Perceived Relational Leadership Style and Teachers' Innovative Work Behavior: A Case of Intermediate Colleges

Anam Noshaba
Assistant Professor, Lahore College forWomen University, Lahore.
anam_pk2006@yahoo.com

Tahseen Arshad
Assistant Professor, Lahore College for Women University, Lahore.
Corresponding Author: Tahseen.arshad91@yahoo.com

Laraib Israr
PhD Scholar, Lahore College for Women University, Lahore.

Rafia Fatima
MS Scholar, Lahore College for Women University, Lahore.

Sonia Afzal
MS Scholar, Lahore College for Women University, Lahor

Abstract

Relational leadership is a relational process of people together attempting to accomplish change or make a difference to benefit the common good.Current research study was aimed to find out relationship between perceived relational leadership style and teachers' innovative work behavior. Correlational research design was used. Public and Private intermediate teachers were the population and by using convenient sampling technique 400 teachers were selected from the target population. The relational leadership scale and teachers' innovative scale were used to collect data. Descriptive (frequency and percentages) and inferential statistics (Pearson r) were used to analyze the data. Correlation result indicated a significant positive relationship between perceived relational leadership style and teachers' innovative work behavior. The findings of the current study suggest many implications for educational organizations, heads, and teachers. Educational institutions should promote relational leadership to improve the innovative behavior of their teachers.

Keywords: Relational Leadership, Innovative Work Behavior

Introduction

Leadership is an art of leading it's a societal inspiration, which exploits the exertions of the followers and it is useful in shaping the goal, clearing the vision, motivating followers, and monitoring their performance (Yukl, 2012).

The way a leader direct, motivate, guide, and manage people refers to his leadership style (Cherry, 2020). Excessive leaders carry whatever is looked-for to transfer a condition onward they better

understand the circumstances before the time they inspire others with a great vision or taking a bold risk. Best leaders focus on mutual work when people work together collaboration and cooperation are there and they achieve their goals is the basic concept of relational leadership. It aligns the value of connections with the value of all other everyday outcomes. Many theories of leadership have been settled once we operate together in behaviors that are joint, charitable, and linked. Relational leadership is individual that efforts on the environment of the relationships that occur among the trailblazer and individuals guided(Porcelli, 2019). The leadership style that brings importance of relations and relational dynamics in the leadership process is called relational leadership.Leadership is a tool for directingand prompting followers   as well as obtaining institutional success.A head was the one who can achieve the goals and had same goal by   commission the growing achievement of activatingaptitude.Akram, Lei and Haider, (2016) conducted a research and concluded that relational leadership is positively related with innovative work behavior. If employees perceive that their head is supportive then they participate more in innovative activates in organizations.Because leaders are the ones that set organizational goals, make decisions about adopting and applying new ways of doing things, and inspire people, innovative behaviors are directly linked to relational leadership styles (Tsai & Chen, 2010).Employees engage in innovative behavior when they develop, generate, apply, or promote new ideas in command to advance job performance. Innovative work behavior is defined by Jong and Hartog (2008) any person that focuson empowering and guiding followers.The relevance of innovative work behaviour among employees, particularly teachers, ishi ghlighted by today's rapid social and technological developments in our environment.

Each organisation, including its team, has a basic demand for leadership. The ability to affect the behavior of instructors in an institution is provided by leadership. As a result, one of the most important benefits of effective leadership is indeed a motivated and engaged workforce. Teachers who exhibit innovative conduct are capable of working creatively and producing excellent results for the organization in which they work. A creative mindset b can improve teachers' performance(Balkar,2015).According to Janssen (2005), Teachers will engross in more inspired advantages in the establishment if they think their superiors are compassionate. Other researchers believe that improved relationships with leaders lead to more innovative job behavior on the part of instructors. Basically, Leadership consists of one member of any institute or firm with reference to other members to guide them to achieve their goals. If we want to know details of any community we can get it by looking at their leaders (Richardson, 2000). How a person behaves while leading a group of people is called his leadership style there are different leadership styles most common are autocratic, democratic and laissez-faire and we all are familiar with these styles of leadership but in the 20th century, we came to know about many other leadership styles such that authentic leadership, ethical leadership, servant leadership and relational leadership (Kendra, 2020). As research was conducted on effect of relational leadership on workers innovativeness in industry of IT (Akram, Lei & Haider, 2016) and there was least researches in academic field so current study was planned.

Objectives of the study

Following were the objectives:

1. to find out relationship between perceived relational leadership style and teachers' innovative work behavior.

Perceived Relational Leadership Style and Teachers' Innovative Work Behavior: A Case of Intermediate Colleges

Hypothesis

$H_0 1$: There is no significant relationship between perceived relational leadership style and teachers' innovative work behavior

Literature Review

 Extensive review of literature was conducted for detail understanding about the relational leadership style and teachers' innovative work behavior. To shape goals, facilitate collaboration, encourage individuals, and monitor success, leadership is required. As a result, it can be regarded from a variety of views, including provincial, spiritual, traditional, radical, and financial ones (AlSarhi et al., 2014).

The leadership style that brings importance of relations and relational dynamics in the leadership process is called relational leadership.By focusing on connections and hence the social part of leadership phenomena, relative leadership approach opposes the individualistic focus of most classical leadership research and practice. However, it's an old idea, as comparable thoughts were expressed as early as the 1980s (Hosking, 1988, Dachler and Hosking, 1995).Five separate characteristics of relational leadership obtainable by Komives et al. (1998) and 5 attributes of relational leadership five offered by Regan and Brooks, (1995) and The five are overlying, frugal, and important characteristics.Regan and brooks' definition of teamwork is conforming to Komives et al(1998)'s explanation of enabling, which defines enablement "sharing information by using drawing humans into a group process and selling man or woman in addition to group studying." in spirit, the explanations of appearances said by way of Regan and Brooks (1995) and Komives et al. (1998) have been parallel.

Teachers be existent nation builders they have to develop creative generations if they are innovative the future leaders were innovative so teachers should be innovative in their work they need innovations in use of different teaching methods, development of curriculum, lesson planning, use of proper instructional material, management of class room and ways of assessment and evaluation (Prayudhayanti, 2014).Teachers that exhibit innovative actions are also considered as creative educators who can generate new ideas and are eager to contribute to faculty advancement. Teachers can respond to students' various needs and traits by employing fresh teaching tactics that allow them to express their creativity during the learning process (Balkar, 2015).

Aspects of innovative work behavior:

Idea Generation

Idea introduction is the technique of creating, developing, and speaking abstract, concrete, or seen ideas. It's the preliminary section with inside the concept control technique, and it is all approximately locating solutions to perceived troubles and possibilities.

Idea Promotions

 All the events that inter connect the products, packages and facilitates that known as idea promotion. It main objective is to   consciousness, appeal devotion, then encourage clients to purchase the merchandise.

Idea Realization

It's an act of being fully aware of something. When many children enter a circus tent for the first time, they quickly realize that clowns are terrifying. A gradual or abrupt awareness or understanding of something thing is referred to as a realization. At this time, every business's top priority stands towards accomplish innovativeness in its processes, departure scope for more research into the subject.

Researchers on Relational Leadership Style and Teachers' Innovative Work Behavior

Now a days the main focus of every business is to create huge revolutions and innovations in their services and it will not be possible without a goof leadership so there is greater emphasis on Organizational atmosphere has a sway on artistic work behavior within the geographical point (Dzulkifli, 2013). although tons of analysis have checked out creative behavior in organizations, the subject of however the (Mumford, 2003) used artistic performance models to spot 3 leadership designs that influence the power of subordinates has remained unresolvedThey studied negative construction, objectives, and self-efficacy, and found that a leader's actions had a significant impact. impression on a subordinate's creative thinking. Individual downside resolution style and work cluster interactions have an influence on individual creative work behavior, according to (Scott & Bruce 1994). It may also have an impact on the environment, either directly or indirectly, through its influence on the environment on the persons' observations concerning the environment for revolution. They originate a constructive association of those variables with innovative work behavior of academics. Rare additional investigators (Kahi et al., 2003; Tseng & Tsai, 2010) discovered the association amongst separate level transformation leadership then teachers' innovative work behavior. Moreover, participative leadership style was related to person's innovativeness (Fryxell, & Dooley 1997). According to (Jong& Hartog, 2007)thirteen leadership behaviors that have an enormous impact on the thought genesis, promotion, and execution stages of the artistic method in keeping with (Janssen, 2005), if instructors believe their bosses area unit certificatory, they're going to participate in additional artistic initiatives within the corporate. A study in china using 5-point Likert scale conducted on the relational leadership and innovative work behavior of employees and RLQ developed by Carifio (2010), was castoff to get data about relational leadership and its Cronbach value was 0.90 and it contain 5 items. To collect data on innovative behavior IWB was used by Janssen (2000) it contains 3items and having Cronbach alpha value 0.94.Questionnaire were translated into Chinese.

It was discovered that the data was collected via a self-administered approach. The personnel were supposed to complete the survey. They were given plenty of time to read and comprehend the questionnaire. They were also asked to provide certain demographic details. When obtaining data, moral problems were taken into consideration. The purpose of this survey was explained to the respondents. A total of 300 questionnaires were sent to Nantian Company employees at various levels of management in Shanghai, China. Although 279 workers replied to the survey, 18 surveys were either incomplete or incorrectly completed. As a result, they were left out of the study's final analysis. The tests of correlation and linear regression were applied. However, nearly demographic material remained obtained commencingdefendants in order to better understand their characteristics. Employees were reached at three distinct levels of management:operational,management,andstrategic.This research included 127 males and 134 femal

es aged 20 to 46 years or older. The key findings of the study are provided in the next section.The Relational Leadership Scale has a reliability of.95 with 25 items. In comparison, Carifio's (2010) study found.90. Questionnaire for individual creative work behavior had value of Cronbach 0.872 reliability with 9 items.

Research Methodology

For current study Correlational research design was followed. This design was selected because we want to find out relationship between relational leadership and innovative work behavior literature also suggest that correlation research design was suitable for current study as correlation research findings used to assess the prevalence of variables and their correlations, as well as to anticipate occurrences based on existing data and knowledge. Important concerns are highlighted for debate, and many alternatives for data analysis are proposed to aid researchers in decreasing errors.

The study's participants were teaching faculty from public and private intermediate colleges of Lahore, Punjab. There were approximately 242 private and public intermediate s in Lahore, with a total of 8279 private and public intermediate teachers (Pakistan Education Statistic, 2016-17). Sample was chosen by using convenient sampling technique. A total of 400 intermediate -level teachers from private and public intermediate colleges in Lahore were included in the study. To measure relational leadership style RLS adapted by Marten's'(1998) was used it had 24 items and theywere measured on five point Likert scale. To measure innovative work behavior

IWB instrument ,developed by Janssen (2000), was modified to assess teachers' innovative work behavior. Idea generation (3 things), concept promotion (3 items), and idea realization (3 items) are the three indications (3 items). The instructors' related institute's demographic profile, gender, and work type were also assessed. Pearson Product moment correlation was used for data analysis.

Results and Interpretations

Table 1 *College, Gender and Job Nature wise Distribution of Teachers (N=400)*

Distribution of teachers	Public	Private	Male	Female	Permanent	Contract
Frequency	100	300	178	222	236	164

Table 1 shows the distribution of teachers in term of their college, gender and job status.

Table 2 *Correlation between Variables*

No.	Variables	*M*	*S.D*	1	2	3	4	5
1.	Relational leadership	95.33	13.784	1	.430**	.401**	.391**	.464**

2.	Idea generalization	12.45	1.6370	1	.652**	.643**	.858**
3.	Idea promotions	12.07	1.9505		1	.652**	.885**
4.	Idea realization	12.08	1.9415			1	.881**
5.	Teachers' innovative work behavior	36.61	4.8410				1

Table 2 shows the Mean, Standard Deviation and correlation between each variable and its indicators. Overall relational leadership style developed moderate positive correlation with teachers' innovative work behavior (r = .464, p< 0.01). So, the null hypothesis "There is no significant relationship between relational leadership and teachers' innovative work behavior" was rejected.

Conclusions andDiscussion

If leader's leadership style is effective the performance of their followers will be very high. Leadership is very wide topic of interest for many researchers to improve their organizational productivity. Because leaders set organizational goals, make decisions about adopting and applying new ways of doing business, and motivate employees, innovative behavior is closely linked to relational leadership style. The purpose of this study was to see if there is a link between relational leadership and innovative work behavior among teachers.The Outcomes of current research indicatedthat there is positive relationship between relational leadership and innovative work behavior. The result front-runner's presence positively figures the ground-breaking capability of school academics of Mumford, (2003), were in line with this study results. Chao et al. (2011) discovered a link between an honest boss's leadership and worker innovative work behavior. Finding of Tierney et al. (1999) supports findings of current study.This finding is also supported by the findings of Hartog (2007), he also found that there is significant relationship between relational leadership style and teachers' innovative work behavior.

Recommendations

- To expand scope currents study may be replicated on different samples .
- More research is needed in the future to see if relational leadership style influences the level of innovative work behavior among teachers, both males and females.
- Other variables, for example gender impact on innovations should also be investigated.

References

1. Akram, T., Lei, S., & Haider, M. J. (2016). The impact of relational leadership on employee innovative work behavior in IT industry of China. *Arab Economic and Business Journal*, *11*(2), 153-161.
2. AlSarhi, N. S., Salleh, L. M., Mohamed, Z. A., &Amini, A. A. (2014). The West and Islam perspective of leadership. *International affairs and global strategy*, *18*, 42-56.

3. Balker, B. (2015). The relationships between organizational climate, innovative behavior and job performance. *International Online Journal of Educational Sciences*, 7(2), 81-92.

4. Carifio, J., & Carey, T. (2010). Do minimum grading practices lower academic standards and produce social promotions?. *Educational Horizons*, 88(4), 219-230.

5. Chao, C. Y., Lin, Y. S., Cheng, Y. L., & Tseng, Y. C. (2011). Employee innovation, supervisory leadership, organizational justice and organizational culture in taiwan's manufacturing industry. *African Journal of Business Management, 5(6),* 2501–2511.

6. Cherry, K. (2020). Leadership styles. Retrieved from https://www.verywellmind.com/leadership-styles-2795312.

7. Dachler, H. P., & Hosking, D. M. (1995). The primacy of relations in socially constructing organizational realities.

8. De Jong J. P., & Den Hartog D. N. (2008). Innovative work behavior: Measurement and validation. *EIM Business and Policy Research volume 19*(1), 1–27.

9. De Jong, J., & Den Hartog, D., (2010). Measuring innovative work behavior. *Creativity and Innovation Management, 19*(1), 23–36.

10. Dzulkifli, M. A., &Mustafar, M. F. (2013). The influence of colour on memory performance: A review. *The Malaysian journal of medical sciences: MJMS*, 20(2), 3.

11. Fornell, C., &Larcker, D. F. (1981). Evaluating structural equation models with unobservable variables and measurement error. *Journal of marketing research*, 18(1), 39-50.

12. Gomez-Velez, J. D., Harvey, J. W., Cardenas, M. B., & Kiel, B. (2015). Denitrification in the Mississippi River network controlled by flow through river bedforms. *Nature Geoscience*, 8(12), 941-945.

13. Janssen, O., (2005). The joint impact of Perceived Influence and Supervisor Supportiveness on Employee Innovative Behavior. *Journal of Occupational and Organizational Psychology, 78*(4),573–579.

14. Judge, W. Q., Fryxell, G. E., & Dooley, R. S. (1997). The new task of R&D management: creating goal-directed communities for innovation. *California management review*, 39(3), 72-85.

15. Kendra, C. G., Keller, C. M., Bruna, R. E., & Pontes, M. H. (2020). Conjugal DNA transfer in Sodalisglossinidius, a maternally inherited symbiont of tsetse flies. *Msphere*, 5(6), e00864-20.

16. Komives, T., Gullner, G., &Kiraly, Z. (1998). Role of glutathione and glutathione-related enzymes in response of plants to environmental stress. *ANNALS-NEW YORK ACADEMY OF SCIENCES*, 851, 251-258.

17. Mertens, S. (1998). Phase transition in the number partitioning problem. *Physical Review Letters*, 81(20), 4281.

18. Mumford, M. D., (2003). Where have we been, where are we going? Taking stock in creativity research. *Creativity Research Journal, 15*,107–120.

19. Nunnally, J. C. (1994). *Psychometric theory 3E*. Tata McGraw-hill education.

20. Pakistan Education Statistics (2016-17*). National Education Management Information System Academy of Educational Planning and Management Ministry of Federal Education and Professional Training Government of Pakistan*. Retrieved from http://library.aepam.edu.pk/Books/Pakistan%20Education%20Statistics%202016-17.pdf

21. Porcelli, S., Van Der Wee, N., van der Werff, S., Aghajani, M., Glennon, J. C., van Heukelum, S., ... &Serretti, A. (2019). Social brain, social dysfunction and social withdrawal. *Neuroscience & Biobehavioral Reviews*, 97, 10-33.

22. Prayudhayanti, B. N. (2014). Peningkatanperilakuinovatifmelaluibudayaorganisasi. *JurnalEkonomi dan Bisnis*, *15*(2), 19-32.

23. Regan, H. B., & Brooks, G. H. (1995). *Out of women's experience: Creating relational leadership*. Corwin Press, Inc., 2455 Teller Road, Thousand Oaks, CA 91320 (paperback: ISBN-0-8039-6234-7, $18; clothbound: ISBN-0-8039-6233-9)..

24. Richardson, D. M., Pyšek, P., Rejmánek, M., Barbour, M. G., Panetta, F. D., & West, C. J. (2000). Naturalization and invasion of alien plants: concepts and definitions. *Diversity and distributions*, *6*(2), 93-107.

25. Tierney, P., Farmer, S. M., &Graen, G. B., (1999). An examination of leadership and employee creativity: The relevance of traits and relationships. *Personnel Psychology, 52*(3), 591–620.

26. Tsai, F. J., Yang, C. F., Chen, C. C., Chuang, L. M., Lu, C. H., Chang, C. T., ... & Wu, J. Y. (2010). A genome-wide association study identifies susceptibility variants for type 2 diabetes in Han Chinese. *PLoS genetics*, *6*(2), e1000847.

27. West, M. A. (1990). The social psychology of innovation in groups.

28. Yukl, G. (2012). Effective leadership behavior: What we know and what questions need more attention. *Academy of Management perspectives*, *26*(4), 66-85.