Exploring the Impact of Transformational Leadership on Organizational Citizenship Behavior and Knowledge Sharing

Shibu Jacob*, Satha Phongsatha

Abstract

Purpose: The definition of leadership continues to evolve and change daily. Transformational leadership is an approach that triggers change in individuals and social systems, inspiring people to perform productively. Teaching is a multidimensional career, and several factors influence teacher effectiveness. The current research focuses on the impact of transformational leadership on teacher effectiveness in the secondary and higher secondary education systems. **Research design, data, and methodology:** The quantitative study used a survey method and elicited 509 responses from secondary and higher secondary teachers in Bengaluru, India. **Results:** The study found a significant relationship between transformational leadership, knowledge sharing, and organizational citizenship behavior. The study identified that if the leader encourages knowledge sharing in the education system, OCB will be accelerated. **Conclusions:** The study's empirical findings assist in analyzing transformational leadership and its bearing on the education system in the Indian context, particularly concerning the variables of knowledge sharing and organizational citizenship behavior. This study also emphasizes the interconnected nature of these constructs and the importance of considering them holistically in organizational interventions.

Keywords: Transformational Leadership, Knowledge Sharing, Organizational Citizenship Behaviour

JEL Classification Code: I23, J28, L2

1. Introduction

Being a teacher is a tremendous vocation, the self-effacing schoolmaster in the novel "Goodbye Mr. Chips," to be able to influence those who are going to grow up and matter to the world (Hilton, 1934). Teaching young learners is particularly exciting, simultaneously a great onus on the one choosing to do so.

Leadership is amongst the foremost tasks of management of any organization. In an understanding Mulford (2003) provided, school leaders can significantly influence the school environment. They can help shield against the excesses of the mounting and sometimes contradictory external pressures. Leadership can be viewed as the relational effect exhibited by an individual or a team within a context and directed by exchanging to achieve a quantified goal or goals. (Alrowwad et al., 2020). One of the very revealing insights is from Northouse (2016) in the outstanding work' Leadership Theory and Practice'. According to the book, central to understanding the concept of leadership could be identified as follows: "(a) Leadership is a process, (b) leadership involves influence, (c) leadership occurs in groups, and (d) leadership involves common goals." These components define leadership as "a process whereby an individual influences a group of individuals to achieve a common goal" (Northouse, 2016, p. 6). While writing about teacher effectiveness, McBer (2000) makes a fascinating observation. 'The "star teachers" (those who create an impact) in the coming days are those who work towards making what is now the best become the standard for all.'

1 *Shibu Jacob, Ph.D. Candidate in Technology, Education and Management, Graduate School of Business and Advance Technology Management, Assumption University, Thailand. Email: fathershibu@gmail.com
2 *Satha Phongsatha, Ph.D., Education Administration and Leadership, Graduate School of Human Sciences, Assumption University of Thailand. Email: sathaphn@au.edu

2. Literature Review

2.1 Transformational Leadership

Burns (1978) defines transformational leadership as galvanizing an organization around a shared goal to inspire and elevate employee aspirations. Bass (1985) further elaborates that transformational leaders can elevate their communities' awareness about what is essential, enhancing their concerns for achievement, self-actualization, and ideals. Hallinger (2003) offers a practical definition of educational leadership, highlighting that transformational leadership focuses on developing an organization's capacity to innovate, helping it select its purposes, and supporting changes in teaching and learning practices. In the educational sector, transformational leadership is applied to move the school ahead and to develop people. Transformational leaders are visionaries, acting as change agents to bring about long-term, achievable improvements, emphasizing their core values and all the stakeholders' teamwork and participation. (Smith & Bell, 2011)

As initiated by Bass (1985), the transformational leadership concept is closely related to the potential development process for members of an organization. Hence, the leadership of educational organizations should practice these characteristics of transformational leadership to create a positive environment that encourages the knowledge management process in teachers' training institutes (Supermane, 2019). Transformational leaders regard personnel as the school's treasure and acknowledge the vital role of imagination, ideals, and leadership that encourages constructive and productive behaviors (Bass & Avolio, 2000; García-Morales et al., 2008; Le & Lei, 2017). The transformational leadership approach portrays a leadership behavior that surpasses the leader's self-interest for the greater good of followers, the organization, and the community (Puni et al., 2020). Bass (1985) observed that transformational leaders are gifted to instill greater loyalty, confidence, and insight among their adherents, thus ensuring accomplishment beyond expectation. In times of change and glitches, transformational leadership ensues, demonstrating the leader's interest in their staff, equipping teams and faculty members with awareness of their mission coupled with duty consciousness, and inspiring the faculty to prioritize their duty over duty and their self-interest (Veeriah et al., 2017).

H1: Transformational Leadership has a significant impact on knowledge sharing.

H2: Transformational Leadership has a significant impact on organizational citizenship behavior.

2.2 Organizational Citizenship Behavior

Organizational citizenship behavior (OCB) has been regarded as constructive workplace conduct of the workforce that supports organizations. (Kim & Park, 2019). Thus, "citizenship behaviors" are prime examples of the extra-role behavior that transformational leadership is believed to encourage (Podsakoff et al., 1990). In a review of the literature undertaken by Podsakoff et al. (2000), more than 30 types of citizenship behaviors identified from the past literature were summarized into seven. (i) helping behaviors, (ii) sportsmanship, (iii) organizational loyalty, (iv) organizational compliance, (v) individual initiative, (vi) civic virtue, and (vii) self-development. If an employee moves out of the frame of their job description and works in a "pro-social" manner, this can be termed Organizational Citizenship Behavior (Jha, 2014; Karriker & Williams, 2009; Puffer, 1987).

The term Organizational Citizenship Behaviors (OCB) in an academic setting refers to the degree to which faculty members are willing to perform their duty above and beyond the formal call of duty for the benefit of an organization and one's colleagues. Organ (1988) and Jha (2014) provides a constructive definition of OCB in his book, Organizational Citizenship Behavior: The Good Soldier Syndrome as "individual behavior that is discretionary, not directly or explicitly recognized by the formal reward system, and that in the aggregate promotes the effective functioning of the organization". This discretionary nature of OCB is a fascinating aspect that piques curiosity and invites further exploration.

In every work environment, performance comprises a formal component that realizes the duties necessitated by one's job description and an informal component denoting voluntary actions outside of one's job description. Thus, OCB signifies teachers' behaviors outside their job description and aims to improve the school, the faculty, and the students. OCB has a pivotal role in the positive performance of an organization. Leaders, who are mindful of the advantages and disadvantages of OCBs, can play a crucial role in helping faculty members contribute optimally to the school and avoid burnout. This understanding empowers leaders to manage OCB effectively.

H3: Organizational citizenship behavior has a significant impact on knowledge sharing.

2.3 Knowledge Sharing

Knowledge is considered one of the critical resources of any organization (Masa'deh et al., 2016). Knowledge sharing implies that individuals communicate strategic knowledge with their colleagues (Bartol & Srivastava, 2002; Han et al., 2016). Park and Kim (2015, p. 773) describes

knowledge sharing as "the provision or receipt of task information, feedback, and know-how to help others and to collaborate with others to solve problems or develop new ideas, products or procedures." van den Hooff and de Ridder (2004) define knowledge sharing as "the process where individuals reciprocally exchange their (implicit and explicit) knowledge and together create new knowledge." This procedure thus turns personal knowledge into organizational knowledge.

Knowledge sharing is considered the foundation of collaborative learning (Castaneda & Cuellar, 2021), which is factual in education. In educational settings, Knowledge sharing is the pivotal process that accelerates the exchange of valuable insights and experiences, driving constant expansion and growth. The creation of new knowledge and value addition to existing knowledge is easily achievable if educators practice knowledge sharing among themselves. Knowledge sharing facilitates the generation of groundbreaking ideas and expertise to achieve the goal of education. (Yassin et al., 2013). Leadership actions inspire or dissuade the advancement of the operating environment for knowledge sharing amongst personnel. (Choi et al., 2016). In an educational setting, knowledge sharing can be described as a synergistic process whereby all involved obtain more than they put in. Given or shared in writing, the idea articulated and shared gives both the receiver and the giver a perspective and a better vision. If the process is a conversation, it brings concept clarity and distinctive insights. (Chaudhry & Sivakamasundari, 2004).

3. Research Methods and Materials

3.1 Research Framework

The hypotheses for this study were formulated through an in-depth examination of existing literature, providing a solid foundation for developing the conceptual framework. This comprehensive literature review offered valuable insights into the relationships between key variables, guiding the establishment of hypotheses underpinning this research's theoretical framework. The ensuing conceptual framework encapsulates the interplay between transformational leadership, knowledge sharing, and Organisational Citizenship Behaviour, offering a structured and theoretically grounded basis for investigating these dynamic relationships within academic settings.
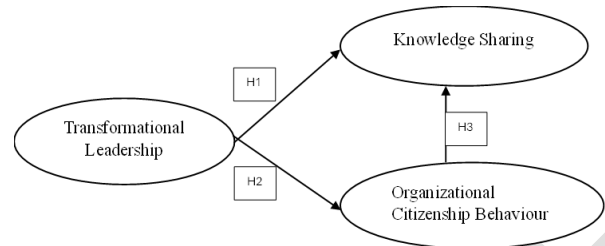

Figure 1: Conceptual Framework

H1: Transformational Leadership has a significant impact on knowledge sharing.
H2: Transformational Leadership has a significant impact on organizational citizenship behavior.
H3: Organizational citizenship behavior has a significant impact on knowledge sharing.

3.2 Research Methodology

The researcher used a survey methodology to gather data from 509 respondents representing ten secondary and higher secondary academic institutions in Bengaluru, India. The research employs quantitative methods and statistical tools, including confirmatory factor analysis and structural equation modeling, to analyze the collected data. The study categorizes institutions based on size—small, medium, and large—and systematically examines the relationships among transformational leadership, knowledge sharing, and innovation.

3.3 Research Population, Sample Size, and Sampling Procedures

3.3.1 Respondents and Sampling Procedure
This study's participants comprise teachers from ten English-medium private schools in Bengaluru, India. The respondents were administered a survey questionnaire designed to measure the constructs of transformational leadership, knowledge sharing, and innovation.

3.3.2 Collection of Data and Data Collection Technique:
Data were collected through both primary and secondary sources. The pre-designed questionnaire was administered using Google Forms, which offers an efficient and streamlined data collection technique.

3.3.3 Variables, Scale Items, and Measurement Scales:
Three primary constructs—transformational leadership, knowledge sharing, and organizational citizenship behavior— were identified and measured. The study

explores teachers' experiences with transformational leadership through carefully crafted items within each scale.

Measurement Scale: The questionnaire was administered using a 5-level agreement Likert scale (ranging from Strongly Agree to Disagree Strongly), which provided a nuanced assessment of participants' perceptions and experiences.

3.4 Research Instruments

3.4.1 Design of Questionnaire

The screening questions in the questionnaire will ensure that the respondents identified are suitable to answer the questions. The researcher used purposive sampling, as The Purposive or judgmental sampling was found very helpful in the pilot study. The current study used the quota sampling method to create a sample involving faculty members representing the teacher population, who will assess the transformational behavior of principals. Quota sampling is especially valuable when you cannot get a probability sample. This method enables us to generate a sample that is as representative as possible of the population being studied. In this regard, it is the non-probability-based equivalent of the stratified random sample (Sharma, 2017). Quota sampling was used to determine the allocation of respondents in each of the selected schools. The population of teachers selected for this study comprises 870 faculty members from 10 schools. The faculty population was split into three categories based on the number of teachers in the identified schools.

- Category A Schools (100 or more teachers in the school),
- Category B Schools (60-99 teachers in the school),
- Category C Schools 7-10 (35-59 teachers in the school).

3.4.2 Components of Questionnaire

Survey questionnaire items were composed of the following three parts. The questionnaire's first (Screening) and second (demographic) parts. In the third part, a 5-point Likert scale was used to measure the responses and the latent variables. The measurement scale questions has given favorable results to support the 5-point rating scale.

3.4.3 IOC Results

Three independent experts examined the scales, and the recommended modifications were done, following guidelines from the experts. The content validity was re-examined with added items in the scale to obtain the necessary number of items. The experts were requested to determine the content validity score in every item chosen for

each construct: The expert scored the item in the following manner for each measured construct. The score = 1 if the expert is certain that this item measured the attribute. The score = -1 if the expert is certain this item does not measure the attribute. The score = 0 if the expert is unsure whether the item measures or does not measure the expected attribute (Turner & Carlson, 2003).

3.4.4 Reliability and Validity

It is seminal in a scientific inquiry to test the reliability and validity of the test apparatus, in this case, the 'questionnaire used in the survey.' The description of how to measure a research variable is called instrumentation. The study instrument was tested based on various relevant measures to obtain the variables' value for acquiring the quantitative data representing the study content.

The research instrument (questionnaire) was developed through the following process. For each of the variables identified through the review of past literature, definitions were sought and zeroed in on an operational definition in terms of observable and measurable aspects concerning the objectives and significance of the study. The test mode was determined as the questionnaire based on scale items identified and adapted from past research. The measuring item is developed using standardized instruments from previous studies. Content validity of the draft instrument was carried out through Item Congruence Testing, with expert opinion, and the scale was improved. A pre-test or pilot study was undertaken to determine the instrument's reliability.

Table 1: Construct Reliability and Validity

	Cronbach's alpha	Composite reliability	Average variance extracted (AVE)
Knowledge Sharing	0.912	0.923	0.687
Organizational Citizenship Behaviours	0.891	0.918	0.615
Transformational Leadership	0.888	0.911	0.509

4. Results and Discussion

4.1 Results

4.1.1 Demographic Profile

This research collected data from ten Schools located in Bengaluru, India. The following are the respondents' characteristics: Gender, Age Group, Teaching Experiences, Educational Qualifications, and Teaching Level. Data was collected between May - October 2022.

Table 2: Demographic Profile

Entire Research Population (n=509)		Frequency	Percent
Gender	Male	87	17.1%
	Female	415	81.5%
	Prefer not to say	7	1.4%
Age	21-30 years	72	14.1 %
	31-40 Years	219	43.0 %
	41-50 years	167	32.8 %
	51 and above	51	10.0 %
Major	PhD	6	1.0 %
	M.Phil.	33	6.5 %
	Post-Graduation	396	78.0 %
	Under Graduation	74	14.5 %
Total		**509**	**100%**

4.1.2 Results of multiple linear regression

Multiple Linear Regression (MLR) on 80 survey questionnaire results and found out whether each hypothesis was supported. There were ten research hypotheses, among which the first five were related to the dependent variable, student satisfaction (SS). Based on the variance inflation factor (VIF) analysis, it can be concluded that multicollinearity is not a concern since the VIF value is below 5 (Hair et al., 1995). The R-squared (R^2) in a multiple linear regression model with five independent variables can account for 73%of the variability in Student Satisfaction (SS).

Table 3: Mean, STDEV, T values, p values Bootstrap Results

	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics (O/STDEV)	P values
OCB -> KS	0.612	0.608	0.103	5.947	0.000**
TL -> KS	0.265	0.272	0.103	2.578	0.000**
TL -> OCB	0.730	0.742	0.043	17.143	0.000**

Note: p-value <0.05*

4.2 Hypothesis Testing

The study's primary aim is to examine the potential impact of transformational leadership on enhancing teacher effectiveness. This involves delving into various variables to gain insights into the prevailing dynamics of private schools in Bengaluru, with a particular emphasis on faculty perceptions of leadership influences.

During the study, statistical tests strongly confirmed all three hypotheses. These findings affirm the existence of

direct and noteworthy relationships between transformational leadership and knowledge sharing (h1), transformational leadership and organizational citizenship behavior (h2), and organizational citizenship behavior and knowledge sharing (H3).

Table 4: Hypotheses Testing Result of the Structural Model

Hypothesis	path coefficient (β)	t-value	p-value	Testing result
H1: There is a significant relationship between transformational Leadership and Knowledge Sharing.	0.265	2.578*	0.00*	Supported
H2: There is a significant relationship between transformational Leadership andOrganizational Citizenship Behavior.	0.730	17.143*	0.00*	Supported
H3: There is a significant relationship between Organizational Citizenship Behavior and knowledge sharing.	0.612	5.947*	0.00*	Supported

Table 4 observes a significant relationship between transformational leadership and knowledge sharing, which aligns with previous research findings in this domain and provides robust support for the hypothesis posited in this study. Studies by Lathong et al. (2021) and Farheen et al. (2023) highlight transformational leaders' critical role in promoting a culture of knowledge-sharing within an organization. This hypothesis aimed to establish a direct and significant connection between transformational leadership and knowledge sharing within academic settings.

H1: The statistical interpretations derived from the bootstrapping results confirm this hypothesis with high confidence. The analysis yielded a t-value of 2.578 and a p-value of 0.00, both of which exceeded their thresholds of 1.96 and 0.01, indicating strong statistical significance. The p-value of less than 0.01 signifies that the relationship is significant at the 1% level, underscoring the strength and reliability of the findings.

The significant relationship between transformational Leadership and OCB aligns closely with previous research findings, as highlighted by Nazarian et al. (2021) and Xu et al. (2022). The current study provides robust support for the primary hypothesis posited in this study, further reinforcing the credibility of the research. This hypothesis aimed to establish a direct and significant connection between

transformational leadership and organizational citizenship behavior within academic settings.

H1: The statistical interpretations derived from the bootstrapping results confirm this hypothesis with high confidence. The analysis yielded a t-value of 2.578 and a p-value of 0.00, both of which exceeded their thresholds of 1.96 and 0.01, indicating strong statistical significance. The p-value of less than 0.01 signifies that the relationship is significant at the 1% level, underscoring the strength and reliability of the findings.

H3: The current study, as in the past, Shaikh et al. (2021), highlights the profound and significant relationship between knowledge sharing and OCB, underscoring their intertwined nature within organizational settings. The statistical analysis reinforces this relationship with compelling evidence, specifically the bootstrapping results. The analysis yielded a t-value of 5.947 and a p-value of 0.00, surpassing the critical threshold values. With the p-value being less than 0.01, the results indicate significance at the 1% level, leading us to infer a substantial and statistically significant relationship between knowledge sharing and innovation.

5. Conclusions, Recommendations and Limitations

5.1 Conclusions & Discussions

This study comprehensively investigated the complex dynamics within the educational landscape of Bengaluru, India. Focused on the interplay of transformational Leadership, knowledge sharing, and Organizational Citizenship Behaviors, the research sheds light on these elements' vital role in the growth and development of academic institutions, particularly in the private sector. The findings of this investigation hold paramount significance in shaping the trajectory of educational leadership and practices.

The study substantiates the critical need for a surge in transformational leaders within academic institutions, emphasizing Bengaluru's pivotal role in the nation's educational landscape.

Notably, the study's relevance is underscored by its conduct amidst the challenging backdrop of the COVID-19 pandemic. The role of transformational leadership in cultivating a culture of knowledge sharing, thereby propelling faculty improvement, gains heightened significance during times of unprecedented challenges. The study strongly advocates for the ratification of transformational leadership in academic settings, positioning it as a driving force for realizing the optimal potential within the educational system.

However, the study does acknowledge its limitations. Focusing solely on Bengaluru's secondary and higher secondary educational settings allows further research to expand these investigations into other academic settings, especially professional training arenas. Moreover, the study's geographical concentration recommends caution in generalizing findings to different cities or states with divergent economic and cultural contexts. This recognition underscores future research's need to include a broader range of environments.

In essence, this research contributes valuable insights to the discourse on educational leadership and organizational dynamics, paving the way for further exploration and application of these principles in the multifaceted realm of academic institutions. The implications from this study resonate within the context of Bengaluru and extend to inform and inspire leadership practices globally in educational settings, potentially transforming the global educational landscape.

5.2 Recommendations

Intentional Professional Development Practices: The implications derived from the findings of this study hold practical significance on several counts. The results underscore a compelling need for an increased presence of transformational leaders within academic institutions. This can be achieved through intentional professional development practices for leaders and colleagues. The study illuminates transformational leadership's substantial and reassuring role in fostering OCB across educational establishments in Bengaluru, India. Given the positive correlation between transformational leadership and faculty Organizational citizenship behaviors and knowledge-sharing conduct, leaders' adoption of this leadership style is advocated to enhance their influence on faculty members.

Foster Knowledge-Sharing Culture: Transformational leaders should actively promote a culture of knowledge-sharing among faculty members, especially during challenging times like the COVID-19 pandemic. This could lead to a better work environment where there is team spirit and selflessness.

Sharing Best Practices: Schools can facilitate knowledge sharing by encouraging teachers to share best practices, teaching methodologies, and resources. This enriches the collective knowledge pool and empowers each teacher with a wealth of insights and strategies, fostering a culture of continuous learning and improvement.

Existing literature, coupled with the study's outcomes, consistently highlights the affirmative influence of transformational leadership on innovation, underscoring its pivotal role in steering organizational success and sustainability.

Encourage Organizational citizenship behaviors: School leaders should create an environment that fosters team spirit

among teachers. Encouraging and supporting new teachers, integrating technology in the workspace, and using new classroom approaches can enhance student learning outcomes and bring high-reliability outcomes. The findings accentuate that transformational leaders profoundly influence OCB in school settings, and they can generate novel philosophies and processes to handle unexpected challenges. Notably, the study was conducted amidst the challenges posed by the COVID-19 pandemic, where most teachers had to engage in extra-role behaviors.

5.3 Limitations for Future Research

The research exclusively focused on secondary and higher secondary educational settings, presenting an avenue for future exploration of similar relationships in higher education and diverse industries within Bengaluru. While the study provides valuable insights within its specified scope, there remains to be untapped potential to extend these investigations into broader educational domains and various sectors.

Additionally, it is essential to acknowledge the study's limitation in geographical scope, as it concentrated solely on one specific city in India. Consequently, caution should be exercised in generalizing the findings to other cities or states characterized by distinct economic structures and cultural contexts. Recognizing this limitation prompts further research encompassing more diverse locales to ensure a comprehensive understanding of the dynamics between transformational leadership, knowledge sharing, and innovation in varied regional settings.

References

Alrowwad, A., Abualoush, S. H., & Masa'deh, R. (2020). Innovation and intellectual capital as intermediary variables among transformational leadership, transactional leadership, and organizational performance. *Journal of Management Development*, *39*(2), 196-222. https://doi.org/10.1108/JMD-02-2019-0062

Bartol, K. M., & Srivastava, A. (2002). Encouraging Knowledge Sharing: The Role of Organizational Reward Systems. *Journal of Leadership & Organizational Studies, 9,* 64-76. https://doi.org/10.1177/107179190200900105

Bass, B. M. (1985). *Leadership and Performance beyond Expectations*. Free Press.

Bass, B. M., & Avolio, B. J. (2000). *Manual for Multi-Factor Leadership Questionnaire: Sampler Set* (1st ed.). Mind Garden.

Burns, J. M. (1978). *Leadership* (1st ed.). Harper and Row.

Castaneda, D. I., & Cuellar, S. (2021). Knowledge Sharing in Business Education. *Sustainability*, *13*(7), 3657. https://doi.org/10.3390/su13073657

Chaudhry, A., & Sivakamasundari, B. (2004). Perceptions of Teachers about Knowledge Sharing in Schools. *IRMA International Conference- through Information Technology*, 201.

Choi, S. L., Goh, C. F., & Adam, M. B. H. (2016). Transformational leadership, empowerment, and job satisfaction: The mediating role of employee empowerment. *Human Resources for Health, 14*(1), 73. https://doi.org/10.1186/s12960-016-0171-2

Farheen, N., Rabie, O., Hussain, T., & Rehmani, M. (2023). Transformational Leadership, Knowledge Sharing, and Innovative Behaviours of Employees in Information Technology Industry of Pakistan. *Review of Applied Management and Social Sciences*, *6*(1), 29-43. https://doi.org/10.47067/ramss.v6i1.287

García-Morales, V., Llorens Montes, F., & Verdu, A. (2008). The Effects of Transformational Leadership on Organizational Performance through Knowledge and Innovation. *British Journal of Management, 19*(4), 299-319.

Hair, J. F., Anderson, R. E., Tatham, R. L., & Black, W. C. (1995). Multivariate data analysis (1st ed.). Prentice-Hall.

Hallinger, P. (2003). Leading Educational Change: reflections on the practice of instructional and transformational leadership. *Cambridge Journal of Education*, *33*(3), 329-352. https://doi.org/10.1080/0305764032000122005

Han, S. H., Seo, G., Yoon, S. W., & Yoon, D.-Y. (2016). Transformational leadership and knowledge sharing. *Journal of Workplace Learning*, *28*(3), 130-149. https://doi.org/10.1108/jwl-09-2015-0066

Hilton, J. (1934). *Goodbye Mr Chips*. http://gutenberg.net.au/ebooks05/0500111h.html

Jha, S. (2014). Transformational leadership and psychological empowerment. *South Asian Journal of Global Business Research*, *3*(1), 18-35. https://doi.org/10.1108/sajgbr-04-2012-0036

Karriker, J. H., & Williams, M. L. (2009). Organizational justice and organizational citizenship behavior: A mediated multifoci model. *Journal of Management, 35*(1), 112-135. https://doi.org/10.1177/0149206307309265

Kim, E.-J., & Park, S. (2019). The role of transformational leadership in citizenship behaviours. *International Journal of Manpower*, *40*(7), 1347-1360. https://doi.org/10.1108/ijm-12-2018-0413

Lathong, L., Phong, B. L., & Saeheng, P. (2021). Transformational Leadership, Knowledge Sharing, and Innovation Capability: An Empirical Study from Lao Firms. *Journal of International Business and Management*, *4*(9), 1-10. https://doi.org/10.37227/jibm-2021-08-1154

Le, P. B., & Lei, H. (2017). How transformational leadership supports knowledge sharing. *Chinese Management Studies*, *11*(3), 479-497. https://doi.org/10.1108/cms-02-2017-0039

Masa'deh, R., Obeidat, B. Y., & Tarhini, A. (2016). A Jordanian empirical study of the associations among transformational leadership, transactional leadership, knowledge sharing, job performance, and firm performance. *Journal of Management Development*, *35*(5), 681-705. https://doi.org/10.1108/jmd-09-2015-0134

McBer, H. (2000). *Research into Teacher Effectiveness: A Model of Teacher Effectiveness* (1st ed.). Nottingham: Department for Education and Employment.

Mulford, B. (2003). *School Leaders: Changing Roles and Impact on Teacher and School Effectiveness* (1st ed.). A Paper Commissioned by the Education and Training Policy Division OECD.

Nazarian, A., Atkinson, P., Foroudi, P., & Soares, A. (2021). Working together: Factors affecting the relationship between leadership and job satisfaction in Iranian HR departments. *Journal of General Management*, *46*(3), 229-245. https://doi.org/10.1177/0306307020968535

Northouse, P. G. (2016). *Leadership* (1st ed.). Sage.

Organ, D. W. (1988). *Organizational citizenship behavior: The good soldier syndrome* (1st ed.). Lexington Books/D. C. Heath and Com.

Park, S., & Kim, E.-J. (2015). Revisiting knowledge sharing from the organizational change perspective. *European Journal of Training and Development*, *39*(9), 769-797. https://doi.org/10.1108/ejtd-06-2015-0042

Podsakoff, P. M., MacKenzie, S. B., Moorman, R. H., & Fetter, R. (1990). Transformational Leader Behaviours and Their Effects On Followers' Trust In Leader, Satisfaction, And Organizational Citizenship Behaviours. *The Leadership Quarterly*, *1*(2), 107-142. https://doi.org/10.1016/1048-9843(90)90009-7

Podsakoff, P. M., MacKenzie, S. B., Paine, J. B., & Bachrach, D. G. (2000). Organizational Citizenship Behaviours: A Critical Review of the Theoretical and Empirical Literature and Suggestions for Future Research. *Journal of Management*, *26*(3), 513-563. https://doi.org/10.1177/014920630002600307

Puffer, S. M. (1987). Prosocial behavior, noncompliant behavior, and work performance among commission salespeople. *Journal of Applied Psychology, 72*(4), 615-621. https://doi.org/10.1037/0021-9010.72.4.615

Puni, A., Hilton, S. K., & Quao, B. (2020). The interaction effect of transactional-transformational leadership on employee commitment in a developing country. *Management Research Review*, *44*(3), 399-417. https://doi.org/10.1108/mrr-03-2020-0153

Shaikh, M., Diwan, M., & Kumar, R. (2021). Role of HRIS and Knowledge Sharing Behaviour towards Innovation Capability: Moderating role of Organizational Citizenship Behaviour. *Journal of Entrepreneurship, Management, and Innovation*, *3*(2), 237-261. https://doi.org/10.52633/jemi.v3i2.75

Sharma, G. (2017). Pros and Cons of Different Sampling Techniques. *International Journal of Applied Research, 3,* 749-752.

Smith, P., & Bell, L. (2011). Transactional and transformational leadership in schools in challenging circumstances: a policy paradox. *Management in Education*, *25*(2), 58-61. https://doi.org/10.1177/0892020611399608

Supermane, S. (2019). Transformational leadership and innovation in teaching and learning activities: the mediation effect of knowledge management. *Information Discovery and Delivery*, *47*(4), 242-250. https://doi.org/10.1108/idd-05-2019-0040

Turner, R. C., & Carlson, L. (2003). Indexes of Item-Objective Congruence for Multidimensional Items. *International Journal of Testing, 3*(2), 163-171. https://doi.org/10.1207/S15327574IJT0302_5

van den Hooff, B., & de Ridder, J. A. (2004). Knowledge sharing in context: the influence of organizational commitment, communication climate and CMC use on knowledge sharing. *Journal of Knowledge Management*, *8*(6), 117-130. https://doi.org/10.1108/13673270410567675

Veeriah, J., Chua, Y. P., & Siaw, Y. L. (2017). Principal's Transformational Leadership and Teachers' Affective Commitment in Primary Cluster Schools in Selangor. *International Online Journal of Educational Leadership*, *1*(1), 60-89. https://doi.org/10.22452/iojel.vol1no1.4

Xu, H., Wang, Z., Lian, N., Khan, A., & Zhang, L. (2022). The Impact of Transformational Leadership on Organizational Commitment and Intention to Stay: Empirical Evidence From China's Performing Arts Industry. *Frontiers in Psychology*, *13*. https://doi.org/10.3389/fpsyg.2022.874803

Yassin, F., Salim, J., & Ashaari, N. S. (2013). The Influence of Organizational Factors on Knowledge Sharing Using ICT among Teachers. *Procedia Technology*, *11*, 272-280. https://doi.org/10.1016/j.protcy.2013.12.191