opportunities for school leaders to shift their teachers' pedagogical practices, classroom experience or assessment in coping with new normal. Therefore, the capacity to continuously innovate is crucial for school and this definitely depends on school leaders style of leadership and quality exchange relationship between school leaders and teachers. Lastly, accepting the paramount importance of innovation in education among teachers need to be addressed in this new normal, are there factors to pivot the teachers' innovative work behaviour?

### *Research Objective*

Research objective of this study is specified below:

- a) To examine the relationship between perceived transformational leadership, leader-member exchange and of innovative work behaviour

### *Conceptual Framework*

This study examines the relationship with regard to the influence of perceived transformational leadership on leader member exchange and teacher's innovative work behaviour. The researchers derive a measurement model as illustrated in Figure 1.

The independent variable of perceived transformational leadership consists of six dimensions: providing intellectual stimulation, high performance expectation, providing appropriate model, providing individualized support, identifying and articulating vision, and fostering the acceptance of group goals. Dependent variable includes innovative work behaviour among teachers into three aspects: idea generation, idea promotion, and idea realisation [1-3]. Mediating variable comprises of respect, loyalty, and contribution as dimensions in leader member exchange [4].

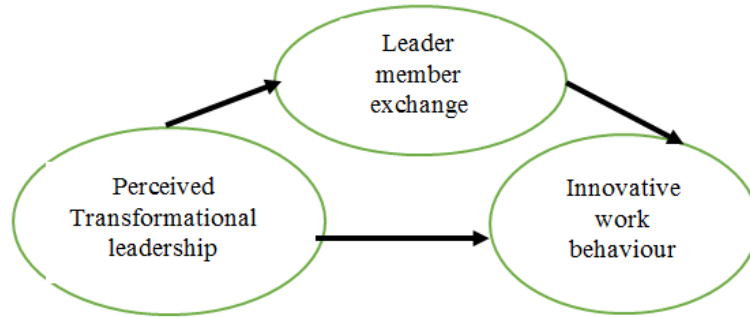


Figure 1: Conceptual Framework

## II. Methodology

This study was carried out at from December 2019-February 2020. The researcher employed deductive approach for this study which was developed based on theory. The survey strategy is applied by the researcher in this study. The method of this study was quantitative research with survey design [5]. The respondent of the study was the teachers in High performing schools in Peninsular Malaysia.

## III. Results and Discussion

Results of this study is portrayed in Table 1. The composite reliability (CR) and AVE for their assessment of convergent validity have fulfilled the recommended threshold [6]. The AVE was 0.660 and the C.R was 0.959.

Table 1: Results of the Study

Hyphotheses	Description of Hypotheses	Results
Hyphothesis 1 <sub>a</sub> :	Identifying and articulate vision (TFL) influence innovative work behaviour mediated leader member exchange	Supported
Hyphothesis 1 <sub>b</sub> :	Fostering the acceptance of group goals (TFL) has positively influence innovative work behaviour mediated by leader member exchange	Not Supported
Hyphothesis 1 <sub>c</sub> :	High performance expectation (TFL) has positively influence Innovative work behaviour mediated by leader member exchange	Not Supported
Hyphothesis 1 <sub>d</sub> :	Providing individualized support (TFL) has positively influence on Innovative work behaviour mediated by leader member exchange	Supported
Hyphothesis 1 <sub>e</sub> :	Providing intellectual stimulation (TFL) has positively influence on Innovative work behaviour mediated by leader member exchange	Not Supported
Hyphothesis 1 <sub>f</sub> :	Providing appropriate model has positively influence Innovative work behaviour mediated by leader member exchange	Supported
H1:	Leader member exchange mediates the relationship between Perceived Transformational Leadership and Innovative Work Behaviour	Supported

In this study, there are three results of study have not supported the hypotheses. The findings revealed there is no significant mediation effect of leader member exchange on innovative work behaviour. Principals less able to fostering the acceptance of group goals in school. In this study, principals seemed fail to elicit cooperation by motivating teachers and others to work towards shared goals. Further, Principals less succeed in putting high performance expectation towards their teachers as perceived by teachers in their daily routine. Next, the finding shows no significant mediation effect of leader member exchange on innovative work behaviour. In this study, principals fail to challenge staff to re-examine some of their assumptions about their work and rethink on how it can be performed. Principals at HPS are less encouraging in terms of inviting teachers to try new practices, assess and refine work as needed. On the contrary, four hypotheses supported this study. Principals are able to articulate vision, stimulate intellectually, play his or her role as role mode at school in nurturing teachers’ innovative work behaviour.

## IV. Conclusion

In conclusion, the data in this research shows that loyalty and teachers’ professional contribution in high performing school have influenced their innovative work behaviour at school. Further, High performance

expectation, individualized support, and intellectual stimulation have positively influence leader member exchange as indirect effect. Hence, principals in HPS must be able to communicate their vision to school's citizen, encourage the development of school norms such as providing avenue for teachers and schools to be innovative via innovation competition, helps them in understanding their school vision and stay engaged with the programmes organised.

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