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Leadership styles and innovative work behavior: Examining the relationships between bureaucratic leadership, transformational leadership, and employee outcomes

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ABSTRACT

The study examined the impact of bureaucratic and transformational leadership styles on employees' innovative work behavior within the institution. To strengthen the research foundation, relevant literature was reviewed. A descriptive and correlational research design was employed, involving all employees of the Divine Word College of Laoag, with data collected through a validated questionnaire and analyzed using ANOVA.

The findings showed that both bureaucratic and transformational leadership styles, as well as innovative work behavior, were rated highly by employees. However, despite these high ratings, regression analysis revealed no significant relationship between the two leadership styles and innovative work behavior, leading to the rejection of the study's hypothesis. This suggests that even when leadership is perceived positively, it does not necessarily translate into increased employee innovation.

The study acknowledges its limitations, particularly its focus on a single institution and a limited population. Future research is recommended to involve a larger, more diverse sample and to explore additional factors—such as self-efficacy and psychological capital—that may influence innovative work behavior.

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Introduction

Achieving high organizational performance is complex and requires both effective leadership and positive employee behavior, which are closely interconnected. Leadership significantly influences employee behavior, and in turn, employee responses provide valuable feedback for assessing and refining leadership approaches (Setiawan et al., 2021; Yang & Zhang, 2024; Khan et al., 2020; Khaw et al., 2022). By observing how employees respond to different leadership

styles, managers can identify the leadership style that best motivates engagement and performance (Reiss et al., 2019; Tang & Gao, 2021).

This interdependence highlights the relevance of contingency and situational leadership, where no single style is universally effective. Leadership must be adapted to varying contexts, such as new environments, diverse employee experience levels, and changing job demands. For instance, bureaucratic leadership may suit structured or new settings, while transformational leadership may be more effective in dynamic or experienced contexts (Tsolka, 2020; Todd & Julie, 2019).

Prior studies have explored the impact of leadership styles on employee performance. Research by Larik and Lashari (2022), Biloa (2023), Milojevic et al. (2024), Puni et al. (2014), and Shea (1999) shows that different leadership styles produce varying effects on employee behavior. Transformational leadership, in particular, has been found to inspire shared vision and goal alignment (Barling et al., 1996; Diebig et al., 2017). In contrast, bureaucratic leadership, while promoting efficiency through rules and procedures, may limit creativity, innovation, and motivation (Giousmpasoglou & Marinakou, 2024; Woelert & Stensaker, 2024).

However, the existing literature reveals a gap: few studies directly compare bureaucratic and transformational leadership with respect to employees' innovative work behavior. To address this gap, the present study examines the impact of both leadership styles on innovative work behavior. The paper is organized into five parts: introduction, literature review, methodology, data presentation and analysis, and results and discussion, including theoretical and practical implications.

Literature review

The concept of bureaucratic leadership/management

Bureaucratic leadership originates from classical management theory developed by Max Weber (1966). It emphasizes a formal structure with clear hierarchy, rules, and procedures to ensure efficiency, consistency, and fairness in organizations (Woelert & Stensaker, 2024; Callahan, 2017; Mulder, 2017; Abun et al., 2021; Swedberg & Agewal, 2005). Over time, bureaucracy has been applied not only in government but also in large private organizations, emphasizing structured roles, hierarchy, and impersonal relationships (Mićunović, 1979; Quadri, 2023; Coccia, 2009; Aron, 1994; Giddens, 1997, as cited in Serpa & Ferreira, 2019).

Modern bureaucracy is characterized by hierarchy, continuity, impersonality, and expertise (Barnet & Finnemore, 2004), along with key features such as formal authority, strict rules, division of labor, performance-based promotion, efficiency, and impersonal decision-making (Reynolds, 2018; Haveman & Kluttz, 2016; Nass, 1986; Green, 2013; Srivastava, 2017; Heywood & Wright, 1997; Favero, 2018; Abun et al., 2021; Kritz & Speranza, 2023; Holm et al., 2024; Erkoc, 2023; Benaci & Coccia, 2023). These features help organizations maintain order and clarity, but also limit flexibility and employee discretion.

While bureaucratic leadership promotes efficiency, it also has several drawbacks. It can create too many layers and processes, slow decision-making, and reduce responsiveness to change (Hammel & Zanini, 2017; Matipa, 2023; Kahana & Nitzen, 2002). It may also lead to internal focus, lack of innovation, and reduced employee autonomy, making employees feel powerless and less engaged (Terjesen, 2022; Das, 1995; Monteiro & Adler, 2021). Critics argue that it can turn organizations into rigid systems where individuals simply follow rules without creativity or initiative (Ritzer, 2004).

Furthermore, bureaucratic environments often discourage risk-taking and innovation, as employees prefer safe, routine actions due to strict rules and fear of failure (Leyden & Link, 1993; Jovita & Nurmandi, 2018). Organizational politics may also arise, where power struggles and personal interests affect decision-making and promotions (Hammel & Zanini, 2017; Chiarini, 2023). As a result, such environments limit flexibility, reduce autonomy, and make work repetitive and procedural (Langer et al., 2017; Wright & Davis, 2003; Bozeman & Feeney, 2011).

Transformational leadership

Transformational leadership is an approach that focuses on changing individuals and the social system. In other words, it creates a positive, valuable impact on followers (Den Hartog, 2019; Ellen, 2016). Burns (1978) introduced the concept of

transformational leadership. It is not a set of specific behaviors, but rather a process in which leaders and followers raise one another to a higher level of morality and motivation (Montuori & Donnelly, 2017). In exercising leadership, a leader should appeal to higher ideals and moral values, such as honesty, integrity, justice, and equality. These values must be evident in a leader's life. Leading by example means integrating those values into daily life, thereby inspiring followers to do the same (Petersen, 2022). However, inspiring followers would not be enough if it were only through values; it would also need to be through their specific needs. Motivating followers involves paying attention to their values and individual needs (Vo et al., 2022).

In support of Burns' view, Bass (1985) argued that transformational leaders motivate their followers by appealing to their strong motivation in response to potential followers' needs or demands. They look for potential motives in followers, seek to satisfy their higher needs, such as self-actualization, and engage the follower's whole person, not only intellectually but also morally (Chen et al., 2018). They strive to help people become better individuals. However, Burns (1978) pointed out that the essence of transformational leadership lies in its effort to establish a good relationship between leaders and followers, particularly when leaders and followers engage each other to a higher level of motivation and morality. Leaders derive genuine satisfaction from helping their followers grow as individuals; therefore, they take a personal interest in helping their employees develop through activities that enhance their growth, not only in skills and knowledge but also in moral development (Steinmann, 2023).

Transformational leaders do not focus too much on employees' weaknesses, but rather on their potential and what they can contribute to the organization (Sharifirad, 2013). They do not focus on employees' weaknesses but rather on their growth, because they believe that employees can change (Ellen, 2016). In this case, they view their employees in terms of both actuality and potential. Leaders recognize the individuals for who they are and what they can be. Helping their employees realize their potential is their primary concern, as they are fully aware that employees are the means by which the company's objectives can be attained (Den Hartog, 2019). To achieve this, a leader needs to inspire their employees, secure their cooperation, build confidence, foster a positive work environment, motivate them to work more effectively, offer guidance and direction, and foster team spirit (Qin et al., 2023; Pratigma, n.d.). In short, transformational leaders engage the whole person of the followers. Employees are not just a means to an end but ends in themselves; therefore, their engagement in the entire management process is necessary.

Dimensions of transformational leadership

The original authors of transformational leadership are Burns and Bass. Burns (1978) was interested in the moral aspect of leadership. Bass (1990) developed the idea of Burns (1978) and is concerned not only with the moral aspects but also with efficacy, particularly on how a leader influences his followers. According to Bass (1990), followers look up to their leader because of their charisma and trustworthiness. They are trusted because they are moral leaders and concerned for the human person's development. Thus, four dimensions of transformational leadership have been identified: idealized Influence, inspirational motivation, intellectual stimulation, and individualized consideration (Clayton, 2016, cited from Bass, 1985; Wodehouse, 2018; Riggio, 2014; Schieltz, 2019; Ellen, 2016; Den Hartog, 2019).

Idealized influence

The first element of transformational leadership is the idealized Influence. It refers to a leader's ability to influence followers' behavior by serving as a role model (Zdaniuk & Bobocel, 2015; Lorente & Salaanova, 2014). In this case, a leader does not use power and authority to influence their followers but rather embodies their values (Mariama-Arthur, 2018; Eisenkopf & Kolpin, 2023). In other words, he/she walks the talk (Taylor, 2017; Taylor, 2021; Riggio, 2014). In such cases, it is the leader's personality that matters (Pendleton et al., 2020; Law & Bourdage, 2020). Followers are more likely to follow the leader when they see him/her as honest and trustworthy. The public and personal life of a leader instills pride in followers, making them proud to be associated with the leader (di Giusto, 2016; Qin et al., 2023; Hughes, 2014). It is through their actions that leaders build trust and confidence in their followers (Serrat, 2017; Schieltz, 2019) and motivate them to perform their jobs effectively. A study by Ngaithe et al. (2016) concluded that the idealized Influence of leadership affects employees' job performance.

Inspirational motivation

The second element emphasizes the leader's efficacy. He/she inspires his/her employees or followers not only through his/her skills or knowledge but also through his/her self-confidence to carry out the vision and mission of the company (Ellen, 2016). He/she is capable of projecting self-confidence to followers by articulating a clear vision for the future, communicating expectations for the group, and demonstrating confidence and commitment to attain the goals (Wodehouse, 2018), including whatever it takes to achieve them. Therefore, inspirational motivation is not about telling people to accept things as they are, but to dare oneself and one's followers to take risks, carry out the vision and mission, and face challenges. Only through this can they transform themselves and the organization (Den Hartog, 2019). Khan et al. (2020) noted that leaders' ability to inspire followers' confidence and motivation enhances employees' job performance and reduces job burnout.

Intellectual stimulation

The third element of transformational leadership is intellectual stimulation. This element requires a leader to involve followers in generating ideas and decision-making (Lorente & Salanova, 2014; Wang et al., 2019). He/she fosters and develops his/her team through questioning and encourages the team to question the status quo (Bacha & Walker, 2013). In other words, the leader invites them to be critical, creative, innovative, and make decisions outside the box (Belmejdoub, 2015; Riggio, 2014; Schieltz, 2019; Hill, 2013; Yu & Jang, 2024). This kind of leadership style will broaden followers' minds, enabling them to see problems from different perspectives and, consequently, enrich their knowledge to carry out their duties and responsibilities. Followers are encouraged to take a different path or method in solving problems. Most importantly, when followers are involved in solving organizational problems, they feel they are part of and own the organization and its problems (Pulido-Martos et al., 2024). Ogola et al. (2017) suggest that leaders who stimulate intellectual discussion improve employees' job satisfaction and organizational commitment.

Individualized consideration

This element demands that a leader cannot treat their employees or followers the same. Employees have different needs, capabilities, skills, and knowledge. Thus, a leader needs to consider individual employees' differences in needs and provide support that meets their desires and needs (Lee et al., 2023; Yeleap, n.d.). In this case, the leader possesses knowledge about individual employees, develops a supportive relationship, and offers assistance to help employees grow according to their needs (Karimi et al., 2023). He/she demonstrates genuine concern for employees' needs and feelings and offers support to help them (Belmejdoub, 2015). The purpose is to bring out the best in the employees (Riggio, 2014). Khalil and SahibZadah (2017) argued that leaders who demonstrate individual consideration to their employees increase employees' job satisfaction.

Innovative work behavior

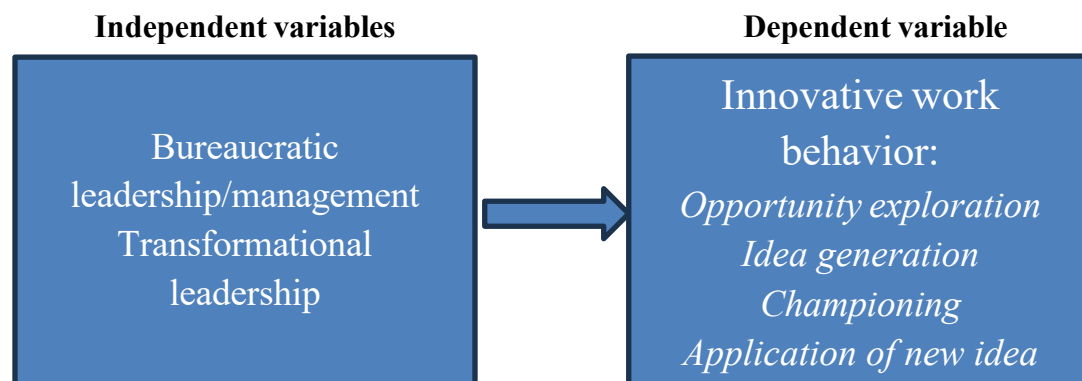
Scott and Bruce (1994, 1998) introduced the concept of innovative work behavior, but unfortunately did not define IWB. Later researchers proposed definitions; however, according to De Spiegelaere, et al. (2014), most of these definitions are copied from West and Farr (1990), who defined innovative work behavior as the intentional introduction and application of ideas, processes, products or procedures, new to the relevant unit of adoption, designed to significantly benefit the individual, the group, organization or wider society. Later definitions are similar to West and Farr's (1990) definition. For example, Spreitzer (1995, p. 1449) defines it as "the creation of something new or different". Innovative behaviors, by definition, are change-oriented because they involve the creation of a new product, service, idea, procedure, or process. Janssen (2000, p. 288) also views it as "the intentional creation, introduction and application of new ideas within a work role, group or organization, to benefit role performance, the group, or the organization". Dorenbosh et al. (2005, p. 129) consider it "the willingness by individual employees to constitute on-the-job innovations – for example, the upgrading of ways of working, communication with direct colleagues, the use of computers, or the development of new services or products. "Those definitions are repetitions of the definition provided by West and Farr (1990) because there are no new dimensions added to the existing definition. Most definitions emphasize the novelty of innovation. However, De Spiegelaere et al. (2014, p. 11) have criticized the notion that novelty alone is sufficient to determine an innovation, as novelty is a result that depends on other factors. Novelty is only known after something has been done successfully. If innovative work behavior is measured solely as result-dependent and neglects the generation, introduction, and application of new ideas that lead to positive change or novelty (De Spiegelaere et al., 2014, p. 11), it fails to accurately describe innovative work behavior. Thus, to solve such an issue De Spiegelaere, et al. (2014) proposed a definition of innovative work behavior to include other dimensions such as

the generation of an idea, introduction and the application of an idea as they define it as "all behaviors aimed at the generation, introduction and/or application (within a role, group or organization) of ideas, processes, products or procedures, new and intended to benefit the relevant unit of adoption"

Thus, according to this definition, innovative work behavior is not a single construct but a multidimensional one that includes the generation of ideas, their introduction, application, and a positive result (benefit to the relevant unit) (Kleysen & Street, 2001). In terms of the dimensions, de Jong and Den Hartog (2008) identified four dimensions of innovative work behavior namely opportunity exploration (paying attention to issues that are not part of his daily work and wondering how things can be improved), idea generation (search out new working methods, techniques or instruments, generate original solutions for problems, find new approaches to execute tasks), championing (make important organizational members enthusiastic for innovative ideas, attempt to convince people to support an innovative idea) and application (systematically introduce innovative ideas into work practices, contribute to the implementation of new ideas, and put the effort in the development of new things). Although de Jong and Den Hartog's definition does not include the benefit, it is sufficient to define the innovative work behavior we adopt in this study. The reason is that innovation should focus on idea generation, introduction, championing, and application (Kabir, 2019; Simon, 2009). The benefit is not included as an innovative work behaviour variable because there is no result or benefit without opportunities for exploration, idea generation, introduction, championing, and the application of ideas.

Many researchers have studied the function of innovative behavior. Several studies have examined the Impact of innovative work behavior on organizational performance. For example, Shanker et al. (2017) examine the effect of innovative work behavior on organizational performance and find it to be a contributing factor. Organizational performance is the outcome of individual performance, which is influenced by innovative work behavior, as noted by Leong and Rasli (2013). Innovative work behavior is also influenced by other factors, such as entrepreneurial culture and an entrepreneurial work environment, as noted by Nguyen et al. (2021). These studies suggest that improving organizational performance requires attention to the work environment and an assessment of whether it motivates employees to be innovative, as Purwanto (2020) recommended. Two key dimensions of the work environment that require attention are leadership and entrepreneurial culture.

Conceptual framework



Source: Source: Avolio et al. (1995), Langer et al. (2019), and de Jong and Den Hartog (2008)

Figure 1: The conceptual framework explains the concept of the study. It suggests that both bureaucratic and transformational leadership can influence employees' innovative work behavior.

The statement of the problem

The study aims to examine the impact of bureaucratic and transformational leadership on employees' innovative work behavior. It specifically seeks to answer the following questions:

1. What is the level of bureaucratic leadership style of the administrators as perceived by the employees?

2. What is the extent of the transformational leadership of administrators as perceived by the employees?
3. What is the level of innovative work behavior of the employees?
4. Is there a relationship between bureaucratic leadership and innovative work behavior?
5. Is there a relationship between transformational leadership and innovative work behavior?

Hypothesis

Many studies have indicated the Impact of leadership style on employee performance. Those studies suggested that leadership style can lead to either positive or negative performance outcomes (Alghizzavi et al., 2024; Danisman et al., 2015; Malewska et al., 2023; Lesmana et al., 2022). The current study hypothesizes that bureaucratic and transformational leadership styles affect employees' innovative work behavior.

Scope and delimitation of the study

The study limits its investigation to the effect of bureaucratic and transformational leadership styles on innovative work behavior, specifically focusing on opportunity exploration, idea generation, championing, and idea implementation. The study population consists of the employees of Divine Word College of Laoag.

Research methodology

This part classifies the methodology for conducting the investigation. The study adheres to the rules of engagement by determining its research design, data collection instruments, study population, study locale, data collection procedures, and statistical treatment of data.

Research design

The study employed a descriptive assessment and correlational research design to determine the levels of bureaucratic and transformational leadership among administrators of Divine Word Colleges in the Ilocos region and their effects on innovative work behavior. Ariola (2006) contended that a descriptive correlational study is intended to describe the relationship among variables without establishing a causal connection. At the same time, descriptive assessment research is used to describe a population, a situation, or a phenomenon. It is also used to describe profiles, frequency distribution, and characteristics of people, situations, or phenomena. In short, it answers the question of what, when, how, and where, but not why (McCombes, 2020).

The locale of the study

The study was conducted at the Divine Word College of Laoag, Laoag, Ilocos Norte, Philippines.

Population

Those who completed the questionnaires were the faculty and staff of the Divine Word Colleges in the Ilocos region. The total enumeration sampling method was used, and all employees were included as respondents.

Data gathering instruments

The study adapted validated questionnaires from Langer et al. (2019) on routine and centralized work environment, Avolio et al. (1995) on transformational leadership style, and de Jong and Den Hartog (2008) on employees' innovative work behavior.

Data gathering procedures

Before the researcher distributed the questionnaires, a letter was sent to the President of the Divine Word requesting permission to distribute them at his institution. During data collection, the researcher requests that the employees'

Ethical procedures

The study was conducted after the research ethics committee reviewed and approved the paper's content, ensuring compliance with ethical standards and that it would not cause harm to human life or the environment.

Statistical treatment of data

To analyze the data, descriptive and inferential statistics were used. The weighted mean was used to determine the levels of leadership style among administrators, and ANOVA was used to measure the relationships between bureaucratic and transformational leadership styles and innovative work behavior.

The following ranges of values with their descriptive interpretation will be used:

<i>Statistical Range</i>	<i>Descriptive Interpretation</i>
4.21-5.00	Strongly agree/Very High
3.41-4.20	Agree/High
2.61-3.40	Somewhat agree/Moderate
1.81-2.60	Disagree/Low
1.00-1.80	Strongly Disagree/Very Low

Data presentation and analysis

The study aims to examine the impact of bureaucratic and transformational leadership on employees' innovative work behavior. It specifically seeks to answer the following questions:

Problem 1. What is the level of bureaucratic leadership style of the administrators as perceived by the employees?

Table 1. Level of bureaucratic leadership style of the administrators as perceived by the employees (n=164)

Bureaucratic leadership style	Weighted mean	Descriptive interpretation
1. Employees here do the same job, in the same way, every day	3.70	A/H
2. Employees are not allowed to do things on their own	3.99	A/H
3. There can be little action taken here until a supervisor approves a decision	3.80	A/H
4. Even small matters have to be referred to someone higher up for a final answer	3.68	A/H
5. In general, a person who wants to make their own decisions would be quickly discouraged in this agency	3.52	A/H
6. There are so many rules and policies to be followed	3.80	A/H
7. 7. Decisions are always delayed because they have to go through several processes and procedures	3.72	A/H
8. Lower-level managers are not free to make decisions	3.86	A/H
9. People are afraid to violate the policies because it means punishment	3.62	A/H
OVERALL MEAN	3.74	A/H

Source: *Langer et al. (2019),*

Legend:

Range of Mean Values	Descriptive Interpretation
4.21 - 5.00	<i>Strongly agree/Very High (SA/VH)</i>
3.41 - 4.20	<i>Agree/High (A/H)</i>
2.61 - 3.40	<i>Somewhat agree/Moderate (SWA/M)</i>
1.81 - 2.60	<i>Disagree/Low(D/L)</i>
1.00 - 1.80	<i>Strongly Disagree/Very Low (SD/VL)</i>

The data in the table reveal that overall, the bureaucratic leadership style of the administrators, as perceived by the employees, obtained an overall mean rating of 3.74, which is high. The rating suggests that the administrators' bureaucratic leadership style is neither very high nor very low; it is high. The employees agreed they had been doing the same job every day and had not been allowed to decide how to do it. Regarding decision-making, they also agreed that they are not given the authority to resolve issues or problems related to their work, and that everything must be referred to the higher-ups. As a result, employees are afraid to violate the rules and to take initiative. These findings suggest that the institution remains highly reliant on a traditional bureaucratic leadership style, characterized by high formalization, strict hierarchy, and low employee autonomy (Abun et al., 2021; Praetorius & Hasle, 2025; Kanon, 2024).

Problem 2: What is the extent of the transformational leadership of administrators as perceived by the employees?

Table 2. Extent of the transformational leadership of the administrators as perceived by the employees (n=164)

Transformational leadership	Weighted Mean	DI
A. Idealized Influence		
1. Display conviction in the vision and mission of the College	3.90	A/H
2. Act in ways that build the respect of employees/subordinates	3.89	A/H
3. Emphasize the importance of purpose, commitment, and the ethical consequences of decisions	3.96	A/H
4. Display the most important values such as honesty, integrity, justice, transparency, and consistency	3.96	A/H
5. Go beyond self-interest for the good of the college	3.85	A/H
Composite Mean	3.91	A/H
B. Inspirational Motivation		
1. Articulate a compelling vision/goal of the future	3.76	A/H
2. Challenge employees/subordinates with a high standard of performance	3.66	A/H
3. Provide encouragement and moral support for the employees/subordinates	3.68	A/H
4. Inspire the employees/subordinates through his passion and determination to achieve the goals	3.76	A/H
5. Inspire employees/subordinates to see the priorities in carrying out their duties and responsibilities	3.76	A/H
Composite Mean	3.72	A/H
C. Intellectual Stimulation		
1. Question old assumptions, traditions, and beliefs	3.66	A/H
2. Instill new perspectives and ways of doing things	3.88	A/H
3. Encourage the free expression of ideas and reasons	3.84	A/H
4. See different perspectives when solving problems	3.94	A/H
5. Encourage problem-solving using reasoning and evidence, rather than unsupported opinion	3.88	A/H
Composite Mean	3.84	A/H
D. Individualized Consideration		
1. Deal with employees/subordinates as individual persons	3.81	A/H
2. Help individual employees/subordinates to develop their capabilities	3.78	A/H
3. Provide training and development activities or seminars according to the needs of different employees/subordinates	3.67	A/H
4. Are sensitive to individual differences and approach employees/subordinates according to their traits	3.68	A/H
5. Treat employees/subordinates as individuals with different needs, abilities, and aspirations rather than just members of the group	3.82	A/H
Composite Mean	3.75	A/H

Source: Avolio et al. (1995)

Regarding transformational leadership among administrators, the data reveal that, overall, administrators received a mean rating of 3.80, which is also high. All the dimensions are rated at the same mean level, such as idealized influence (3.92), inspirational motivation (3.71), intellectual stimulation (3.84), and individualized consideration. In terms of idealized influence, the employees agreed that the administrators have demonstrated their conviction in the institution's vision or purpose and consistently behave ethically, serving as role models for their employees. By acting consistently with their espoused values and demonstrating high ethical standards, they earn trust, respect, and admiration from their employees, who, in turn, seek to emulate them (Afshari, 2021; Chang et al., 2021; Demirtas, 2013). Regarding inspirational motivation, the employees also agreed that the administrators inspire and motivate them by articulating a compelling vision of the future and setting high performance standards. Beyond that, the administrators inspire their employees through their passion for achieving goals and for acting on priorities that drive them. The finding indicates that administrators inspire employees to exceed expectations and achieve goals by modeling passion, enthusiasm, and optimism (Khan et al., 2025; Zada et al., 2025). Regarding intellectual stimulation, the employees admitted that their administrators empower them to question old assumptions, instill new perspectives and ways of doing things, find new ways to solve problems, encourage the free expression of ideas, and solve problems using reasons and evidence rather than unsupported opinions. This approach involves empowering followers to challenge the status quo, explore innovative solutions, and rely on reasoning rather than unsupported opinions (Kim et al., 2023; Nigam & Upadhyay, 2023). Regarding individualized consideration, employees agreed that their administrators treated them as individuals, helped them develop their capabilities, sent them for training tailored to their specific needs, and recognized and respected their differences (Sharifirad, 2013; Khalil & Sahibzadah, 2017).

Problem 3: What is the level of innovative work behavior of the employees?

Table 3. Level of innovative work behavior of the employees (n=164)

Innovative work behavior of the employees	Weighted mean	DI
A. Opportunity Exploration		
1. I pay attention to issues that are not part of my daily work	3.67	A/H
2. I wonder how things can be improved	4.09	A/H
Composite Mean	3.88	A/H
B Idea generation		
1. I search out new working methods, techniques, or instruments	4.18	A/H
2. I generate original solutions for problems	4.10	A/H
3. I find new approaches to executing tasks	4.15	A/H
Composite Mean	4.14	A/H
C Championing		
1. I make important organizational members enthusiastic about innovative ideas	4.04	A/H
2. I attempt to convince people to support an innovative idea	4.04	A/H
Composite Mean	4.04	A/H
D Idea application		
1. I systematically introduce innovative ideas into work practices	4.06	A/H
2. I contribute to the implementation of new ideas	4.03	A/H
3. I put the effort into the development of new things	4.10	A/H
Composite Mean	4.06	A/H
OVERALL MEAN	4.03	A/H

Source: de Jong and Den Hartog (2008)

Legend:

Range of Mean Values
4.21 - 5.00

Descriptive Interpretation
Strongly agree/Very High (SA/VH)

The data in the table demonstrate that, overall, the innovative work behavior of the employees received a mean rating of 4.03, which is high. The rating indicates that, overall, the innovative work behaviors of employees are neither very high nor very low; they are moderate. When taken individually, all dimensions of innovative work behaviors are rated at the same mean level: opportunity exploration (3.88), idea generation (4.14), championing (4.04), and idea application (4.06). Regarding **opportunity exploration**, the employees agreed to take on additional tasks outside their main duties as opportunities arise and to find ways to improve. In terms of **idea generation**, the employees admitted that they are constantly seeking new ways of working, generating original solutions to problems, and finding new approaches to executing tasks. Regarding **championing**, the employees acknowledged that they convinced key organizational members to adopt innovative ideas and persuaded other employees to do the same. Lastly is the idea application. They also agreed that they tried to apply new ideas, promote their implementation, and put effort into developing new things. Studies suggested that innovative work behaviors are key to organizational success. It is crucial for adapting to change and achieving success (Xu & Suntrayuth, 2022; Zargar et al, 2025; Alwali, 2024).

Problem 4: Is there a relationship between bureaucratic leadership and innovative work behavior?

The obtained correlation coefficients (r) on the test of relationships between the administrators' bureaucratic style of leadership and the innovative work behavior of the employees in terms of opportunity exploration, idea generation, championing, and idea application, which ranged from $-.041$ (Idea Application) to $-.097$ (Opportunity Exploration) were all not significant at the .05 level of significance.

These results imply that the administrators' bureaucratic leadership style has no bearing on the differences observed in the employees' innovative work behavior. Thus, regardless of administrators' level of bureaucratic leadership, the extent of employees' innovative work behavior remains the same.

Table 4. Coefficients of correlation (r) obtained on the test of relationships between the administrators' bureaucratic style as perceived by the employees and the employees' innovative work behavior ($n=164$)

Innovative work behavior of the employees	Bureaucratic leadership style of the administrators	
Opportunity exploration	r	$-.097$
	(Sig. 2 - tailed)	$.217$
Idea generation	r	$-.065$
	(Sig. 2-tailed)	$.407$
Championing	r	$-.044$
	(Sig. 2-tailed)	$.577$
Idea application	r	$-.041$
	(Sig. 2-tailed)	$.606$

Problem 5: Is there a relationship between transformational leadership and innovative work behavior of the employees?

A. Transformational leadership and opportunity exploration

The multiple linear regression analysis done between the transformational leadership factors of idealized influence, inspirational motivation, intellectual stimulation, and individual consideration taken collectively could not significantly predict the employees' innovative work behavior of opportunity exploration, $F(4, 159) = 0.890$, $p > .05$, with 2.20 percent overlap between the four predictor variables and opportunity for exploration.

This result indicates that the differences observed in employees' opportunity exploration behavior are not attributable to

transformational leadership factors. As such, the observed variations in employees' opportunity exploration behavior may be attributable to other factors not considered in the study.

Model Summary

Model	R	R Square	Adjusted R-Square	Std. Error of the Estimate
1	.148 ^a	.022	-.003	.70559

a. Predictors: (Constant), Individualized Consideration, Idealized Influence, Inspirational Motivation, Intellectual Stimulation

ANOVA^a

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	1.772	4	.443	.890	.472 ^b
1 Residual	79.159	159	.498		
Total	80.931	163			

a. Dependent Variable: Opportunity Exploration

b. Predictors: (Constant), Individualized Consideration, Idealized Influence, Inspirational Motivation, Intellectual Stimulation

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	3.493	.333		10.502	.000
1 Idealized Influence	.184	.140	.185	1.321	.188
Inspirational Motivation	-.026	.158	-.026	-.164	.870
Intellectual Stimulation	.103	.163	.102	.635	.526
Individualized Consideration	-.169	.135	-.181	-1.255	.211

a. Dependent variable: Opportunity exploration

B. Transformational leadership and idea generation

When the four transformational leadership factors were taken together, such as idealized influence, inspirational motivation, intellectual stimulation, and individual consideration, they could not significantly predict the employees' innovative work behavior of idea generation, $F(4, 159) = 0.769$, $p > .05$, with 1.90 percent overlap between the predictor variables and the employees' work behavior of idea generation.

The results indicate that the variations observed in employees' idea-generation work behavior are not linked to the different transformational leadership factors: idealized influence, inspirational motivation, intellectual stimulation, and individual consideration. Hence, the employees' innovative work behavior of idea generation remains the same regardless of differences in their assessments of their administrator's transformational leadership.

Model Summary

Model	R	R Square	Adjusted R-Square	Std. Error of the Estimate
1	.138 ^a	.019	-.006	.58788

a. Predictors: (Constant), Individualized consideration, idealized influence, inspirational motivation, intellectual stimulation

ANOVA^a

Model	Sum of Squares	df	Mean Square	F	Sig.
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Regression	1.063	4	.266	.769	.547 ^b
1 Residual	54.951	159	.346		
Total	56.014	163			

a. Dependent variable: Idea generation

b. Predictors: (Constant), Individualized consideration, idealized influence, inspirational motivation, intellectual stimulation

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	4.190	.277		15.121	.000
Idealized influence	-.110	.116	-.132	-.946	.346
1 Inspirational motivation	-.111	.132	-.133	-.841	.402
Intellectual stimulation	.192	.136	.227	1.415	.159
Individualized consideration	.015	.112	.020	.137	.891

a. Dependent Variable: Idea Generation

C. Transformational leadership and championing

The multiple linear regression analysis done between the transformational leadership factors of idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration to predict the employees' innovative work behavior of championing indicates that these mentioned factors as a group could not significantly influence the championing work behavior of the employees, $F(4,159) = 0.296$, $p > .05$, with 0.07 percent overlap between the four factors of transformational leadership and employees' innovative work behavior of championing. Therefore, the observed variations in employees' championing innovative work behavior are not due to differences in the transformational leadership factors of idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration.

Model Summary

Model	R	R Square	Adjusted R-Square	Std. Error of the Estimate
1	.086 ^a	.007	-.018	.57742

a. Predictors: (Constant), Individualized consideration, idealized influence, inspirational motivation, intellectual stimulation

ANOVA^a

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	.394	4	.099	.296	.880 ^b
1 Residual	53.013	159	.333		
Total	53.407	163			

a. Dependent Variable: Championing

b. Predictors: (Constant), Individualized consideration, idealized influence, inspirational motivation, intellectual stimulation

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	4.180	.272		15.358	.000
Idealized influence	-.027	.114	-.033	-.233	.816
1 Inspirational motivation	-.096	.129	-.118	-.744	.458

Intellectual stimulation	.101	.133	.122	.756	.451
Individualized consideration	-.016	.110	-.021	-.142	.887

a. Dependent Variable: Championing

D. Transformational leadership and idea application

When transformational leadership factors of idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration were taken collectively as a group, they could not significantly predict the employees' innovative work behavior of idea application, $F(4,159) = 0.275, p > .05$, with 0.07 percent overlap between the four predictor variables and the employees' innovative work behavior of idea application.

Hence, the variations observed in employees' innovative work behavior in idea application are not attributable to differences in the transformational leadership factors of idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration.

Model Summary

Model	R	R Square	Adjusted R-Square	Std. Error of the Estimate
1	.083 ^a	.007	-.018	.59792

a. Predictors: (Constant), Individualized Consideration, idealized influence, inspirational motivation, intellectual stimulation

ANOVA^a

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	.393	4	.098	.275	.894 ^b
Residual	56.844	159	.358		
Total	57.238	163			

a. Dependent Variable: Idea application

b. Predictors: (Constant), Individualized consideration, idealized influence, inspirational motivation, intellectual stimulation

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	4.092	.282		14.518	.000
Idealized influence	-.048	.118	-.057	-.405	.686
Inspirational motivation	-.095	.134	-.113	-.712	.478
Intellectual stimulation	.100	.138	.116	.722	.471
Individualized consideration	.035	.114	.044	.305	.760

a. Dependent Variable: Idea application

Results and discussion

The study explores the role of bureaucratic and transformational leadership in enhancing innovative work behavior. The study found that bureaucratic and transformational leadership were rated highly, as was employees' innovative work behavior. However, multilinear regression analysis suggests no correlation between bureaucratic leadership, transformational leadership, and innovative work behavior. The lack of correlation between bureaucratic leadership and innovative work behavior suggests that the traditional rule-bound approach neither hinders nor helps employees' creativity and innovation (Wetchtler & Suseno, 2025; Abun et al., 2022). This could mean that factors such as individual motivation, team dynamics,

or organizational culture play a greater role in driving innovation (Annamalah et al, 2025; Abdelrahman et al., 2025). In other words, leadership style might not be the make-or-break factor. The employees might be innovative despite the leadership, or they might just not be motivated by the usual carrot-and-stick approach. Theoretically, this finding supports the idea that leadership style may not be the primary driver of innovative work behavior. Instead, other factors, such as psychological capital, job resources, or organizational support, might be more influential (Dongxian & Batool, 2024). In practice, this means organizations should not rely solely on changes in leadership style to boost innovation. Instead, they might focus on fostering a supportive culture, providing resources, or encouraging employee autonomy.

The lack of a positive correlation between transformational leadership and innovative work behavior suggests that leadership style does not directly influence employees' creativity and innovation. This could mean that other factors, such as individual motivation or organizational culture, may play a larger role in promoting innovative work behavior. Transformational leadership might not be enough to spark innovative work behavior. It is possible that other factors, such as psychological capital and self-efficacy, may have a greater influence on the development of innovative work behavior (Wang et al., 2014; Lin et al., 2020). This finding implies that leaders can focus on building employees' self-confidence and motivation to foster innovation. Theoretically, this finding implies that transformational leadership might not be the primary driver of innovative behavior.

The study recognizes its limitations due to its small population and limited coverage. It is important to conduct further studies with larger populations and broader coverage, and to include additional variables that might affect innovative work behavior, such as self-efficacy and psychological capital.

Conclusion

The study examined the influence of bureaucratic and transformational leadership styles on employees' innovative work behavior. While both leadership styles and innovative work behavior were rated highly, the multiple regression analysis revealed no significant relationship between them. This suggests that, despite positive perceptions of leadership, these styles alone may not be sufficient to drive employees' innovative behavior. Therefore, the study's hypothesis is rejected. The findings imply that other factors—such as organizational culture, psychological safety, or individual attributes—may play a more critical role in fostering innovation and warrant further exploration in future research.

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