EMOTIONAL INTELLIGENCE, PERCEIVED ORGANIZATIONAL SUPPORT, TRANSFORMATIONAL LEADERSHIP AND INNOVATIVE WORK BEHAVIOUR IN PUBLIC TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING INSTITUTIONS IN KENYA

BY

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DECLARATION

Candidate Declaration

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Supervisors' Declaration

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DEDICATION

I dedicate this work to God, my source of inspiration and strength throughout this program. Special thanks go to my grandmother Shokwei for holding my hand the first time I stepped in kindergarten with the belief that I can.

My sincere gratitude also goes to my parents Kiptanui, and Kong'ato and my loving family whose encouragement have made sure that I finished that which I started. May God's blessings be with them now and always.

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ABSTRACT

The dynamics of change in the education sector such as new teaching methods and research publications require Technical and Vocational Education and Training Institutions to create and expand knowledge to enhance employee innovative work behaviour. This would not only enable them to drive but become centers of innovation as well. A body of empirical research exist on how employee innovative work behaviour can be enhanced in Technical and Vocational Education and Training Institutions. The purpose of this study was to establish the mediating effect of perceived organisational support on the relationship between emotional intelligence and innovative work behaviour through transformational leadership in Technical and Vocational Education and Training Institutions. The specific objectives of the study were to determine the effect of emotional intelligence on innovative work behaviour, and to determine the effect of perceived organisational support on innovative work behaviour. The study sought to examine the mediating effect of perceived organisational support on innovative work behaviour, and the mediating effect of perceived organisational support between emotional intelligence and innovative work behaviour. The study desired to establish the moderating effect of transformational leadership on the relationship between emotional intelligence and perceived organisational support. It sought to determine the moderating effect of transformational leadership on the indirect relationship between emotional intelligence and innovative work behaviour through perceived organisational support. The study was premised on the Conservation of Resources Theory as the main theory, Social Exchange Theory and Organisational Support Theory. These theories were considered adequate in addressing the key concepts in the study. From a population of 4069 academic staff, the study took a scientifically developed sample of 384 respondents using the Cochran's formula for sample size determination. The study used a positivist research paradigm and adopted explanatory research design. Data was collected using a structured questionnaire. The content validity index and Cronbach alpha coefficient were used to test the validity and reliability of the research instrument. The data collected was cleaned and analyzed for correlation, using descriptive, inferential statistics and regression. The control variables were age, gender, education level and tenure and their test results showed that only the respondents age significantly predicted innovative work behaviour ($\beta = 0.15$, $P < .05$) although controlled. Results of the study objectives revealed that emotional intelligence predicts innovative work behaviour ($\beta = 0.55$, $P < .05$); perceived organisational support predicted innovative work behaviour ($\beta = 0.27$, $P < .05$), and perceived organisational support partially mediated between emotional intelligence and innovative work behaviour ($\beta = 0.36$, $P < .05$). The study results also revealed that transformational leadership moderated the relationship between emotional intelligence and perceived organisational support ($\beta = 0.16$, $p < .05$). Transformational leadership also moderated the indirect relationship between emotional intelligence and innovative work behaviour through perceived organisational support ($\beta = 0.34$, $p < .05$). In conclusion, a moderated mediation exists between transformational leadership, emotional intelligence and innovative work behaviour through perceived organisational support. The study recommends that Technical and Vocational Education and Training Institutions should design intervention strategies focusing on emotional intelligence, organisational support and transformational leadership to boost the employee innovative work behaviour.

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OPERATIONAL DEFINITION OF TERMS

Emotional Intelligence

This is the ability to monitor one's own and other people's emotions, to discern between the positive and negative effects of emotion, and to use emotional signals to guide conduct (Mayer & Salovey, 1993).

Perceived Organizational Support

It relates to how much workers believe that their employer appreciates their work and is concerned about their welfare (Rhoades &Eisenberger, 2002).

Transformational Leadership

This is a high impact; genuine, trust worthy, reliable and believable style that typically empowers subordinates, resulting in greater job satisfaction and a sense of autonomy among the employees (Shirey, 2006).

Idea Implementation

Is the ability to generate, experiment and modify novel products, services, work procedures among others (Yuan & Woodman, 2010).

Innovative Work Behavior

Is an individual’s behavioural intention to initiate novel ideas, work procedure, or work role or organization (Yuan & Woodman, 2010).

ABBREVIATIONS AND ACRONYMS

CVI:	Content Validity Index
I-CVI:	Item Content Validity Index
IWB:	Innovative Work Behavior
MAR:	Missing at Random
MCAR:	Missing Completely at Random
OAG:	Office of the Auditor General
EQ:	Emotional intelligence
S-CVI:	Scale Level Content Validity Index
SET:	Social Exchange Theory
VIF:	Variance Inflation Factor

CHAPTER ONE

INTRODUCTION

1.0 Overview

This chapter describes the background, statement of the problem, general objective, specific objectives, hypothesis, scope and significance of the research.

1.1 Background to the study

Global challenges for sustainable development have seen management experts emphasize on the significance of innovative approaches in employees' work behaviour. This makes creativity a critical component which institutions must focus on to thrive. However, there is a lack of understanding on how employee's creativity and innovation can easily be enhanced. Technical institutions face many challenges, making innovation a key indicator of success.

The sustenance of technical education institutions in such dynamic environment depends on the front-line employees' capability to advance and apply novel work ideas that are in sync with the changing demands (Namono, Kemboi & Chepkwony, 2021, (International Association of Universities), IAU, 2020;). Innovative work behavior refers to employee's behavioral intension to develop, nurture and execute novel ideas at work (Yuan & Woodman 2010; Kimwolo & Cheruiyot, 2018).

Innovative work behavior is a multidimensional construct consisting idea exploration (individual capability to recognize a problem), idea generation (ability to generate alternative methods of work execution), idea championing (capacity to bargain and buy support of associates to support novel work ideas) and idea implementation which is the ability to execute work roles in new and improved ways (Yuan & Woodman, 2010). Innovation is important to the advancement of society and their capacity to act.

Research on innovation is critical for the success of institutions of higher learning given the role it plays in providing insights into how practitioners could use their understanding of employees' emotions, the appropriate leadership style and the support employees need to enhance their innovative work behaviour.

Innovation in teaching institutions refers to the employee's capacity to develop, and execute novel institutional services like research, new courses, novel teaching resources, sound financial management, and improved skills and work processes such as generating and using novel technology (Al-Husseini & Elbeltagi, 2018; Kemboi & Tarus, 2021).

This study was mainly anchored on the conservation of resources theory, highlighting individual intention to conserve resources whose loss might harm their emotions especially where they lack support and leadership. Both the organisation support and social exchange sub-theories were considered essential in supporting further understanding of the relationship between the outcome and the intervening variables.

Current global trends focus on technical institutions as the drivers of the traditional training grounds for practical skills and competencies demanded by the labour market and therefore require innovative staff capable of instilling innovative ideas in the prospective society workforce (UNESCO, 2020). According to Chandra, Tomitsch, & Large, (2021), the education sector's current innovations and training programs incorporating novel teaching and learning pedagogies are so essential that they correspond to the early stages of the learning revolution. Examples of these early stages include problem-based learning and the use of technology in the classroom (for example, virtual learning, adoptive learning). Therefore, TVET teachers require

innovative skills since they are expected to create interactive teaching and applying the transition of media application in their teaching (Hong, (2021).

Although staff innovative behavior is vital for survival of institutions, the innovation capacity of TVET employees is low on the global scene. For instance, in Asia, despite having a highly innovative education record, it still faces innovation challenges like resistance to change (Harvard Business Review, 2017, Li, et al, 2023). TVET institutions in Kenya face the challenge of adopting innovative teaching which limits their capacity to deliver innovative skills.

From a scholarly point of view, the initial variables to be examined in the analysis of the predictors of innovative work behavior are those that are subjective and have the biggest impact on an individual's professional functioning, such as emotional intelligence (Malik, 2021). Several studies, including the works of Andrabi and Rainayee, 2020, demonstrate that emotional intelligence can enhances innovative work behaviour. According to literature on organizational support, perceived organizational support is a method that may be utilized to improve the social sharing that occurs between individuals and organizations (Dominic, Victor, Nathan, and Loganathan, 2021). Inhabitants are able to construe, cogitate, communicate, and supervise their emotions because of their familiarity with the emotional experience. People are able to treat with every aspect in a balanced manner and with a great deal of maturity when they have high levels of emotional intelligence (Adil, Hamid, & Waqas, 2020). Individuals that are emotionally intelligent possess reflecting self-senses, which help them to comprehend and acknowledge their capacity for innovation. According to Kaur, Shri, and Mital (2019), individuals who possess emotional intelligence possess a collection of skills that are associated with the emotional dissemination of knowledge.

Efforts to extend and deepen the above debate of the established direct influence of emotional intelligence on IWB with the aim of revealing how and when the linkage occurs, point to the fact that findings along this line of argument are still not only nascent, but also fragmented (Adil et al, 2020). This means that existing efforts can only offer limited value to practitioners seeking to rely on innovative work behavior to further their competitiveness in a given industry. The current research bridges this gap in literature by establishing the mediation role of perceived organizational support on emotional intelligence and innovation behavior.

As regards the existing works that suggest the mediation role of perceived organizational support on innovative work behaviour, researchers such as Peters, Leadbeater and McMahon (2005), suggest that perceived organizational support strengthens the linkage of emotional intelligence and the resulting innovative work behavior. However, their study did not account for the process through which emotional intelligence affects innovative work behavior. Research by Afsar and Badir (2017), suggest that perceived organizational support could mediate the effect of emotional intelligence on innovative work behavior. Studies by Ibrahim, Isa, & Shahbudin (2016), suggest that employees' attention is directed toward creative activities and that they are encouraged to be creative when they are provided with organizational support for creativity. This was a significant factor in explaining variations in empirical research on innovative work behavior.

Employees are motivated to be more creative in the workplace when they have the perception that an organization supports them via the training and coaching initiatives that are provided to them. This suggests that firms that provide their employees with the opportunity to be innovative in their work positions and are ready to provide them with the required facilities, infrastructure, and training will result in employees who are

able to think and act creatively. This study sought to add on these results by reflecting on the resulting mediation and moderation effects of organizational support and transformational leadership on innovative work behaviour of employees in TVET institutions in Kenya. This study was therefore motivated by the interest to find out how innovative work behaviour can be enhanced by individual emotional intelligence, the mediating role of organisational support and the moderating role of transformational leadership.

The study settings for this research is public technical institutions in Kenya. Higher leaning institutions like TVETs are generally looked at as the powerhouse of innovation and this is only achieved if the staff in these institutions are at the forefront of driving Innovations. On the International scene, innovations from higher learning institutions like Harvard have continued to influence theory and practice. Regarding the state of higher education and training in Kenya, TVET (2017) found that among other critical factors, Kenyan institutions hardly ever carry out research or innovate. They also lack enough highly qualified, experienced, and developed teaching personnel to keep up with the country's growing student enrollment; and they lack sufficient, adequate classroom supplies and equipment. The findings of this study reveal that, in order to establish a quality human resource base that would significantly contribute to Kenya's Vision 2030 fulfillment, undoubtedly demands for an intensive research agenda to explore workable means of rejuvenating the country's educational institutions' innovative capacity.

1.2 Statement of the Problem

Exhibition of innovative work behavior by employees builds an influencing change in educational practices (Ahmad, 2020). It is required of staff members at TVET institutions in Kenya to create and expand knowledge via innovation and research, and

to apply that knowledge through teaching and publishing (Akala & Changilwa, 2018). Woo et al (2024), highlighted how institutions look for innovative ways to encourage employees to adopt innovative behaviour by enabling creativity through research. Despite the rapid changes in the education sector manifested in new work methods, limited empirical studies have been conducted on how innovative work behaviour can be influenced in technical and vocational education and training institution. Although studies have established a link between emotional intelligence and innovative work behaviour, no study has established how perceived organisational support and transformational leadership influence innovative work behaviour. This study therefore filled the gap left by empirical reviews on the antecedents of innovative work behaviour.

Discrepancies are evident regarding the innovative behavior of TVETs. For instance, the African Higher Education Leadership in Advancing Inclusive Innovation for Development (AHEAD, 2021) noted low levels of research and development (19%) as one of the manifestations of low innovation capacity in public higher learning institutions in Kenya. Further, the long-life education skills are not being implemented as it should be in most TVET institutions (Akala & Changilwa, 2018). The TVET curricular, technology and crafts are not tailored to the regional demands of the labour market today (Akala, 2017). Sang, Muthaa and Mbugua (2012), indicated that Technical and Vocational Education and Training Institutions (TVETs) in Kenya possess low innovative capacity as exhibited in students who graduate with unmatched skills in comparison to the skills needed in organizations and in the job market. In addition to pointing out that the quality of technical trainees is declining as a result of subpar instructional programs among TVET institutions, Kamau (2020) observed that the current technical training curriculum does not meet the technological changes and

diverse needs of the job market/industry. Furthermore, a lack of alignment between the curriculum material and the ever-evolving demands of the market and variations in training quality throughout institutions hinder the achievement of TVET objectives (Kigwilu & Akala, 2017).

Andrabi & Rainayee, (2020), in their study on emotional intelligence suggested that future researchers should consider various mediating or moderating variables to explain and reveal the relationship between emotional intelligence and innovative work behavior.

This problem persists in technical institution in Kenya due to limited studies on the concept of innovation behavior, transformational leadership, organizational support and emotional intelligence as important phenomena for organizations. Studies by Woo-Song Choi et al (2021) point out that Innovative Work Behaviour enhances creativity through research, development and implementation of new ideas and strategies, products and services.

From a scholarly perspective, scholars have established the antecedent role of emotional intelligence on enhancing individual innovativeness (Malik, 2021; Andrabi & Rainayee, 2020). However, most studies have focused on creative performance as opposed to innovative work behavior (Jafri et al., 2016); Yoke & Panatik, 2015; Udayar, Fiori, & Bausseron; 2020). Studies have also reported mixed findings regarding the role of emotional intelligence on innovative work behaviour with studies by Lea, et al. (2018) and Parke et al. (2015) establishing a significant effect of emotional intelligence on innovative work behavior while other studies by Yang et al. (2021) and Hoffmann, Ivcevic, and Maliakkal (2020) revealed that emotional intelligence has no influence on innovative work behavior. Further still, there was need to establish the

effect of emotional intelligence on innovative work behavior using evidence from education institution in a developing country like Kenya since the effect of emotional intelligence on its outcomes is context specific (Ivcevic and Brackett, 2015). The current study sought to bridge the existing literature gap by establishing the mediation role of perceived organizational support and transformational leadership on emotional intelligence and innovative work behavior of employees in TVET institutions in Kenya.

1.3 General Objective

The study general objective is to determine the Moderated mediation of transformational leadership on the relationship between emotional intelligence and innovative work behaviour through perceived organizational support in public TVET institutions in Kenya.

1.3.1 Specific objectives of the study

i. To determine the effect of emotional intelligence on Innovative Work Behavior in public technical and vocational education and training institutions in Kenya
ii. To assess the effect of perceived organisational support on innovative work behaviour in public technical and vocational education and training institutions in Kenya
iii. To determine the effect of emotional intelligence on perceived organisational support in public technical and vocational education and training institutions in Kenya
iv. To establish the mediating effect of perceived organisational support on the relationship between emotional intelligence and innovative work behaviour in public technical and vocational education and training institutions in Kenya

v. To determine the moderating effect of transformational leadership on the relationship between emotional intelligence and perceived organisational support

vi. To establish the moderated mediation effect of transformational leadership on the relationship between emotional intelligence and innovative work behaviour through perceived organisational support in public technical and vocational education and training institutions in Kenya.

1.3.2 Research Hypothesis

To achieve the stated objectives, the following hypotheses were tested

H_{01}: Emotional Intelligence has no significant effect on innovative work behavior in public technical and vocational education and training institutions in Kenya

H_{02}: Perceived organisational support has no significant effect on innovative work behaviour in public technical and vocational education and training institutions in Kenya

H_{03}: Emotional intelligence has no significant effect on perceived organisational support in public technical and vocational education and training institutions in Kenya

H_{04}: Perceived organisational support has no significant mediation effect on the relationship between emotional intelligence and innovative work behaviour in public technical and vocational education and training institutions in Kenya

H_{05}: Transformational leadership has no significant moderating effect on the relationship between emotional intelligence and perceived organisational support in public technical and vocational education and training institutions in Kenya

H_{06}: Transformational leadership has no significant moderated mediation effect on the relationship between emotional intelligence and innovative work behaviour via perceived organisational support in public technical and vocational education and training institutions in Kenya.

1.4 Significance of the Study

To the Technical and Vocational Education and Training Authority (TVETA), the research findings could help redesign and review the higher education curriculum policy to integrate the key aspects needed to be covered by the employees to execute their tasks innovatively and impart in students the necessary skills required for innovation.

To the management of TVET institutions, the study findings are expected to act as a benchmark for human resource management decisions like recruitment, rewards management and promotion by focusing on the employees' ability to generate novel ideas.

To scholarly literature, the study could help researchers further replicate the findings into other study settings which can further enhance further research. Theoretically, we hope the research results will bridge the literature gap by establishing the mediation effect of perceived organizational support on the linkage between emotional intelligence and Innovation Behavior using evidence from technical institutions in Kenya. Policy makers may find this study useful in formulating policies on the incorporation of innovation both service and product-oriented organisations. Further research is anticipated to follow find this research useful in empirical literature with additional focus on other service-oriented firms in the private sector.

To practice, the study recommendations may enable managers to devise appropriate strategies to activate positive emotions of employees like emotional intelligence so as to achieve innovativeness.

1.5 Scope of the Study

The study was delimited to establishing the antecedent role of emotional intelligence, perceived organizational support and innovation behavior. Emotional intelligence was operationalized into self-management, relationship management, self-awareness and social awareness. Perceived organizational support was studied as a uni-dimensional construct while innovative work behaviour was operationalized in four facets of idea exploring, idea generating, idea championing and idea implementing. The research was conducted in technical institutions in Kenya (see appendix II). The academic staff were targeted for this study since they are the ones involved in innovative activities. The justification for studying TVET institutions is that they are traditional training grounds for key practical skills and competencies demanded by the labor market and entrepreneurship and these institutions face a challenge in innovating these skills to meet the uncertain demands of the future (UNESCO, 2021). The study was confined to public technical and vocational education and training institutions in Kenya due to better investment in infrastructure and human resource capacity as opposed to private institutions.

The study focused on a representative sample of 384 representing the population of 4069 academic staff using Cochran formula for sample size determination. The study used cross-sectional research design and a positivist research paradigm was adopted (Saunders, 2012). As far as the conceptual scope is concerned, conservation of resources theory was used as the main theory in the study whereas the social exchange and organisational support were considered as support theories. The respondents were

employees on full time basis. The study was conducted between December, 2021 and December, 2023.

CHAPTER TWO

LITERATURE REVIEW

2.0 Overview

This chapter reviews extant empirical studies on emotional intelligence, organizational support, transformational leadership and innovative work behavior. Each construct's main ideas are explained, and the parameters of each research variable are given, along with a theoretical explanation. It examines the direct relationship between emotional intelligence and Innovative Work Behavior. The section also examines literature on the mediation effect of perceived organizational support on Innovative employee Work Behaviour and transformational leadership as a moderator in relation to innovative work behaviour. The chapter also articulates the theoretical framework that grounds the study variables.

2.1 Conceptual Review

In an effort to implement best practices in innovation, organisations today lay more emphasis on individual intrinsic characteristics. The paradigm shift is geared towards innovative behaviour of the workforce propelled by the desire to provide support, effective leadership and management of emotions. Significant arguments have been raised regarding the theories that predict the relationship between innovative work behaviour and emotional intelligence, perceived organisational support, and transformational leadership as key concepts in the study. The theories discussed in this study include conservation of resources theory, social exchange theory and organisational support theory.

2.1.1 Innovative Work Behavior

In line with the works of Jong & Hartog 2010 & Janssen, 2000), this study conceptualizes Innovative Work Behaviour as the advancement, introduction and execution of new ideas for product or service, technology or manufacturing process and work procedures by employees. This study adopts the definition by (Yuan & Woodman, 2010) who defines innovative work behavior as the intention to introduce or implement new work ideas, products and work processes by an employee while executing work roles. Innovative work behavior is when a worker consciously creates and applies innovations—whether created within the organization or obtained from outside sources—to improve organizational procedures or work activities as a whole. These activities include, but are not limited to, solving issues, persuading others to accept novel concepts, coming up with inventive ways to do tasks, and looking for novel techniques and tools.

Innovative behavior is a conglomeration of linked but distinct dimensions. Innovative work behavior on the part of employees includes both coming up with and introducing new ideas (either independently or by taking inspiration from others) as well as carrying them out or putting them into practice at work (Yuan & Woodman, 2010). A four-dimensional concept known as "idea exploration" was used to study innovative work behaviour. It comprised searching for ways to improve existing products, services, and work procedures or trying to view them from different angles; idea generation, or coming up with concepts for new products, services, work processes, entering new markets, and so on; idea championing, or rallying support for the new concept; and idea implementation, or developing, testing, and modifying new products, services, and work processes (De Jong & Den Hartog, 2010).

Even though individual innovation and creativity are frequently used interchangeably, individual innovation is more than just creativity. According to Amabile (1988), creative behavior is only one aspect of an individual's innovative behavior, whereas innovative behavior entails both the creation and implementation of new ideas that have the potential to be beneficial (Hammond, Neff, Farr, Schwall, & Zhao, 2011; Yuan & Woodman, 2010). In line with Janssen, (2000), many of the definitions of innovative work behaviour refer to it as a multi-dimensional process entailing the various methods by individuals could perceive and engage in the achieving and initiating introduction of novel and valuable work ideas, processes, products or procedures (Farr and Ford, 1990). Thus, it may be interpreted as the staff members' capacity to come up with and carry out original ideas. As the field's study progressed, studies examined four interrelated behavioral activity sets that demonstrate workers' ability for innovation: problem awareness, idea production, concept promotion, and idea realization (De Jong & Den Hartog, 2010). These are instances of innovative work behaviour.

Innovative work behaviour as a key concept in this study has been measured in the light of it's four dimensions; idea exploration, idea generation, idea championing and idea implementation using factor analysis. The concept of IWB as an outcome variable is important in reviewing literature on how significant it is in the service sector given the predictor variables that influence it. The current study adopted Janssen (2000) 17 items construct tool.

2.1.2 Emotional Intelligence

The doctrine of Multiple Intelligences, which was developed by Gardner (1983), is the foundation upon which the notion of emotional intelligence is built. Linguistic-verbal intelligence, logical-mathematical intelligence, musical intelligence, visual-spatial intelligence, physical-kinesthetic intelligence, and naturalistic intelligence are the eight

distinct types of intelligence, as described by Gardner (1983). Furthermore, there are two categories of personal intelligences, which are referred to as interpersonal and intrapersonal intellectual capacities. The capacity to detect and discern between the feelings, temperaments, motives, and intentions of other individuals is what is meant by the term "interpersonal intelligence." Intrapersonal intelligence, on the other hand, is the ability to detect, mark, and draw from one's sentiments as a method of recognizing and guiding one's actions. This is a form of intelligence that is distinct from interpersonal intelligence. With the development of the skill model of Emotional Quotient (EQ) by Mayer and Salovey (1997), Gardner's personal and intrapersonal intelligence was expanded even further. The recognition of comprehension, the management of sentiments, and the use of this information to improve learning and to drive one's decisions are the primary objectives of this structure. 1997 was the year when Mayer and Salovey's model was made public. The Emotional Quotient model is comprised of four different components of human abilities: emotional perception, emotional absorption, emotional comprehension, and emotional management. These factors are all related to human skills. The development of this model was undertaken with the purpose of facilitating the growth of modern knowledge and offering a more efficient method of generating connections that can be relied upon. On the other side, Bar-On (1997) presented a competency-based Emotional Quotient model that included 15 subscales and components such as self-expression, self-perception, decision-making, interpersonal, and stress management. Individuals who have an Emotional Quotient that is greater than the average are often better equipped to fulfill environmental needs and stress associated to their surroundings, according to the notion, which operates under the assumption that this is the case. The concept of emotional quotient that was presented by Goleman (2001) following the publication of

his book titled "Emotional Intelligence: Why It Can Matter More Than IQ" is a recent model that has been criticized for its lack of suitability for organizational settings. The Emotional Quotient model, which was established by Daniel Goleman, identifies four key elements that comprise the Emotional Quotient. These categories include self-awareness, self-management, social awareness, and relationship management. Initially, it was constructed in 1998 with five domains, and then in 2001, it underwent a modification that included the installation of four domains respectively. Regarding the concept of emotional intelligence, his integrated approach takes into consideration not just the qualities of an individual but also their personality. When it comes to self-awareness, the first domain is the one that acts as the basis for all of the other domains. In addition to being able to recognize and accept their own emotions, individuals who possess a high level of self-awareness are also able to make decisions based on their intuition. Self-management is the second domain that encompasses the ability to regulate one's feelings and desires in response to shifting circumstances. One of the most important aspects of social awareness is the ability to perceive, grasp, and respond to the emotions that other people are experiencing. The identification of social networks is the means by which this comprehension is accomplished. Managing relationships is the fourth mechanism that may be employed to manage conflict in a manner that is capable of encouraging, shaping, and upgrading others (Goleman, 2001). In conclusion, relationship management is the fourth mechanism that can be applied. One of the most significant components of Goleman's theory is the notion that emotional capacity is not a natural gift but rather a talent that can be gained via training and ongoing growth in order to achieve extraordinary achievements. This is one of the most crucial aspects of the whole concept.

The concept of "emotional intelligence" was initially conceived of by Salovey and Mayer in the year1990. The concept of emotional intelligence encompasses both interpersonal and intrapersonal skills, such as the ability to monitor one's own feelings and emotions as well as those of others, as well as the capacity to interpret and apply this information in order to guide one's own thoughts and behaviors. In addition, emotional intelligence encompasses the ability to comprehend and respond appropriately to negative emotions. Mayer & Salovey (1993) further refined their concept of Emotional Quotient and refers it as the ability to interpret, appraise, and express emotions correctly; the ability to access or produce feelings as they encourage thought; the ability to identify cognitive and emotional knowledge; and the ability to regulate emotions to support emotional and intellectual development. Emotional intelligence, on the other hand, was defined by Bar-On (1997) as a set of non-cognitive abilities and skills that have an impact on an individual's capacity to successfully deal with the demands of their environment and stress. The idea that emotional intelligence is a component of emotional intelligence was introduced by him. According to Bar-On (2004), emotional intelligence covers a person's cognitive, personal, and social elements of general intelligence. This was made clear in terms of the definition of emotional intelligence. Talents, abilities, and skills connected to self-understanding, peer-related things, family-related things, and the ability to react to changing environmental situations and requirements are all components of emotional intelligence. The well-known expert on the Emotional Quotient, Daniel Goleman (2011), defined emotional intelligence as the capacity to be motivated and persistent in the face of frustrations; the capacity to control desire and delay gratification; the capacity to regulate one's moods and avoid thinking that is distracting; and the capacity to concentrate and have hope in the context of organizational settings.

Mayer and Salovey (1993) defined emotional intelligence as the ability of an individual to exercise control over their own feelings and emotions as well as those of others, to differentiate between the feelings and emotions of oneself and those of others, and to make use of this information in order to drive one's actions and ideas. In other words, emotional intelligence also includes the ability to control one's own feelings and emotions. A concise explanation of the four components that comprise emotional intelligence is provided in the following paragraphs, as stated by Bar-On and Parker (2000): The capacity to build communication and relationships that are open and acceptable is an essential component of relationship management. A person's self-awareness may be defined as their awareness of their own feelings and experiences they experience. The term "self-management" refers to the capacity to exercise control over one's feelings, affections, conduct that is honest, right, and dependable, as well as behavior that is conformable. When we talk about social awareness, we are referring to the capacity to differentiate between the ideas and feelings of other people, which includes the capacity to experience empathy on the levels of the person, the group, and the organization.

According to Rezvani et al. (2016), the notion of emotional intelligence seems to be gaining more and more attention in the field of organizational behavior literature in recent years. Mayer and Salovey (1993) define emotional intelligence as the ability of an individual to monitor their own emotions as well as the emotions of others, to discriminate between the positive and negative effects of emotion, and to make use of emotional information to direct one's thoughts and behaviors according to one's own values and beliefs. Emotional intelligence is essential in the context of an organizational setting, according to a number of studies (Rezvani et al., 2018; Maqbool et al., 2017; Asare, 2016; Kiss et al., 2014). This is because it helps to maintain the self-motivation,

self-confidence, satisfaction, and aggressiveness of the organizational team, which in turn increases the likelihood that the task will be completed. According to the research that has been conducted, the concepts of self-awareness, self-management, social awareness, relationship management, and team management have been regarded to be measures of emotional intelligence (Kabunga et al., 2020; Sánchez et al., 2020; Maqbool et al., 2017; Creasy & Anantatmula, 2013).

A profound comprehension of one's feelings, strengths, and flaws, as well as the ability to conduct an honest and accurate self-evaluation, are all components of self-awareness, according to Creasy and Anantatmula (2013). According to Rezvani et al. (2016), self-management is defined as the capacity of an individual to control his or her own attitude, characteristics, values, emotions, and habits and behaviors. According to Asare (2016), social awareness is the capacity of an individual to comprehend and take into account the emotions, problems, and requirements of other people. Relationship management is described as the ability of an individual to manage relationships with others (Sánchez *et al.,* 2020). The current study adopted Goleman's EQ model operationalized into relationship management, self-awareness, social awareness and self-management since it is a performance-based measure.

2.1.3 Transformational Leadership

Transformational leadership is closely associated with Macgregor & Burns (1978), Bass & Avolio (2000). The 1980's industrial revolution in South East Asia, which marked the rise of Singapore, Malaysia, Indonesia among others saw a rise in demand on the school system worldwide to raise standards and improve students' academic performance (Vermeulen, Kreijns, & Evers, (2022).

The concept of transformational leadership has generally been defined as a leadership style intended to “motivate and inspire followers to pursue higher-order goals through the transformation of followers' attitudes, beliefs, values, and behaviors” (To, Tse, & Ashkanasy, 2015). Jensen & Bro (2018), refer transformational leadership as a set of behaviours of leaders, which lead to higher employee motivation or other psychological states and as a result, to increase employee output.

Despite the copious amount of literature already put forward on leadership, no universally accepted definition of transformational leadership has attracted a consensus. In a similar vein, it is difficult to follow a concise definition of a concept that has remained more subjective from an empirical point of view (Toufaili, 2018).

Transformational leaders affect followers’ work-related self-concept, which is construed as followers’ psychological empowerment, consisting of the four sub-facets of meaning, competence, self-determination and impact. Further, researchers have found limited correlation that exists between student learning and leadership practices. Nevertheless, compared to all other school factors, the effect of leadership proves to be substantial and therefore calls for in depth consideration Vermeulen, Kreijns, & Evers, (2022).

According to Burns (1978), leadership must be aligned with a collective purpose and effective leaders must be judged by their ability to make social exchanges. Transformational leaders approach followers with the intent to exchange one thing for another. Gumus et al (2018), opines that leadership is one of the most important school organisational factors related to student and teacher behaviour.

Many scholars have proved that Transformational leadership is an essential factor in sustainable innovation in institutions of higher learning. The findings of Vermeulen,

Kreijns, & Evers, (2022) supports this view. Klaeijsen, (2015) Thoonen et al., (2012) in their research on Transformational leadership within institutions of learning identified critical dimensions of this type of leadership. This is in line with Bass (1978) four different but related behavioural dimensions of transformational leadership.

The first dimension is about the trust and admiration the leaders is given due largely to their charismatic leadership that guides them with a sense of purpose towards the realisation of the organisation's goals (Meslec, Curseu, Fodor, & Kenda, 2020). Inspirational motivation is the second dimension that focuses on ways that leaders motivate their followers by presenting them with a vision of the future that is appealing and inspiring. The third dimension is intellectual stimulation. The leader provides support for professional development and stimulates employees to take on challenges, experimenting and readdressing existing knowledge and daily practice on innovative approaches (Thoonen et al., 2012). The fourth dimension, idealised consideration, is about attending to the feelings, needs and demands of individual employees whenever their concerns arise (Balwant, et al, 2020).

Maisyura et al, (2022) championed their perception of transformational leaders as broad minded and far sighted and always strive to innovate for organisational development not only in the present but also in the future. From a transformational perspective they also have a role as agent of change and catalysts that change the organisational system for the better.

Within the context of higher education, transformational leadership approaches resonate positively with adaptive concepts perceived to correspond with the challenges of the disruptive business environment of academia (Abu-Rumman, 2021). Further the approach has the potential to generate innovative solutions which can address those

challenges. Similarly, Gill et al. (2018), in their study of human capital management, argue that transformational leadership can be influential in promoting effective knowledge creation practices and dynamic collaboration in teams for constructive knowledge acquisition which is a key objective in an academic setting.

The concept of transformational leadership as a moderator variable adopted House (1998) and Podsakoff et al. (1990) construct measurement. In moderating the indirect relationship between emotional intelligence and innovative work behaviour through perceived organisational support, transformational leadership had a positive and significant effect.

2.1.4 Perceived organizational support

According to the organizational support theory, the term "perceived organizational support" (OS) describes the degree to which workers believe that their organization recognizes the value of their contributions and is concerned regarding their well-being as employees (Rhoades & Eisenberger, 2002). According to Rhoades and Eisenberger (2002), perceived organizational support should make it possible for employees to realize their socio-emotional needs by incorporating their membership in the organization and their role status into their social identity. Additionally, it should reinforce employees' beliefs that the financial and non-financial compensations offered by the organization encourage higher performance levels.

Several studies have taken into consideration the antecedents of perceived organisational support with a general consensus that employees are the organisation’s greatest asset. Further research literature show that POS is positively identified with a number of outcomes favourable to both the employee and the organisation. To reduce turnover and increase retention measures to increase the level of POS ought to be

introduced by organisational leadership. This is likely to increase staff commitment and quality of their work life.

High levels of POS may fulfill needs for approval, have emotional support during work processes, esteem and affiliation among other benefits, (Eisenberger et al. 2020). This was in support of the empirical studies carried out by other researchers including the works of Ford et al (2018), who supported the assertion that a reward mechanism in an organisation is reciprocated by employees through improved work output and improved quality.

In addition to the circumstances of the environment, it has been claimed that supportive settings may also channel and guide the actions of employees toward creative performance (Scott and Bruce, 1994). According to Jin and Zhong (2014), employees will experiment with discretionary activities, and if they get the conclusion that they are being encouraged, they will subsequently attempt to payback this more favorable treatment.

According to Rhoades and Eisenberger (2002), the term "perceived organizational support" refers to the employees' deepest feelings that the organization cares about them, recognizes and values their contributions, and provides assistance to their socio-emotional needs and well-being by providing them with respect, recognition, and support. Through the application of the principle of reciprocity, an individual who possesses POS is able to get socio-emotional resources from the organization. This, in turn, tends to make the individual trust the organization and become more receptive to the organization's values, which ultimately results in a greater value congruence between the two (Karatepe, 2012).

The majority of workers believe that the organization they work for ought to provide them with assistance for their health and well-being in order to show appreciation for the services they provide. As a result, employees require and seek a social exchange with their employers in order to demonstrate their performance, feel content with their work, and demonstrate their dedication to the firm. With such reciprocity, a perceived equilibrium of trade would be achieved, which would, in turn, lead to the intensification of relationships (Shukla & Rai, 2015). Based on the reciprocity norm (Gouldner, 1960) and the organizational support theory (cited in Neves & Eisenberger, 2014), employees who receive valued resources (e.g., opportunities for developmental training and pay raises) enhance their individual organizational skills (POS) and feel obligated to work toward repaying the organization by helping it achieve its objectives (Eisenberger et al., 2001).

2.2 Theoretical Review

The theories that are discussed in relation to the concepts of this study relate to its development by past research proponents highlighting their significance and the arguments that have been raised. The theories discussed include; conservation of resources theory, social exchange theory and organisational support theory and how they predict the relationship between emotional intelligence, perceived organisational support, transformational leadership and innovative work behaviour.

2.2.1 Conservation of Resources Theory

The theory of Conservation of Resources (COR) was put forward by Hobfoll, (1989). The basis of the theory is that humans are motivated to protect their existing resources and acquire new ones. Following Hobfoll's proposition, resources are defined as the total capability and individual has to fulfill his/her centrally valued needs which can

exist in the form of physical, cognitive, motivational, financial and socioemotional (Wang, 2007). It is considered as a stress theory that describes the motivation that drives humans to both maintain their current resources and to pursue new ones. It emphasizes the objective elements of threat and loss and common appraisals held jointly by people who share a biology and culture. It places emphasis on objective reality and focus on situations where stressors occur rather than personal appraisal.

The core assumption of the COR theory is that individuals are motivated to maintain and improve their resources because of the instrumental and intrinsic value of these resources (Mukerjee, Montani, & Vandenberghe2021).

The theory critically examines how individuals are intrinsically driven to acquire, preserve and protect valuable resources and therefore seek to secure them for their survival. Hobfoll (2018) further contends that resources can be personalized and therefore individual characteristics reflect the resources employees strive to acquire preserve and shield in the organisation. Hobfoll (2011) in his later research findings discovered that individual psychological resources (such as emotional intelligence) are personal characteristics that employees seek to obtain, preserve and protect. The psychological resources of self-awareness, self-management, social awareness and relationship management are the resources individuals secure.

According to this theory, individuals invest in psychological resources for purposes of securing their future and reducing the likelihood of a future loss. The setbacks in the innovation process which include, but not limited to uncertainty, failure and associated costs demand the acquisition of a pool of emotional intelligence to overcome. According to Zainur et al,, 2022 & Hobfoll et al 2018), conservation of resources theory is a developing theory in the field of positive psychology. It explains all the things that

are highly sought after by individuals with the intention to maintain, foster and protect. Based on the conservation of resources theory, team mindfulness is an investment of resources to benefit the whole team.

Based on the determination of the effect of emotional intelligence on innovative work behaviour it can be argued that acquisition of emotional intelligence resources by employees paves the way for their ability to invest in innovativeness in work processes and methods. This points to an organisation that can in the process, provide innovative services and products. Hobfoll (2002), contends that employees who invest in personal individual resources like emotional intelligence help them prevent the loss of valuable benefits that may accrue to them such as perks, salary and transformative leadership. This study posits that employee investment physical, emotional and psychological resources protect them from the loss of organizational benefits by exhibiting innovative behaviour in their work practices. Despite the positive contributions of the theory some researchers have critiqued its inability to accounting for cultural and individual differences, resource hoarding, depletion and conflict.

However, conservation of resources theory places the organisation in a position where it can provide customer focused services. In so doing the organisation attracts new customers and retain existing ones leading to increased outcomes. The COR theory suggests that its interventions to promote resource building and protection may promote employee well-being besides prevention of stress and burnout.

2.2.2 Social Exchange Theory

The social exchange theory was developed by Thibaut and Kelley in 1959. This theory proposes that human connections are established through the utilization of a subjective cost-benefit analysis and the assessment of many options. According to the social

exchange theory (SET), an employment relationship is fundamentally a trade among employees and the organization they work for (Blau, 1964) in order to maximize the advantages that both parties receive from the relationship. This theory is linked to perceived organisational support through which employee perception of support translates into their innovative behaviour. The assumption is that humans seek rewards and avoid punishment and therefore motivated to obtain more of the outcomes that they value and control.

According to this idea, "each (party) have the chance to gain something" (Hobfoll et al, 2018) from the relation. There is a reciprocal relationship between workers and their organizations, which involves the exchange of financial rewards (such as money) and socio-emotional benefits (such as respect and dignity). SET is based on the principle of reciprocity, which was first proposed by Gouldner in 1960. This principle is considered to be one of the most fundamental laws that regulate human behavior. An assurance that an individual will be paid back in a currency that is beneficial to them is what the theory refers to. In accordance with the SET, workers participate in extra-role behaviors and contribute to the accomplishment of their company's objectives in order to show their appreciation to their organization for providing them with equal treatment and support as well as the exchange of beneficial resources (Organ, 1988).

The social exchange theory involves two parties each provides benefits to the other, and contingent upon benefits from the other (Emerson, 1972). The postulation under social exchange theory or reciprocity is based on the notion that when individuals receive a favor (perceived organizational support), they develop a sense of indebtedness and thus force themselves to reciprocate the received benefit in order to restore the equilibrium of the interpersonal relationship (Chadwick-jones, 1976; Greenberg, Block, & Silverman, 1971)

When it comes to initiators, research focuses mostly on organizations. According to Eisenberger et al. (2001), the formation of high-quality exchanges may be attributed to the positive acts that are directed toward workers by the business. In this sequential order of reciprocation, empirical data lends support to the proposal. Specifically, these interactions have been utilized to provide an explanation for the favorable outcomes that occur as a result of employees reacting to the perception of support from their business (Rhoades & Eisenberger, 2002). With resonance to the assertions of social exchange theory, this study argues that the exchange between organization through supporting employees (perceived organizational support) employees can provide a resourceful ground for influencing their innovation. Although organisations have benefited from employee perception of support, some view it as an unnecessary expense especially when the support entails material benefits. Others have also critiqued social exchange theory in relation to the treatment of social interaction as an exchange. Further the treatment of the theory as an economic phenomenon.

Despite the criticism, social exchange theory, organisations are looking for loyalty and devotion from their employees, while employees appreciate receiving helpful treatment which in turn determines their innovative behaviour.

2.2.3 Organizational support theory

Another theory that emphasizes the significance of the role that organisations play in influencing the actions of their employees is the Organizational Support Theory, which was developed by Eisenberger, Huntington, Hutchison, and Sowa in 1986. According to Eisenberger et al. (1986), the term "perceived organizational support" refers to the beliefs that workers have about the amount to which their contributions are valued by the company and that the organization is concerned about their well-being.

Organizational support theory assumes that socioemotional needs in the workplace such as employee need for affiliation or approval, leading to self-enhancement processes is a critical component in their creativity (for example, Eisenberger & Stinglhamber, 2011; Caesens et al., 2017). It also assumes that it fulfills socioemotional needs (approval, esteem, affiliation, and emotional support), leading to identification with the organisation.

According to the organisational support theory (OST), employees develop a general perception concerning the extent to which their work organisation values their contribution and cares about their well-being. Perceived organisational support is based on organisational support theory. This theory stresses on the importance of seeing employees as valued and appreciated organisational assets and thus deserving the organisation's investment Aldabbas, Pinnington, & Lahrech, (2023). When employees experience a feeling of high support and recognition, they are encouraged to adopt positive attitudes and behaviours. A study by Zang et al (2016), on six Korean firms found out that a positive and significant relationship exists between perceived organisational support and employee creativity. Another empirical study by, Duan & Tang (2020), in China found out that employees perceived organisational support has a positive and significant relationship with employee creativity.

The OST is linked to the mediation effect of perceived organisational support on the relationship between emotional intelligence and innovative work behaviour. Chen et al (2020), demonstrated that appreciating employees in the work place matters for facilitating organisational citizenship behaviours and creativity. While working on his research, Eisenberger (2020) opined that perceived organisational support prompts norms of exchange which leading employees to work towards the accomplishment of the common goals of the organisation.

With regard to this matter, this study postulates, on the basis of social exchange theory and organizational support theory, that individuals with proactive personalities who perceive a high degree of organizational support would behave more innovatively than their counterparts. A similar phenomenon occurs when employees have the perception that they are psychologically empowered, which results in an increased likelihood of their demonstrating creative actions.

Organizational Support Theory is often mischaracterized as a social exchange theory. Although I considered this theory in this study, i agree that it is subordinate to social exchange theory. However, its contribution remains useful as Eisenberger & Huntington, (1986), consider it valuable in enhancing employee commitment. If there was a higher degree of perceived organizational support (POS), it would generate the desire that the company would value and appreciate the quality of work as well as any additional effort that was done for the company. A stronger emotional feeling of obligation for the firm would be reinforced by perceived organizational support, which would also increase the amount of effort that is put out for the company's benefit (Shore & Shore, 1995). Lee (2021) in her research on social changes during the covid-19 pandemic; evaluating the role of emotion, psychological safety and organisational support, demonstrates the value attached to perceived support. In her study, employees' emotional reactions were elicited from the perceived organisational support in how the organisation cares for their well-being and work contributions which in turn influence psychological safety.

2.2.4 Transformational Leadership Theory

Transformational leadership theory can be traced to James Burns, Bernard Bass and Bruce Avolio who described the behaviours of leaders as focusing on inspiring followers. They argued that this was intended to commit them to shared vision and

goals for an organisation and challenged them to be innovative problem solvers, developing followers' leadership capacity through coaching, mentoring and provision of both challenge and support. The theory was adapted in various fields including education.

Transformational leadership theory assumption is based on contingent reward generally viewed as being positively linked to the leadership outcomes. By assuming the relationship between what the leader wants and then rewarding the appropriate behaviours, the leader directs followers to the performance level he or she desires. TL Theory was relevant in determining the moderating relationship between emotional intelligence and innovative behavior. Transformational leadership enhances employee innovative behaviour which translates into improved outcomes for the organisation. Although the theory of transformational leadership has remained the most discussed and explored in the 21st century, Bacharach (1989) regard the lack of distinction between the definition of transformational leadership and its effectiveness as problematic. However, its effect in transforming organisational performance has remained resilient.

The most popular measure of transformational leadership and of its dimensions (idealised influence, inspirational motivation, intellectual stimulation and individual consideration) in the general management field is the Multifactor Leadership Questionnaire (MLQ).

2.3 Empirical Literature Review

This chapter presents the empirical review of literature related to the study. It reviews literature relating to the hypothesized relationship between the study variables. In relation to the study variable, the empirical literature provides a discussion of the

linkage between emotional intelligence, and innovative work behaviour, perceived organisational support and innovative work behaviour, mediating effect of perceived organisational support on the relationship between emotional intelligence and innovative work behaviour, the moderating role of transformational leadership on the relationship between emotional intelligence and perceived organisational support and the moderating role of transformational leadership on the indirect relationship between emotional intelligence and innovative work behaviour through perceived organisational support.

2.3.1 Emotional intelligence and Innovative Work Behavior

Over the course of time, the concept of emotional intelligence has been integrated into the field as a crucial and compelling background for behaviors that are associated with employment, like innovation behaviour (Yang, Díaz, & Hsu, 2021). The term "emotional intelligence" refers to the proficiency and capacity to recognize, control, regulate, and assess one's feelings.

The ability to feel, understand, and successfully employ the strength and insight of emotions as a source of human energy is what is supposed to be referred to as emotional intelligence (Wall, 2007). To be emotionally intelligent means to have the ability to connect with other people and to bring about positive change. Managing one's emotions, being emotionally aware, and having social skills are all components of emotional intelligence. According to Goleman (1998), one of the most significant aspects of "Emotional Quotient" is that it may be significantly enhanced.

According to Langley (2011), a pleasant mood causes an increase in both the amount of creative output and the degree of perceived creativity. This is accomplished by gaining a knowledge of the feelings and exercising control over the influence that

emotions have on our ideas. According to Afsar, Al-Ghazali, Cheema & Javed, (2021) emotional intelligence boosts trust and teamwork, which in turn can lead to an increase in creative output.

In addition, the use of emotional intelligence will make it possible for multidisciplinary innovation teams to identify possibilities for innovation (Buehring & Moore, 2018). According to Chin, Anantharaman, and Tong (2011), persons who have a high degree of emotional intelligence demonstrate a high level of collaboration, cooperation, and interpersonal abilities when they are employed in companies as workers or employees. Those employees who have a high emotional quotient are able to recognize the efforts that other members of their group have put forth, they function with a genuine sense of empathy and compassion, they are able to manage emotions that are triggered by a variety of social situations, they demonstrate a heightened sense of self-control, they operate with a growth mindset, and they are motivated, optimistic, and energetic. Due to the fact that they appreciate competing views and beliefs, they are also more adaptable and more eager to manage conflict. This is one of the reasons why they are extremely collaborative in nature.

This theory is consistent with the existing body of literature, which has demonstrated that there is a connection between emotional intelligence and innovative work behavior. It has been demonstrated by the authors (Lea, Qualter, Davis, Pérez-González, & Bangee, 2018; Parke, Seo, & Sherf, 2015; Parker, Saklofske, & Keefer, 2017) that individuals who possess a high level of emotional intelligence are more likely to maintain the positive outcomes of a well-documented effective response. This response has the potential to foster imagination by broadening the scope of the idea generation process and promoting consistency in the pursuit of ideas.

Individuals who possess a high level of emotional intelligence are able to transform negative consequences into mechanisms of change-oriented thinking. For instance, they might examine potential alternatives to reduce unhappiness, which ultimately leads to the development of innovative ideas. Toyama and Mauno (2017) found that a number of researchers have demonstrated that there are positive relationships between emotional intelligence and creativity in test sources. These sources include students, merchants, travel agents, and the elderly.

In their study, Mumford and Licuanan (2004) regarded innovative behavior to be a presentation. They also investigated various original ideas, such as the regulating processes and issue analysis, the finding of ideas, the development and combination of ideas, and the testing of these ideas in theoretical terms. Finally, they investigated the benefits of these ideas. Dincer and Orhan (2012) conducted a study in which they investigated the connection between emotional intelligence and innovative work behaviors in the Turkish banking industry. They found that there was a substantial connection between emotional intelligence and innovative work behavior.

In addition to that, there was a substantial disparity between private banks and government banks in terms of the emotional intelligence of their employees and the innovative work behavior they exhibited. However, the study focused on the direct relationship between emotional intelligence and innovative work behaviour. The current study sort to fill the indirect relationship gap by incorporating perceived organisational support and transformational leadership.

According to empirical study carried out by Malik, 2022 on the mediating effect of tacit knowledge sharing on emotional intelligence and innovative work behaviour in knowledge intensive organisations in India, using partial least square structural

equation modelling. The current study considered extended this by considering moderated mediation using cross-sectional design approach in technical and vocational education and training public institutions in Kenya.

In addition, the results of the regression analysis demonstrated that the self-management component had the most effect in determining the innovative work behavior of the managers. This was followed by the relationship-management, self-awareness, and social awareness components. Furthermore, the research conducted by Al-Omari (2017) showed that emotional intelligence has a significant relationship with innovative work behavior among telecommunications engineers working in the Jordanian telecommunications industry. This study also focused on the direct relationship and left out other intervening variables that could have substantially impacted on his findings. The findings of an investigation conducted by Rego et al. (2014) on the connection between emotional intelligence of leaders and the innovativeness of their teams revealed that emotionally intelligent leaders behave in ways that encourage the creative and innovative thinking of their team members. This also focused on direct effect relationship. The current study not only considered moderated mediation effect, but also a developing economy perspective.

2.3.2 Transformational leadership and innovative work behavior

Empirical literature has given little attention to the respective moderating and mediating effects of transformational leadership and perceived organisational support on the relationship that exists between emotional intelligence and innovative work behaviour.

Transformational leadership is one of the most important and effective leadership styles which significantly affect innovation (Alblooshi, Shamsuzzaman, & Haridy, 2021). While examining transformational leadership Bass (1998), put forward an elaborate set

of characteristics which defined the concept more precisely. He conceptualised that transformational leadership has four components: idealised influence (ability to provide a vision and perception of mission, instilling pride, gaining respect and trust), intellectual stimulation (ability to promote intelligence, rationality and attentive problem solving), inspirational motivation (interested in communicating high expectations, using symbols to focus efforts, expressing important purposes in simple ways), and individual consideration (interested impersonal attention, treating each employee individually, coaching and advising) . These concepts combine to inspire and motive followers to achieve common goals.

Tan et al. (2024), in their study on Lean innovation training and transformational leadership for employee creative role identity and innovative work behavior in a public service organization in Singapore, posit that transformational leadership can increase staff level of innovation. They review literature on role theory, and social learning theory to understand the linkage between leader-employee behaviours. The current study reviewed conservation of resources theory, social exchange theory, organisational support theory and transformational leadership to determine their relationship with innovative work behaviour. This resulted into the formulation of four key behaviours with respect to their followers; Idealised influence (example; charismatic role modelling). This refers to the leader's ability to act as a role model to generate respect, admiration and loyalty among his/her followers and to articulate clear visions that are consistent with the organisational goals and therefore fostering the trust and the respect of their followers (Stanescu et al (2021)). Inspirational motivation (e.g., articulating an evocative organisational vision). This involves encouraging followers or staff in the organisation to trust in their ability to achieve a visible and an exciting vision by inspiring and motivating them to work towards the attainment of goals by exceeding

the established standards in their set mission. Inspirationally motivating leaders have the ability to demonstrate a strong determination and confidence, to speak clearly and support their followers and equally maintain high levels of expectations. Intellectual stimulation (e.g., promoting creativity and innovation), involves encouraging staff to challenge the status quo and to be creative in their work and seek improved solutions to organisational current problems. This dimension includes leaders' behaviours that assist in boosting the leaders' ability to provide and use new and creative approaches in solving problems and performing work. It encourages employees to take more responsibility and eventually turn them into leaders (Stanescu et al. 2021). Individualised consideration (example; coaching and mentoring). This dimension is about offering personal attention to employees' individual differences and developmental needs. At the same time they link those needs to the organisational mission through coaching and feedback. In this regard leaders need to treat each employee as a unique person, to devote time coaching them, offering useful criticism and providing them with different learning opportunities. The four dimension of transformational leader behaviours tend to reshape or transform followers' norms and values towards promoting higher levels of innovative behaviour (Siangchokyoo et al 2020).

Babatunde, Mordi, Ajonbadi, & Oruh, (2021), content that, the ability of managers at all levels to give direction through verbal clarification, role modelling and positive reinforcement of desired behaviour and engagement through dialogue signal expectations on the part of employees. Transformational leaders enable employees to go beyond job requirements through role modeling, intellectual stimulation, appealing to a collective identity and consideration for personal needs. This may strengthen employees to have confidence and in reciprocation respond with innovative work

behaviour to perceived expectations.

Le (2019), posit that understanding the degree to which transformational leadership influences innovation requires a deeper knowledge of the pathways and conditions that catalyse each aspect of innovative capability by assessing the mediating role of perceived organisational support.

Leaders can support innovation through employee encouragement, recognition and rewards. Knezović, E., & Drkić, A. (2021), state that employees' perception of the extent to which innovation is supported through their involvement and resource allocation is likely to mediate the relationship between transformational leadership and innovative work behaviour. When innovation is supported, it is likely that employees' perception of support for innovation will be positively associated with their own openness to change or innovate. This finding was supported by research carried out on innovation readiness in family business by Baltazar, Fernandes, Ramadani, & Hughes, (2023). Transformational leadership therefore, has been considered by various empirical evidence as having a critical impact on employees' attitudes as well as their emotional encouragement.

Stanescu, Zbuchea & Pinzaru (2021), in their study on transformational leadership and innovative work behaviour support the contention that there is a positive correlation that exists between transformational leadership and innovative work behaviour in organisations. This is viewed as one of the strategies which allow the organisation to be more competitive and with the ability to deal with the provocations of environmental dynamics. Our understanding of the degree to which leadership practices impact workers' innovative behaviour has gradually began to develop although evidence of this kind of relationship remain scarce and inconsistent.

While some studies indicate that organisational support impact employee relationship and innovation (Volery & Tarabashkina, 2021), we did not observe any significant relationship between leader-member exchange. This implied that the relationship is not clear cut. The introduction of both organisational and individual factor in the current study improved the relationship leading to a more significant effect between employee emotional intelligence, transformational leadership and innovative work behaviour via organisational support.

We also found out that transformational leaders can easily motivate employees' need for satisfaction and autonomy through consideration of their ideas, perspectives and challenges, thereby enhancing their sense of competence and trust. By making employees feel safe to make errors and express challenging views, transformational leaders can convey feelings of relatedness among them. These finding may help fill the gap associated with the findings and recommendations of Kreijins (2022) which failed to combine individual, team and organisational factors to improve innovative work behaviour in the organisation.

2.3.3 Perceived organizational support and innovative work behavior

Perceived organisational support according to Rhodes and Eisenberger (2002), includes the different dimensions of beneficial treatments received by the employees such as fairness, supervisor support, and organisational rewards and favourable job conditions which lead to employee loyalty towards the organisation.

According to Eisenberger et al. (1986), the term "perceived organizational support" refers to the way in which individuals in an organization create global views on the degree to which the company considers their contribution to be essential and cares about their well-being. As can be deduced from this description, the impressions that workers

have of their companies in terms of the assistance they receive from such organizations play a significant influence.

Employees who perceive organisational support will promote innovative work behaviour than employees with low perceived support.

Perceived support of the organization is significant from two different perspectives. Initially, in order to make a mention of organizational assistance, it is necessary for workers to have the perception that their employers are providing help. In the second place, it is the responsibility of management systems or organizations to create an environment that is encouraging in the workplace. Therefore perceived organisational support has a significant effect on innovative work behaviour

According to Eisenberger et al. (1986), the level of employee attachment to their organization will be stronger if the amount of perceived organizational support of the organization is high. According to the social exchange perspective, employees might behave in a manner that is contrary to what their employer desires as a reaction to the perception that they are not receiving support from their organization.

Aldabbas et al. 2023 posits that, the impression of organizational support will be improved if employees are provided with three perceived positive behaviors from the organization. These behaviors include fairness, support from supervisors, organizational rewards, and employment conditions. When it comes to addressing people's emotional, social, and economic needs, organizational assistance falls under this category. It includes a number of different mentoring programs, such as counseling, education, and advice for the purpose of individual retention, and it also contributes to the enhancement of a pleasant working environment. The fairness of the forms that are used to do so pertains to the processes of procedural justice and the determination of

how resources are distributed among the staff members. If there is a lack of attention to even-handedness, it is likely that the organization will have unfavorable impacts. Policies and guidelines that are formal in nature are involved in the structural determinants of policies that pertain to choices that have an impact on employees (Evenett, Jakubik, Martín, & Ruta, 2024). In the current study we found that besides the direct effect relationship of emotional intelligence on organisational behaviour, the indirect relationship implies that the mediating effect of perceived organisational support on the relationship between emotional intelligence and innovative behaviour is positive and significant.

These policies include the provision of proper notice before to the execution of decisions, the reception of accurate information, and speech. Interactional justice trials, which demand a standard of interpersonal care in resource distribution, are other social aspects of procedural fairness. Other names for these trials are interactional justice trials. For the purpose of evaluating the performance of their subordinates and directing them in a manner that is suitable and in accordance with the organization's objectives, supervisors function as agents of the organization. The fact that employees feel that their supervisors routinely transmit their evaluations of subordinates to upper management is another factor that contributes to the positive relationships that employees have with their supervisors in accordance with POS requirements.

According to Ayiro and Sang (2012), there is a positive correlation between the perceived level of organizational support and the amount of employee contributions that are recognized as human resource practices. A study carried out by Tian, Wang, & Rispens (2021), on job crafting, employee creativity, work engagement and perceived work in Netherlands, supports the conclusion that perceived organisational support has a significant effect on innovation. However, their study did not look at creativity from

an innovation perspective. It also focused on group work rather than the organisation at large. The current study sought to remedy that gap by looking at the individual employee, and the organisation at large.

2.3.4 Emotional intelligence, transformational leadership, perceived organizational support and innovative work behavior

Innovative work behaviour has been defined by Mayer & Salovey (1997) as the ability to interpret, appraise, and express emotions correctly; the ability to access or produce feelings as they encourage thought; the ability to identify cognitive and emotional knowledge; and the ability to regulate emotions to support emotional and intellectual development.

A study conducted by Shojaei & Siuki (2014) among managers found that there is a strong and important correlation between the emotional intelligence and its elements with managers' innovative work behaviour. In the interpreting the finding of their research study, they concluded that, regression analysis had the highest influence of the self-management component in estimating the innovative work behaviour of the managers followed by relationship-management, self-awareness, and social awareness.

According to most recent research studies (Rhoades & Eisenberger, 2002 and (Hayton, Carnabuci, & Eisenberger, 2012), the term "perceived organizational support" refers to the social exchange connection that exists between a person and the organization through which they are employed. The idea of perceived organizational support takes into account the essential aspects of social interaction that occur within the context of the job relationship. It is possible to trace the origins of the seminal work on perceived organization support back to Eisenberger et al. (1986). They postulate that perceived organizational support refers to a worker's collective attitude regarding the extent to

which their employing organization values their contributions and deals with their overall well-being. In particular, it is proposed that workers think that the organization has an either a positive or negative perspective towards them. This perception is attributed to the human traits that employees identify with organizations (Shanock, & Eisenberger, 2006).

An investigation on the relationship between perceived organizational support and problem-focused and stressed-focused coping behaviors was carried out by Haluk, Turen, Yunus, & Oguz (2017). This research was carried out with the participation of staff members working in rehabilitation institutions and special education departments. Although the study focused on perceived organisational support, it failed to showcase the interrelationship with emotional intelligence and innovative work behaviour and the role of leadership. We sought to look at the quadruple relationship in the current study to fill the existing gap.

According to Sokro, Pillay, and Bednall (2021), perceived organizational support had a favorable relationship with innovation. Furthermore, Bos-Nehles and Veenendaal (2019) discovered that the association between emotional intelligence (EI) and innovative behavior was mediated by human resource (HR) practices among four technical organizations in the Netherlands and Germany. In carrying out factor analysis, they tested two competing models (Hair, Black, Babin, & Anderson, 2010) and a second-order four-factor model, with the items loading on to the proposed innovation stages. This study also used factor analysis but on all the four dimensions of innovative behaviour. He also carried out the same procedure in all the variables according to the number of construct items captured.

Therefore, in order to encourage and enable the creation of innovative solutions to problems that arise in the workplace, it is necessary for employees to have the perception that their supervisor and the organization are enthusiastically encouraging such behavior.

An empirical study carried out by Kusi, Zhao, & Sukamani, (2021) on the impact of perceived organizational support and green transformational leadership on sustainable organizational performance was based on social behaviour and performance. The data collected was analyzed with the assistance of multiple regression, which revealed that although emotional intelligence was found to have a significant relationship with organizational performance, perceived organizational support was found to be a significant moderator in the relationship between emotional intelligence and organizational performance. The current study instead considered perceived organisational support as a mediator rather than a moderator to fill the gap as per their recommendation for further research. Eisenberger et al. (2010), in his earlier studies also opines that the degree to which an individual feels supported by their company is a significant factor in determining their level of job satisfaction and determination.

Transformational leadership refers to a leadership style that aims at transforming employees' self-interest into self-realization, leading employees to show more concern for organizational success (Bass, 1985). Empirical results on the contribution of transformational leadership to research, are mixed and varied in the strength of their identified correlations (Voet, Kuipers, & Groeneveld, 2016).

Empirical study carried out by Peng, Wang, & Lin, (2021), on transformational leadership and employees' reaction to organisational change showed that transformational leadership had a significant relationship with employees' reaction to

organisational change. The current study did not stop at the employee reaction to change but went further to look at other causal factors. The justification of testing emotional intelligence, transformational leadership and perceived organisational support to assess their effect on innovative work behaviour was intended to fill the existing gap.

The findings correlate, although at different levels, with the findings of previous research in relation to strength, value and association. Tan, Dun, & Wilderom, (2021), in their study on innovative work behaviour in Singapore evoked by transformational leaders through innovation support and readiness, showed that transformational leadership is associated to perceived support for innovation and innovative work behaviour. Their study was tested with data from managers and employees in six private and public service organizations in Singapore in an Asian setting. This study focused on public TVET institutions in Kenya in an African setting.

2.3.5 Control variables

Within the scope of the study, the influence of age on emotional intelligence and innovative work behavior was taken into consideration. The age of an individual has been shown to have a substantial effect on their innovative work behavior (Utomo, Irwantoro, Wasesa, Purwati, Sembiring & Purwanto, 2023). As an illustration, Glynn (1996) and Nonaka et al. (2006) contend that the maturing of information and experience, which ultimately leads to wisdom or intelligence, is a factor that contributes to the enhancement of inventive behavior. This is consistent with the findings that Stoffers and Van Heijden (2018), that the age of an individual has an effect on their ability for creativity.

Waldman and Avolio (1986) proposed that the performance of workers improves with age due to the fact that complex mental skills grow during the course of a person's life.

This results in older workers being more inventive and productive due to the fact that they are more autonomous and have more experience. According to Ericsson (1999), increased knowledge and competence (wisdom) grown organically over time. This suggests that the development of new ideas grows during the aging process of employees as well as over their whole work careers.

A similar finding was made by Martin et al. (2007), who discovered that there is a positive correlation between age and individual innovation. In their study, Park and Kim (2015) discovered that the ageing of the workforce had a beneficial effect on the performance of exploitative innovation. Furthermore, according to the findings of a meta-analysis conducted by Ng and Feldman (2013), older workers who have been with the company for a longer period of time do not exhibit a lower level of innovation-related behavior in contrast to their younger coworkers (Ng and Feldman, 2013). In a similar vein, Janssen (2000) discovered that neither self-assessed nor supervisor-assessed creative work behavior was dependent on age.

Alsos, Ljunggren, and Hytti (2013) state that, according to the gender-centered approach, individual characteristics such as features, cognitions, and attitudes differ depending on the gender of the individual. This is something that is mentioned in the publication. This is consistent with the findings of Reuvers, Van Engen, Vinkenburg, and Wilson-Evered (2008), who discovered that gender has a considerable effect on the innovation ability of an individual. It has also been discovered by previous researchers that the degree of education that an individual possesses, which increases their level of competence, knowledge, abilities, and experience in the subject area, has a substantial impact on innovative work behavior (Verworn and Hipp, 2009; Vila, Perez, & Coll-Serrano in 2014). Studies have also shown that tenure or work experience has a major

effect on the innovative work behavior dimension of concept implementation (Rank, Pace, & Frese, 2004). This was discovered by the researchers conducting the studies.

2.3.6 Knowledge gaps from literature

Table 2.1 Matrix for knowledge gaps from literature reviewed

Variable	Indicator	Title of study	Methodology	Findings	Knowledge gaps
Emotional intelligence	Survey and assessment	Emotional intelligence and innovative work behaviour in knowledge-intensive organizations: how tacit knowledge sharing acts as a mediator? (Malik, 2022)	Structured survey questionnaire was used. Existing studies primarily used a qualitative approach while a quantitative approach could provide richer insights.	Direct effect relationship exists between Emotional intelligence and Innovative work behaviour	Emotional intelligence and innovative work behaviour is an area that is understudied
Perceived organisational support	Knowledge mapping	The Impact of Perceived Organizational Support on Innovative Work Behaviour Through Psychological Empowerment: Focusing on the Moderated Mediating Role of Organizational Procedural Justice	Research model was based on extant literature and data was analysed through structural equation modelling (SEM).	Although the study of POS is limited, our study showed that perceived organisational support has a positive and significant effect on innovative work behaviour of employees	The relationship between POS and IWB has been considered where POS was considered as the moderating variable. However, it is understudied as a mediating variable
Transformational leadership	Leadership indicators	The relationship between leadership styles and organisational innovation: A systematic literature review and narrative synthesis (Alblooshi et al. 2021)	Sampling, measurement, or data analysis methods used in previous studies are inadequate or flawed.	The study focused on direct effect relationship and left out indirect relationship. secondary data was used	Reliance on secondary data restricts new knowledge
Innovative work behaviour	Performance reviews	Creative leadership, innovation climate and innovation behaviour: The moderating role of knowledge sharing in management (Ye & Tan, (2022).	It used social cognitive perspective via smart PLS. It reveals how the constructs or variables have evolved over time.	Innovation is a new phenomenon which has been discussed at length with little understanding of its behavioral aspect	There is lack of consensus on whether innovative behaviour should be an intervening or outcome variable

2.4 Conceptual Framework

The hypothesised model that seeks to establish a connection between emotional intelligence and innovative work behavior by means of transformational leadership and perceived organizational support is illustrated in Figure 2.1. Through the incorporation of the notions of transformational leadership and perceived organizational support as moderator and mediator variables respectively, the model that has been suggested builds upon and extends previous research and theory. The concept of transformational leadership is explained from the leaders' perspective to create valuable and positive change in the followers. The assessment of these concepts have been incorporated into the model.

Emotional intelligence (Self-awareness, self-management, social awareness, relationship management, and relationship management), transformational leadership, organisational support, are the main aspects that are investigated in this research study. Each of the four subcategories of emotional intelligence has a direct impact on the innovative behavior that employees exhibit in the workplace. According to the literature that was reviewed, a positive change in any one of the four dimensions leads to a positive change in innovative work behavior. The notion of employee innovative work behavior is conceived as a multidimensional construct consisting of emotional intelligence, perceived organisational support, transformational leadership and innovative work behaviour. The model also demonstrates that the link between emotional intelligence and perceived organizational support, which is a uni-dimensional concept, acts as a mediator in the interaction. Further, the correlation between transformational leadership and innovative behaviour contributes to the motivation of followers to acquire new knowledge and encourages them to be more creative. We also saw transformational leadership as having a positive association with

perceived organisational support as the later provides mentorship to subordinates to develop their skills in a supportive environment. Consistent with conservation of resources theory, transformational leadership is a contextual resource that provides a clearer vision of the organisation's objectives. The model that has been used in this study is adapted from Hayes (2017) models. The primary need for moderated mediation, as stated by Hayes (2017), is that there must be a positive association between emotional intelligence and innovative work behavior, as well as a good relationship between perceived organizational support, transformational leadership and innovative work behavior.

The impact of emotional intelligence on innovative work behavior can be both direct and indirect. Employees who have the perception that their employer is supportive of them are more likely to demonstrate extra-role behaviors, such as innovative work behavior, in order to show their appreciation to the organization. As a result, it is theorized that the association between emotional intelligence and innovative work behavior is moderated and mediated by transformational leadership and perception of support from the organisation.

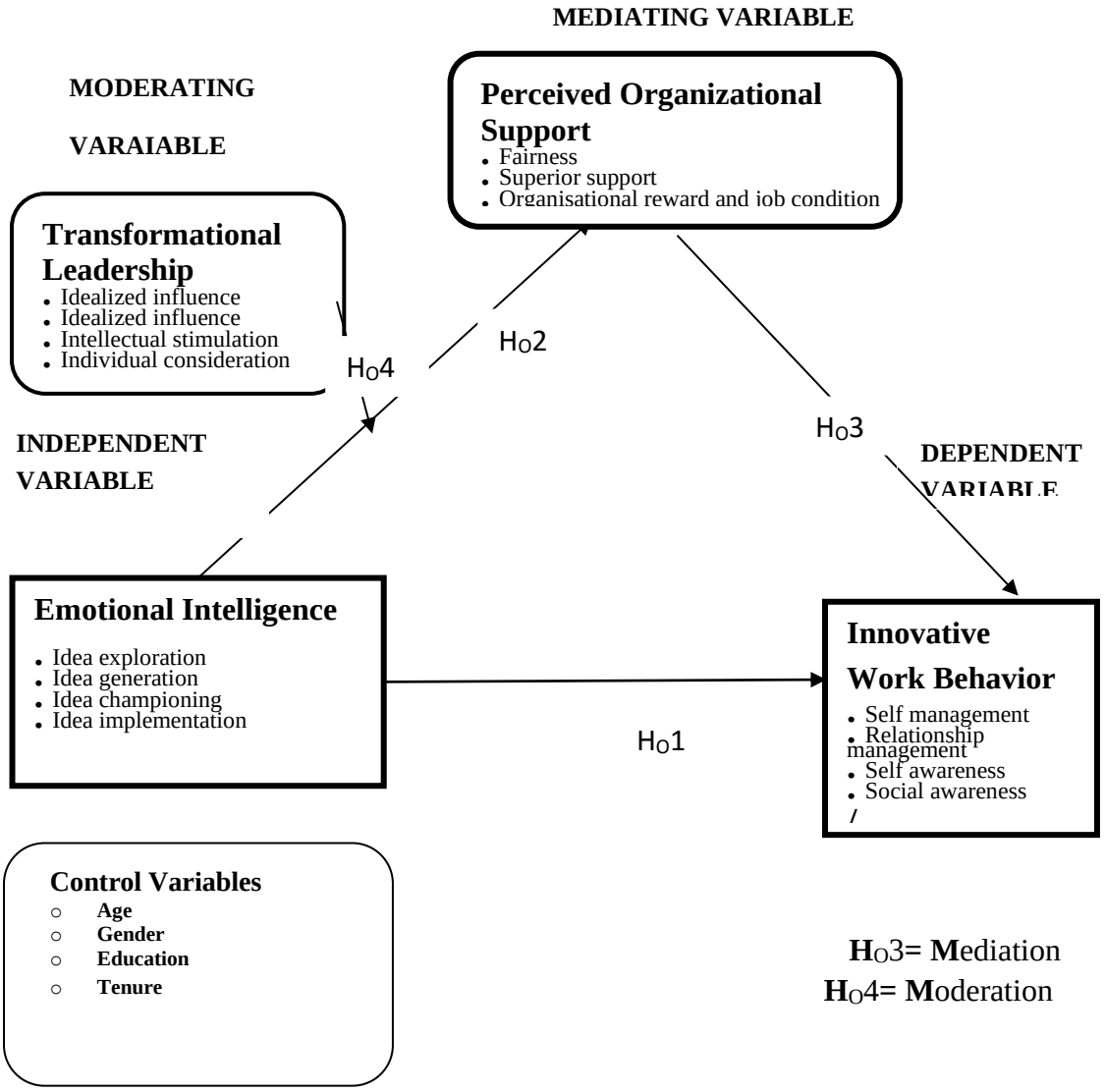


Figure 2.1. Conceptual Framework

Adapted from Goleman (2001); Wong and Law (2002) and Ivcevic and Brackettn (2015)

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Overview

The present chapter encompasses an overview of the study's philosophical foundations, design, study area, study population, sample size, sampling strategy and procedure, the operationalization and measures of constructs, data collection methods, procedures, validity and reliability tests, data analysis, ethical considerations, and study limitations.

3.1 Research Paradigm

A positivist philosophical paradigm was adopted for this research thesis. According to Gannon, Taheri, & Azer, (2022), ***Positivism*** relies on the hypothetico-deductive method to verify a priori hypotheses that are often stated quantitatively, where functional relationships can be derived between causal and explanatory factors (independent variables) and outcomes (dependent variables).

According to Krauss (2005), the term "philosophical paradigm" refers to the fundamental foundation upon which scientific research is built. According to Saunders et al. (2009), in the field of social science research, the two primary philosophical methods that are utilized are interpretivism and positivism. Positivism is concerned with observable phenomena, which places an emphasis on objectivism, which places an emphasis on explanations. Interpretivism is concerned with subjectivism and focuses more on understanding compared to explanation of facts (Chapman & McNeill, 2005). In comparison to studies that are based on interpretivism, those that are positivist in character are extremely simple to reproduce in the actual world. A positivist paradigm was chosen for the research project because the researchers wanted to place an emphasis on objectivism while they were exploring the postulated causal explanations. (Creswell,

2003) The positivist paradigm holds that the philosophy is established by the relationship between cause and effect.

The positivist research philosophy maintains that science uses objective techniques to discover what is actually there in the world and that knowledge is thought to exist irrespective of people's views of it. Since emotional intelligence and creative work behavior may be objectively described by using known theoretical frameworks and structured instruments for assessment and analysis, the current study used a positivistic approach to research. Generalizations can be made from the study's conclusions based on its outcomes. The positivist philosophy was selected for this study because it emphasizes observation, is quantitative in nature, and would yield facts that are free and adhere to an independent reality (Ericksson & Kovalainen, 2015). As the essential element of any scientific inquiry, including this one, the notion of witnessing and operationalizing the topics under study and quantifying them is strongly emphasized.

In light of the information presented above, this investigation made structured assumptions about the nature of reality with regard to ontology and epistemology. Ontology refers to the researcher's beliefs about the nature of reality (Sol & Heng, (2022). It is the study of our existence and the fundamental nature of reality or being. Epistemology refer to the study of knowledge and how it is acquired (Sol et al. (2022). The two terms are related given that "Epistemology" refers to the manner in which a researcher acquires information about the reality (Ontology) that exists in the world out there and in what knowledge structure it is found.

3.2 Research Design

According to Kazdin, (2023), research design refers to the experimental arrangement or plan used to examine the question or hypothesis of interest. On the other hand

Tabachnick and Fidel (2007), define research design as the arrangement of conditions for data collection and analysis in an effort to combine methodological rigor with study objective relevance. This is the definition of a research design. It is the "blueprint" or roadmap that guides the study. That is, it guides data collection, analysis and synthesis.

According to Hair et al. (2013) and Neuman (2011), the research design utilized in this study was an explanatory research design, and it was constructed around the testing of the hypothesis that was stated. Saunders et al. (2011) state that explanatory design is utilized in research with the purpose of determining the causal linkages that exist between variables. This design is important since it is required in establishing causal relationships, and it deals with describing, documenting, analysing, and comprehending the interactions between variables. The construction of hypotheses and the testing of analyses of the relationships between variables that are not changed are also included in its scope (Blaug, 1980).

The appropriate research design was cross-sectional research design. It was utilized for the purpose of time classification and to answer research questions of interest. It is appropriate in studies in which either the entire population or a subset of it is chosen, and then data are collected at a single point in time depending on the units that have been chosen. Because the information that was acquired about the independent factors and the dependent variable corresponds to what is occurring at a single instant in time, this type of research design was considered suitable. According to Creswell (2002), one of the advantages of using a cross-sectional research design is that it enables researchers to examine a larger number of variables simultaneously at a cost that is relatively modest. This particular design is also preferred because of the limited time required to complete the study. For the purpose of doing explanatory research, Neuman (2011)

asserts that a cross-sectional design is adequate for gaining an understanding of what has occurred or has been occurring.

3.3 The Study Area

The research was carried out in public TVET institutions in Kenya (see appendix II). The purpose for choosing Pubic technical institutions as the study area is threefold: Firstly, by their design and mandate, public institutions are well positioned to act as the power houses of innovations and hence advocates of development for the host nation which implies that the employees in these institutions ought to be at the forefront of resiliently exercising innovative work behaviors. Secondly, public technical institutions in Kenya have better infrastructural development and human resources compared to private institutions with high employee turnover. Thirdly, with the ever-growing pressure on the limited government resources, coupled with the growing competition that public technical institutions are facing from international and private institutions within the education sector, research into ways that can help public institutions in Kenya to become self-sustaining are highly praiseworthy.

Kenya as a nation has a steady population increase that is currently standing at 52.5 million with a population density of 101 per square kilometer and a fertility rate of 3.17. The climatic conditions of the country are favourable for agricultural production in some parts of central and Western Kenya and Rift valley. Other economic activities include tourism and manufacturing. The Jua Kali sector is on an upward trajectory whereas most youth in the sector lack the necessary skills for its growth. This is the target group most suited to join TVET institutions for skills development. It is in this spirit that this study area is deemed most appropriate as improving the state of technical public institutions stands to create benefits at both the individual level of the innovative employee, the organizational level that has enhanced the innovative work behavior of

its workforce, and at the Macro level through generating and supporting policy that promotes innovative work behaviors in the nation.

3.4 Target Population

The study Population means the total group of individuals that they intend to explore and draw conclusions from (Creswell, 2017). The target population in this study comprised of the teaching staff of public technical and vocational education training institutions in Kenya. The overall target study population is 4069 staff (see table 3.1 below) of the three hundred and twenty-three accredited technical and vocational education training institutions in Kenya (TVETA, 2022). The justification for choosing teaching staff is that they are the ones whose roles require innovative performance since they are regarded influential agents in improving innovation in the education sector (Bakkenes, Vermunt & Wubbels, 2010). Future research may focus on both teaching and non-teaching staff in both public and private institutions.

3.5 Sampling, Sample Size, and Unit of Analysis

This section covers the sampling procedure used in the research study, the sample size chosen and the unit of analysis.

3.5.1 The Sample size

The target institutions considered were those under the Ministry of Education, State Department of Vocational and Technical Training. According to the T**echnical and Vocational Education and Training Authority** (TVETA, 2022), there are 12 National Polytechnics and 311 Technical and Vocational Colleges following the TVET Act 2013 on classification of TVET institutions, specifically those categorized under section 26 (a) and b) spread across the 8 regions in Kenya. Cluster sampling based on geographical location of institutions was used in categorizing the institutions. The

number of National Polytechnics was considerably smaller and accessible hence all of them were included in the study. The sampled institutions were picked using the simple random sampling technique

A representative sample size was determined from the study target population as a basis for drawing inferences prior to data collection. According to Sekaran and Bougie (2016), it is unrealistic to gather data from the entire population for reasons like cost and time and therefore it is essential to establish the sample from the study population to get representative data. Sample size refer to actual respondents from which data is collected (Babbie, 2005). The study targeted a population of 4069 teaching staff of technical institutions in Kenya, and representative sample of Three Hundred and Eighty-Four (384) employees were selected using the formula provided by Conchran (2007) as a basis for drawing inferences (*See Equation 1*). The current study sample is representative because according to Comfrey and Lee (1992), cross-sectional studies with a sample size between 300 and 400 is sufficient.

Equation 1: Conchran's Formula for determining sample size

$n = \frac{Z^2 pq}{e^2}$……...sample size determination (Conchran, 2007)

Where;

N: Represents the required sample size

Z: Represents the level of confidence of the sample size (set at 95%) thus Z=1.96

P and q are the population proportions (Each set to 0.5).

e : Sets the accuracy of the sample proportions (set to 0.05)

Therefore;

$$n = \frac{(1.96)^2\ (0.5)(0.5)}{0.05^2} = 384.16\ \cong 384$$

.Table 3.1: Population and sample sizes for teaching staff (per institution)

Type of institution	Population size	Sample size	%
NP teaching staff	1200	141	11.75
TVC Teaching staff	2869	329	11.36
TOTAL	4069	384	23.11

Source: Research Data (2023)

3.5.2 Sampling Technique

Sampling from the population was conducted by the researcher to find out the sub-group of the population from which to draw inferences. Sampling technique is a logical plan through which the researcher arrives at a set of individuals to take part in the study (Pandey, et al, 2021). The representative sample from the target population was selected by stratified simple random sampling. Stratified Simple random sampling refers to a sampling technique where all members have a known non-zero chance to take part in the study (Rehman, Elrehail, Bhatti, & Taamneh, (2023), Sekaran & Bougie, (2016). Stratified Simple random sampling was employed because it is more accurate and eliminates bias by giving all respondents equivalent probability to participants to be reached (Kothari, 2008).

The institutions targeted were classified by category, type, County and region to give every institution an equal opportunity to be sampled. A sample of 323 registered TVET institutions in the country took part in the study. An upper limit of 4 respondents were randomly picked from different academic departments per institution. The research instrument was pretested by way of administering it to a sample of respondents that was not included in the study. The objective was to ensure its reliability, clarity of each item

as well as enhancing its usability. Responses were received from the target institutions in the country. The response rate of the questionnaire from all the institutions targeted was 302 representing 78.6%.

Table: 3.2 Population and sample sizes for teaching staff (per County)

S/No.	Region	Target Population	Sample Size Computation	Sample Size
1	Coast Region	175	384/4069*175	17
2	N. Eastern Region	20	384/4069*20	5
3	Eastern Region	480	384/4069*480	46
4	Central Region	577	384/4069*577	54
5	R. Valley Region	1413	384/4069*1413	133
6	Western Region	598	384/4069*598	56
7	Nyanza Region	495	384/4069*495	45
8	Nairobi Region	303	384/4069*303	28
TOTAL		**4069**		**384**

Key: *NP: National Polytechnic, TVC: Technical & Vocational Center*

Source: TVETA (2023)

3.5.3 Unit of analysis

In order to identify the respondents from whom to gather data, it was essential to define the unit of analysis prior to data collection. The element from which information is to be gathered is the unit of analysis (Dubey & Kothari, (2022). Because the research sought to draw conclusion about staff innovative work behavior in technical institutions in Kenya, the unit of analysis comprised of individual teaching staff working in the technical and vocational education and training institutions in Kenya.

3.6 Data Collection

The data collection instrument chosen for this study was piloted on a sample to ensure that the purpose was easily understood. The question of anonymity was addressed to

allow the respondents to respond freely without fear of reprisal. Confidentiality of their responses was of paramount importance because there is always a link between instrument's anonymity and respondent's honesty.

Through an introductory letter, the respondents were communicated to in regard to the purpose of data collecting. They were also made aware that they were part of a sample in a study for academic purpose and consequently gave their consent through their respective Principals.

3.6.1 Data Collection Methods and Instrument

The data was collected through the use of a structured questionnaire. Those who participated in the study were asked to fill out a questionnaire that they were responsible for administering to themselves in order to provide responses. According to Amani, (2023), Hair et al. (2013), a self-administered questionnaire involves presentation of written questions to respondents; the respondents then react to these questions in written form. The researcher and his team of data collection assistants were the ones who physically handed out the questionnaires to the individuals who participated in the study.

With the exception of an introductory section, the specific questionnaire used in this study was divided into two main sections: A and B. The introductory section gave the respondents a rundown of the questions and reaffirmed that the information they were asked to submit would be treated in confidence. The respondent's age, length of service, level of education, and other basic background data were gathered in Section 'A'. The questionnaire's Section "B" asked respondents to answer a series of statements that described the research variables. In line with the studies of Vagias (2006), responses to the statements in the closed ended questionnaire was anchored on a five-point Likert

scale. This enables the researcher to assess the respondent's level of agreement or disagreement with the individual research question items for various constructs and variables. The scale was graded as follows; 1 – "Strongly disagree", 2 – "Disagree", 3 – "Not sure", 4 – "Agree", and 5 – "Strongly agree". This is synonymous with Creswell (2013) who recommends that a Likert scales with five-point or more is good as it offers more variance and a higher degree of measuring information.

The rationale behind adopting the questionnaire approach is that, questionnaires are above the effect and variability of the researcher, which helps to preserve the objectivity of the data that is obtained. In addition to this, they are less expensive and may be administered in a short amount of time. The third advantage of using questionnaires is that they are extremely easy for the respondents, as they can be filled out during their spare time. Furthermore, questionnaires are especially appropriate for evaluating perceptual investigations (Tabachnick & Fidel, 2010).

3.6.2 Procedures for Data collection

Collecting data was done by the individual researcher and a team of research assistants which enabled faster data collection. As a way of enhancing the quality of the services of the research assistants, the research assistants were briefed by the researcher about how to administer the questionnaires. Also, the individual researcher was available and took active participation in data collection.

Following the approval of the proposal document, the author obtained a letter of introduction from the School of Business and Economics at Moi University. This letter was also forwarded to the National Commission for Science, Technology, and Innovation (NACOSTI) in order to obtain permission to collect data. Further permission was sought from the management of respective TVET institution authorities

where the data was collected and the consent of the respondents were sought prior to the questionnaire administration.

As part of the data collection process, the researcher distributed the questionnaire to individuals who were intended to reply to the survey. According to Saunders, Lewis, and Thornhill (2007), the respondents fill out the questionnaire by marking their respective responses with a checkmark. These responses are reflective of the respondents' opinions regarding the numerous statements contained in the questionnaire. Following the completion of the data gathering tools, the researcher eventually gathered them back for the purpose of additional processing and analysis. If a respondent was unable to complete the questionnaire tool immediately, they were allowed up to one month from the time they obtained the questionnaire to complete it. This was done in the event that they were unable to do so immediately. Reminders were done by phone calls in order to encourage them to return completed questionnaires as fast as possible.

3.7 Measurement of study Variables

In order to operationalize and assess the study variables, we used previously defined study items that were taken from the existing body of literature. The tool was made context-specific in order to accommodate the one-of-a-kind nature of the study, and suitable adjustments were made wherever they were required.

Table 3.3 Measurement of the study variables

VARIABLE	TOTAL ITEMS	SOURCE	CITATIONS
EMOTIONAL INTELLIGENCE	18-items EQQ	Goleman (1998)	Maqbool *et al.* (2017)
PERCEIVED ORGANISATIONAL SUPPORT	09-items POSQ	Eisenberger et al. (1986)	Yuan and Woodman (2010)
TRANSFORMATIONAL LEADERSHIP	16-items scale	Avolio & Bass, (2004)	Avolio & Bass, (2004)
INNOVATIVE WORK BEHAVIOR	09-items scale	Jeroen & Hartog, (2010)	Jeroen & Hartog, 2010

Source: Survey Data (2023)

3.7.1 Measurement of Independent Variable - Emotional intelligence

In experimental measures and in research, independent variables aren't affected by any other variables that a given study measures. In this study, emotional intelligence is the determinant variable that was manipulated to provide information on its correlation and the degree to which it influences the outcome variable - innovative work behaviour. The validity of the conclusion that the conceptual independent variable influences the dependent variable dependent on construct validity of causes and effects (Cook & Cambell, 1979).

The research utilized the 18-item Emotional Intelligence Questionnaire (EQQ) that was designed by Goleman (1998). The independent variable in this investigation is emotional intelligence, and it was examined using the evaluation tool. Self-awareness, self-management, social awareness, and relationship management are the four most important aspects of emotional intelligence, and this study takes an extensive approach to the study of emotional intelligence. It also gives special emphasis to each of these four important aspects of emotional intelligence.

The emotional intelligence questionnaire had a high level of internal reliability (a = 0.88), as well as acceptable confirmatory factor analytic structure across a number of different samples (Zhang et al. 2018). The following are some examples of items that can be included in the list: "I recognize other people's feelings and views and take an active interest in their concerns" (social awareness); "I know my emotional strength and weaknesses" (self-awareness); "I maintain integrity and act consistently with my values" (self-management); and "I work with others towards shared goals and create group synergy in pursuing collective goals" (relationship management). All of the responses for each of the four sub scales were added together and then averaged to arrive at a sub scale composite average. This was done in order to obtain a composite score for emotional intelligence. Goleman (1998) instrument was adopted.

3.7.2 Measurement of the Dependent variable -Innovative work behavior

Jong & Hartog, (2010) designed and validated a nine-item scale that was used to measure innovative work behavior (IWB). The scale was used to measure IWB comprised of four dimensions of idea generating, idea exploring, idea championing and idea implementing. Two items were used to measure idea exploration, three items were used to measure idea generating, two items were used to measure idea championing, and three items were used to measure idea implementation. The items were based on a Likert scale with five points, ranging from 1 - strongly disagreeing to 5 - strongly agreeing with the statement.

The current study viewed innovative work behaviour as a multi-dimensional concept and it has the largest body of empirical evidence and supportive studies. Therefore it was considered more effective to utilise De Jong & Den Hartog, (2010) measure for the different dimensions and stages of innovative work behaviour. These scales also proved more effective in determining the effect of individual characteristics on innovative work

behavior (IWB). In this regard the focal point for this study in relation to IWB as the outcome variable related to four dimensions of idea exploration, idea generation, idea championing and idea implementation. Fatoki (2021), conducted a study within the South African context exploring the effects of entrepreneurial leadership on innovative work behaviour of employees. He concluded that a significant positive relationship exists between leadership and innovative work behaviour.

3.7.3 Measurement of the Mediator Variable-Perceived organizational support

The measurement of the mediation variable followed the procedure set out by Baron and Kenny (1986). A mediator variable is a variable that explains the relationship between a predictor variable and a criterion variable. The test for mediation determined the existence of a partial mediation after the test of the independent variable on the dependent variable was reduced by the introduction of the mediator. A Five-item scale that was developed and validated by Rensis Likert in 1932 was utilized in order to measure perceived organizational support (POS) as the mediator variable in this study. Perceived organisational support includes the different dimensions of beneficial treatments received by the employees such as fairness, supervisor support, and organisational rewards and favourable job conditions which lead to employee loyalty and commitment towards the organisation.

Utilizing a uni-dimensional construct, the scale is used to quantify the perceived level of organizational support. A Likert scale of five points, ranging from 1 (strongly disagree) to 5 (strongly agree), is used to evaluate the items. Among the examples of items are statements such as; "This institution cares about my opinions".

The current study followed the footprints of Rhodes and Eisenberger (2002), who concluded that organisational support includes the different dimensions of beneficial

treatments received by the employees. Such benefits included fairness, supervisor support and organisational rewards and favourable work environment which result in staff loyalty towards the organisation. These dimensions carried in the scale item measurement were found to have a significant and positive effect in the relationship between perceived organisational support and innovative behaviour.

3.7.4 The Moderator Variable - Transformational leadership

The moderator variable; Transformational leadership as captured in table 3.3 was measured by a 16-item scale TLQ (Transformational Leadership Questionnaire) by Bass & Avilio (1990). The sixteen-item scale measured the four aspects of transformational leadership construct which consists of idealised influence, inspirational motivation, intellectual motivation and individualised consideration. Utilizing a unidimensional construct, the scale is used to quantify the perceived level of organizational support. A Likert scale of five points, ranging from 1 (strongly disagree) to 5 (strongly agree), is used to evaluate the items. The transformational leadership questionnaire had a high level of internal reliability (a = 0.72), as well as acceptable confirmatory factor analytic structure across a number of different samples (Zhang et al. 2018). The items used in the measurement include: “My supervisor goes beyond self-interest for the good of the group”. ‘’My supervisor instil pride in others for being associated with them’’. ‘’My supervisor displays a sense of power and influence’’. ‘’My supervisor makes personal sacrifice for others benefit’’. ‘’My supervisor talks enthusiastically about what to be done’’. ‘’My supervisor expresses confidence in goals to be achieved. My supervisor talks optimally about the future’’. ‘’My supervisor articulates a compelling vision for the future’’. ‘’My supervisor re-examines critical questions as to whether they are appropriate’’. ‘’My supervisor gets to look at problems from different angles’’. ‘’My supervisor seeks different

perspectives when solving problems''. "My supervisor does not impose but allows for some independence''. ''My supervisor treats others as individuals rather than members of a group''. ''My supervisor spends time teaching and coaching''. My supervisor helps others to develop their strengths. "My supervisor is empathetic and supportive''. The interaction effect between transformational leadership and innovative work behaviour was operationalized by the product term and it was found to enhance the causal effect.

3.7.5 Measurements for control Variables

In the current research, gender, age, education level, and length of service were all controlled for. According to Lambriex-Schmitz, Van der Klink, Beausaert, Bijker, & Segers, (2020), Janssen (2000), education level, the number of years in employment, gender and age were all important factor in IWB. In accordance with the findings of Anand et al. (2010), the current study took into account, the age and length of service of the employees. Within the section of the questionnaire that was dedicated to personal information, there were questions that were addressed to the control variables. An employee's age was determined by classifying them into one of four age groups: below 20 years, between 20 and 30 years, between 31 and 40 years, and over 41 years. The number of male and female respondents was used as a metric for determining gender. The highest level of education that an employee had achieved was used to determine their level of education. This may be a certificate, diploma, first degree, master's degree, doctoral degree, or post-doctoral degree or higher. We measured tenure in the following ranges: less than five years, six to ten years, and more than ten years. 11 to 15 years, 16 to 20 years, and over 20 years are the age ranges. Control variables were taken care of in this study so as to ensure that the effect of confounding variables on the observational study are mitigated. The effect of confounding variables was controlled for using hierarchical regression. This treatment involved holding the controlled variables

constant as the researcher manipulates the predictor variables, that is; emotional intelligence and perceived organizational support to assess their effect on the dependent variable. This process is vital as it helps to eliminate type III errors. Type III error entails correctly rejecting the null hypothesis for the wrong reason; it is a variation from the widely known types of errors I and II. In type I error, by contrast of events, the null hypothesis is said to be rejected when it is actually true while type II error entails accepting the null hypothesis when it is false (Tabachnick & Fidel, 2010).

3.8 Instruments Validity and Reliability

The quality of a measuring instrument is established through the reliability and validity measures. Further the responsiveness of the measure to change was of interest to this study. The process that was used in developing and validating an instrument is by large focused on reducing errors in the measurement process.

3.8.1 Validity of the Research Instrument

An examination of the validity and reliability of the instruments used to collect data was carried out prior to the procedure of data collection. According to Kimberlin and Winterstein (2008), validity is defined as the degree to which an instrument measures what it claims to measure using its instrument. It was ensured that the study instruments were tested for authenticity in order to guarantee that the data collected encompassed the actual topic of investigation, as stated by Ghauri and Grønhaug in 2005. There are four distinct types of validity (content validity, face validity, criterion validity and construct validity) that were taken into consideration when evaluating the data collection instrument.

According to Newman, Lim, and Pineda (2013), content validity is a measurement that involves determining the extent to which an instrument contains an acceptable sample

of items for the construct that is being measured. For the purpose of ensuring that the items developed to operationalize a construct provide an adequate and representative sample of all the items that measure the constructs, the justification for measuring the content validity of the research instruments is to ensure that the items are based on the judgment of experts in the field (Kimberlin & Winterstein, 2008).

An evaluation of the content validity was carried out with the help of the Content Validity Index (CVI), which was derived from the responses of specialists who were chosen to be selected in the subject matter (Lynn, 1986). By assigning a rating to each item, the researcher asked the experts who served as the researcher's supervisors to evaluate the validity of the material. After computing an item-level CVI (I-CVI) and a scale-level CVI (S-CVI), the ratings were examined to determine their significance. According to Lynn (1986), the I-CVI evaluation focuses on the content validity of the individual items, whereas the S-CVI evaluation examines the content validity of the whole scale. I-CVI and S-CVI were applied to the instruments in order to guarantee that the research instruments have all of the things that are necessary and that they do not contain any items that are not desired to a specific construct domain (Mark, Philip, and Adrian, 2009).

In order to avoid having a neutral and ambivalent midpoint, it was requested that a panel consisting of at least three content experts grade each scale item on a four-point scale in terms of its relevance to the underlying construct. The scale was designed to have a range of one being not relevant, two being somewhat relevant, three being rather relevant, and four being highly relevant by Lynn (1986).

In order to calculate the I-CVI, the total number of experts were divided by the number of experts who rated the quality of an item with a score of 1, 2, 3, or 4. In order to

calculate the I-CVI for each item, a rating of either three or four is assigned to it (thereby dividing the ordinal scale into relevant and non-related categories), and this rating is then divided by the total number of experts. An item that received a score of 0.80 on the I-CVI is one that, for instance, received a rating of quite high or highly relevant from four out of the five assessors.

Those items in the questionnaire that had an I-CVI score of 0.8, 0.9, or 1.0 were the only ones that were kept, while those items that received an I-CVI score of less than 0.8 were removed. In accordance with the findings of Lynn (1986), when the total number of experts is ten, an item is required to meet the minimal agreement of eight experts.

In order to get the S-CVI, the I-CVIs were averaged together. The S-CVI should be at least 0.90, as stated by Polit and Beck (2008), and this served as a foundation for the modification of the final data collection instrument. As part of the process of enhancing the contents of the instrument, the opinions of the selected specialists were utilized to assist in choosing which components should be removed, added, or modified.

A thorough analysis of the theories underlying the main variables this study looked into was done in order to determine the construct validity, which is a demonstration of how much the constructs supposedly link to one another in order to assess a concept based on the theories that underlie the research (Zikmund et al., 2013). Furthermore, by looking at the correlation matrix and the inter-construct correlation, convergent and discriminant validity were developed in order to get construct validity. The goal of doing this was to establish construct validity. The fact that there is a consistent low correlation between the relevant data and other measurements that do not measure the same variable serves as evidence of this validity. Convergent validity occurs when ideas

that should be related to one another do in fact relate to one another. Conversely, discriminant validity happens when a scale or measure is distinct and not only a reflection of other variables (Hair et al., 2010).

The instrument was piloted prior to the actual study in order to identify ambiguities of the items, vague questions or other difficulties participants may encounter with the instrument items and consideration for improvement where applicable. The pretesting involved administering the questionnaire to respondents in advance of the actual study (Neuman, 2007). The questionnaires were given to employees in private technical institutions in Kenya to avoid prior biasness in the actual respondents during the actual study. The process also aided in identifying the possible anomalies or vagueness that could be existing in the questionnaire (Kothari, 2004). The ambiguities that were raised by the respondents were all addressed before the tool was used in the actual collection of data.

3.8.2 Reliability of the Research Instrument

Before the data collecting exercise, the instrument that was used to gather the data was examined to determine its level of reliability. According to Neuman (2007) and Hair et al. (2010), reliability encompasses the extent to which a research instrument is able to produce consistent results even after being subjected to multiple trials. According to Kimberlin and Winterstein (2008), the purpose of reliability testing is to evaluate the stability of measures that are delivered at varying times to similar individuals or using the same standard. This is referred to as test-retest reliability. Internal consistency refers to the uniformity of groups of items from similar test.

Zikmund (2010) state that internal consistency provides an assessment of the degree to which different collections of items from the same test are equivalent to one another.

For the purpose of determining the reliability of the internal consistency, the Cronbach Alpha test was utilized, and the items with greater than 0.7 alpha coefficient were approved (Zikmund, 2010).

According to Saunders et al. (2009), studies that have a coefficient of α between 0.80 and 0.95 are considered to have very good reliability. This is because it indicates that there is very minimum error, which means that the results can be replicated. However, within the realm of social science research, coefficients of 0.62 are deemed acceptable (Hair et al., 2010). In order to ensure that the instruments used in this investigation are reliable, a Cronbach Alpha score of greater than 0.70 was sought after.

3.9 Factor Analysis

Factor analysis was carried out in order to cut down on the number of items in the questionnaire that were unnecessary. As stated by Lund, (2022), factor analysis is a method that takes into account the quantity and description of fundamental things that are included in a larger collection of measures. Reducing a large number of variables into a smaller set of variables—also known as factors—is the basis for factor analysis. By doing this, underlying dimensions between the latent constructs and the variables that are being assessed may be established. This enables the development and improvement of theory and shows that self-reporting measures have construct validity (Colomo-Palacios, Casado-Lumbreras, Álvarez-Rodríguez & Yilmaz, 2020). The researcher followed the advice of Tabachnick et al. (2007) and ensured that the following criteria were met: there had to be a linear relationship between the factors and the variables, univariate and multivariate normality, and no univariate or multivariate outliers.

The factorability of the data was assessed using a test of sphericity created by Bartlett and a sample adequacy measure created by Kaiser-Meyer-Olkin (KMO). Bartlett's test of sphericity statistical significance should be at least 0.05 ($P < 0.05$) and the KMO index should be between 0 and 1. Factors having Eigenvalues larger than one were chosen for the extraction procedure, and components were extracted using the principal component analysis (PCA) approach. Orthogonal rotation was chosen as the extraction approach because it produces more parsimonious findings and has a lower rate of sampling error. This is because the outcomes of an orthogonal rotation are more likely to be replicated in later investigations. Idinga (2015) argues that the case for orthogonal rotation is that orthogonally rotated factors are significantly easier to comprehend than obliquely rotated factors when the factors are unrelated to one another. This is the case when the uncorrelated components are considered.

3.10 Test for Multiple Regression Assumptions

According to the findings of Hair et al. (2010), in order to obtain the most accurate results possible, it is essential to make certain that the results that are generated by regression analysis are truly representative of the sample. This is due to the fact that the assumptions needed for regression analysis are quite important. There are a number of tests that are included in these tests. Some of these tests include the test for normality, the test for linearity, the test for homoscedasticity, the test for multi-collinearity, and the study of the independence of errors.

3.10.1 Normality Test

Normality is defined as the shape of the distribution of data for individual metric variables and it is corresponding to the normal distribution of the benchmark for statistical techniques, as stated by Hair et al. (2010). A normality test determines if a dataset’s distribution is drawn from a normally distributed population. A number of

statistical tests such as T-test and ANOVA require normally distributed data. This study used common methods such as Kolmogorov-Smirnov test and the Shapiro-Wilk test alongside graphical methods such as histograms and Q-Q plots.

According to Saunders et al. (2007), the normality test is applied in order to determine whether or not the data sets are considered to be regularly distributed. However, this is not the only purpose for which the test is utilized. In this particular instance, it is assumed that the residuals of the variables adhere to a normal distribution. If the p-value was either lower than or equal to the value of alpha, which was the level of significance that was defined for this specific research at 0.05 correspondingly, then the hypothesis of normality was meant to be rejected throughout the test. This was the case where the p-value was either lower than or equal to the value of alpha. In other words, the data were regarded to be normal if the value of significance of the Shapiro-Wilk Test result was greater than 0.05. In contrast, if the value of significance was less than 0.05, then the data were regarded as substantially deviating from a normal distribution.

3.10.2 Linearity Test

According to Tabachnick et al. (2007), the term "linearity" refers to the correlation that exists between variables, which is represented as a straight line. This is the assumption that allows for the possibility of linearity. It is difficult to discern the influence that each independent variable has on the variable that is being examined (the dependent variable) when there is a significant correlation between the independent variables. This is because the dependent variable is the variable that is being investigated (Hair et al. 2010). The product-moment correlation model that was established by Pearson was applied in order to measure the degree of association that exists between the independent variables and the dependent variable. This was done in line with the works of Tabachnick et al. (2007). It may be deduced from the fact that the correlation

coefficients have values that vary from +1.00 to -1.00 that the correlations between the variables are unusually flawless or have extreme perfect relationship.

3.10.3 Test of Homoscedasticity

Tabachnick et al (2007) opined that the concept of homoscedasticity refers to the idea that the degree of variation in the scores of a single continuous variable is roughly same across all levels of the scores of other continuous variables. It was noted that the variance of errors were constant across all levels of the independent variables. The spread of the residuals were roughly the same throughout the range of the independent variables.

The Levene's test of homogeneity was performed in order to ascertain whether or not the variability of the dependent variable (Innovative Work Behavior) is constant across the values of the independent variables when compared to the values of the independent variables. The goal of Levene's test of homogeneity is to verify that the variation of the dependent variable that is being explained in the dependency relationship is not concentrated in only a narrow range of the independent values (Hair et al., 2010). This was accomplished by ensuring that the independent values were distributed throughout a wide extent. The purpose of the examination is to determine whether or not the variances in the sample were comparable. Levene's test of homogeneity was utilized, with the threshold being set at ($p>.05$). On the other hand, the results would have been determined to be heteroscedastic if the threshold was reduced to less than ($P<0.05$). According to Tabachnick et al. (2007), in situations like these, the findings would be rectified by changing the scores of the dependent variable before doing regression analysis to rectify the results.

3.10.4 Multicollinearity Test

The test for multicollinearity of variables was done. Hair et al. (2010) stated that the word "multicollinearity" is used to characterize a circumstance in which two or more of the independent variables are strongly related with one another. It is difficult to discern the influence of each and every independent variable on the variable that is being researched (the dependent variable), as multicollinearity causes the independent variables to be highly interrelated (Hair et al. 1998). This is because multicollinearity causes independent variables to be firmly interconnected. For the purpose of determining whether or not multicollinearity was present, the tolerance (T) of variance and the variance inflation factor (VIF) were applied. The Tolerance of variance is regarded to be the proportion of the variability of the selected independent variable that cannot be explained by the other independent variables (Leech and Onwuegbuzie, 2007). This is the definition of the Tolerance of Variance. Examining the variance inflation factor (VIF) for a predictor is one way to ascertain whether or not there is a significant linear relationship between the independent variable and all of the other predictors. This may be done by determining whether or not the VIF is significant. A tolerance value that is less than 0.10 or a VIF value that is larger than 10 is the threshold for identifying multicollinearity, as stated by Hair, Black, Babin, Anderson, and Tatham (2006). This threshold might also be a number that is greater than 10.

According to Hair et al. (2010), the idea of independent error refers to the fact that the mistakes in prediction are not associated with one another so that they may be considered independent of one another. In order to demonstrate that the assumption of error independence is true, it is essential to make certain that the residuals or mistakes in prediction do not display a pattern that is constant from one occurrence to the next. The Durbin-Watson statistic was acquired so that an investigation could be conducted

on the degree of independence that occurred between residuals. Tabachnick and Fidell (2007) opined that a figure that falls somewhere between 1.5 and 2.5 is regarded to be appropriate for establishing that there is no serial connection among the errors and demonstrate that there is no correlation between the errors.

3.11 Data Cleaning and Screening

The process of screening and cleaning quantitative data generally involves checking data accuracy in terms of whether the data entry was done correctly, checking data completeness or the quantity of data missing and whether there are patterns of missingness within the set of responses, or recorded values in the dataset.

According to the recommendations made by Tabachnick, Fidell, and Ullman (2007), the data were screened and cleaned before the analysis was performed. This was done to remove any missing values and outliers. Reading the original data against the data that was entered into the computer and checking for discrepancies and missing responses are both part of the process of cleaning and screening the data (Tabachnick et al., 2007). This is done to verify that these processes are accurate and comprehensive. According to Tabachnick and Fidell (2013), the process of data screening and cleaning assists in the process of checking for and fixing problems that may have occurred during the process of entering data into the software. This action guarantees that the data that will be submitted to additional statistical investigations is error-free and in a position to generate relevant conclusions so that the investigations can proceed.

3.11.1 Missing values analysis

As one of the requirements for doing multiple regression analysis, the data was examined to determine whether or not there were any missing values or outliers (Tabachnich & Fidel, 2010). Saunders et al. (2010) refer to missing data as information

presented in which legitimate figures on one or more items are not seen for the purpose of evaluation. According to Barald and Enders (2010), missing data might be the consequence of a number of circumstances, including the refusal of respondents to reply to sensitive information such as their age and they are married. Following the recommendation made by Hair et al. (2010), the data missing at random (MAR) was disregarded in this investigation. According to Hair et al. (2010), data MAR takes place when the missing values of the dependent variable depend on the independent variable rather than it being dependent on the dependent variable itself. According to the findings of this investigation, data was determined to be MAR if the values of Innovative Work Behavior that were missing depended on the independent variables. Except in cases where the percentage of missing data was greater than five percent (5%), the data MAR was replaced by a series of means (Hair et al., 2010). In order to eliminate missing data completely at random (MCAR), list-wise deletion was utilized. This method required that all cases that had missing values that were greater than 5% be removed from consideration (Tabachnick & Fidell, 2007). According to Hair et al. (2010), data MCAR takes place when the missing values of the dependent variable (IWB) are not reliant on the variables that are independent of the dependent variable. When compared to pair-wise deletion, list-wise deletion is more accurate since it does not contain inconsistent correlations (Hair et al., 2010). This is the justification for list-wise deletion, which is more suited for big samples and is relatively suitable for large samples.

3.11.2 Outlier analysis

An outlier can be defined as a data point that deviates significantly from the normal pattern or behaviour of the data. Outlier analysis on the other hand refers to the process of identifying data points that significantly differ from the rest of the data set.

Both univariate and multivariate outliers can be identified, according to Tabachnick and Fidell (2007). Univariate outliers are those in which extreme scores are found on a single variable, whereas multivariate outliers are those in which values deviate from the centroid of all scores comprising predictor factors. It is important to note that outliers are data points that are significantly different from other data points. Standardized scores were used in this investigation to identify multivariate outliers. Scores that fell outside the range of -3.0 to 3.0 were regarded as statistically significant (Howell, 2009). In order to evaluate multivariate outliers, the Mahalanobis Distance D^2 measure was utilized. This measure, created by Tabachnick in 1936, provides an indication of the distance that a specific example deviates from the centroid of the scores for the variables. Due to the fact that it measures a multi-dimensional evaluation of each observation across a range of variables, the Mahalanobis distance D^2 measure is considered to be suitable for this particular study (Hair et al., 2014). Each value with a probability that was less than 0.001 was regarded as a multivariate outlier, according to Saunders et al. (2007). The probabilities that were connected with the computed Mahalanobis values were computed and organized in ascending order.

3.12 Data Analysis and Presentation

Data analysis is an important step in any research study. Data is analyzed to obtain and discover useful information to inform conclusions or support theories for empirical decision making. Data presentation forms an integral part of all academic and business research as well as professional practices. However, one must be thoroughly conversant with the appropriate approach or methodology to be applied in analysing and interpreting data.

In this study the information that was acquired from the field was entered into the SPSS program version 26 so that the analysis could be carried out. According to Silva (2008),

the act of adding order, structure, and meaning to the large amount of data that has been collected is what is referred to as data analysis. For the purpose of reducing data to a form that may be comprehended and interpreted via the use of statistics, data analysis is particularly helpful. Classifying, organizing, manipulating, and summarizing data in order to get answers to research questions that have been specified is the method that is utilized to accomplish this goal. For the aim of this specific inquiry, the data analysis consisted of hierarchical regression analysis. The objective of this analysis was to determine whether or not emotional intelligence and perceived organizational support had a direct impact on innovative work behavior. The results were presented in the form of frequency and percentage in the form of tables. Moderated-mediation was tested using "Process Macro" (Model 7) version 3.4 by following the procedures for analysis as developed by Hayes (2017 & 2018).

3.12.1 Descriptive Statistics

Following the completion of the preliminary data analysis, descriptive statistics were carried out in order to give insights into the characteristics of the samples collected. According to Zikmund et al. (2010), descriptive statistics is a type of statistical analysis that involves the transformation of raw data into a format that is easy to understand. In accordance with Saunders et al. (2009), the objective of descriptive statistics is to offer a numerical description of the variables in question and to evaluate them in relation to one another. To have a better understanding of the demographic profile of respondents, descriptive statistics were carried out. These statistics included the respondent's age, gender, level of education, and their tenure in employment. Table format was used to present the results of the demographic analysis. Both the mean and the standard deviation were utilized in the reporting of the findings (Samuelson, 2010).

3.12.2 Correlation Analysis

Correlation analysis in research is a statistical method used to measure the strength of the linear relationship between two variables and their computed associations. It calculates the level of change in one variable due to change in another (Ashington, Karlaftis & Mannering 2020). For the purpose of determining the nature of the relationship that exists between the criteria variables and the dependent variable, the research explored doing a correlation analysis. According to Saunders and Lewis (2010), the term "correlation" describes the degree of association that exists between the independent factors and the dependent variable. The values of the correlation coefficients range from a value of +1.00 to a value of -1.00, meaning that they depict correlations that are extraordinarily perfect. According to Hair et al. (2010), when there is a high degree of correlation between the independent variables, it becomes more difficult to ascertain the effect that each independent variable has on the dependent variable.

3.12.3 Regression Analysis

In order to investigate whether or not the perception of organizational support acts as a mediator in the connection between emotional intelligence and innovative work behaviour, a regression analysis was carried out. As stated by Hair et al. (2010), regression analysis is a statistical method that aims to provide an explanation for the change that occurs in the dependent variable as a consequence of a change in the independent variable. The degree of changes (R^2 change) in the dependent variable as a result of each independent variable change was tested using hierarchical linear regression analysis (Tabachnick & Fidell, 2007). This was done in order to determine all of the possible outcomes. In hierarchical regression, the variables of the research

were entered in blocks and one at a time at each step. After that, the dependent variable is regressed against the current set of predictor variables.

Entering the control variables was the first step in the process, which was done in order to assess the impact that the controls had on the outcome variable, which was creative work behaviour. Emotional intelligence was the subject of the second block, which was designed to investigate the impact that it has on innovative work behaviour. For the purpose of determining the impact that perceived organisational support had on innovative work behaviour, the third block was introduced. The fourth block was devoted to the examination of the impact that transformational leadership has on innovative work behaviour. According to Leech, Barret, and Morgan (2011), the motivation for utilizing the hierarchical technique is to demonstrate how the prediction of the independent variables may enhance the prediction of the dependent variable. At each stage, the calculated (R^2) indicated the incremental change in variance caused by the predictor variable on the dependent variable. During the analysis of data in this study the assumptions of regression testing were taken into consideration. For purposes of inference, the following assumptions were considered; linearity and additivity of the relationship between the dependent and the independent variables, statistical independence of the errors, homoscedasticity, normality, variance inflation factor, correlation and multicollinearity.

3.13 Model Specification

Model specification in research is one of the initial stages in the determination of the procedure to be adopted in the analysis of data. If the model is inadequate, in performing the necessary iterations on the data, the output will fail the credibility test whereas the correct choice of the model will yield desirable results for interpretation. According to Allen (1997), model specification in regression analysis refers to the determination of

which independent variables should be included in or excluded from a regression equation. In general, the specification of the regression model should be based primarily on theoretical consideration rather than empirical or methodological ones. A multiple regression model is theoretical in so far as the causal relationship between one or more independent variables relates to a dependent variable. For purposes of analysis of the correlation between the predictor variables and the outcome variable the study considered the model specification, the estimation of the parameters of the model and the interpretation of the parameters.

3.13.1 Model Specification for Control Variables

A control variable is an element that does not change throughout and experiment because its unchanging state allows for a better understanding of the relationship between the other variables being tested. The inclusion of control variables in a research study is meant to enhance the internal validity of the study by limiting the influence of the confounding and other extraneous variables. It also helps in avoiding research bias.

According to Tabachnick and Fidell, (2013), the purpose of the test that was designed to identify the influence of the controls on the dependent variable in comparison with the direct effect. The level of significance should be *P*-value less than 0.05 to show that the control variable is a significant predictor of innovative work behavior as a dependent variable (Field, Miles, & Field, 2012). The following equation guided the analysis of control variables on the outcome variable:

Equation 2: Model specification for control variables

$Y=\beta_0+ \beta_1 (Gender) + \beta_2 (Age) + \beta_3 (Education) + \beta_4 (Tenure) +\varepsilon_1$ …….. (Equation 2)

Where:

Y: Denotes the dependent variable (innovative work behavior)

β_{01}: Denotes a Constant

B_1- β_4: Represents the coefficient of regression

ε_1: Represents the error terms

3.13.2 Model Specification for Direct Effect Hypothesis Testing

The effect of emotional intelligence on innovative behaviour was established (objective 1); perceived organisational support on the relationship between emotional intelligence and innovative work behavior (objective 3); transformational leadership on the relationship between emotional intelligence and perceived organisational support (objective 4); transformational leadership on the relationship between emotional intelligence, perceived organisational support and innovative work behavior (objective 5). In testing hypothesis 1 and 2, hierarchical regression was utilized. Heck et al. (2020), Allison, (1999), opine that hierarchical regression is a technique for analyzing data that allows one to change the effect of a predictor variable on a dependent variable while maintaining the same values for the other predictor variables in a series of blocks The test statistics include the coefficient of determination (R^2) and the (*P* -values). The *P*-value for each of the study variables should be significant at less than 0.05 to show that the relationship between the predictor and the outcome variable is significant (Hair *et al.,* 2010). The direct effect hypotheses were analyzed using the statistical linear equations below;

Equation 3: Model specification for direct effect hypothesis

$Y=\beta_{02}+ C + \varepsilon_2$ ……...……... (Equation 3)

$Y=\beta_{03}+C+ \beta_1X+ \varepsilon_3$….……..……... (Equation 4)

$Y=\beta_{04}+C+\beta_1X+\beta_2M+\varepsilon_4$……..……..…..……... (Equation 5)

Where:

Y:	Represents dependent variable (Innovative work behavior)
X:	Represents the independent variable (emotional intelligence)
M:	Represents the mediator variable (perceived organizational support)
C:	Represents the Control variables
$\beta 0_1$…… $\beta 0_3$:	Represents the Respective Y Constants
β_1- β_2:	Represents the Regression coefficients
ε_1…. ε_4:	Represents the Respective error terms

3.13.3 Model Specification for Mediation Hypothesis Testing

The aim of this research is to elucidate the mediating impact of perceived organizational support on the relationship between emotional intelligence (the independent variable) and innovative work behaviour (the dependent variable). As per the findings of Hayes (2017) and Preacher, Rucker, and Hayes (2007), mediation occurs when a mediator (M) conveys the causal impact of an independent variable (X) on a dependent variable (Y). This is the definition of mediation. The perceived level of organizational support is the variable that acts as a mediator in this scenario. According to Preacher and Hayes (2008), mediation is considered to be an explanation that shows how an independent variable (X) affects a dependent variable (Y) through a hypothetical mediator (Baron and Kenny 1986). As a general rule, the value that is inherent in doing such indirect tests is that they provide an increased and deeper understanding of the link that exists between the independent variable and the dependent variable.

For the purpose of determining whether or not perceived organizational support acts as a mediator in the connection between emotional intelligence and innovative work behavior among employees, the approach proposed by Hayes (2012) was chosen. When it comes to hypothesis H_{05}, this test is without a doubt effective. During the test, a number of different regression model conditions were executed in the following order: (1) Model I: The objective of the predictor variable, which is emotional intelligence, made a significant prediction about the outcome variable, which is innovative work behavior. (2) In Model II, the predictor variable is considered to have made a significant prediction about the mediator. In other words, emotional intelligence ought to be a strong predictor of felt organizational support. In the third model III, the mediator variable provided a substantial prediction about the outcome variable when the independent variable is present. In other words, the perceived organizational support became a significant predictor of innovative work behavior when emotional intelligence is present. According to the decision criterion, which is sometimes referred to as Model IV, the independent variable should have a less ability to predict the dependent variable in model III than it did in model I. This expectation is intended to validate the mediation effect. According to MacKinnon, Fairchild, and Fritz (2007), researchers typically come to the conclusion that mediation is not conceivable or plausible when one or more of these linkages in models I to III exhibit a lack of significance. However, it is important to note that this is not always the case.

According to Hayes (2012), a full mediation takes place when the inclusion of the mediator in model III results in the link between the independent variable and the dependent variable being reduced to zero. In model III, the value of 'C1' is equal to zero, which is the value. On the other hand, when a partial mediation is performed, the value of 'C1' in model III merely decreases, but it continues to be meaningful and does not

reach zero. In this particular instance, it would imply that there is not only a significant association between the mediator (perceived organizational support) and the dependent variable (innovative work behavior), but that there is also some direct relationship between the independent variable (emotional intelligence) and the dependent variable.

Taking all of the aforementioned into consideration, a simple command called PROCESS MACRO (Hayes, 2012) was executed in order to generate an output in this respect for the purpose of interpreting the nature of mediation that was produced as a result. A Sobel's test was carried out in order to determine the significance of the mediating effect. Additionally, in order to provide evidence that the findings of the Sobel test are accurate, bootstrapping was carried out with the assistance of process macro (Preacher & Hayes, 2004). The calculation of the desired statistic in each resample is accomplished by the process of bootstrapping, which involves repeatedly and randomly choosing observations from the data set and replacing them with new ones. Through the use of bootstrapping, a researcher is able to evaluate the potential significance of a mediation effect by obtaining point estimates and confidence intervals. When the bootstrapping approach produces confidence intervals, the point estimates display the mean across the number of bootstrapped samples. If zero does not fall within the confidence intervals that are produced by the bootstrapping method, then this indicates that there is a substantial mediation impact of perceived organizational support. The model equations associated with the mediation test elaborated above are as below:

Equation 4: Model for mediation hypothesis testing

$M = a_{05} + C + a_1 X + \varepsilon_5$ ..... (Equation 6)

$Y = b_{06} + C + b_1 M + \varepsilon_6$ ..... (Equation 7)

$Y = C'_{07} + C + b_1M + C'_1X + \varepsilon_7$ ..... (Equation 8)

Where;

X: Denotes independent variable (emotional intelligence)

Y: Denotes dependent variable (innovative work behavior)

M: Denotes mediator variable (perceived organisational support)

a_{05}, b_{06}, $C'07$: Represents the Respective Y and M Constants

$\mathbf{a_1}$: Denotes the effect of slope coefficients symbolizing the role of independent variable (emotional intelligence) on mediator variable (perceived organisational support)

$\mathbf{Ć'_1}$: Denotes the effect of slope coefficients representing the effect of independent variable (emotional intelligence) on dependent variable (innovative work bahaviour)

$\varepsilon_5, \varepsilon_6, \varepsilon_7$: Represents the respective error terms

3.13.4 Model Specification for Moderation Hypothesis Testing

The model for moderation testing was used to determine the moderating effect of transformational leadership on the relationship between emotional intelligence and innovative work behaviour. The introduction of a moderator creates an interaction effect which changes the level and hence the direction of the relationship between the predictor variable (X) and the outcome variable (Y) as proposed by Hayes (2015). H04 in this study tested for the moderation effect of transformational leadership on the relationship between emotional intelligence and perceived organisational support.

The interaction effect of emotional intelligence and perceived organisational support is established in the first equation in line with Hayes (2012) moderation model.

Equation 5: Model for Moderation Testing

$M = a_{08} + C + a_1X + a_2W + a_{3X}W + \varepsilon_8$ .....(Equation 8)

Where;

M: Denotes mediator variable (perceived organisational support)

a_{08}: Denotes the mediator intercept.

a_1: Denotes the effect of the independent variable (emotional intelligence) on the mediator variable (perceived organisational support)

a_2: Denotes the effect of the moderator variable (transformational leadership) on the mediator variable (perceived organisational support)

a_3: Denotes the interaction effect of the independent variable (emotional intelligence) and the moderator variable (transformational leadership) on the mediator variable (perceived organisational support)

X: Denotes the independent variable (emotional intelligence)

W: Denotes the moderator variable (transformational leadership)

XW: Denotes the product of the interaction of the independent variable (emotional intelligence) and moderator variable (transformational leadership)

ε_{10}: Represents the respective error terms

3.13.5 Model for moderated Mediation Hypothesis Testing

The process of integrating the moderation and mediation analysis to establish the conditional form by which a variable broadcast its effect on the other, according to Hayes (2017) is known as moderated mediation. The objective of moderated mediation model in this study was to test hypothesis 5 (H_05), which clearly expresses that transformational leadership has no moderating connection on the indirect relationship

between emotional intelligence and innovative work behaviour through perceived organisational support.

Baron and Kenny (1986) and Hayes (2012), moderated mediation model is concerned with the running of two equations. The first equation establishes the effect of the interaction of the independent (emotional intelligence) and the moderator (transformational leadership) on the mediator variable (perceived organisational support) (a_1+a_3W).

The conditional effect of the mediator variable (perceived organisational support) on the relationship between the independent variable (emotional intelligence) and the dependent variable (innovative work behaviour) is established in Equation two (a_1+a_3W)*.

Equation 6: Model for Moderated Mediation Testing

$M=a_{09}+C + a_1X + a_2W + a_3XW + \varepsilon_9$……. (Equation 9)

$Y=B_{010}+C' X + b_1M + \varepsilon_{10}$……. (Equation 10)

Where;

M: Denotes mediator variable (perceived organisational support)

a_{08}: Denotes the mediator intercept.

a_1: Denotes the effect of the independent variable (emotional intelligence) on the mediator variable (perceived organisational support)

a_2: Denotes the effect of the moderator variable (transformational leadership) on the mediator variable (perceived organisational support)

a_3: Denotes the interaction effect of the independent variable (emotional intelligence) and the moderator variable (transformational leadership) on the mediator variable (perceived organisational support)

X: Denotes the independent variable (emotional intelligence)

W: Denotes the moderator variable (transformational leadership)

XW: Denotes the product of the interaction of the independent variable (emotional intelligence) and moderator variable (transformational leadership)

B_{010}: Represent the intercept of the dependent variable (innovative work behaviour)

C_1: Represents the effect of the independent variable (emotional intelligence) on the dependent variable (innovative work behaviour)

b_1: Denotes the effect of the mediator variable (perceived organisational support) on the independent variable (innovative work behaviour).

ε_9 and ε_{10} : Denote the respective error terms

Once it is established that perceived organisational support mediates the relationship between emotional intelligence and innovative work behaviour, a moderated mediation becomes the next step to be conducted according to Hayes (2012). The testing involved the application of Process MACRO at a confidence interval of 95%, generated on the basis of 0.05 leading to the acceptance of the null hypothesis and rejecting the alternative as put forward in the works of Hayes (2015, 2017).

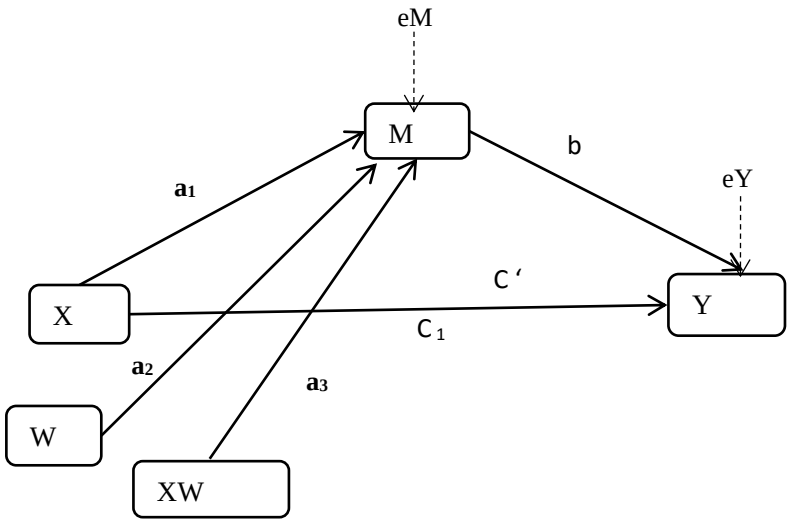


Figure 3.1: Testing for hypothesized moderated mediation

Key to symbols used;

X: Represents the independent variable (Emotional Intelligence)

W: Represents the moderator variable (Transformational Leadership)

XW: Represents the interaction of the independent variable (Emotional Intelligence) and the moderator variable (Transformational leadership)

M: Represents the mediator variable (Perceived organisational support)

Y: Represents the dependent variable (innovative work behavior)

a_1: Represents the effect of the independent variable (Emotional Intelligence) on the Mediator (Perceived organisational support)

a2: Represents the effect of the moderator variable (Transformational leadership) on the mediator (perceived organisational support)

a_3: Denotes the effect of the interaction of the independent variable (emotional intelligence) and the moderator variable (Transformational leadership) on the Mediator (Perceived organisational support)

C_1: Denotes the effect of the independent variable (Emotional Intelligence) on the dependent variable (innovative work behavior).

b_1: Represents the effect of the mediator variable (perceived organisational support) on the dependent variable (innovative work behaviour)

$\varepsilon_m \ldots \varepsilon_y$: Represents the respective error terms

Table: 3.4 Hypothesis Testing

H_O	Hypotheses	Parameters	Decision
H_O1	EI has no significant effect on IWB	β - Test Δ R^2	Reject
H_O2	POS has no significant effect on IWB	β - Test Δ R^2	Reject
H_O3	EI has no significant effect on POS	β - Test Δ R^2	Reject
H_O4	POS has no mediating effect between EI and IWB	Confidence interval	Reject
H_O5	TL has no moderating effect on the relationship between EI and POS	Confidence interval	Reject
H_O6	TL has no moderated mediation effect on the relationship between EI and IWB through POS	Confidence interval	Reject

Key: *EI: Emotional Intelligence, POS: Perceived Organisational Support, TL: Transformational Leadership and IWB: Innovative Work Behaviour*
Source: Survey Data (2023)

3.14 Ethical Considerations

Prior to data collection, the researcher put into consideration the various ethics of conducting research. According to Macmillan and Schumacher (1993), ethical consideration is defined as the ideals that the researcher needs to adhere to when carrying out research. The rationale for ethical concern is to guarantee that the researcher's conduct of a research study does not violate any ethical principles.

During the process of conducting this research, it was necessary to take into consideration a number of ethical concerns. These concerns included obtaining approvals, allowing respondents to participate voluntarily, ensuring the safety of the participants, ensuring confidentiality and anonymity in responses, avoiding deceit, and analyzing and reporting the findings. A permit to collect data in Kenya was sort from National Commission for Science, Technology and Innovation (NACOSTI).

For the purpose of gaining access to the selected institutions, a letter requesting permission to carry out the research from the TVETA was sent to the individual institutions where the data is going to be collected. This letter was accompanied with a letter of introduction from Moi University, a copy of the questionnaire, and a cover sheet that included an explanation of the significance of the study as well as the anticipated findings. Prior to the participants' involvement, the researcher made sure to obtain their informed permission from each individual participant. By not identifying the individual replies, the privacy of the participant was protected, and the respondents were given the assurance that the information they provided would be used solely for the purpose of the study and would be treated with the highest secrecy.

CHAPTER FOUR

DATA ANALYSIS PRESENTATION AND INTERPRETATION OF FINDINGS

4.0 Introduction

This chapter presents and interprets the findings of a research study seeking to establish the moderated mediation of transformational leadership and perceived organizational support on the relationship between emotional intelligence and innovative work behaviour. The chapter begins by reporting results of data screening and cleaning focusing on response rate, missing data, outliers, and principal components analysis (PCA) to simplify data and establish hidden patterns. The chapter also reports results of the demographic profile of the participating teaching staff drawn from public technical institutions. Next, the chapter presents descriptive statistics showing the manifestation of study variables in the research context. Following these descriptive statistics, the chapter reports the diagnostic statistics associated with multiple regressions embedded in Andrew Hayes' PROCESS Macro. Finally, the chapter reports results of hypotheses tests targeting direct effects, moderated effects and moderated mediated effects.

4.1 Response Rate

The response rate refers to the number of respondents who took part in the study (Hamilton 2009). The statistically significant response rate for analysis should be at least 50% (Hair et al 2010) to be valid for data analysis in any scientific study.

The sample size for this research was 384 teaching staff of public technical institutions in Kenya. Therefore, a total of 384 structured questionnaires were administered to potential respondents. Out of these 384 (100%) questionnaires 302 (78.6%) were returned appropriately filled. Therefore, the response rate to the questionnaires was

deemed valid for data analysis (Saunders et al, 2009 & Hair et al 2010). Having complete and consistent data set is essential in data analysis. To ensure this requirement was met, incomplete data (not answered by the respondents) was excluded together with other outliers to avoid bias in the results. Although some scholars have considered as low as 30% response rate (Sekeran et al 2010) in some cases, this study obtained a higher response rate of 74.2% which was considered good (Wu, Zhao, & Fils-Aime, 2022).

Table 4.1: Response rate

Responses rate	Sample Size	Percentage
Administered questionnaires	384	100
Returned questionnaires	302	78.6
Usable questionnaires	285	74.2
Unusable questionnaires	17	4.4

Source: Survey Data (2023)

4.2 Data Screening and Cleaning

Screening and cleaning data is the process of checking for and addressing inconsistencies and errors that may have surfaced during data input stage (Tabachnick, 2013). The process entails examination of errors arising from missing values and outliers to ensure the data was free to provide critical inferences for analysis and interpretation.

4.2.1 Missing Data Detection and Treatment

Previous research has shown that the pattern of missing data remains critical to data analysis (Little & Rubin, 2019). Consequently, three missing data patterns are delineated in existing research. Fletcher-Mercaldo and Blume (2020) for instance, argue that data may be missing completely at random (MCAR), in which case missingness has no correlation with observed or missing data allowing researchers to ignore the missing data mechanism during analysis. Secondly, data could be missing

at random (MAR) which unlike MCAR which involves missingness that affects observed data. The third missing data pattern relates to missing at random but not ignorable (MNAR) where missingness depends on unobserved data. This study employed the MCAR technique in which cases with missing data in the excess of 5% were deleted from further analysis. From the missing value analysis results (Table 4.1), 14 cases had missing data above 5% and were deleted from further analysis. The 2 cases with missing values below 5% had missing data replaced using 'hot deck' imputation (Andridge, Bechtel, & Thompson, 2021).

Table 4.2. Missing Data Analysis

Case	No. Missing	Percentage Missing
2	12	23.5
6	10	19.6
10	3	5.9
16	9	17.6
25	1	2.0
27	3	5.9
28	4	7.8
31	4	7.8
37	1	2.0
76	10	19.6
105	10	19.6
119	8	15.7
125	4	7.8
131	3	5.9
155	10	19.6
190	9	17.6

Source: Survey data (2023)

Therefore after the missing value analysis (Tabachnick and Fiddell, 2007), valid cases for further analysis remained 288 after deleting the 14 cases.

4.2.2 Outlier Detection and Treatment

4.2.2.1 Univariate outliers

Outliers are defined as extreme values that occur during data collection and which may potentially influence research findings negatively (Osborne & Overbay, 2019). Therefore, univariate outliers relate to extreme values occurring on single variables. Outliers may arise as a result of several factors. This may include discrepancy in data entry or the approach used in its measurement and other experimental errors (Hair et al 2010).

In this research, univariate outliers were examined in the four variables under study. Box plots were used to identify outliers. A box and whisker plot commonly referred to as a boxplot is a graph summarizing a set of data. It is constructed from five values representing the minimum, the first quartile, the median, the third quartile and the maximum demonstrating graphically the spread, locality and skewness (Walker, Dovoedo, Chakraborti, & Hilton, 2018). As a rule of thumb, a case is deemed a univariate outlier if its value lies at least 1.5 times the length of the inter quartile range (IQR) box beyond either side of the box's edge based on the median absolute deviation (Field & Miles, 2010; Walfish, 2006).

The Mahalanobis distance (D^2) was employed to examine presence of univariate outliers. Leys et al. (2018) point out that a case is deemed to be a univariate outlier if the Mahalanobis distance of this case is more extreme than the mean plus or minus the standard deviation multiplied by a constant, where the constant is usually 3 0r 3.29 (Tabachnick and Fidell, 2013).

Emotional intelligence was conceptualized as the independent variable in this research. This variable was therefore measured using four indicators namely self-awareness, self-

management, relationship management and social awareness. The box plot for emotional intelligence (Figure 4.1.) revealed that cases 2, 3, 4, 6, 7 and 8 were outliers.

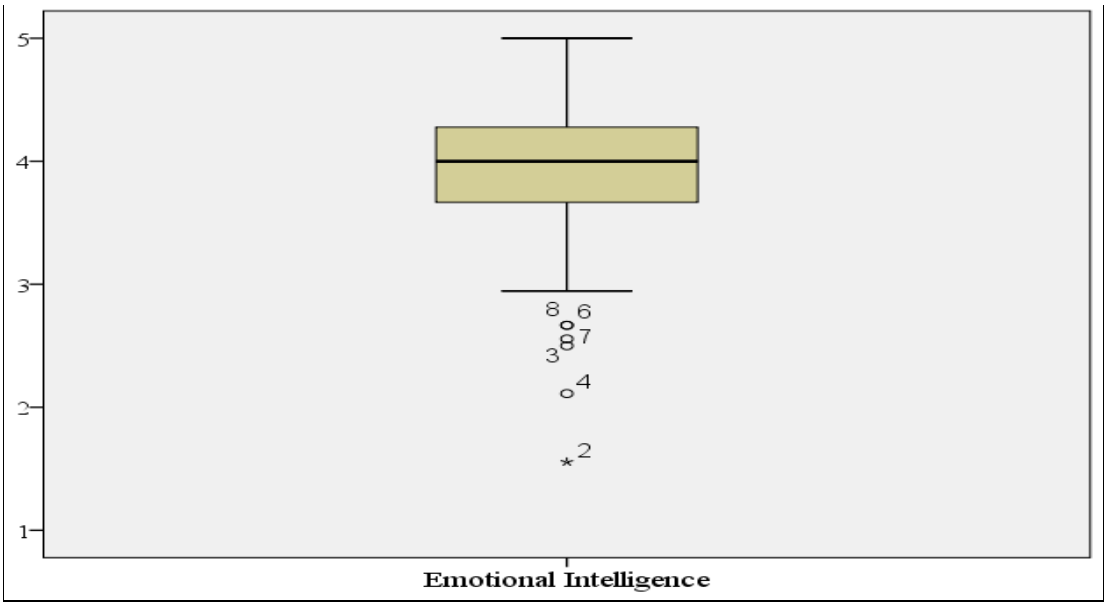


Figure 4.1. Univariate Outlier Test for Emotional Intelligence

Perceived organizational support was conceptualized as the mediating variable providing an indirect route between emotional intelligence and innovative work behaviour. The box plot for perceived organizational support identified cases 4, 5 and 9 to be outliers (Figure 4.2).

The mediating variable was also subjected to Mahalanobis distance to examine presence of univariate outliers. Leys et al. (2018) point out that a case is deemed to be a univariate outlier if the Mahalanobis distance of this case is more extreme than the mean plus or minus the standard deviation multiplied by a constant, where the constant is usually 3 0r 3.29 (Tabachnick and Fidell, 2013). The three cases identified as outliers were deleted to avoid corrupting the estimation of the distribution parameters.

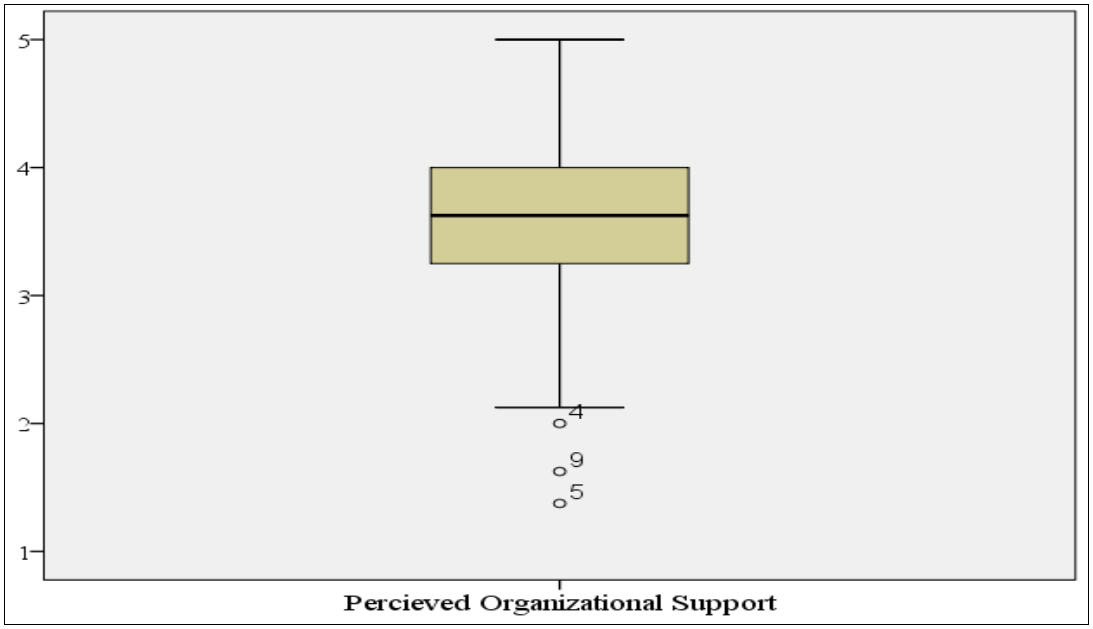


Figure 4.2. Univariate Outlier Test for Perceived Organizational Support

Innovative work behaviour measured through idea exploration, idea generation, idea championing and idea implementation was the dependent variable in this study. Examination of univariate outliers identified cases 2, 4, 9, 36, 43, 58 and 89 as outliers (Figure 4.2).

With regard to this variable, the Mahalanobis distance (D^2) measure of all the cases identified with this predictor variable showed that seven cases were outliers. To avoid corrupting the estimation of the distribution parameters, the outliers were removed.

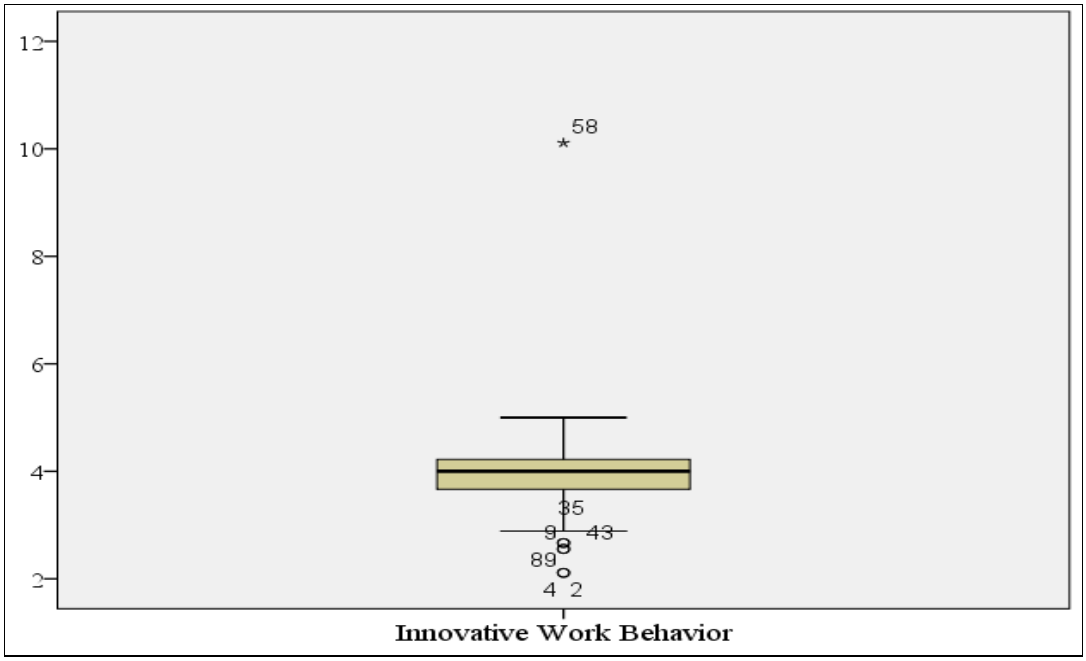


Figure 4.3 Univariate Outlier Test for Innovative Work Behaviour

The final variable considered for this study is transformational leadership. This variable was conceptualized as the moderator variable influencing the strength or direction of the relationship between emotional intelligence and perceived organizational support in line with Andrew Haye's model 7. The box plot (Figure 4.3) identified cases 11, 49, 59, 104 and 156 as outliers. The univariate outlier test for this variable revealed that 5 cases where detected. Following the recommendations of Tabachnick and Fidell (2013), these cases were deleted to avoid jeopardizing the assumptions of the parametric test and therefore compromise the results.

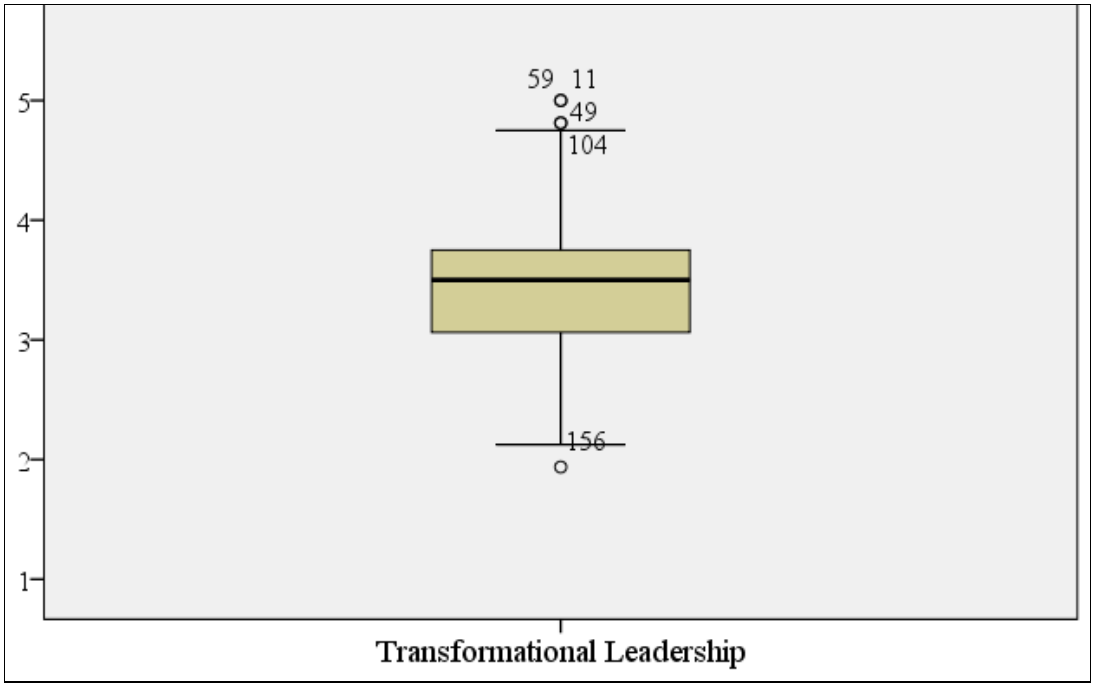


Figure 4.4 Univariate Outlier Test for Transformational Leadership

In total, sixteen distinct cases were univariate outliers and were subsequently deleted to avoid disturbing the results of specific analysis.

4.2.2.2 Multivariate Outliers

The Mahalanobis distance (D^2) was employed to examine presence of multivariate outliers. Leys et al. (2018) point out that a case is deemed to be a multivariate outlier if the Mahalanobis distance of this case has a probability less than 0.001. Examination of the probabilities of the Mahalanobis distance revealed only one case with a probability of 0.00045 which was well below 0.001. Therefore this case was deemed as a multivariate outlier and was deleted from further analysis.

Therefore after deleting the univariate and multivariate outliers, the final data set comprised of 271 cases. Table 4.3 below show how multivariate outliers were identified and deletion from the data set. This was done to avoid the possible distortion of the results and inferences from further analysis as opined by Tabachnick and Fidell (2013).

Table 4.3: Mahalanobis Distance

	Minimum	Maximum	Mean	Std. Deviation	N
Mahalanobis distance	.027	32.21	2.98	4.16	302
Dependent variable: Innovative work behaviour					

Source: Survey Data (2023)

4.3 Respondent's Demographic Profile

The demographic profile of the participating public TVET teachers was examined in terms of gender, age, marital status, education level, and experience. Research has shown that age and gender differences may influence emotional intelligence (Dhillon, 2018) and that marital satisfaction is a function of emotional intelligence. Meanwhile scholars have associated level of education and experience among teachers with their innovative work behaviour (Hosseini & Haghighi Shirazi, 2021; Lambriex-Schmitz et al., 2020). It was therefore necessary to understand the distribution of these demographics in order to control for their extraneous effects.

Results of the demographic profile (Table 4.4) revealed the following: Most of the respondents were male (53.5%) and the rest were female (46.5%). The age groups with the highest number of respondents were 31-40 (45%) and over 40 years (30.6%). Those between 20 and 30 years were 21.4%, while those under 20 years were 3%. A majority of the respondents were in the married status (70.5%), although some were single (26.9%) or divorced (2.6%). The highest level of education that most of the respondents achieved was the first degree (50.6%). However, 22.9% had a masters degree and a similar proportion had diploma level. A paltry 3% had a PhD. Regarding professional experience, close to half of the respondents had an experience of less than 5 years (49.4%). A paltry 5.5% had a professional experience beyond 20 years. Those with 6 -

10 years experience were 15.1% , while those with 11 - 15 years of tenure were 15.5%. 14.4% had worked for between 16 - 20 years.

Table 4.4: Background characteristics of the respondents

Demographic factor	Option	Frequency	Percentage
Respondents gender	male	145	53.5%
	female	126	46.5%
	Total	**271**	**100.0%**
Respondents age bracket	Below20 years	8	3.0%
	20-30 years	58	21.4%
	31-40 years	122	45.0%
	over 40 years	83	30.6%
	Total	**271**	**100.0%**
Respondents marital status	single	73	26.9%
	married	191	70.5%
	divorced	7	2.6%
	Total	**271**	**100.0%**
Respondents highest education level	Certificate	2	0.7%
	diploma	62	22.9%
	1st degree	137	50.6%
	masters	62	22.9%
	PhD	8	3.0%
	Total	**271**	**100.0%**
Respondents experience	Less than 5 years	134	49.4%
	6-10 years	41	15.1%
	11-15years	42	15.5%
	16-20 years	39	14.4%
	more than 20 years	15	5.5%
	Total	**271**	**100.0%**

Source: Survey Data (2023)

From this demographic profile, it is clear that there was a necessity to understand these characteristics and their potential impacts on the conceptualized relationships. For instance, the slightly higher male representation may have been an avenue for gender-related biases in response. Similarly, the age distribution seemed to cater mainly for the age group of those above 30 years ignoring the views of the lower age groups.

Therefore, controlling for the influences of these demographic aspects was critical in interpreting the findings accurately.

The implication of using control variables in research is essential in isolating the specific effects of the variables of interest, making findings more reliable. Control variables also minimize the impact of external factors that could distort results (Field, 2013). Using them can confirm that the effects observed are due to the main variables being studied, not other influencing factors. Shiau et al. 2024 opines that including control variables in research simply leads to clean results and the discovery of precise and accurate theoretical models and relationships.

4.4 Descriptive Statistics of the Study Variables

Descriptive statistics were generated to establish how the variables manifested among the respondents and in the study context. Therefore, the descriptive statistics employed were minimum and maximum statistics, means and associated standard deviations. These statistics were used to probe how the participating teaching staff expressed emotional intelligence, their views on the support from the institutions, their levels of innovative work behaviour and how they viewed the leadership offered by the supervisors. Maximum and minimum statistics captured the range of response across variables, the mean response scores highlighted the typical responses across respondents, and standard deviations examined variations in responses and explored consistency in responses.

The variables tested and findings presented in this sub section were associated with emotional intelligence, transformational leadership, perceived organisational support and innovative work behaviour. The arising descriptions were presented in form of the mean, standard deviation, skewness and kurtosis. The objective of tabulating the mean

was meant to provide information on the degree to which respondents agreed or disagreed with the statements given in the questionnaire. Skewness and Kurtosis tests provided information on whether the data was drawn from a normally distributed population which according to George and Mallery (2019) lies in the range of +2 and -2.

4.4.1 Descriptive statistics for Emotional Intelligence and Innovative Work Behaviour

The first objective in this study was to assess the relationship between emotional intelligence and innovative behaviour. This was carried out with the emerging conclusion that indeed both have a positive and significant relationship as captured table 4.5 below.

Table 4.5: Descriptive Statistics for Emotional Intelligence and Innovative Work Behaviour

	Mean	Std. Dev.	Skewness	Kurtosis
I recognize my own emotions and their effect on organization teams	4.02	0.865	-1.43	1.58
I know my emotional strength and weaknesses	4.03	0.856	-1.56	1.36
I have a strong sense of who I am and organization capabilities	4.17	0.701	-1.07	2.09
I recognize other people's feelings and views and take on active interest in their concerns	3.94	0.828	-.97	1.19
I read and understand the emotional current and power relationships in my organization team	3.96	0.840	-.87	.810
I maintain integrity and act consistently with my values	4.26	0.790	-1,62	2.16
I am persistent in pursuing organization goals despite obstacles and setbacks	4.07	0.827	-1.43	1.95
I exercise flexibility in handling organizational changes	4.06	0.865	-1.28	1.97
I strive for improvement or meeting a standard of excellence in organization execution	4.15	0.818	-1.29	2.00
I am always ready to act on opportunities presented in organization	4.08	0.854	-1.41	2.10
I sense the developmental needs organization teams and strengthen their abilities	3.92	0.919	-1.15	1.32
I inspire and guide individuals and groups working in this organization	3.93	0.857	-1.26	1.98
I use effective tactics for persuading organization teams to achieve set goals	3.90	0.841	-1.02	1.41
I initiate and properly manage changes in organization teams	3.85	0.911	-.92	.89
I negotiate and resolve disagreements among team members	4.00	0.892	-1.41	1.28
Composite mean and standard deviation	4.02	0.844		

Source: Survey Data (2023)

The perceptions of the respondents in relation to their emotional intelligence are presented in this section. Table 4.5, presents the degree to which participants agreed or disagreed with the items that were used to test emotional intelligence. Basing on the results, the respondents agreed that they recognize their own emotions and their effect on organization teams (mean = 4.02, SD = .86, Sk = -1.43, Kur = 1.58). This indicates that the employees have the positive emotional ability to exhibit and implement new work ideas. The respondents also indicated that they know their emotional strength and weaknesses (mean = 4.03, SD = .85, Sk = -1.56, Kur = 1.36) which implies that the

employees understand how their emotions affect others. The standard deviation of .85 show that the respondents had low varying perceptions regarding their strength and emotions.

The respondents also indicated that they have a strong sense of who they are and organization capabilities (mean = 4.17, SD = .70, Sk = -1.07, Kur = 2.09). The standard deviation of .70 indicates variability in the respondents' responses. The respondents also showed that they recognize other people's feelings and views and take on active interest in their concerns', mean = 3.94 (SD = 0.82, SK = -.97, Kur = 1.19); the results indicate that the employees read and understand the emotional current and power relationships in their organization team. The respondents also indicated that they anticipate, recognize, and meet students' expectations (mean=3.96, SD = .84, Sk = -.87, Kur = .81). The respondents also indicated that they keep disruptive emotions and impulses in check when interacting with organization teams (mean = 4.26, SD = .79, Sk = -.162, Kur = 2.16). The fact that the standard deviation was 1.03 tells us that the respondents' perspectives on the statement were quite different from one another. Additionally, the respondents demonstrated that they uphold their integrity and behave in a manner that is congruent with their ideals (mean = 4.26, standard deviation =.79, -1.43, Kur = 1.95), which indicates that there is a minimal degree of variation in the respondents' perceptions relative to this statement. Further still, majority of the employees showed that they agreed with the statements that 'I am persistent in pursuing organization goals despite obstacles and setbacks' (mean=4.07, SD = .82, Sk = -1.28, Kur = 1.97); ' I exercise flexibility in handling organizational changes' (mean = 4.06, SD =.86, Sk = -.1.29, Kur = 2.00) with a low standard deviation showing low variability among the respondents; 'I strive for improvement or meeting a standard of excellence in organization execution' (mean = 4.15, SD = .81, Sk = -1.41, Kur = 2.10)'; 'I am

always ready to act on opportunities presented in organization' (mean = 4.08, SD = .85, Sk = -1.15, Kur = 1.32).

Majority of the employees agreed with the statement that 'I sense the developmental needs organization teams and strengthen their abilities' (mean = 3.92, SD = .91, Sk = -1.26, Kur = 1.98). Regarding the statements, 'I inspire and guide individuals and groups working in this organization' (mean = 3.93, SD = .85, Sk = -1.02, Kur = 1.41); 'I use effective tactics for persuading organization teams to achieve set goals' (mean= 3.90, SD = .84, Sk = -.92, Kur = .89); 'I initiate and properly manage changes in organization teams' (mean= 3.85, SD = .91, k = -1.41, Kur 1.28); 'I negotiate and resolve disagreements among team members' (mean= 4.00, SD .89, Sk = -1.10, Kur = .97) and 'I work with others towards shared goals and create group synergy in pursuing collective goals,' (mean= 4.24, SD .76) majority of the participants agreed with these statements. The standard deviation also shows less variability in the respondents' views about these statements. The findings of descriptive analysis for emotional intelligence imply that most of the participants were in agreement with the questionnaire items that measured emotional intelligence. The findings above imply that innovative work behavior in TVET institutions in Kenya is expressed by the items used to measure emotional intelligence.

In summarizing the descriptive statistics for the study variables, the overall conclusion was discerned from the findings.

Thus the descriptive statistics for emotional intelligence presented in Table 4.5. These statistics revealed on average, high levels of emotional intelligence among respondents in the dimensions assessed. In particular, there were strong agreements expressed for items measuring self-management and self-awareness. The mean response scores in

these items ranged between 3.85 and 4.26 while the standard deviation range was between 0.701 and 0.919, a composite mean and standard deviation of 4.02 and 0.844 respectively. This was an indication of moderate confidence among respondents regarding ability to identify and control their emotions, preserve integrity, remain goal oriented, and embrace organizational changes.

Respondents also registered high levels of agreements on relationship management and social awareness, for which the mean response scores were in the range [3.85, 4.17]. Such mean response scores suggested that respondents were positive about their potential to steer others emotions, encourage and chaperone individuals and groups, settle disputes, and direct changes within the institutions. A relatively low level of variation was experienced in the response scores as demonstrated by standard deviations in the range [0.701, 0.919]. Therefore, respondents were consistent in their views regarding emotional intelligence dimensions. The full range of the Likert scale was used given that the minimum score was 1 while the maximum score was 5. On average, Skewness and Kurtosis were within the range of +/-2 and satisfied the conditions for the measurement.

These descriptive statistics suggest that the teaching staff of public TVET institutions in Kenya demonstrate a high level of emotional intelligence across various dimensions. For instance, they are able to identify and manage their emotions and those of others with confidence. Besides, they have potential to navigate interpersonal relationships effectively. The statistics imply that a moderate to high level of emotional intelligence paves the way for improved innovative behaviour among the academic staff. One may therefore argue that their parent institutions could be fostering the development of emotional intelligence among these staff with a view to enhancing institutional functioning. Moreover, it could also be argued that the public TVETs have a supportive

and emotionally intelligent culture that helps regulate emotions among the staff resulting in innovative behaviour in their institutions.

The argument that emotional intelligence among teaching staff in public TVET may be an endeavor by the institutions to enhance their functioning is informed by existing discourse on emotional intelligence among teachers. We contend that emotional intelligence, can be developed in teachers and when this is done, teachers practice can be impacted positively through positive shifts that come with it leading to an increased level of innovative work behaviour as demonstrated by the findings of this study. Empirical studies by Gunasekara et al. (2022) and Khany (2019) hail the development of emotional intelligence among trainers, advocating for institutional emotional intelligence culture that provides the gateway to innovative work behaviour.

4.4.2 Descriptive statistics for Perceived Organizational Support and Innovative Work Behaviour

The theme here was meant to achieve the study objective that was aimed at establishing the relationship between perceived organisational support and innovative work behaviour. The perceptions of the respondents about the workers' perceptions of the assistance they receive from the business are presented in Table 4.6 below.

Table 4.6: Descriptive Statistics for Perceived Organisational Support and innovative Work Behaviour

	Mean	Std. Dev.	Skewness	Kurtosis
My organization really cares about my well-being	3.87	0.991	-.886	.234
The institution strongly considers my goals and values	3.85	0.984	-.811	.148
Help is available from the institution when I have a problem	3.78	0.967	-.772	.030
If given the opportunity, the institution would take advantage of me	3.11	1.226	.26	-1.06
The institution shows very little concern for me	2.85	1.217	.49	-.71
The institution is willing to help me if I need a special favour	3.52	1.088	-.60	-.52
Composite mean and standard deviation	3.49	1.078		

Source: Survey Data (2023)

When asked about the assertion that "This institution cares about my opinions," the respondents did not express any strong sentiments. 3.87 is the mean, while .99 is the standard deviation. Skewness is -.88 and Kurtosis is .23, an indication that perceived organisational support has a positively and significant effect on innovative work behaviour. Variations in the opinions of the respondents about this statement are demonstrated by the standard deviation value of .99. Considering that the mean value for the statement "The institution strongly considers my goals and values" was 3.85 and the standard deviation was .98, SK = -.77, Kur = .03), it can be deduced that the respondents had neither significant positive or negative feelings regarding this statement. Various perspectives were expressed by the respondents about this remark, as seen by the standard deviation.

When it comes to the assertion that "Help is available from the institution when I have a problem," the respondents were also in agreement with the statement (mean = 3.78, SD = .96, SK = .77, Kur = .030). The respondents, on the other hand, were not in agreement with the assertions that "If given the opportunity, the institution would take

advantage of me" (mean = 3.11, standard deviation = 1.22, SK = .26, Kur = -1.06) and "The institution shows very little concern for me." (mean = 2.85, standard deviation = 1.21, SK = .49, Kur = -.71). With regard to the statement that "The institution is willing to help me if I need a special favor," the respondents did not have a strong opinion (mean = 3.52, standard deviation = 1.08, SK = -.60, Kur = -.52). Based on the findings of the descriptive analysis of perceived organizational support, it can be deduced that the majority of the respondents were in agreement with the statements that assess perceived organizational support.

The findings above imply that perceived organizational support in TVET institutions in Kenya is expressed by the items used to measure perceived organizational support. Consequently, a significant positive effect on employee innovative work behaviour can be discerned.

The mean response scores of the perceived organizational support items were between 2.85 to 3.87 showing a moderate to high degree of perceived organizational support which is critical in determining the innovative work behaviour of staff. . In particular, respondents generally agreed to a varying extent with the following statements. ‘This institution cares about me’, ‘This institution has goals and values that are important to me’ or ‘This institution helps me accomplish my goals’, with mean scores of 3.78, 3.80 and 3.87 respectively. However, some respondents expressed some worry, that the institutions were overreaching and were attempting to exploit them (M = 3.11, SD = 1.22). Additionally, respondents felt that the institutions showed relatively less concern for them (M = 2.85, SD = 1.217). Despite the varying responses, a consensus emerged about the importance of perceived organisational support in motivating employees’ innovative behaviour. The standard deviations were in the range [0.967, 1.226], an indication that consistency in responses was missing with high variations in some

dimensions measuring perceived organizational support. The full range of the scale was utilized based on minimum and maximum scores of 1 and 5 respectively. On average, Skewness and Kurtosis were within the range of +/-2 and satisfied the conditions for the measurement.

Although these results show mixed perceptions among public TVET teachers in some perceived organizational support dimensions, the results showing that staff perceive support towards their well-being, values and goals, and providing the much-needed help ultimately improved their output including being innovative in their work. The mean range between 2.85 and 3.87 implies that perceived organisational support had a moderate but significant and partial effect on innovative work behaviour. From the findings of this study empirical literature by Montani et al., (2021 and Utomo et al. (2023) which demonstrated that support from the organization motivates and empowers employees to think creatively and that , their trust in the organization soars It failed to recognise the partial mediation effect on innovative work behaviour. We concluded from the findings of this study that an increase in perceived organizational support among employees elicited corresponding increases in innovative work behaviour.

Therefore, by determining that the teaching staff in public TVETs in Kenya perceive receiving support from their institutions towards their wellness, goals and values, it can be argued that these institutions recognize the value of employee motivation and empowerment towards their innovative work behaviour. Consequently, they have mechanisms in place through which the teaching staff can get help when in need and be motivated in their work. However, the variations shown in response to some dimensions may not auger well for these institutions. This calls for necessary actions that can foster a supportive culture in all dimensions.

4.4.3 Descriptive statistics for Innovative Work Behaviour

Innovative Work Behaviour as the outcome variable was measured to determine whether employees had an idea about and practice it. The perceptions of respondents on innovative work behavior are illustrated in Table 4.7 below.

Table 4.7: Descriptive Statistics for Innovative Work Behaviour

	Mean	Std. Dev.	Skewness	Kurtosis
I attend to issues different from my routine work	4.29	0.577	-.85	-.10
I explore novel methods, techniques or instruments of work	3.87	0.851	-.82	.47
I discover novel methods to accomplish work tasks	3.90	0.833	-.77	.60
I make key members of the organization to be passionate for new ideas	3.89	0.912	-.1.04	1.14
I endeavor to persuade people to support innovative ideas	4.01	0.850	-1.01	1.06
I analytically present novel ideas into work practices	3.83	0.830	-.610	.19
I participate in the execution of novel ideas	3.90	0.851	-.76	.194
Composite mean and standard deviation	3.95	0.814		

Source: Survey Data (2023)

The participants in the survey reported that they pay attention to matters that are not related to their regular employment (mean = 4.29, standard deviation = .577, SK = -.85, Kur = -.10). By paying attention to matters that are not directly related to their work, the employees are demonstrating behaviors that are considered to be extra-role behaviors. It is clear from the standard deviation that the respondents' perspectives on this statement were widely different from one another. The findings indicate that the respondents are in agreement by stating that they are interested in learning how to make things better inside the organization (mean = 3.87, standard deviation =.85, SK = -.82, Kur = .47). It may be inferred from the fact that the standard deviation was .85 that the

respondents' opinions about the statement were not as widely divergent. The respondents also demonstrated that they come up with innovative approaches to complete job assignments (mean = 3.90, standard deviation =.833, SK = .77, Kur = .60), since the mean value is quite near to 4, which shows that they are in agreement. This implies that the employees are innovative since they look for novel approaches to execution of tasks. The standard deviation show a less variability of the respondents' perceptions.

Regarding the statement that 'I create novel solutions to challenges that arise in this institution', the mean value of 3.89 implies that the respondents were in agreement with this statement. The standard deviation was .85, which indicates the variability in the respondents' views. The test of normality had a measure of -1.04 and 1.14 for skewness and kurtosis respectively implying that it was normal. The findings further show that the respondents agreed with the statements that 'I discover novel methods to accomplish work tasks' (mean = 3.90, SD = .83, SK = -.77, Kur = .60); 'I make key members of the organization to be passionate for new ideas' (mean = 3.89, SD = .91, SK = -1.04, Kur = 1.14); 'I endeavor to persuade people to support innovative ideas' (mean = 4.01, SD = .85, SK = -1.01, Kur = 1.06); 'I analytically present novel ideas into work practices' (mean = 3.83, SD = .83, SK = -.610, Kur = .19); and 'I participate in the execution of novel ideas' (mean = 3.90, SD = .81, SK = -.76, Kur = .19).

The findings of descriptive analysis for innovative work behaviour imply that majority of the respondents agreed with the items that measure innovative work behavior in TVETs in Kenya.

Likert-scale items were used to explore innovative work behaviour among respondents. The results of the descriptive statistics computed for each item and presented in Table 4.7 are summarized and appreciated. The statistics indicate a moderate to high level of

innovative work behaviour among the respondents going by the means ranging between 3.83 and 4.29. In particular respondents highly and consistently agreed that they attend to issues other than their routine work (M=4.29, SD=0.577). Additionally, they showed a moderate to high level of agreement that they explore novel methods, techniques or instrument of work, discover novel methods to accomplish tasks, endeavor to solicit support for innovative ideas, inject novel ideas into work practices, and execute them. The mean scores for these responses ranged from 3.83 to 4.29. The variability in these responses was relatively low ranging from 0.577 to 0.912 and depicting minimal variations. On average, Skewness and Kurtosis were within the range of +/-2 and satisfied the conditions for the measurement.

These descriptive statistics suggest that the teaching staff in public TVETs in Kenya engage in moderate to high level of innovative work behaviour. They endeavour to be proactive, creative, and willing to try out new ideas and methods. It appears that Public TVETs in Kenya value creativity and continuous improvement and provide a culture of innovation that makes the teaching staff to feel empowered and encouraged to innovate. Such endeavors that promote innovative work behaviour can drive positive change in these institutions.

This research study has indeed shown that empowering academicians with knowledge sharing is akin to enhancing their continuous improvement and this culminates in enhanced innovative work behaviour among them. Therefore, in seeking novel methods and techniques alongside endeavors for novel ideas, the teaching staff in public TVETs are yearning for an innovative culture knowing very well how such a culture can strengthen their innovative work behaviour.

Provision of an enabling climate continues to be linked with innovative behaviour among employees. The provision of an innovative climate and culture leads to success in the institution underscored by the importance of work environment and employee creativity in nurturing innovative work behaviour.

4.4.4. Descriptive statistics for Transformational Leadership and Innovative Work Behaviour

Transformational leadership was conceptualised as the moderating variable and it was measured in relation to innovative work behaviour. The perceptions of respondents on transformational leadership are illustrated in Table 4. 8 below.

Table 4. 8: Descriptive Statistics for Transformational Leadership

	Mean	Std. Dev	Skewness	Kurtosis
My supervisor instills pride in others for being associated with them	3.18	1.012	-.28	-.60
My supervisor makes personal sacrifices for others benefit	3.41	.976	-.23	-.58
My supervisor talks enthusiastically about what needs to be done	3.39	.997	-.25	-.55
My supervisor expresses confidence that goals will be achieved	3.45	1.013	-.39	-.28
My supervisor talks optimally about the future	3.42	1.068	-.57	-.12
My supervisor articulates a compelling vision for the future	3.41	1.102	-.63	-.08
My supervisor re-examines critical assumptions to questions as to whether they are appropriate	3.24	1.017	-.20	-.47
My supervisor gets to look at problems from many different angles	3.34	.983	-.23	-.48
My supervisor seeks differing perspectives when solving problems	3.40	1.010	-.35	-.31
My supervisor does not impose but allows some independence	3.28	1.073	-.36	-.50
My supervisor treats others as individuals rather than as members of a group	3.06	1.092	-.27	-.78
My supervisor spends time teaching and coaching	3.22	1.055	-.33	-.62
My supervisor helps others to develop their strengths	3.37	1.028	-.45	-59
My supervisor is empathetic and supportive	3.44	1.070	-.55	-.44
Composite mean and standard deviation	3.32	1.111		

Source: Survey Data (2023)

The participants in the survey reported that their supervisors instill pride in others for being associated with them (mean = 3.18, standard deviation = 1.01, SK = -.28, Kur = -.60). By associating with staff transformational supervisors instill pride and demonstrate behaviours that enable employees to implement transformative work methods and procedures. It is clear from the standard deviation that the respondents' perspectives on this statement were widely different from one another. The findings indicate that the respondents are in agreement by stating that they makes personal sacrifices for others benefit (mean = 3.41, standard deviation =.97, SK = -.23, Kur = -.58). It may be inferred from the fact that the standard deviation was .97 that the respondents' opinions about the statement were not as widely divergent. The respondents also demonstrated that they talk enthusiastically about what needs to be done (mean = 3.39, standard deviation =.99, SK = -.25, Kur = -.55), since the mean value is quite near to 4, which shows that they are in agreement. This implies that the employees are innovative since they look for novel approaches to execution of tasks. The standard deviation show a less variability of the respondents' perceptions.

Regarding the statement that 'expresses confidence that goals will be achieved', the mean value of 3.45 implies that the respondents were in agreement with this statement. The standard deviation was 1.01, which indicates the variability in the respondents' views. Skewness and Kurtosis were in the range of -.39 and -.28 which implies a normal distribution. The findings further show that the respondents agreed with the statements that 'their supervisors talk optimally about the future' (mean = 3.42, SD = 1.06, SK = -.57 and Kur = -.12). This implies that the actions of employees are more future oriented and are in consensus about the need to handle change. As regards the articulation of a compelling vision for the future (mean = 3.41, SD = 1.10, SK = -.63, Kur = -.08) supervisory leaders establish a sense of direction to be followed by staff.

The re-examination of critical assumptions to questions as to whether they are appropriate shows divergent opinion of respondents. (mean = 3.24, SD = 1.01, SK = -.20, Kur = -.47). The employees are in agreement on the need to re-examine critical assumptions in the organisation. On getting to look at problems from many different angles (mean = 3.34, SD = .98, SK = -.23, -.48), the respondents were in agreement that the leader does not leave anything to chance when it comes to addressing organisation challenges. In terms of the leaders role to seek differing perspectives when solving problems' (mean = 3.40, SD = 1.01, SK = -.35, Kur = -.31), respondents did agree on an open-ended approach to solving problems. As regards the leaders understanding not to impose but allow some independence in problem solving (mean = 3.28 (SD = 1.07, SK = -.36, Kur = -.50), respondents were also in agreement as demonstrated by both the mean and standard deviation as well as skewness and kurtosis with a normally distributed curve. Respondents were also in agreement that their leaders treat them as individuals rather than as members of a group (mean = 3.06 SD = 1.09, SK = -.27, Kur = -.78). They are better placed when their individual matters are addressed with a focus on the individual. The respondents were in agreement that their supervisors spend time teaching and coaching them (mean = 3.22, SD = 1.05, SK = -.33, Kur = -.62). This implies that they pay attention to them as they reciprocate through better performance. The findings further show that the respondents agree with the statement that 'Supervisors help others to develop their strengths' (mean = 3.37, SD = 1.02, SK = -.45, Kur = -l.59). It also shows a consensus on the statement that 'the leaders is empathetic and supportive' (mean = 3.44, SD = 1.07, SK = -.55, Kur = -.44). The respondents opinion shows that it was not as widely divergent.

The findings of the descriptive analysis for transformative leadership imply that majority of the respondents agreed with the items that measure transformational leadership in TVETs in Kenya.

A Likert-scale of items was used to measure the moderating variable, transformational leadership of supervisors as perceived by the teaching staff. Table 4.8 presents the descriptive statistics for each item. The mean response scores for dimensions of transformational leadership ranged from 3.06 to 3.45, showing a moderate level of transformational leadership behaviour among supervisors. However, the standard deviations were in the range [0.976, 1.012] showing that respondents varied moderately in their responses. A mean standard deviation value of 1.0 level of variability means the data points are not clustered very tightly around the mean nor are they extremely spread out.

These descriptive statistics show that despite exhibiting some leadership qualities, the teaching staff in the public TVETs largely believe that supervisors need to develop in the way they treat others, spend time teaching, coaching and developing team members strengths. These descriptive statistics showing a moderate level of transformational leadership among supervisors in public TVETs is worrying given the large body of research relating transformational leadership to various elements of teachers or academicians work-life.

In essence, public TVETs in Kenya should endeavour to understand the centrality of transformational leadership in enhancing the teaching staff's engagement, promoting a culture of innovation, and generally enhancing the institutions performance. Fostering the development of transformational leadership skills among supervisors is crucial in

ensuring that the institutions support a warm, fruitful and successful work environment that supports academic staff innovative work behaviour.

4.5 Cross Tabulation of Respondents Demographic Characteristics against the Study Variables

4.5.1 Employee Age against the Study Variables

Cross tabulation of employee age was conducted against the study variables to determine its influence. From the findings in table 4.9 below, there is no statistically significant difference between emotional intelligence and age ($F = 1.75$, $P > 0.05$). The results indicate that the age of employees does not influence their emotional intelligence. Regarding employee age and perceived organisational support, the findings reveal that there is no statistically significant difference between age and perceived organisational support ($F = 3.16$, $P > 0.05$). These findings therefore show that employee age does not influence perceived organisational support. The findings as well indicate that age does not influence transformational leadership ($F = 3.64$, $P > 0.05$). The results also imply that change in employee age does not determine transformational Leadership ability of leaders. Regarding age and Innovative work behavior, the findings reveal that there is no statistically significant difference between age and Innovative Work Behavior ($F = 4.47$, $P > 0.05$).

Table 4.9: Cross Tabulation of Age against the Study Variables

Variable	Years	N	Descriptives Mean	Std Deviation	ANOVA F	Sig.
Emotional Intelligence	Below 20	8	3.81	0.69	1.75	0.28
	20 - 30	58	3.96	0.53		
	31 - 40	122	4.00	0.49		
	Over 40	83	4.11	0.38		
	Total	**271**	**4.02**	**0.48**		
Perceived Organisational Support	Below 20	8	3.51	1.05	3.16	0.07
	20 - 30	58	3.30	0.64		
	31 - 40	122	3.49	0.68		
	Over 40	83	3.64	0.51		
	Total	**271**	**3.50**	**0.64**		
Transformational Leadership	Below 20	8	3.69	0.63	3.64	0.16
	20 - 30	58	3.53	0.51		
	31 - 40	122	3.61	0.62		
	Over 40	83	3.82	0.47		
	Total	**271**	**3.66**	**0.56**		
Innovative Work Behaviour	Below 20	8	4.08	0.73	4.47	0.09
	20 - 30	58	3.76	0.55		
	31 - 40	122	3.82	0.58		
	Over 40	83	4.11	0.80		
	Total	**271**	**3.91**	**0.67**		

Source: Survey Data 2023

4.5.2 Employee Gender against the Study Variables

The results of cross tabulation of gender against emotional intelligence is displayed in table 4.10 below. The results reveal that there is no statistically significant difference between gender and emotional intelligence ($F = 0.55$, $P > 0.05$). The implication is that employee's emotional intelligence is not influenced by the employees' gender. The results also indicate that there is no statistically significant difference between gender and perceived organisational support ($F = 5.48$, $P > 0.05$). The outcome further implies that employee's gender does not influence their support in the organization. This is attributed to the fact that both genders are exposed to the same factors that bind them to the organization. There is no statistically significant difference between gender and

Innovative Work Behavior as well (F = 1.43, P > 0.05). The findings imply that the respondents' gender does not influence their ability to exhibit Innovative Work Behavior. In relation to gender and Transformational Leadership, the findings showed that there is a statistically significant difference between gender and Transformational Leadership (F = .019, P > 0.05). The findings imply that the gender of employees does not influence their perception regarding leaders transformational abilities.

Table 4.10: Cross Tabulation of Employee Gender against the Study Variables

			Descriptives		**ANOVA**	
Variable	**Gender**	**N**	**Mean**	**Std Deviation**	**F**	**Sig**
Emotional Intelligence	Male	145	4.00	0.50	0.55	0.45
	Female	126	4.04	0.45		
	Total	**271**	4.02	0.48		
Perceived Organisational Support	Male	145	3.41	0.66	5.48	0.20
	Female	126	3.59	0.61		
	Total	**271**	3.50	0.64		
Transformational Leadership	Male	145	3.66	0.59	0.019	0.89
	Female	126	3.66	0.53		
	Total	**271**	3.66	0.56		
Innovative Work Behaviour	Male	145	3.86	0.58	1.43	0.23
	Female	126	3.96	0,75		
	Total	**271**	3.91	0.67		

Source: Survey Data (2023)

4.5.3 Employee education level against the Study Variables

The study sought to establish the statistical difference between respondents' education level and the study variables. Results in table 4.11 revealed that there is a statistically significant difference between respondents' education level and emotional intelligence (F = .377, P < 0.05). These findings indicate that an increase in education level leads to a rise in emotional intelligence. This could be attributed to employees who have high qualifications and dynamic knowledge gained over a period of time. The findings also

revealed a statistically significant difference between education level and perceived organisational support (F = 1.00, P < 0.05). The results imply that employees with high level of education are highly perceived in the organization compared to employees with lower level of education. Education level in one's specific career, forms part of the factors that enhances perception of employees in the organization. Employees with high education level feel that their qualification is compatible with their current positions. The results also reveal a statistically significant difference between education level and Innovative Wok Behavior (F = 1.20, P < 0.05). The results imply that the level of education of the employees influence their ability to contribute to innovative ideas. The results reveal no statistically significant difference between respondents' level of education and Transformational Leadership (F = 1.27, P < 0.05).

Table 4.11: Employee Education Level against the Study Variables.

			Descriptives		ANOVA	
Variable	**Education Level**	**N**	**Mean**	**Std. Deviation**	**F**	**Sig**
Emotional Intelligence	Certificate	2	3.63	0.43	.377	0.61
	Diploma	62	4.00	0.57		
	1st Degree	137	4.03	0.50		
	Masters	62	4.03	0.34		
	PhD	8	3.99	0.19		
	Total	**271**	**4.02**	**0.48**		
Perceived Organisational Support	Certificate	2	3.06	0.26	1.00	0.083
	Diploma	62	3.44	0.92		
	1st Degree	137	3.46	0.55		
	Masters	62	3.61	0.50		
	PhD	8	3.64	0.46		
	Total	**271**	**3.50**	**0.64**		
Transformational Leadership	Certificate	2	3.28	0.66	1.27	0.061
	Diploma	62	3.54	0.59		
	1st Degree	137	3.70	0.58		
	Masters	62	3.70	0.48		
	PhD	8	3,78	0.48		
	Total	**271**	**3.66**	**0.56**		
Innovative work Behaviour	Certificate	2	3.55	0.15	1.20	0.12
	Diploma	62	3.88	1.03		
	1st Degree	137	3.85	0.55		
	Masters	62	4.06	0.43		
	PhD	8	3.94	0.29		
	Total	**271**	**3.91**	**0.67**		

Source: Survey Data (2023)

4.5.4 Employee Tenure against the Study Variables

Cross tabulation results in Table 4.12 below revealed that there is no statistically significant difference between tenure and emotional intelligence (F= .48, P > 0.05). The results imply that employee tenure has no influence on emotional intelligence. Further, there is no statistically significant difference between employee tenure and perceived organisational support (F = 2.83, P > 0.05). The findings indicate that tenure does not determine the support of employees in the organisation. There is also a revelation in the table that there is no statistical difference between tenure and Transformational Leadership (F= 2.95, P > 0.05). The findings imply that employee's tenure does not determine their perception about the transformational ability of their leaders. Regarding Innovative Work Behavior, the findings indicate that there is no statically significant difference between employee tenure and Innovative Work Behavior (F = 8.09, P > 0.05). The findings reveal that tenure does not influence employees Innovative Work Behavior.

Table 4.12: Cross Tabulation of Employee Tenure against the Study Variables

Variable	Education Level	N	Descriptives Mean	Std Deviation	ANOVA F	Sig
Emotional Intelligence	Less than 5 years	134	4.02	.55	.48	.81
	6-10 years	41	4.04	.52		
	11-15 years	42	4.01	.38		
	16-20 years	39	3.97	.30		
	More than 20 years	15	4.17	.31		
	Total	**271**	**4.02**	**.48**		
Perceived Organisational Support	Less than 5 years	134	3.37	.73	2.83	.03
	6-10 years	41	3.55	.61		
	11-15 years	42	3.67	.44		
	16-20 years	39	3.64	.55		
	More than 20 years	15	3.61	.39		
	Total	**271**	**3.50**	**.64**		
Transformational Leadership	Less than 5 years	134	3.54	.54	2.95	.07
	6-10 years	41	3.76	.83		
	11-15 years	42	3.81	.38		
	16-20 years	39	3.78	.41		
	More than 20 years.	15	3.69	.56		
	Total	**271**	**3.66**	**.56**		
Innovative work Behaviour	Less than 5 years	134	3.77	.61	8.09	.05
	6-10 years	41	4.08	1.15		
	11-15 years	42	3.96	.40		
	16-20 years	39	4.00	.32		
	More than 20 years	15	4.21	.38		
	Total	**271**	**3.91**	**.67**		

Source: Survey Data (2023)

4.6 Reliability of the research instrument

The Cronbach alpha coefficient was utilized in order to evaluate the research instrument's internal consistency (Zikmund, 2013). This was also done in order to ascertain the reliability of the instrument.

Table 4.13: Reliability Statistics

Variable	No of Items	Cronbach's Alpha	Cronbach's Alphas Based on Standardized Items
Emotional intelligence	18	0.87	0.87
Perceived organisational support	08	0.72	0.74
Transformational leadership	16	0.84	0.88
Innovative work behavior	09	0.79	0.79

Source: Research Data (2023)

The un-standardized Cronbach Alpha was based on the covariance matrix to calculate reliability after standardizing the items. The instrument was considered reliable given the consistency and stability of the results when it was used repeatedly under the same conditions in various technical institutions.

According to the data, the Cronbach alpha values for perceived organizational support, emotional intelligence, and inventive work were all higher than the standard criterion of 0.7, which is suggested in the works of Tabachnick and Fiddel, (2013). The reliability index of the variables that were collected is sufficient, which means that any other researcher should be able to reproduce the first piece of research and achieve equivalent evidence or findings, using the same or a similar study population.

4.7 Principal Components Analysis (PCA) for the Study Variables

Factor analysis was done with the intention of identifying the latent factors in the data constructs with the objective of preparing it for regression as opined by Idinga, (2015). Factor analysis was carried out using Principal Component Analysis (PCA) to reduce data sets in the variables by extracting various components (Schreiber, 2021). PCA was selected because it enabled the study to explore the underlying factor structure for all items used to measure independent variable (emotional intelligence), mediator variable (perceived organisational support), moderator variable (Transformational leadership)

and the dependent variable (innovative work behaviour). The assessment of the factorability of the data was done using Barlets test of sphericity (should be significant at p<0-05) and Kaiser-Meyer Olkin (KMO index should range from 0 to 1) measure of sampling adequacy.

PCA was used to extract data due to its convenience in revealing the set of factors which accounted for all common and unique variances (Idinga, 2015). Orthogonal rotation was chosen as the extraction method due to the likelihood of its results being replicated in future studies, has less sampling error and produces more parsimonious results. The interpretation of orthogonally rotated factors is simpler than that of obliquely rotated factors since the factors are uncorrelated.

4.7.1 Principal Components Analysis for Emotional Intelligence

Eighteen items were proposed to measure emotional intelligence. Emotional intelligence was therefore assessed for item redundancy. Factor analysis for emotional intelligence was conducted. The analysis showed that out of the Eighteen items, one was found redundant leading to its deletion. The remaining seventeen factors were retained for further analysis. The factors for transformational leadership covered the four-dimensional variables which include; self-awareness, social awareness, self-management and relationship management. These were conceptualised in terms of the constructs as follows: I recognise my own emotions and their effect on organisation teams, I know my emotional strengths and weaknesses. I have a strong sense of who I am and organisational capabilities, I recognise other people's feelings and views and take an active interest in their concerns, I read and understand the emotional current and power relationships in my organisation team, , I anticipate, recognise and meet my students' expectations, I keep disruptive emotions and impulses in check when interacting with organisation teams, I maintain integrity and act consistently with my

values, I am persistent in pursuing organisation goals despite obstacles and setbacks, I exercise flexibility in handling organisational changes, I strive for improvement on meeting a standard of excellence in organisation and execution, I am always ready to act on opportunities presented in the organisation, I sense the development needs of the organisation teams and strengthen their abilities, I inspire and guide individuals and groups working in this organisation, I use effective tactics for persuading organisation teams to achieve set goals, I initiate and probably manage changes in organisation teams and I negotiate and resolve disagreements among team members.

Factor loadings were expected to be above 0.6 for strong item loadings (Shrestha, 2021). The two assumptions needed for PCA namely sampling adequacy and Bartlett's test of sphericity were tested using the Kaiser-Meyer-Olkin (KMO) statistics. According to Constales et al. (2022), the KMO is a measure which validates existence of a linear relationship necessary to run PCA.

Out of all the items considered, the studied factors explain 65.98% of the changes in emotional intelligence. The findings indicate that the sample that was utilized in order to arrive at the conclusions of the results was sufficient, as indicated by the Kaiser-Meyer-Olkin (KMO) value of 0.88, which is higher than the acceptable threshold of 0.5.

Data measuring emotional intelligence reported a KMO statistic score of 0.886, which based on Kaiser Classification scale of 1974, was meritorious and indicated adequate sampling (Table 4.14). The Bartlett's test of sphericity was statistically significant, $\chi^2(153) = 1540.746$, $p < 0.001$, which is an indication that data measuring emotional intelligence was factorizable.

The findings imply further imply that the factors utilized in measuring emotional intelligence captured above can be used to significantly explain the changes arising from their interactions.

Table 4.14: Principal Component Analysis results for emotional intelligence

Items	Factor Loading 1	Factor Loading 2	Factor Loading 3	Factor Loading 4	Factor Loading 5
I recognize my own emotions and their effect on organization teams				0.804	
I know my emotional strength and weaknesses				0.809	
I have a strong sense of who I am and organization capabilities					
I recognize other people's feelings and views and take on active interest in their concerns		0.551			0.804
I read and understand the emotional current and power relationships in my organization team					0.804
I anticipate, recognize, and meet my students' expectations		0.541			
I keep disruptive emotions and impulses in check when interacting with organization teams	.651				
I maintain integrity and act consistently with my values		0.668			
I am persistent in pursuing organization goals despite obstacles and setbacks		.638			
I exercise flexibility in handling organizational changes		0.636			
I strive for improvement or meeting a standard of excellence in organization execution		0.676			
I am always ready to act on opportunities presented in organization	0.703				
I sense the developmental needs organization teams and strengthen their abilities	0.689				
I inspire and guide individuals and groups working in this organization	0.506				
I use effective tactics for persuading organization teams to achieve set goals			0.795		
I initiate and properly manage changes in organization teams	0.522				
I negotiate and resolve disagreements among team members			0.732		
Total variance explained					
Initial Eigen values	5.74	1.54	1.36	1.29	1.04
% of variance	31.92	8.55	7.59	7.18	5.81
Cumulative %	31.92	40.48	55.26	61.07	65.98
KMO and Bartlett's Test					
Kaiser-Meyer-Olkin Measure of Sampling Adequacy			0.886		
Bartlett's Test of Sphericity, Approx. Chi-Square			1540.76		
Df			153		
Sig.			**0.000**		
Extraction Method: Principal Component Analysis					
Rotation Method: Varimax with Kaiser Normalization					

From the table below (Table 4.15), the factor loadings for every item in each construct measured using Kaiser-Meyer-Olkin Measure of Sampling Adequacy was greater than 0.6 and this means that the sample size is adequate. The reliability index stood at 0.886 which means that all the items were reliable. Bartlett's Test of Sphericity for all constructs was significant at P<0.000.

Table 4.15: KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		0.886
Bartlett's Test of Sphericity	Approx. Chi-Square	1540.746
	df	153
	Sig.	0.000

Source: Survey Data (2023)

Under factor extraction, four components were extracted with eigen values greater than one. The extracted components explained 55.547% of the total variance in emotional intelligence (Table 4.16).

Table 4.16: Total Variance Explained

	Extraction Sums of Squared Loadings		
Component	Total	% of Variance	Cumulative %
1	5.939	32.996	32.996
2	1.650	9.164	42.160
3	1.304	7.244	49.404
4	1.106	6.144	55.547

Extraction Method: Principal Component Analysis.

Source: Survey Data (2023)

A simple structure in which each item had a single component loading on it was revealed from the varimax rotation. The justification for the choice of varimax as the orthogonal rotation package was due to its general acceptance as simple and accurate and widely used to achieve multiple structure as opined by Tabachnick and Fidell (2007). Moreover, each component loaded strongly on at least two items. Two items from the initial eighteen were redundant and were deleted.

4.7.2 Principal Component Analysis for Perceived Organisational Support

The findings of the factor analysis for perceived organisational support are presented in Table 4.17, which reveals that the factor loading values were more than 0.5 with respect to the perceived level of support. Consequently, nine of the parameters that assessed organisational support were kept for the sake of future investigation.

Between the two components, there was a total variance in perceived organisational support that was accounted for by 61.83% of total variance. A result of 0.78 on the Kaiser-Meyer-Olkin Measure was found to be acceptable because it was more than 0.5. In line with the proposals made by Tabachnick and Fidell (2007), the KMO value of 0.78 indicates that the sampling constituted an appropriate amount of data. In addition the Barlett's Test Shows that the obtained findings are significant ($\chi^{2\,(28)}$) = 806.256, p < 0.001) as recommended in the works of Tabachnick and Fidell (2007). The above findings imply that a combination of the items that measure perceived organisational support as extracted above, can be relied upon to study the significant changes in perceived organisational support in other organisations in a similar or different but related field.

Table 4.17: Principal Component Analysis results for Perceived Organizational Support

Items	Factor Loadings 1	Factor Loadings 2
This institution cares about my opinions.	0.83	
My organization really cares about my well-being.	0.84	
The institution strongly considers my goals and values.	0.83	
Help is available from the institution when I have a problem.	0.80	
The institution would forgive an honest mistake on my part.	0.60	
The institution is willing to help me if I need a special favor	0.58	
If given the opportunity, the institution would take advantage of me.		0.85
The institution shows very little concern for me.		0.82
Total variance explained:		
Initial Eigenvalues	3.44	1.50
% of Variance	43.05	18.77
Cumulative %	43.05	61.83
KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy	0.78	
Bartlett's Test of Sphericity, Approx. Chi-Square	806.256	
Df	28	
Sig.	0.000	
Extraction Method: Principal Component Analysis.		
Rotation Method: Varimax with Kaiser Normalization.[a]		
a. Rotation converged in 10 iterations.		

Source: Research Data (2023)

Perceived organizational support conceptualized as the mediator was measured using eight items. The KMO statistic was 0.742 and was in Kaiser classification category of middling. Bartlett's test of sphericity was statistically significant, $\chi^2(28) = 529.871$, $p < 0.001$ showing adequacy in sampling (Table 4.18).

Table 4.18: KMO and Bartlett's Test for POS

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.742
Bartlett's Test of Sphericity	Approx. Chi-Square	529.871
	df	28
	Sig.	0.000

Source: Survey Data (2023)

Two components were extracted each with eigen value above 1.0. The two components explained a cumulative 54.8 percent variation in perceived organizational support (Table 4.19).

The varimax orthogonal rotation produced a simple structure such that each item had one component loading strongly on it (Table 4.19). Two items out of the original eight items were found to be redundant and were deleted.

Table 4.19: Total Variance Explained

	Extraction Sums of Squared Loadings		
Component	Total	% of Variance	Cumulative %
1	2.953	36.913	36.913
2	1.432	17.901	54.814

Extraction Method: Principal Component Analysis.

Source: Survey Data (2023)

4.7.3 Principal Component Analysis for Transformational Leadership

Factor analysis for transformational leadership was conducted. The analysis showed that out of the sixteen items, two were found redundant leading to their deletion. The remaining fourteen factors were retained for further analysis. The factors for transformational leadership covered the four-dimensional variables which include; Individualized Consideration, Intellectual Stimulation, Inspirational Motivation, and Idealized Influence. These were conceptualised in terms of the constructs as follows: My supervisor gets to look at problems from many different angles, My supervisor talks enthusiastically about what needs to be done, My supervisor expresses confidence that goals will be achieved, My supervisor helps others to develop their strengths, My supervisor makes personal sacrifices for others benefit, My supervisor seeks differing perspectives when solving problems, My supervisor talks optimally about the future, My supervisor is empathetic and supportive, My supervisor does not impose but allows some independence, My supervisor re-examines critical assumptions to questions as to

whether they are appropriate, My supervisor articulates a compelling vision for the future, My supervisor spends time teaching and coaching, My supervisor instil pride in others for being associated with them, My supervisor treats others as individuals rather than as members of a group.

Transformational leadership, the moderating variable was measured using sixteen items. PCA was therefore run on the sixteen items. The overall KMO statistic measured 0.935 and was in the marvellous classification (Table 4.20). Bartlett's test of sphericity was statistically significant, $\chi^2(120) = 1815.494$, $p < 0.001$. Therefore, data measuring transformational leadership achieved sampling adequacy and could be split into factors.

Table 4.20: KMO and Bartlett's Test For TL

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.935
Bartlett's Test of Sphericity	Approx. Chi-Square	1815.494
	df	120
	Sig.	0.000

Source: Primary Data (2023)

PCA extracted three components each with eigen value above 1. The three components collectively accounted for 56.569 percent variation in transformational leadership (Table 4.21).

Table 4.21: Total Variance Explained

	Extraction Sums of Squared Loadings		
Component	Total	% of Variance	Cumulative %
1	6.943	43.394	43.394
2	1.104	6.902	50.296
3	1.004	6.273	56.569
Extraction Method: Principal Component Analysis.			

Source: Survey Data (2023)

Varimax rotation produced a simple structure (Table 4.22). Out of the sixteen items, two were found redundant leading to their deletion.

Table 4.22. Rotated Component Matrix[a] for Transformational Leadership

	Component		
Items	1	2	3
My supervisor gets to look at problems from many different angles	0.753		
My supervisor talks enthusiastically about what needs to be done	0.653		
My supervisor expresses confidence that goals will be achieved	0.653		
My supervisor helps others to develop their strengths	0.700		
My supervisor makes personal sacrifices for others benefit	0.673		
My supervisor seeks differing perspectives when solving problems	0.681		
My supervisor talks optimally about the future	0.604		
My supervisor is empathetic and supportive	0.684		
My supervisor does not impose but allows some independence	0.682		
My supervisor re-examines critical assumptions to questions as to whether they are appropriate	0.600		
My supervisor articulates a compelling vision for the future	0.540		
My supervisor spends time teaching and coaching	0.553		
My supervisor instill pride in others for being associated with them		0.849	
My supervisor treats others as individuals rather than as members of a group			0.836
Total variance explained:			
Initial Eigenvalues	6.94	1.104	1.004
% of Variance	43.39	6.90	6.27
Cumulative %	43.39	50.29	56.56
KMO and Bartlett's Test			
Kaiser-Meyer-Olkin Measure of Sampling Adequacy	0.935		
Bartlett's Test of Sphericity, Approx. Chi-Square	1815.4		
Df	120		
Sig.	0.000		
Extraction Method: Principal Component Analysis.			
Rotation Method: Varimax with Kaiser Normalization.[a]			
a. Rotation converged in 4 iterations.			

Source: Survey Data (2023)

4.7.4 Principal Component Analysis for Innovative Work Behaviour

Innovative work behaviour was conceptualized as the dependent variable and was measured using nine items. Sampling was found to be adequate (KMO = 0.854, $\chi^2(36) = 511.526$, $p<0.001$). Out of the nine items, seven were extracted and loaded highly on two components which explained 48.949% of the variation in innovative work behaviour (Table 4.23).

Table 4.23: KMO and Bartlett's Test For Innovative Work Behaviour

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		0.854
Bartlett's Test of Sphericity	Approx. Chi-Square	511.52
	df	36
	Sig.	0.000

Source: Primary Data (2023)

PCA extracted three components each with eigen value above 1. The three components collectively accounted for 48.94 percent variation in transformational leadership (Table 4.24).

Table 4.24: Total Variance Explained

	Extraction Sums of Squared Loadings		
Component	Total	% of Variance	Cumulative %
1	3.355	37.279	37.279
2	1.050	11.670	48.949

Extraction Method: Principal Component Analysis.

Source: Survey Data (2023)

The two-component solution had a simple structure as demonstrated by Varimax Orthogonal rotation output (Table 4.25)

Table 4.25: Rotated Component Matrix[a] for Innovative Work Behaviou[r]

	Component	
Item	1	2
I participate in the execution of novel ideas	0.740	
I analytically present novel ideas into work practices	0.709	
I make key members of the organization to be passionate for new ideas	0.697	
I discover novel methods to accomplish work tasks	0.684	
I explore novel methods, techniques or instruments of work	0.682	
I endeavor to persuade people to support innovative ideas	0.629	
I attend to issues different from my routine work		.821
Total variance explained:		
Initial Eigenvalues	3.35	1.05
% of Variance	37.27	11.67
Cumulative %	37.279	48.94
KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy	0.854	
Bartlett's Test of Sphericity, Approx. Chi-Square	511.52	
Df	36	
Sig.	0.000	
Extraction Method: Principal Component Analysis.		
Rotation Method: Varimax with Kaiser Normalization.[a]		
a. Rotation converged in 3 iterations.		

Source: Survey Data (2023)

4.8 Inferential Analysis Using Multiple Regression

Inferential analysis involved testing for the indirect effect of emotional intelligence on innovative work behaviour via perceived organizational support, with the indirect effect being moderated by transformational leadership. Therefore, the analysis performed using Andrew Hayes' Macro PROCESS model 7 entailed two regression sub-models. Model 1 entailed regressing the mediator (Perceived Organizational Support) onto the independent variable (emotional intelligence, the Moderator (transformational leadership) and the interaction term (Emotional Intelligence * transformational leadership). Model 2 entailed regressing innovative work behaviour simultaneously onto emotional intelligence and perceived organizational support.

4.8.1 Test of Assumption of Regression

Prior to running the two models, data were first diagonized for the assumptions of multiple regressions. The tests included normality, linearity, homoscedasticity, independence of residuals, and multi-collinearity. Morgan et al. (2019) opine that testing whether assumptions of multiple regression have been met is a sure way of improving accuracy in prediction, and a precursor to seeing how models fit the data provided.

4.8.1.1 Testing for Normality

The purpose of performing normality tests on the data was to verify that the data distribution follows a symmetric bell curve. Regression analysis requires normally distributed data in order to guarantee that the distribution of errors in the dependent variable's prediction, value Y, are close to the normal curve (Zikmund, 2013).

As seen in the table 4.26 below, normality was tested using the skewness and kurtosis measures and the Kolmogorov-Smirnov and Shapiro-Wilk goodness of fit test (Tabachnick & Fidell, 2010). The findings in Table 4.26 show that none of the variables violates the normality assumption, p-value < 0.05. The findings explicitly indicate that skewness for the variables at (-1.58, -0.007, .22 and -0.70) and kurtosis (1.25, 0.21,-0.80 and 1.25) individually were within the range of ±1.96, (Fisher, 1915), which is a key component in measuring normally distributed data. Additionally, the P-values of the Kolmogorov-Smirnov and the Shapiro-Wilk test (.000, .000 and .000) were within the threshold of P < 0.05, indicating that the data follows a normal distribution. These results imply that the regression analysis conducted on the captured data, provided reliable and valid interpretations and inferences about the effect of the independent variables on the criterion variable.

Table 4.26: Normality Test

Variable	Kolmogorov-Smirnov			Shapiro-Wilk				
	Statistic	df	Sig.	Statistic	df	Sig.	Skewness	Kurtosis
Emotional intelligence	0.12	271	0.00	0.89	271	0.00	-1.58	1.25
Perceived organizational support	0.12	271	0.00	0.94	271	.000	-0.00	.21
Transformational leadership	0.08	271	.000	0.95	271	.000	.22	-.08
Innovative work behaviour	0.12	271	0.00	0.80	271	.000	-0.70	1.25

Source: Research *Data (2023)*

4.8.1.2 Testing for the Linearity Assumption

The linearity assumption was tested using the deviation from linearity test. Under this test, the basis for decision-making rested on two criteria (1) Presence of a linear relationship was assumed if the significance (Sig.) of Deviation from Linearity >0.05 (2). Absence of Linearity was inferred for Sig. of Deviation from Linearity P<0.05 (Field, 2009). The F-statistic was greater than 2.7 and therefor above the threshold.

Linearity test was conducted to ensure that there is a linear relationship between the outcome variable (innovative work behaviour) and the independent variables (emotional intelligence, perceived organisational support and transformational leadership). Kothari & Garg, (2014), Tabachnick and Fiddell (2001) opine that, if the data does not meet the condition of linearity, then a transformation is necessary to run regression analysis. All deviations from linearity in this study were not significant at P<0.001. The results in table 4.26 and 4.27 for model one and two below implies that the data was linear and can be used to conduct linear regression.

Model 1: Regressing Perceived Organizational Support (POS)

The first model tested for linearity which is a precursor to regressing POS on EI, TL and EI * TL. The linearity test determined whether linearity existed between POS and EI, POS and TL, and between POS and the interaction between EI and TL as used in the regression in model 1.

Results presented in Table 4.27 show significant linearity (F=40.618, p<0.001) between POS and EI. The statistical insignificance of the deviation from linearity (F=0.858, P=.658) confirmed that linearity existed between the two variables. Linearity was also determined between POS and TL (F=65.096, p<0.001). The deviation from linearity was statistically significant (F=1.254, P=.238). Therefore, there was a linear relationship between POS and TL. Lastly linearity was also inferred for the relationship between POS and the interaction term (F=37.252, p<0.001). Deviation from linearity was not statistically significant (F=0.513, p=.959) confirming existence of a linear relationship.

Table 4.27: Linearity Test Results for Model 1

			Sum of Squares	df	Mean Square	F	Sig.
POS * EI	Between Groups	(Combined)	14.211	27	0.526	2.331	0.004
		Linearity	9.173	1	9.173	40.618	0.000
		Deviation from Linearity	5.038	26	0.194	0.858	0.658
POS * TL	Between Groups	(Combined)	18.059	33	.547	3.188	0.000
		Linearity	11.173	1	11.173	65.096	0.000
		Deviation from Linearity	6.886	32	0.215	1.254	0.238
POS * Interaction1	Between Groups	(Combined)	12.236	24	0.510	2.044	0.015
		Linearity	9.292	1	9.292	37.252	0.000
		Deviation from Linearity	2.944	23	0.128	0.513	0.959

Legend: *EI=, Emotional intelligence, POS= Perceived organizational support and Tl= Transformational leadership*

Source: Survey Data (2023)

Model 2: Regressing Innovative Work Behaviour (IWB)

Linearity was also tested in the second regression sub-model. In this model, linearity focused on the relationships between IWB and EI on one side, and between IWB and POS on the other. Results (Table 4.28) confirmed that Deviation from linearity for the two relationships were not statistically significant and therefore linearity existed between the variables involved.

Table 4.28: Linearity Test Results for Model 2

			Sum of Squares	df	Mean Square	F	Sig.
IWB * EMI	Between Groups	(Combined)	12.673	23	0.551	2.323	0.005
		Linearity	8.613	1	8.613	36.319	0.000
		Deviation from Linearity	4.059	22	0.185	0.778	0.737
IWB * POS	Between Groups	(Combined)	4.590	20	0.230	0.634	0.870
		Linearity	.433	1	0.433	1.196	0.000
		Deviation from Linearity	4.157	19	0.219	0.604	0.888

Legend: *IWB=Innovative work behavior, EI=, Emotional intelligence POS= Perceived organizational support*

Source: Survey Data (2023)

4.8.1.3 Testing the Homoscedasticity Assumption

The fundamental premise of Ordinary Least Squares (OLS) regression is that errors have a constant but unknown variance, which suggests that they are Homoscedastic (Das & Das, 2019). In the event that this assumption is violated, Homoscedasticity results will be unable to predict consistently the true standard deviation of the forecast errors (too wide or narrow confidence intervals). Homoscedasticity, also known as consistency of variance, is measured with the Levene test, which is less sensitive to departures from the normal distribution assumption. When the Levene statistic fails to show statistical significance at the 5% threshold ($p>0.05$), uniform variance is assumed. On the contrary, if the Levene statistic shows significance, the violation of uniform variance is revealed.

Table 4.29 shows that regression residuals were Homoscedastic for the three independent variables of EI, POS, and TL and the dependent variable of IWB. All the variables had p-values above the significant threshold, indicating lack of Homoscedasticity violation. This therefore implies that the variability of the outcome variable (innovative work behaviour) is uniform across all the values of the predictor variables and that the process of running regression analysis can commence.

Table 4.29: Test of Homogeneity of Variances

	Levene (F) Statistic	df1	df2	Sig.
EI	2.04	1	271	0.15
TL	0.49	1	271	0.48
Interaction	3.40	1	271	0.06
POS	0.91	1	271	0.34

Key: *EI: Emotional Intelligence, TL: Transformational Leadership and POS: Perceived Organisational Support*

Source: Survey Data 2023

4.8.1.4 Testing the Independence of Errors

The Durbin-Watson (DW) test was used to test independence of errors. DW statistics that are close to a value of 2 in this test's context suggests that errors are independent. On the other hand, DW statistics pointing towards 0 indicates a strong positive serial correlation between residuals, and those close to 4 indicate the presence of a negative serial correlation (Turner, 2020).

Table 4.30: Test of independence of errors

Variable	**Durbin-Watson Statistics**
Model 1	
EI	1.98
TL	1.83
Interaction	1.79
Model 2	
EI	2.00
POS	2.03

Key: *EI: Emotional Intelligence, TL: Transformational Leadership and POS: Perceived Organisational Support*

Source: Survey Data 2023

For the two models, the DW statistics were within the acceptable range of 1.5 to 2.5. The table indicates that regression residuals in the two models were largely independent at DW test results between 1.79 and 2.03. This implies that there was no relationship between the residuals and the predicted values set at 0.00 and 4.00 with approximately 2.00 indicating independence of observations (Durbin & Watson, 1950,1971 Turner, 2020; Uyanto, 2020). The test was used to assess the validity of the assumption of independence of errors in regression analysis for reliable regression results.

4.8.1.5 Testing the Multi-collinearity Assumption

The Variance Inflation Factors (VIF) were utilized to assess if multi-collinearity existed. According to Bhandari (2020), multi-collinearity occurs when there is a significant correlation between two or more independent variables in a regression model. There is a range of recommended levels for the VIF test. To signal a significant collinearity problem, some research recommend a VIF of 10, while others advice even lower thresholds, such as 4 (Allandin & Nghiem, 2020). In this study, a threshold of 10 was employed to signal excessive collinearity and instances of pronounced collinearity. Results presented in Table 4.31 show that multi-collinearity was not an issue in the two regression sub-models. All the VIFs were below 2 and well within acceptable limits (Hair et al, 2010) whereas the tolerance statistic lies between 0 and 1 (Allison, 1999).

Table 4.31: Multi-collinearity Test Results

	Collinearity Statistics	
	Tolerance	VIF
	Model 1	
EI	0.630	1.587
TL	0.549	1.823
Interaction1	0.624	1.603
	Model 2	
EI	0.892	1.122
POS	0.892	1.122

a. Dependent Variable: POS

Key: *EI: Emotional Intelligence, TL: Transformational Leadership and POS: Perceived Organisational Support*

Source: Survey data (2023)

4.9 Correlation Analysis of the study variables

Correlation analysis was conducted to determine the strength and direction of any potential linear relationship that existed between the independent and the dependent variables. This was done using the pearson correlation coefficient as opined by Tabachnick and Fiddell, (2010).

The correlation coefficient ($r = 0.329$, p-value < 0.05) shows that there is a positive and statistically significant link between emotional intelligence and innovative work behavior. This association is seen in Table 4.31. Taking into consideration these findings, it can be deduced that there is a probability of 0.32 units that innovative work behavior increases with an increase in emotional intelligence. Moreover, the findings indicate that there exists a positive and statistically significant relationship between perceived organizational support and innovative work behavior. This relationship is characterized by a correlation coefficient of 0.42, with a p-value of less than 0.05. This implies that there is a 0.42 units chance that there will be an increase in employee innovative work behavior as the perceived organizational support increases. Considering the findings on linearity, it may be inferred that there is a potential for a causal relationship to exist between the criterion variable of creative work behavior, the emotional intelligence of the individuals involved, and the perceived organizational

support given to the employee. As such, the next level of analysis calls for executing regression models to prove such casual effects (Martin & Bridgmon, 2012; Hair *et al.*, 2013).

4.9.1 Test of Control Variables Effects on the study

Multiple regression was the primary inferential statistic used in this study, and it was facilitated by Andrew Hayes' Macro PROCESS 4.0. Macro process is a statistical tool designed to expedite the analysis of moderation effects in the context of social science research, particularly in regression-based studies (Hayes, 2013). Two regression sub-models shown in Figure 4.5 and Figure 4.6 were used.

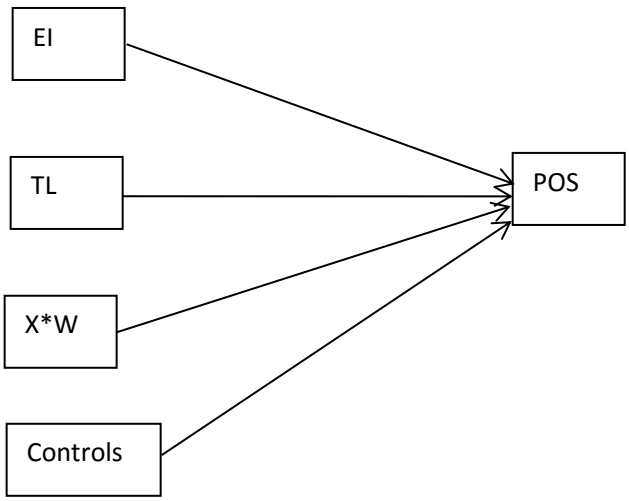


Figure 4.5. Regression sub model 1

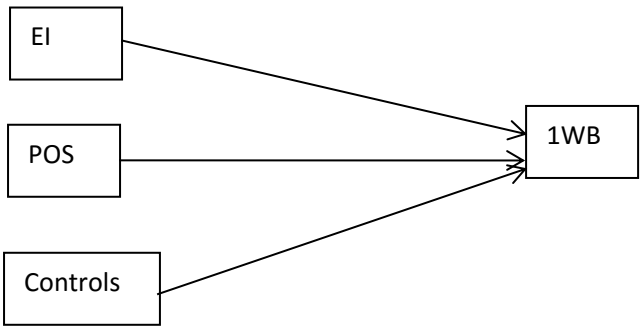


Figure 4.6. Regression sub model 2

Prior to running macro process, two sets of bi-variate correlations were conducted consistent with the two models. The two sets of correlations confirmed significant correlations between independent variables and the dependent variable in each case (Table 4.31 and Table 4.32), therefore paving way for multiple regressions. Multiple regression was conducted after confirming that the data used met the assumptions of linear regression (Tabachnick & Fiddell, 2001 and Hair et al, 2013) by way of testing for linearity, normality, homoscedasticity and multicollinearity.

The interaction of Perceived organisational support and emotional intelligence in table 4.32, shows a positive correlation of r=0.329 which was statistically significant at p=0.001 level. Emotional intelligence on the other hand had a positive and significant correlation with transformational leadership (r=0.139, p=0.05). This means that a unit increase in transformational leadership leads to a 13.9% increase in the performance of emotional intelligence. The interaction of both emotional intelligence and transformational leadership shows a comparable and even better result which moves from 0.671 to 0.821 at a significance level of 0.001.

Table 4.32: Correlations for Model 1

		POS	EI	TL	EI*TL
POS	Pearson Correlation	1	.329**	.351**	.429**
	Sig. (2-tailed)	.	.000	.000	.000
	N	271	271	271	271
EI	Pearson Correlation	.329**	1	.139	.671**
	Sig. (2-tailed)	.	.000	.000	.
	N	271	271	271	271
TL	Pearson Correlation	.351**	.139	1	.821**
	Sig. (2-tailed)	.000	.000	.	.000
	N	271	271	271	271
EI*TL	Pearson Correlation	.429**	.671**	.821	1
	Sig. (2-tailed)	.000	.000	.000	.
	N	271	271	271	271

**. Correlation is significant at the 0.01 level (2-tailed).
*. Correlation is significant at the 0.05 level (2-tailed).
Key: *EI: Emotional Intelligence, TL: Transformational Leadership and POS: Perceived Organisational Support*

Source: Survey data (2023)

Table 4.33 shows a positive correlation of r=0.420 between perceived organisational support and innovative work behaviour at 0.001 significant level. Emotional intelligence has an even higher correlation of 0.489 with innovative work behaviour at the 0.001 level.

Table 4.33: Correlation for Model 2

		POS	EI	IWB
POS	Pearson Correlation	1	.329**	.420**
	Sig. (2-tailed)	.	.000	.000
	N	271	271	271
EI	Pearson Correlation	.329**	1	.489**
	Sig. (2-tailed)	.000	.	.000
	N	271	271	271
IWB	Pearson Correlation	.420**	.489**	1
	Sig. (2-tailed)	.000	.000	.
	N	271	271	271

4.9.2 Test for control variable effect on dependent variable

The general, principle behind control variables usage is that researchers can remove predictor-criterion contamination by including confounding variables in their analysis. This is done by the application of regression analysis to find out the beta value, the standard error and the significance level. This was necessitated by the need to determine whether the control variables significantly affect the other predictor variables and the nature of results interpreted.

Testing the effect of control variables on dependent variable was done in order to get an understanding of the manner in which the control variables influenced the dependent variable in comparison to the direct effects (Cresswell, 2008). The data presented in Table 4.34 demonstrated that the gender, age, education level, and length of service of employees are able to accurately predict 4% of the variation in IWB ($R^2 = 0.04$). It was demonstrated by the F value ($F=3.23$, $P < 0.05$) that the combined prediction is statistically significant. F value closer to 1.0 indicates low or lack of significant relationship leading to the acceptance of the hypothesis whereas a larger F value (i.e. F=3.23) is statistically significant leading to the rejection of the null hypothesis (Ciasullo, et al, 2024).. In terms of independent prediction, age bracket and tenure were found to substantially predict creative work behavior. However, the coefficients do not significantly alter the objective of the study in terms of causality.

The average standardized beta value is $\beta=0.00$ and the significant value is $p>0.05$ implying that the control variables had no significant effect on the outcome variable and therefore held constant in the study.

Table 4. 34: Control Variables effect on the Study

Model		Beta un-std	Std Error	Beta std	t	Sig.
(Constant)		3.216	.277		11.595	0.000
Gender		.087	.094	0.055	0.921	0.0358
Age bracket		.181	.066	0.185	2.747	0.06
Education level		-.024	.071	-0.021	-0.338	-0.735
Tenure		.040	.053	0.051	0.760	0.048
Model summary statistics						
R				0.213[a]		
R square				0.046		
Adjusted R square				0.031		
Standard error of the estimate				0.775		
Change statistics	R square change			0.04		
	F change			3.232		
	Sig.			.013		

a. Predictors: (Constant), Gender, Age, Education, Tenure

Source: Research Data (2023)

4.10 Hypothesis Testing

4.10.1 Testing for Direct Effect

Five hypotheses were formulated and tested in the study. The results of the hypotheses tests summarized in Table 4.35 indicates that the five hypotheses were not supported by the data. Specific results for each hypothesis are discussed as follows.

In model 2, Hypothesis ($H_0$1), presupposed that emotional Intelligence has no significant effect on Innovative Work Behavior. Results of the hypothesis test revealed that higher positive emotional intelligence among TVET teachers in Kenya was associated with enhanced innovative work behaviour (β=0.554, $p<0.001$). Therefore, the hypothesis was not supported meaning that a unit percentage increase in emotional intelligence was responsible for 0.554 or 55.4 percent increase in innovative work behaviour. The results show that employees with emotional intelligence (EI) are better able to communicate and apply new ideas because they are able to recognize, control, and comprehend their own emotions as well as those of others.

It is also clear that organizations that focus on growing employees emotional intelligence are bound to reap benefits in terms of improved innovative work behaviour. Therefore, TVETs in Kenya stand to gain immensely in promoting employee innovative work behaviour when they focus their attention on boosting teachers emotional intelligence. They should continue with the mechanisms in place for building emotional intelligence while seeking to shape a culture of knowledge sharing that promotes exchange of tacit knowledge and an enhancement of innovative work behaviour.

Al-Omari (2017) contends that the more an employees' emotional intelligence increases, the more they are likely to have a high level of innovative work behaviour. To be more specific, this finding by Al-Omari revealed that those employees who can perceive other's emotions, use and regulate their own emotions as well as others and those who use emotion to generate innovative work behaviour are able to engage in creative work. From this perspective, TVETs in Kenya should identify ways to enhance their teachers emotional intelligence. Moreover, TVETs can enhance innovative behaviour at work if they increase teachers emotional intelligence level through suitable training programs.

In model 3, Hypothesis ($H_0$2), presumed that Perceived organizational support has no significant effect on Innovative Work Behavior. Testing this hypothesis demonstrated that high levels of perceived organizational support yields enhanced innovative work behaviour among teachers in public TVETs in Kenya (β=0.272, $p<0.001$). Therefore, the hypothesis was not supported meaning that increasing perceived organizational support by a unit percent would increase innovative work behavior by 27.2 percentage points. This finding adds to the existing array of studies showing the positive and

significant effect of perceived organizational support on innovative work behavior in diverse contexts.

This study contrasts the findings of Park and Kim, (2022) who in their study on "The Impact of Perceived Organizational Support on Innovative Work Behaviour Through Psychological

Empowerment: Focusing on the Moderated Mediating Role of Organizational Procedural Justice" in TVET institutions in Korea. Their findings showed that perceived organizational support did not have a direct effect on innovative work behavior calling for research evidence. The R square in model 4 changed from 0.61 to 3.12 which implies a change of 0.037. This means that 3.7% of the variance in innovative work behaviour is explained by perceived organisational support which is a positive and significant effect.

In model 4, Hypothesis ($H_0$3)**,** posited that emotional Intelligence has no significant effect on perceived organizational support. Overall, the direct effect of emotional intelligence on perceived organizational support was positive and significant (β=0.368, $p<0.001$). The hypothesis was not supported implying that a unit percent increase in emotional intelligence would result in a 36.8 percentage points increase in perceived organizational support.

These results showed that emotional intelligence impact perceived organizational support positively and therefore adds a new dimension to research. Most of the existing discourse uses organizational support as the predictor variable or a moderator in the research on emotional intelligence. For instance, Wen et al. (2019) used perceived organizational support as a moderator in the moderated mediation study linking emotional intelligence, emotional labor, and job satisfaction. Akhtar et al. (2017)

employed perceived organizational support as a moderating variable in a study exploring emotional intelligence and turnover intentions among employees. This study is therefore important in coming up with a different concept of perceived organisational support as a mediator variable to add to literature. Wahyuningrat et al. (2022) also used perceived organizational support as a moderating variable in a study linking emotional intelligence to organizational citizen behaviour via organizational commitment.

Therefore, in finding that emotional intelligence has a direct effect on perceived organizational support, this study underscores the possibility of a bidirectional relationship between the two. Therefore TVETs in Kenya must handle teachers emotional intelligence and support with care knowing that their bidirectional nature can impact the innovative work behaviour model negatively, and possibly deliver confusing outcomes.

Therefore, this study contributed to research by showing the positive and significant effect of perceived organizational support on innovative work behavior from a TVET teaching perspective therefore enriching the existing studies. The import of these findings is that public TVET institutions should be proactive in supporting teachers in their endeavors since when teachers perceive support from these institutions their innovative work behaviour would improve.

Table 4:35. Hierarchical Regression for direct effect relationship

Model		B. Unstd	S.E	B. std	t	Sig.
1	(Constant)	3.216	0.277		11.595	0.000
	Gender	.087	0.094	0.055	.921	0.358
	Age	.181	0.066	0.185	2.747	0.006
	Education	-.024	0.071	-0.021	-.338	0.735
	Tenure	.040	0.053	0.051	.760	0.448
2	(Constant)	.093	0.416		.224	0.823
	Gender	-.003	0.083	-0.002	-.038	0.970
	Age	.094	0.058	0.096	1.615	0.107
	Education	-.014	0.062	-0.012	-.226	0.821
	Tenure	.026	0.046	0.033	.562	0.575
	Zscore(EI)	.554	0.093	0.492	9.244	0.000
3	(Constant)	-.040	0.407		-.099	0.922
	Gender	.002	0.081	0.001	.019	0.984
	Age	.059	0.058	0.060	1.017	0.310
	Education	.010	0.061	0.009	.164	0.870
	Tenure	.036	0.045	0.047	.812	0.417
	Zscore(EI)	.664	0.104	0.381	6.406	0.000
	Zscore(POS)	.368	0.072	0.226	3.785	0.000
4	Constant)	.650	0.301		2.1601	0.031
	Gender	.330	0.487	0.311	.677	0.498
	Age	-.358	0.333	-0.352	-1.076	0.282
	Education	.013	0.050	0.012	.204	0.810
	Tenure	-.337	-0.321	0.215	-1.569	0.117
	Zscore(EI)	.5479	0.0747	0.530	7.339	0.000
	Zscore(POS)	.3011	0.0556	0.289	5.419	0.000
	Zscore(TL)	.272	0.090	0.178	`.0453	0.550

Model summary statistics

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	Sig. F Change
1	.213[a]	.046	.031	.77	.046	3.232	0.013
2	.524[b]	.275	.262	.67	.229	85.449	0.000
3	.558[c]	.312	.296	.66	.037	14.330	0.000
4	.610[d]	.372	.017	.78	.034	154.98	0.000

a. Dependent Variable: Innovative work behaviour

Legend: *EI-Emotional intelligence; POS-Perceived organizational support; TL-Transformational Leadership*

Source: Survey Data (2023)

4.10.2 Indirect Effect Hypothesis Testing

Testing for the indirect effect is significant in studies involving two or more independent variables. It involves a model specification which specifies that a causal variable has an effect on the outcome variable via one or more intervening variables or mediators (Thrash, Belzak, Wadsworth & Yim, 2020). The current research applied this

approach in testing for perceived organisational support as a mediator against innovative work behaviour as the outcome variable.

4.10.2.1 Testing for mediation Hypothesis

For the purpose of achieving objective three, which attempted to establish the mediating influence of perceived organizational support on the link between emotional intelligence and innovative work behavior, it was argued in the postulating hypothesis ($H_0$3) that perceived organizational support does not have any influence on mediating the connection between emotional intelligence and innovative work behavior. Keeping control factors constant, regression was utilized in order to determine the influence that perceived organizational support had on the link between emotional intelligence and innovative work behavior. This was done while maintaining the same control variables. In accordance with the research conducted by Baron and Kenny (1986), which was subsequently utilized by Hayes (2012). For the purpose of evaluating the mediation effect, a four-step causal method was utilized. As part of the test, a number of regression models, ranging from model I to model IV, were executed (Table 4.36).

Model I postulated that emotional intelligence (the independent variable) strongly predicts perceived organizational support (the mediator variable). This is the first criterion that must be met. According to the results obtained from model 1 (route a), it was discovered that emotional intelligence has a statistically significant impact on the perception of organizational support (β=0.78, P <.05). Based on the findings, it can be deduced that the level of perceived organizational support improves by 0.78 units for every unit that is added to the level of emotional intelligence. The coefficient of determination, also known as R-square, was found to be 0.41 (R^2=0.41), which suggests that emotional intelligence is responsible for 41% of the variance in perceived

organizational support. Furthermore, the amount of variation is significant, as indicated by the fact that the F-value was 41.01 and the P-value .000 was less than 0.05. Based on the findings of model I, it can be deduced that the initial condition that must be met in order for a mediation effect to take place was satisfied.

To fulfill the second requirement of Model II, it is necessary for the perceived organizational support (the mediator) to be able to substantially predict innovative work behavior (the dependent variable) when emotional intelligence (the independent variable) is present. The outcomes of Model II are presented in Path 'b', which demonstrated that the perception of organizational support had a statistically significant impact on innovative work behavior, with a beta coefficient of 0.50 and a p-value of less than 0.05 (.000). Based on the findings, it can be deduced that the level of creative work behavior improves by 0.50 units for every unit that is seen to be an increase in organizational support. R-square, which is the coefficient of determination, was 0.41, which shows that perceived organizational support accounts for 41% of the variance in innovative work behavior. Furthermore, the amount of variation is significant, as indicated by the fact that the F-value was 33.45 and the P-value was less than 0.05 (.000). Based on the findings of model II, it can be deduced that the second criterion that must be met in order for a mediation effect to take place has also been satisfied.

The third condition of Model III is to determine the influence of the independent variable, which is emotional intelligence, on the dependent variable, which is innovative work behavior, while controlling for the mediator, which is perceived organizational support. Path 'c' provides the findings of Model III and demonstrates that emotional intelligence has a positive and substantial influence on innovative work behavior, with a coefficient of 0.39 and a p-value of less than 0.05 (.000). Based on the

findings, it can be deduced that for every unit of improvement in emotional intelligence, there is a 0.39-unit rise in innovative work behavior. Based on the findings of model III, it can be deduced that the third criterion that must be met in order for a mediation effect to take place has been satisfied.

Model IV: The fourth criterion, which is the decision criteria, was intended to determine the type of mediation in terms of whether it is a partial mediation or a complete mediation. This value is corroborated by the findings of the upper and lower limit intervals of [.26 and .54] that have non-zero value between them. The resultant indirect influence of emotional intelligence on innovative work behavior is a product of path 'a' and path 'b', which produces a value of 0.39. A unit increase in emotional intelligence has a 39% increase in innovative behaviour of staff. According to the findings of the Mediation test, the association between emotional intelligence and innovative work behavior is significantly influenced by perceived organizational support, which has a strong partial mediation impact. Because of this, the hypothesis $H_0$3 was not accepted. According to Hayes (2012), the data presented above suggests that the association between emotional intelligence and innovative work behavior is somewhat mediated by perceived organizational support. This conclusion coincides with the findings of Hayes (2012) on partial mediation.

These findings particularly coming from teachers are consistent with the findings by Bellibaş et al. (2021) which gave proof that the indirect impact of principal instructional leadership on teachers' instructional practices through teacher professional learning was moderated by transformational leadership. However, this finding marks a departure from the common practice of research using emotional intelligence as a moderator in

studies involving transformational leadership (Jain & Duggal, 2018; Khalili, 2017; Tian & Guo, 2024).

Table 4.36: Testing for Hypothesized Mediation

Model		**Coeff**	**S. E**	**P**	**LLCI**	**ULCI**
I (Path a)	constant	0.66	.66	.016	2.88	3.78
	EI	.36	.05	.00	-.06	.90
	Gender	.14	.06	.02	-.01	.24
	Age	.00	.04	.83	-.07	.20
	Education	.00	.03	.90	-.10	.11
	Tenure	-.06	.03	.06	-.00	.13
	constant	.01	.32	.97	1.67	2.72
II (Path C')	EI	.55	.09	.000	.52	.81
(Path b)	POS	.27	.63	.002	.29	.52
	Gender	.12	.07	.124	-.13	.16
	Age	.01	.05	.83	-.04	.15
	Education	.03	.03	.38	-.10	.10
	Tenure	-.00	.03	.94	-.02	.10
III (Path c)	constant	.34	.34	.31	.18	1.52
	EI	.39	.07	.000	.52	.81
	gender	.19	.08	.02	-.08	.19
	age	.07	.05	.78	-.06	.13
	education	.03	.04	.39	-.09	.10
	tenure	-.03	.04	.43	.01	.13
Direct effect of EI on IWB						
EI	Effect	SE	T	P	LLCI	ULCI
	.36	.09	4.37	.000	.18	1.52
Indirect effect of EI on IWB						
POS	Effect	SE			LLCI	ULCI
	.27	.07		.000	.29	.52
Model summary statistics						
Model	R	R Square	MSE	F	P	
1	.211	.045	.29	3.10	.016	
2	.519	.269	.580	19.52	.000	
3	.573	.328	.50	21.47	.000	

Key: *EI: Emotional Intelligence, POS: Perceived Organisational Support and IWB: Innovative Work Behaviour*

Source: Survey data (2023)

The above findings of the mediating effect of perceived organisational support on the relationship between emotional intelligence and innovative work behaviour can be summarized as in figure 4.7 below:

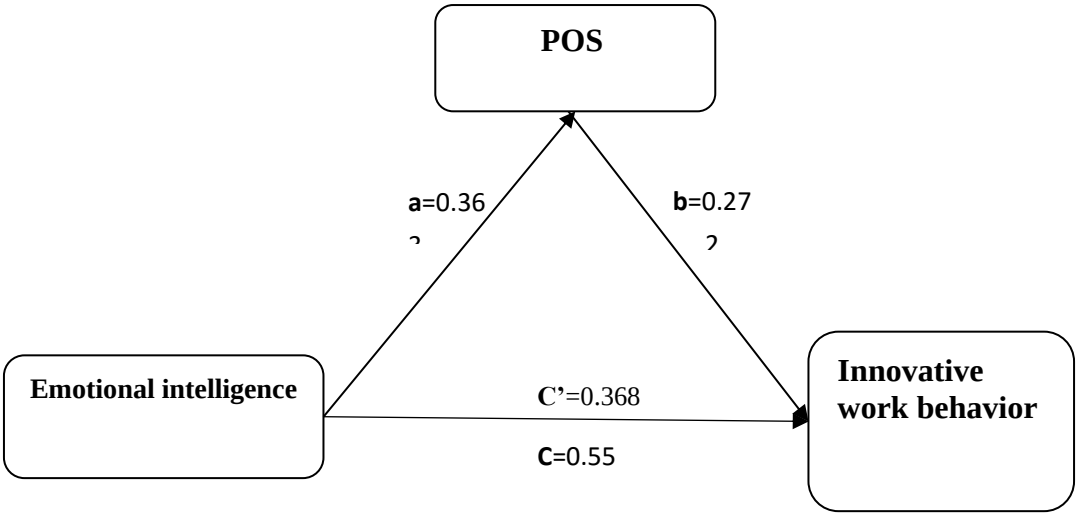


Figure 4.7: Testing for hypothesized mediation

4.10.2.2 Testing for Hypothesized Moderation Effect

A. Hayes (2017) process macro was conducted in order to test for H_O5, which assumed that transformational leadership has no moderating effect on perceived organisational support and innovative work behaviour. The test for moderation was important in finding out the degree to which the independent variable (perceived organisational support) affect the outcome variable (innovative work behaviour). Process Macro model 1 (Hayes 2018) entailed establishing the interaction effect of the moderator variable on the one hand and the outcome variable on the other based on a bootstrap estimation set at 5000. The decision rule was based on the lower and upper limit confidence intervals. In a case where the lower and upper limit confidence interval includes a zero, the decision is that moderation has not taken place whereas when the lower and upper limit confidence interval does not include a zero between them, moderation is considered to exist.

Objective five sought to establish the moderating effect of Transformational leadership on the relationship between perceived organisational support and innovative work

behaviour. On the other hand, the hypothesis test with regard to objective five indicate that transformational leadership has no effect on the relationship between perceived organisational support and innovative work behaviour.

Objective six which sought to establish the moderating effect of transformational leadership on the relationship between emotional intelligence and innovative work behaviour through perceived organisational support. The corresponding hypothesis test for this objective stated that transformational leadership has no moderation effect on the indirect relationship between emotional intelligence and Innovative Work Behavior through perceived organisational support.

The moderating effects were tested in a series of hierarchical blocks

The regression model was used to test the moderating effect of transformational leadership on the relationship between emotional intelligence and perceived organisational support. Table 4.37 below shows that transformational leadership significantly moderated the relationship between emotional intelligence and perceived organisational support ($\beta = -.430$, $p < 0.05$). The R square value was .27 which indicated that the model explains 27% of the variance. Based on the outcome of the analysis H_O4 was rejected and the alternative hypothesis accepted.

Figure 4.8 below further reveal the interaction between transformational leadership and emotional intelligence in a graphical format (Aiken et al, 1991). The nature of interaction was established at different levels of the moderator for purposes of clarity.

Table 4.37: Testing for hypothesized moderation effect

Variable	Coeff	Se	t	p	LLCI	ULCI
Predictors						
Constant	-3.32	.344	.95	.34	.57	1.76
Emotional intelligence	.63	.07	8.79	.000	.49	.77
Transformational leadership	.27	.06	4.55	.000	.15	.40
Interaction						
EI*TL	.163	.041	-1.90	.000	3.83	4.00
Gender	.094	.056	1.702	.090	.011	.170
Age	.090	.081	1.117	.265	.068	.163
Education	.060	.058	.096	.924	.067	.079
Tenure	.065	.053	1.860	.064	.064	.135
Model summary statistics						
R				.51		
R-Square				.27		
F				3.41		
P				.005		
Conditional effect(s) of emotional intelligence on POS at values of the moderator:						
	TL	Effect	SE	P	LLCI	ULCI
	2.49	.288	8.66	.000	1.92	3.058
	.039	.288	4.24	.000	.110	.171
	.300	.071	.566	.000	.196	.405

Source: Survey Data (2023)

4.10.2.3 Test for Hypothesised Moderated Mediation

First Regression Model Effects for Moderated Mediation

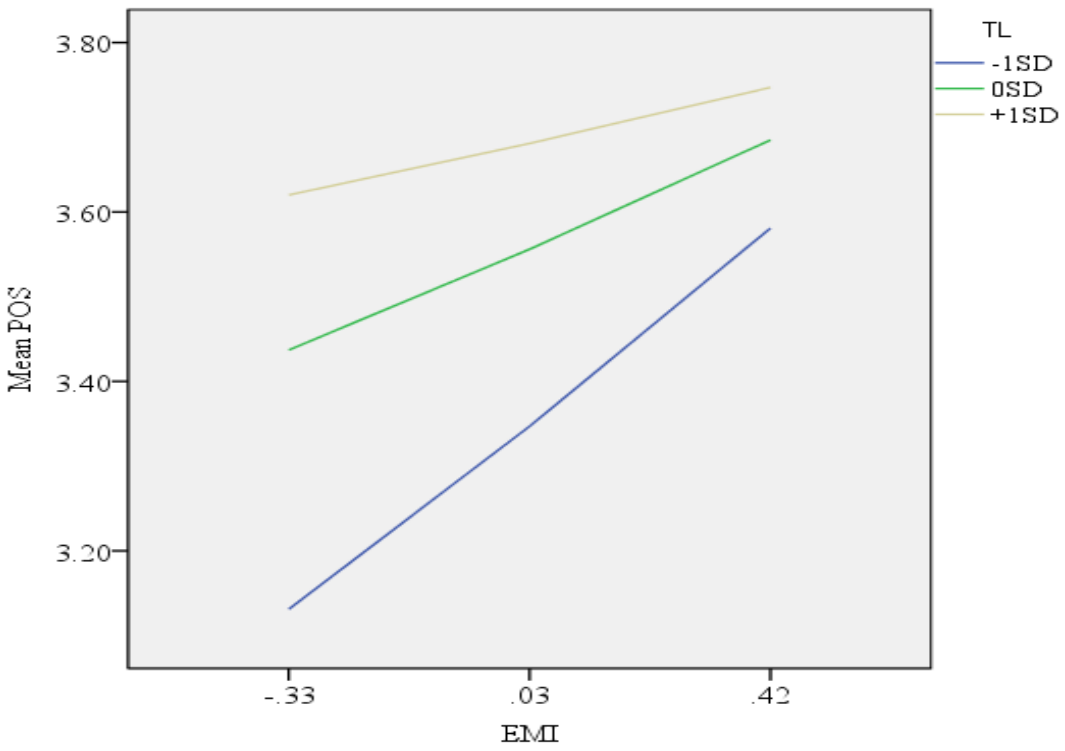
The hypothesized moderated mediation model was tested using the PROCESS macro model (Hayes, 2015, Chirumbolo, et al, 2020). Results presented in Table 4.38 show that the regression model regressing POS on EI, TL and their interaction was a good fit and that transformational leadership moderates the relationship between emotional intelligence and innovative work behaviour through perceived organisational support ($F_{8,262} = 12.325$, $p < 0.001$). The conditional effect of EI on POS was positive and significant ($\beta = 0.368$, $p < 0.001$). Similarly, the conditional effect of TL on POS was also positive and significant ($\beta = 0.347$, $p < 0.001$). The interaction term had a negative and significant effect on POS ($\beta = -.430$, $p < 0.001$), indicating that the effect of EI on

POS was moderated by transformational leadership. The demographic factors did not significantly affect POS in this model. This suggests that the focus of the interpretation and discussions of these results should target the key variables (POS, EI, TL, and their interactions).

Table 4.38: Regression Effects for Model 1

Model Summary (Outcome variable POS)						
R	R-sq	MSE	F	df1	df2	p
.523	.273	.315	12.325	8.000	262.000	.000
Model						
			Coeff	**Se**	**t**	**p**
constant			2.972	.216	13.751	.000
EI			.368	.072	5.102	.000
TL			.347	.062	5.589	.000
Int_1			-.430	.118	-3.637	.000
Gender			.136	.070	1.951	.052
Age			.050	.051	.994	.321
Marital status			.039	.076	.516	.606
Education			.011	.049	.223	.824
Experience			.042	.030	1.423	.156
Conditional effects of the focal predictor at values of the moderator(s)						
TL	Effect	SE	t	p	LLCI	ULCI
Low(-1SD)	.600	.096	6.280	.000	.412	.788
Mid (0SD)	.331	.073	4.540	.000	.187	.475
High+1SD)	.170	.091	1.868	.063	.009	.349

The conditional effects of EI at values of TL (Table 4.38) revealed that at low TL (-ISD) the simple slope effect of EI was 0.600 while at high TL (ISD) the simple slope effect reduced to 0.170. This implies that increasing TL tended to reduce the effect of EI on POS and vice–versa. The interaction plot in Figure 4.8 confirms the changes in the slope effects at different levels of TL.



Legend: EMI = Emotional Intelligence, IWB = Innovative Work Behaviour and POS = Perceived Organisational Support

Figure 4.8: Graphical representation of the moderating effect of transformational leadership on the relationship between emotional intelligence and perceived organisational support

Source: Survey Data (2023)

This finding showed that transformational leadership moderates the relationship between emotional intelligence and perceived organizational support is consistent with research which has shown the potential for transformational leadership to moderate in relationships. For instance, Kusi et al. (2021) found out that transformational leadership albeit, in the green context moderated the relationship between POS and sustainable organizational performance. Similarly, Ting et al. (2021) demonstrated that transformational leadership moderated the link between firm innovative performance and knowledge management. Therefore this study adds to this emerging trend of studies showing the moderating potential of transformational leadership.

Second Regression Model

The second regression model involved regressing innovative work behaviour (IWB) on emotional intelligence (EI), perceived organizational support (POS) and the demographic characteristics. The model summary results (Table 4.39) revealed that together EI, POS and the demographics explained 33.0% in the variance in IWB. The coefficients revealed that EI had a positive and significant direct effect on IWB ($\beta = 0.554$, $p < 0.05$). Similarly, POS had a positive and significant direct effect on IWB ($\beta = 0.272$, $p < 0.05$). The conditional indirect effect was strongest in those with low transformational leadership (Effect = 0.163, 95% CI = 0.066, 0.299) and weakest in those with high transformational leadership (Effect = 0.046, 95% CI = -0.016, 0.125). The overall moderated mediation model was supported with a significant index of moderated mediation of -.117 (95% CI = -.262, -.023). The demographic factors did not significantly affect IWB in this model.

Table 4.39: Regression Effects for Model 2

Model Summary (Outcome variable IWB)						
R	**R-sq**	**MSE**	**F**	**df1**	**df2**	**p**
.575	.330	.311	18.530	7.000	263.000	0.000
			Model			
			Coeff	Se	t	p
constant			2.667	0.269	9.897	0.000
EI			0.554	0.075	7.385	0.000
POS			0.272	0.057	4.777	0.000
Gender			0.025	0.069	0.363	0.717
Age			0.005	0.050	0.097	0.923
Marital status			0.066	0.076	0.867	0.387
Education			0.001	0.049	0.031	0.976
Experience			0.056	0.029	1.894	0.059

Conditional Indirect Effects at values of the moderator(s)

TL	Effect	BootSE	BootLLCI	BootULCI
-1SD	.163	.059	.066	.299
0SD	.090	.035	.035	.169
+1SD	.046	.035	-.016	.125

Index of moderated mediation:

	Index	BootSE	BootLLCI	BootULCI
TL	-.117	.061	-.262	-.023

Source: Survey Data (2023)

The fifth model was used to test the hypothesis ($H_0$4), which suggested that POS does not mediate the relationship between EI and IWB. The findings indicate that POS has a considerable impact EI and IWB, as indicated by the statistical analysis (β=0.40, P <.05 of the results). Based on these findings, it can be deduced that the percentage of innovative work behavior improves by 0.4 units for every unit that EI is increased. The value of the R Square in model 5 went from 0.37 to 0.40, which is equivalent to a change of 0.03. It has been demonstrated via these findings that social awareness has a favorable and significant impact on creative professional conduct. Because of this, the $H_0$4 theory was not accepted.

The sixth model was used to test the hypothesis ($H_0$5), which indicated that the TL does not have a substantial moderating effect on the relationship between EI and POS. Based on the findings, TL has a statistically significant impact on innovative work behavior (β=0.44, P <.05). It can be deduced that the level of innovative work behavior rises by 0.44 units for every unit that is added to the perceived level of organizational support. As a result of the adjustment in model 6, the R Square went from 0.40 to 0.41, which is equivalent to a change of 0.01. A substantial influence on innovative work behavior is confirmed. Hypothesis $H_0$5 was not accepted.

Table 4. 40: Hierarchical Regression Results

Variable	Model 1 β (Std. Error)	Model 2 β (Std Error)	Model 3 β (Std Error)	Model 4 β (Std Error)	Model 5 β (Std Error)	Model 6 β (Std Error)
Control						
(Constant)	3.216	.083	.407	.326	.258	.326
	(.000)	(-.002)	(.000)	(.000)	(,000)	(.000)
Z Score: Gender	.087	.058	.081	.116	.093	.116
	(,185)	(-012)	(.001)	(-.097)	(-.065)	(-.097)
Z Score: Age	.181	.062	.058	.082	.064	.082
	(-.021)	(.033)	(.060)	(.006)	(-.005)	(.006)
Z Score: Edu	-.024	.046	.061	.059	.047	.059
	(.051)	(.492)	(.009)	(.139)	(.016)	(.139)
Z Score: Tenure	.040	.093	.045	.059	.047	.059
		(.492)	(.047)	(-.050)	(-.033)	(-.050)
Predictors						
Z(EI)		.093	.104	.104	.064	.064
		(.081) **	(.381) **	(.381) **	(.440) **	(.440) **
ZPOS)			.072	.072	.062	.062
			(.226) **	(.226) **	(.239)	(.239)
Z(TL)				.049	.066	.066
				(.600) **	(.394) **	(.394) **
Z(EI)					.057	.049
					(.271)	(.600)
Z(POS)						.064
						(.440)
Interactions						
Z(EI_IWB)			.186	.049	.055	.062
			(.139) **	(.003) **	(.008) **	(.085) **
Z(POS_IWB)				.085	.139	.097
				(.076)	(.177)	(.082)
Z(EI_POS IWB)					.043	.057
					(.068) **	(.081) **
Z(TL* POS_IWB)						.237
						(.031)
Models Summary Statistics						
R	.213a	.524b	.558c	.610d	.635e	.645f
R Square	.046	.275	.312	.372	.404	.416
Adjusted R Square	.031	.262	.296	.017	.361	.391
Std Error of the Estimate	.77	.67	.66	.78	.76	.76
R square Change	.046	.229	.037	.341	.032	.031
F	26.56	31.54	134.62	33.00	21.61	17.82
F Change	3.232	85.44	14.33	154.98	15.07	6.14
Sig	.023b	.000	.000c	.000d	.000e	.000f
Sig F Change	.013	.000	.000	.000	.000	.014

Legend: EI- (Emotional Intelligence), POS- (Perceived Organisational Support), IWB- (Innovative Work Behaviour)

Figure 4.9 below, summarizes the above findings of the moderating effect of transformational leadership on the indirect relationship between emotional intelligence and innovative work behavior through perceived organisational support.

Final moderated model diagram with respective effects

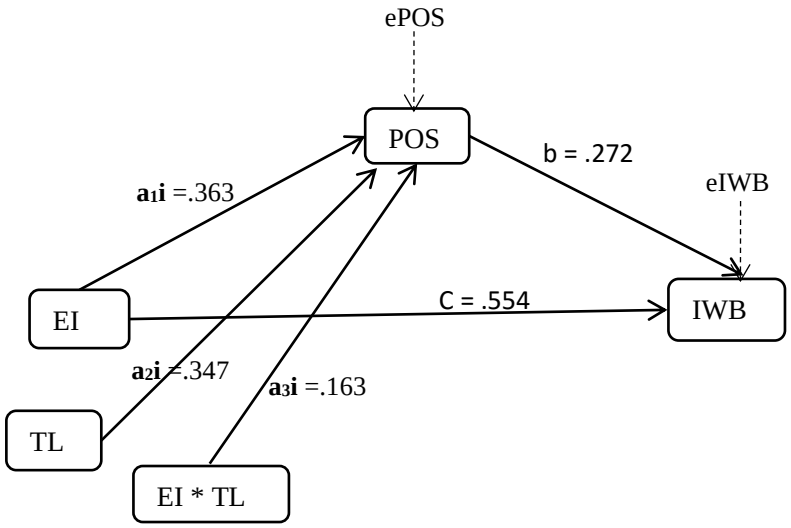


Figure 4.9: Testing for hypothesized moderated mediation

Key to symbols used;

EI:	Represents the independent variable (Emotional Intelligence)
TL:	Represents the moderator variable (Transformational Leadership)
EI*TL:	Represents the product of the interaction of the independent variable (Emotional Intelligence) and the moderator variable (Transformational leadership)
POS:	Represents the mediator variable (Perceived organisational support)
IWB:	Represents the dependent variable (innovative work behavior)
a1:	Represents the effect of the independent variable (Emotional Intelligence) on the Mediator (Perceived organisational support)
a2:	Represents the effect of the moderator variable (Transformational leadership) on the mediator (perceived organisational leadership)
a3:	Represents the effect of the interaction of the independent variable (emotional intelligence) and the moderator variable (Transformational leadership) on the Mediator (Perceived organisational leadership)
C ' :	Represents the effect of the independent variable (Emotional Intelligence) on the dependent variable (innovative work behavior) in the presence of mediator
b1:	Represents the effect of the mediator variable on the dependent variable
(a1+ a3*(TL))* b1:	Denotes the conditional indirect effect of EI on IWB
e:	Represents the respective error terms

4.11 Discussion of the Study Findings

This section reviews the findings of the research by interpreting the meaning of the results, and comparing them with existing empirical literature .

4.11.1 Emotional intelligence and Innovative Work Behavior

The first objective focused on determining the direct effect of emotional intelligence on innovative work behavior among the teaching staff of public TVETs in Kenya. The descriptive analysis revealed that the teaching staff in public TVET institutions in Kenya have a high level of emotional intelligence across various dimensions, including the capability to navigate interpersonal relationships effectively. The regression results facilitated by macro PROCESS confirmed that these high levels of emotional intelligence were responsible for increased innovative work behaviour among the teaching staff. These results suggest that strengthening of the teachers emotional intelligence is the sure way to harness their innovative behaviour in this era of technological advancement.

scholars like Akhtar et al., (2018); Hsu & Chen., (2018); Nwanzu & Babalola, (2019) and Sameer, (2018) have highlighted the nexus between enhanced emotional intelligence among employees and their implementation of novelty in their work behaviour . However, the point of departure was that most of these scholars concentrated on individuals drawn from a variety of firms already with creative work environments. Therefore, this study broadened the understanding of emotional intelligence and creative behavior at work by leveraging teachers in public TVET institutions who are supposed to foster innovation from scratch. The assumption being that the creative environment in TVETs is not predetermined but it is rather created by these teachers.

Although Cai et al., (2019); Ozturk & Karatepe, (2019) and Yu et al., (2019) have further highlighted the direct effect of emotional intelligence on creative performance in diverse contexts, they only focused on creative activity which is only a small facet

of innovative work behaviour. As a contribution to knowledge, the findings of this research fills the gap by highlighting how the emotional intelligence practices impact the wider domain of innovative work behavior that subsumes activities such as the application of unique ideas in order to achieve value.

Another point of departure between the findings of this research regarding the effect of emotional intelligence on innovative work behaviour is in the contextual considerations. The findings by Hsu and Chen (2017), Bibi et al. (2022), and Gunasekara et al. (2022) illuminated the significant contributions of emotional intelligence towards innovative work performance among employees. However, most of these studies were conducted in a developed country contexts while others were based on commercial based organisations. This research has therefore replicated the findings in educational settings in a developing nation. Moreover, by putting the notion of emotional intelligence, which was created and tested in western culture, to the test with a sample from an educational context and more particularly in a developing nation, the current study also contributes to the expansion of the existing body of literature on innovative work behavior and emotional intelligence.

The composite mean and standard deviation of the descriptive statistics for emotional intelligence and innovative work behavior was 4.02 and 0.844 respectively. This means that employees agreed to a great extent that emotional intelligence influences innovative work behaviour.

This finding also enriches the conservation of resources theory (cited in Holmgreen et al., 2017), which proposes that individuals attempt to protect vital resources, such as emotional intelligence that enable them to accomplish intended objectives. Indeed, this study demonstrated that emotional intelligence among TVET teaching staff was akin to

cognitive resources that spurred the intended objective of innovative work behavior. This further echoed the sentiments by Hobfoll et al. (2018) showing that the accumulation and protection of resources is a natural human requirement for survival.

4.11.2 Perceived Organisational Support and Innovative Work Behaviour

The second objective of this study sought to establish the effect of perceived organisational support on innovative work behaviour of teachers in public technical and vocational institutions in Kenya. The descriptive results indicated that the teaching staff in public TVETs have high perception of support that could perhaps elicit their innovativeness. The results further indicated that although TVET teachers had mixed perceptions regarding organisational support in some dimensions, they indicated perceptions of support towards their well-being, values and goals, and getting the much needed support that ultimately soothed their creativity. The regression PROCESS macro regression results confirmed that high levels of perceived organisational support led to increased innovative behaviour among the teachers.

The composite mean and standard deviation of the descriptive statistics for perceived organisational support and innovative work behavior was 3.49 and 1.078 respectively. This means that employees agreed to a great extent that perceived organisational support influences innovative work behaviour.

These findings are consistent with the findings by Li et al. 2024, showing that strong perception of organisational support. It was argued by Merida-Lopez et al., (2022) that today's educators have to deal with a dynamic and complicated world full of challenging circumstances, including high-stakes exams, overwhelming workloads, little professional autonomy, and social and parental criticism. These difficulties lead to excessive work pressure, diminished well-being and job satisfaction, and create a

serious worldwide problem of rising attrition and turnover rates . Therefore, enhancing teachers' welfare is a basis of motivating them to perceive greater support from the institution that culminate in showing more commitment and innovativeness.

Through the finding that perceived organizational support positively impacts innovative behaviour, this study continues the trend of recent research emphasizing the critical role played by perception across diverse organizational contexts, without the exemption of the education sector. (Bru-Luna et al., 2021), contend that, positive emotions and perception which relate to the capability to focus on, prepare, and respond to emotional information , is a positive predictor of behavioral and attitudinal outcomes, including a reduction in burn-out, improved performance, and increased job satisfaction among teachers. However, their finding did not leverage on the role that perceived organisational behaviour plays in enhancing innovative work behaviour. The current study is intended to fill the existing gap by bringing out the direct relationship between the two variables.

The finding further highlights the need to view perceived organisational support as an external resource based on the Organisational Support (OST) Theory. By advancing literature on organisational support, the findings contribute to knowledge on the theory. And help to explain the asymmetric relationship between perceived organisational support and innovative work behaviour. We therefore argue that perceived organisational support is a resource through which a range of pleasant affective perceptions and experiences can be generated.

4.11.3 Emotional Intelligence and Perceived organisational support

The third objective was to determine the relationship between employee emotional intelligence and perceived organisational support. The study finding indicate that employee emotional intelligence had a significant impact on their perception of support.

The composite mean and standard deviation of the descriptive statistics for perceived organisational support and innovative work behavior was 4.02 and .844 respectively. This means that employees agreed to a great extent that perceived organisational support influences innovative work behaviour.

The findings are consistent with those of Li et al. (2024) which showed that strong employee emotional ties to their organisation, align with its norms and objectives and recognition of the costs involved with leaving the organisation. This study found that highly emotional people are able to perceive, regulate, and use emotions to inform thinking and behaviour. It highlights the need to view emotional intelligence as an internal (emotional) resource based on the conservation of resources theory.

The study adds to knowledge by leveraging on the employees inward feelings which are linked to their innate emotions and perception of whether the organisation provides the support needed to motivate their work undertakings.

4.11.4 The Mediating Effect of Perceived organisational support on the Relationship Between Emotional Intelligence and Innovative Work Behavior

The fourth objective was to ascertain how employees innovative and creative working habits were affected by their perceptions of organizational support. The study's findings indicate that an employee's perception of the organization's support significantly

influences their creative behavior at work. First, descriptive statistics revealed mixed perceptions among public TVET teachers regarding some organizational support dimensions. However, there was consensus that they received support towards their well-being, values and goals, and were provided the much needed help during their work. Regression results demonstrated that high levels of perceived organizational support yields enhanced innovative work behaviour among teachers in public TVETs in Kenya.

The composite mean and standard deviation of the descriptive statistics for perceived organisational support, emotional intelligence and innovative work behavior were 3.49, 4.02, 3.95 and 1.078, 0.844 and 0.814 respectively. This means that employees to a great extent agree that perceived organisational support mediates the relationship between emotional intelligence and innovative work behaviour.

While exploring private high school teachers perception in Karachi, Jamal et al. (2023) demonstrated that when teachers felt that they were receiving support from their parent schools, they tended to exhibit high levels of innovativeness in their work. The positive perceptions of the teaching staff in public TVETs in Kenya regarding support from the institutions stands well with their required inventiveness given the hands-on nature of the courses they handle. Similarly, Mahmood and Shafaat (2020) used the private sector from Lahore Pakistan to emphasize the importance of direct relationship of organizational support in nurturing innovative work behaviour. This study however, investigated not only the direct effect of perceived organisational support on innovative work behaviour but also the indirect mediating effect. Instead of focusing on private institutions, this study opted to investigate the relationship in a public institution setting. The finding therefore makes contribution to the existing knowledge on the effect of

perceived organisational support on the relationship between emotional intelligence and innovative work behaviour.

These findings on employee perception of support imply that compared to employees who are not as immersed, workers who have a feeling of support from the organisation are more likely to exhibit innovative behaviours. Public TVET managers and other stakeholders have the ability to encourage innovative behaviors in the teaching staff by offering the necessary support that will make the staff remain dedicated to their work.

The finding showing that perceived organizational support impacts innovative work behaviour lends credence to the theory of organisational support. The theory states that when people experience for example; organisational politics, they have to expend time and energy managing their nervousness and worry, which causes them to lose psychological resources. It is possible to think about organisational commitment as one of these psychological resources. Perceiving organizational support is therefore an avenue of reducing organisational politics leading to improved psychological resources among public TVET staff and enhanced creativity in their work.

4.11.5 Moderating Effect of Transformational Leadership on the Relationship between Emotional Intelligence and Perceived Organisational Support

The fifth objective of this study set to establish the moderating effect of transformational leadership on the relationship between emotional intelligence and perceived organisational support in selected public technical and vocational institutions in Kenya. Results from the descriptive statistics revealed that there was a moderate level of transformational leadership among supervisors in public TVETs which was worrying given the large body of research relating transformational leadership to various elements of teachers or academicians work-life. The PROCESS macro results

revealed that transformational leadership moderated the effect of emotional intelligence on perceived organizational support in the context of public TVET teachers. Emotional intelligence had a high conditional effect on perceived organizational support among public TVET teachers when transformational leadership was low but had a minimal effect on perceived organizational support when transformational leadership was high.

The composite mean and standard deviation of the descriptive statistics for Transformational leadership, emotional intelligence and perceived organisational support were 3.32, 4.02, 3.49 and 1.111, 0.844 and 1.078 respectively. This implies that employees agree that transformational leadership influences the relationship between emotional intelligence and perceived organisational support to a greater extent.

The results confirmed that transformational leadership alleviates the emotional stress that public TVET teachers may experience in perceiving organizational support. Such findings add weight to scholars assertions that emotional intelligence is a function of leadership. Goleman (2021) in his book titled *Leadership: The power of emotional intelligence,* asserts that good progressive leadership such as transformational leadership enhances the emotional domains of self-awareness, self-management, social awareness and relationship management, making it possible for individuals to recognize the organizations effort to support. In a related study Maamari and Majdalani (2017) in their research on "Emotional Intelligence, Leadership Style and Organisational Climate" found that leadership organisations adopt was likely to impact positively on how employees perceive the organizational climate. The two views by Goleman (2021) and Majdalani (2017) are closely associated with this study especially on the role of the leader in enhancing employee support.

The findings of the current study established that transformational leadership moderated the relationship between emotional intelligence and perceived organisational support. The actions and feelings of transformational leaders have the greatest potential to improve overall inspiration of workers and organisational outcomes by encouraging employees to work harder, be more productive, and be happier in their jobs. As a result, these strengthen and promote mental and psychological well-being both within and beyond the workplace. This study fills the gap left by McClellan and DiClementi (2017) who recommended further research beyond the emphasis on emotionally intelligent leadership by introducing the moderation effect of transformational leadership on the relationship between emotional intelligence and perceived organisational support.

4.11.6 Moderating Effect of Transformational Leadership on the indirect relationship between Emotional Intelligence and Innovative Work Behavior through Perceived Organisational Support

The sixth objective of this study examined the moderated mediation model by exploring the moderation effect of transformational leadership on the indirect relationship between emotional intelligence and Innovative Work Behavior. The PROCESS macro output revealed an overall moderated mediation model supported with a significant index of moderated mediation. The conditional indirect effect was strongest in those with low transformational leadership and weakest in those with high transformational leadership. This is a new perspective and we confirm from the findings that transformational leadership plays a crucial role in moderating the indirect relationship between emotional intelligence and innovative work behaviour through perceived organisational support among the teaching staff in public TVETs in Kenya.

This finding is a novelty and the main contribution of this study to existing knowledge. Several scholars have explored the moderated mediation involving emotional intelligence and innovative work behaviour but have hardly examined the conditional effect of transformational leadership as done by this study. For instance, Li et al. (2019) tested processes of mediation moderation involving transformational leadership and innovative work behaviour. However, in their case transformational leadership was the independent construct meaning that its conditioning effect could not be computed.

Similarly, Supriyanto et al. (2018) explored the interactions involving transformational leadership, emotional intelligence, and innovative work behaviour in a moderated mediation model. But their study used transformational leadership as a mediator and innovative work behavior as the moderator meaning the study could only establish the conditional effects of innovative work behaviour. Moreover, Supriyanto et al. (2018) did not explore how organizational support would have fitted in the interactions between transformational leadership, emotional intelligence, and innovative work behaviour. This study was able to show that organizational support offers an option for an indirect linkage between emotional intelligence and innovative work behaviour giving rise to new knowledge in the field of study.

Table 4.41: Summary of Hypothesized Testing Results

Model of hypothesis Analysis	Type of Analysis (T-Test)	Beta values	Cronbach Alpha Value	Composite reliability	P-Value	Decision
$H_0$1: EI has no significant effect on IWB	8.79	0.36	0.87	M=4.05, SD=0.84	P≤0.000	Reject $H_0$1 (P<0-05)
$H_0$2: POS has no significant effect on IWB	3.78	0.27	0.74	M=3.49, SD=1.07	P≤0.005	Reject $H_0$2 (P<0-05)
$H_0$3: EI has no significant effect on POS	9.24	0.36	0.84	M=4.05, SD=0.84	P≤0.000	Reject H03 (P<0-05)
$H_0$4: POS has no significant mediation effect on the relationship between EI and IWB	5.41	0.34	0.72	M=3.58, SD=1.00	P≤0.000	Reject $H_0$4 (P<0-05)
$H_0$5: TL has no significant moderation effect on the relationship between EI and POS	4.55	0.16	0.88	M=3.61, SD=1.01	P≤0.000	Reject $H_0$5 (P<0-05)
$H_0$6: TL has no significant moderated mediation effect on the relationship between EI and IWB through POS	4.00	0.36	0.79	M=3.95, SD=0.81	P≤0.000	Reject $H_0$6 (P<0-05)

Source: Survey Data (2023)

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter includes a summary and discussion of the study's findings as well as inferences drawn from the data that are consistent with the findings. It also includes recommendations, limitations, and areas that need more research in addition to the study's contribution to theory and knowledge, policy and practice.

5.2 Summary of Findings

Acquiring innovative work practices is a necessary requirement of employees in today's technology oriented work environment. Ability to handle employee emotional intelligence and the need for organizational support could therefore be a crucial avenue for enhancing such innovative habits, not forgetting the contribution of the leadership style adopted by the supervisory staff. Consequently, understanding the precursory roles that transformational leadership plays in the indirect relationship between emotional intelligence and creative work behavior via perceived organizational support is crucial.

This study investigated the moderation effect of transformational leadership on the indirect relationship between emotional intelligence and innovative work behaviour via perceived organizational support. The new knowledge emerging from the study and which represents the researcher’s thesis is the demonstration of the unexplored moderation effect of transformational leadership on the indirect relationship between emotional intelligence and innovative work behaviour via perceived organizational support.

The sample for the study was drawn from the teaching staff of public TVETs in Kenya. The research took into account the potential extraneous influence of such factors as gender, age, education level, and experience, requiring their control. The analysis of the moderated indirect effect revealed that these factors had no significant effects in the two regression sub-models, meaning that interpretation and discussion of results could afford to ignore these factors.

5.2.1 Emotional Intelligence and Innovative Work Behaviour

The assessment of the direct effect of emotional intelligence on innovative work behaviour revealed a significant positive relationship. The composite mean and standard deviation was 4.05 and .84 respectively. The T- test value stood at 8.79 at a significance of $P< 0.05$ while the Cronbach alpha was 0.87. The beta (β) value of 0.36 revealed that a unit change in emotional intelligence gave rise to a 36% change in innovative work behaviour. The null hypothesis ($H_0 1$) that emotional intelligence does not have a significant effect on innovative work behaviour was rejected and the alternative accepted.

5.2.2 Perceive Organisational Support and Innovative Work Behaviour

The measure of the direct effect of perceived organisational support on innovative work behaviour revealed a significant positive relationship. The composite mean and standard deviation was 3.49 and 1.07 respectively. The T- test value stood at 9.24 at a significance of $P< 0.05$ while the Cronbach alpha was 0.84. The beta (β) value of 0.36 revealed that a unit change in perceived organisational support gave rise to a 36% change in innovative work behaviour. The null hypothesis ($H_0 2$) that perceived organisational support does not have a significant effect on innovative work behaviour was rejected and the alternative accepted.

5.2.3 Emotional Intelligence and Perceived Organisational Support

The determination of the direct effect of emotional intelligence on perceived organisational support revealed a significant positive relationship. The composite mean and standard deviation was 4.05 and 0.841 respectively. The T- test value stood at 9.24 at a significance of $P< 0.05$ while the Cronbach alpha was 0.84. The beta (β) value of 0.36 revealed that a unit change in emotional intelligence gave rise to a 36% change in perceived organisational support. The null hypothesis ($H_0 3$) that emotional intelligence does not have a significant effect on perceived organisational support was rejected and the alternative accepted.

5.2.4 Mediation role of Perceive Organisational Support on the Relationship Between Emotional Intelligence and Innovative Work Behaviour

The assessment of the mediating effect of perceived organisational support to determine the indirect relationship between emotional intelligence and innovative behaviour results revealed a significant positive relationship. The composite mean and standard deviation was 0.358 and 1.00 respectively. The T- test value stood at 5.41 at a significance of $P< 0.05$ while the Cronbach alpha was 0.72. The beta (β) value of 0.34 revealed that a unit change in transformational leadership gave rise to a 34% change in perceived organisational support. The null hypothesis ($H_0 4$) that perceived organisational support does not mediate the relationship between emotional intelligence and innovative work behaviour was rejected and the alternative accepted.

5.2.5 Moderation Effect of Transformational Leadership on the Indirect Relationship Between Emotional Intelligence and Perceived Organisational Support

The measure of the moderating effect of transformational leadership to determine the

indirect relationship between emotional intelligence and innovative behaviour revealed a significant positive relationship. The composite mean and standard deviation was 0.361 and 1.01 respectively. The T- test value stood at 4.5 at a significance of $P< 0.05$ while the Cronbach alpha was 0.88. The beta (β) value of 0.16 revealed that a unit change in transformational leadership gave rise to a 16% change in perceived organisational support. The null hypothesis ($H_0$5) that transformational leadership does not moderate the relationship between emotional intelligence and perceived organisational support was rejected and the alternative accepted.

5.2.6 Moderation Effect of Transformational Leadership on the Indirect Relationship Between Emotional Intelligence and Innovative Work Behaviour Through Perceived Organisational Support

The descriptive statistics for the study variables on the moderated mediation effect of transformational leadership to determine the indirect relationship between emotional intelligence and innovative behaviour via perceived organisational support revealed a significant positive relationship. The composite mean and standard deviation was 0.395 and 0.814 respectively. The T- test value stood at 4.0 at a significance of $P< 0.05$ while the Cronbach alpha was 0.79. The beta (β) value of 0.36 revealed that a unit change in the indirect effect of transformational leadership gave rise to a 36% change innovative work behaviour. The null hypothesis ($H_0$6) that transformational leadership does not moderate the indirect relationship between emotional intelligence and innovative work behaviour via perceived organisational support was rejected and the alternative accepted.

5.3 Conclusions of the Study

In the last century innovation has predominantly featured in management science although at differing magnitude and scope. As a dominant theme in empirical research, most scholars have emphasized on the need for organisational leaders to embrace these ideas to enhance employees' innovative work behave. The innovative capacity of employees contribute significantly to its competitive advantage in high quality products, new methods and procedures of performing varies work activities, reduced lead time in the procurement process, reduced waste and high motivation among staff among other competitive factors. Against this background the current study sought to determine the effect of emotional intelligence, transformational leadership, and perceived organisational behavior as the intervening variables on innovative behaviour of staff in technical and vocational training institutions in Kenya.

From the study's results showing positive and significant interactions between the variables, the following conclusions were drawn based on the objectives of the study.

The overall objective of the study was to determine the Moderated mediation effect of transformational leadership on the relationship between emotional intelligence and innovative work behaviour through perceived organizational support. The result that were obtained from the statistical analysis of the variables confirmed that transformational leadership has a significant moderated mediation effect on the relationship between emotional intelligence and innovative work behaviour through perceived support as the mediating variable. From the finding it can be concluded that when employees exhibit transformational leadership and high emotional intelligence combined with a perception of support by the organisation usually demonstrate a high level of innovative behaviour.

The first objective sort to determine the effect of emotional intelligence on Innovative Work Behavior in public technical and vocational training institutions in Kenya.

Possession of high levels of emotional intelligence among the teaching staff in public TVETs in Kenya enhances their innovative work behaviour. The high levels of emotional intelligence enables them to identify and manage their emotions with confidence and to navigate interpersonal relationships effectively, making them more adaptable, versatile, and flexible. This raises their pro-activity, creativity, and willingness to try out new ideas and methods, all of which are closely linked to innovation.

With regard to the second objective, the study sought to establish the effect of perceived organisational support on innovative work behaviour in public technical and vocational training institutions in Kenya. The results of the statistical analysis confirmed that perceived organisational support indeed had significant effect on innovative work behaviour. Thus, it was conclude that when employees have a high perception of support, they are likely to be more creative and innovative in their work.

A culture of perceived organizational support in public TVETs in Kenya is positively nurtured by a teaching staff comprising high levels of emotional intelligence. These teachers build on emotional intelligence dimensions such as identifying and managing their own and others emotions confidently, and effectively navigating interpersonal relationships to recognize institutional support towards their well-being, values and goals. Through emotional intelligence, these teachers acquire the capacity to perceive and comprehend organizational support using emotions as a source of energy and knowledge.

The perception of the TVET teaching staff towards organizational support is a predictor of their innovative practices at work. Consequently, when these teachers perceive high levels of support from their parent institutions, their innovative behaviour at work soars. The feeling of empowerment and encouragement to innovate arising from the perception of support by the parent institutions such as being given the much needed help and having their values and goals catered for, spurs their endeavor to be proactive, creative, and willing to try out new ideas and methods. Therefore, the teaching staff in TVETs in Kenya are more inclined to act creatively at work if they strongly believe that their supervisors support them.

The third specific objective of the study sort to find out the mediating effect of perceived organisational support on the relationship between emotional intelligence and Innovative Work Behavior in public technical and vocational training institutions in Kenya. The findings of the study clearly demonstrate that perceived organisational support has a significant relationship between emotional intelligence and innovative work behaviour. It was hence concluded that employees with a high level of perceived support and emotional intelligence tend to be more proactive in their innovative work behaviour.

The fourth specific objective of the study intended to establish the moderating effect of Transformational leadership on the relationship between emotional intelligence and perceived organisational support in public technical and vocational training institutions in Kenya. The results of the findings of the study revealed that transformational leadership indeed moderates the relationship between emotional intelligence and innovative work behaviour. These led to the conclusion that transformational leadership

determines how employees' emotional intelligence is affected and the resultant effect on their innovativeness.

Consequently, although high levels of emotional intelligence among the teaching staff of TVETs in Kenya elicit high levels of perceived organizational support, this relationship is moderated by transformational leadership at different levels. A high level of transformational leadership among the supervisory staff reduces the effect of emotional intelligence on perceived organizational support while, a low level transformational leadership increases the effect of emotional intelligence on perceived organizational support. Therefore, transformational leadership alleviates the level of emotional intelligence required to achieve a certain level of perceived organizational support.

The fifth objective was intended to establish the moderating effect of transformational leadership on the relationship between emotional intelligence and innovative work behaviour through perceived organisational support. There is an indirect relationship between emotional intelligence and innovative work behaviour among the teaching staff of TVETs in Kenya which is realized through perceived organizational support. This implies that TVET institutions hold sway towards the teaching staff's innovativeness through the support they offer. This indirect link is also conditioned by the level of transformational leadership that supervisors portray. When supervisors have low transformational leadership, the conditional indirect effect becomes strongest. However, this effect becomes low when supervisors exhibit high levels of transformational leadership yielding a significant moderated mediation index.

5.4 Research Implications

The research study had several implications. Theses implications relate to theory, practice, policy and knowledge and are clearly elaborated below.

5.4.1 Implications to Theory

The findings of this research contributes significantly to the already available body of knowledge especially with regard to literature on emotional intelligence, perceived organisational support, and innovative work behavior: This study on TVET institutions in Kenya extends more understanding of the degree to which emotional intelligence influences creative work behaviour in a service oriented organisation. Most of the available literature focus their attention on profit-oriented and manufacturing based industries as opposed to the service sector. Second, the study

established the mediation role of perceived organisational support on the relationship between emotional intelligence and innovative work behavior. The existent literature has presented fragmented literature that shows that emotional intelligence influences perceived organisational support and that perceived organisational support influences innovative work behavior. The current study took into consideration existing literature and the perspectives taken by scholars and concluded that perceived organisational support is a partial mediator in the relationship between emotional intelligence and innovative work behavior. Third, the current research confirmed that transformational leadership plays a moderating role in the relationship between emotional intelligence and perceived organisational support. This study further adds to the body of knowledge enriches the knowledge body by revealing how the leaders' transformativeness and their emotional intelligence communicate to create attributes that transform employees abilities in the organization. Fourth, the study proffered on the existing body of knowledge by establishing the moderating role of transformational leadership on the

indirect relationship between emotional intelligence and innovative work behavior through perceived organisational support. This study therefore provides more to existing literature by expounding how innovative work behaviour of employees can be enhanced through leader's transformation and employees positive and enhanced emotional intelligence. This hinges on the leader's transformations and how it crystallizes the conditioned effect of emotional intelligence on innovative work behaviour through perceived organisational support. Fifth, this research has given emphasis to a developing economy outlook in support of the Conservation of Resources, Social exchange and organisational support theories using a sample from a developing nation. Conservation of Resources Theory as used in this study has demonstrated that employees who have an abundance of emotional intelligence and perceive support as resources in the organization secure their stay by exhibiting innovative work behavior. The study supports the organisational support theory by reaffirming that emotional intelligence resources enhance employee discrete and positive creative thinking abilities. Further the study supports social exchange theory by confirming that leaders form part of the job resources that support organizational employees and together with emotional intelligence bring about meaningful progress in the organisation.

Conservation of resources theory, organisational support theory, and Social Exchange Theory, utilized in this study have various implications to theory. It extends on the conservation of resources theory on perceived organisational support (the mediator), leading to a clear understanding of the relationship between emotional intelligence and innovative work behavior. Emotional intelligence dimensions of self-awareness, social awareness, self-management and relationship management are internal resources that guarantee employees stay in the organization as evidenced by this study findings. For

the purpose of saving these resources, employees demonstrate their abilities in innovativeness to ensure their long-term employment in the organisation. The study revealed that there was a significant linkage between transformational leadership and an employee's innovative behavior, which strengthens the social exchange hypothesis by establishing the resultant good ties between transformative leaders and their employees. Knowledge of individual behaviour and attitudes in organisations is an important element of the social exchange theory (Meira & Hancer, 2021). In this sense relationships are founded on the subjective cost-benefit analysis (Hu, Ye, X., & Gu, 2024). Employees, engage in reciprocal relationships that have both benefits and costs for both parties (West & Turner, 2010). When an organisation or leader does something good and positive for a staff, the employee reciprocates by doing something nice in return. A leader's sincerity for instance, motivates staff, who in return reciprocate by engaging in new approaches to work as opined in the social exchange theory. Silver, Singh, Precup, & Sutton, (2021) opine that the existence of a cost and a reward benefit exist in social human relationships where people judge the value of their interaction with others in a costs - benefit analysis. Workers and their leaders have a social exchange relationship evident in this study's findings, which show a strong correlation with transformative leaders. West and Turner (2010) further opine that a social exchange connection is founded on the self-interest of each party involved, which indicates that it has a motive to enhance one's self and vice versa. The results of this study show that the institutions increase their own innovation through the encouragement of staff to be part of new work practices, methods and procedures. The well-being of staff is perceived to improve according to the leader's support in reciprocation. This research supports Hobfoll's, (1989) conservation of resources theory by demonstrating the link between emotional intelligence and innovative work

behavior. In Hobfoll's view, resources can be found within an individual's own self. There are many different aspects of emotional intelligence that employees can tap into, such as self-management, self-awareness, social awareness and relationship management. As a result of this internal motivation, people seek out, acquire, maintain, and save resources they value in order to ensure their own existence. According to Bakker & Demerouti, 2017, using one's own resources, can lead to a chain reaction that generates further resource commitments. Tangible benefits, rewards and privileges can be retained by staff if they can afford to invest in personal resources in terms of emotional intelligence. This can help them develop new work practices. The current study therefore makes a contribution to theory by arguing that people who are emotionally intelligent invest their efforts in innovative work behaviours and in return maintain their job resources. The study findings revealed that employees who possess the positive emotional intelligence resources generate and implement novel work ideas. .The study further deepens the conservation of resources theory explanatory power in enhancing organisational support by establishing the role of interaction of transformational leadership and emotional intelligence to form a resource base. This study establishes the interaction effect of emotional intelligence and transformational leadership on perceived organisational support.

5.4.2 Implications to Practice

The results of this study provide a foundation by which significant implications to managers can be discerned. Since it identifies the transmitters of employee innovative work behaviour, managers should carry out various managerial interventions to activate employee emotional intelligence so that employees can exhibit innovative work behavior. Studies have shown that managers can enhance employees emotional intelligence through targeted interventions like the engagement of employees in setting

their goals, supporting them to re-adjust and re-design goals, designing other means of achieving goals, and setting contingency plans in case existing plans fail (Ronnie & Philip, 2021).

Managers should therefore implement strategies and plans that promote emotional intelligence with the objective of enhancing employees' innovativeness. Organisational leaders should therefore consider the following approaches in their endevour:

First and foremost enable staff to choose attainable goals, alternative mission to achieve goals and encouraging them to build a cohesive supportive groups around them, engaging staff in the process of setting goals, supporting employees in re-adjustment and re-designing goals, developing alternative means of goal achievement, and developing contingency plans in the event that the existing plans fail. Second, managers should emphasize on the emotional intelligence dimensions during the implementation of human resource practices such as training and development, recruitment and job design. In this regard, managers can recruit emotionally positive employees through recruitment practices if they design a job in a way that it fosters emotional resources. Questionnaires containing questions that measure emotional intelligence and training the recruitment team on how to identify such potential employees can be utilized. Third, the findings of this study expound on employees' engagement in creative work practices on a regular basis when they have enmeshed relationship among themselves and with their leaders. Managers ought to take into consideration such beneficial relationship and support.

5.4.3 Implications to Policy

Managers have a responsibility to creative a conducive environment in which employees are encouraged to perceive the organisation as their home and hence remain.

Employee retention is key component in building a cohesive and innovative team of staff. Managers are expected to develop policies that enable employees to develop relationships with peers, their leaders and exchange of views on work progress. Pereira & Mohiya, (2021), state that an employee's perception of support is the cause for his or her decision to remain in the company as a result of the organization's policies and procedures.

As a matter of policy, managers can also improve employee perception of support by establishing centralized training sessions that can help employees understand the organisation’s values, a bird’s eye view of themselves and their peers and leaders. To understand one’s role employees through learning can appreciate the organization's values and abilities to facilitate a better alignment with the organization and make a fit between the employee behavior and the organization's expectations. The findings of this study established that the indirect relationship between emotional intelligence and innovative work behaviour through perceived organisational support is conditioned by transformational leadership. As a matter of policy, managers should design management practice that support leadership programs to enhance staff transformative abilities. This can be made possible by encouraging the utilisation of training sessions for managers and supervisors as leaders and ensure that they understand these doctrines in enhancing innovativeness among employees in reciprocation. Leaders ought to be trained on the principles of transformational leadership as a matter of policy (Gouldner's, (1960). By granting employees customized career development avenues in form of training mentoring and related skills enhancement means will lead to innovative work behaviour augmented by perceived support by leaders.

5.5 Recommendations

It was discovered from the outcome of the study that employees who were provided with tools that enhanced their emotional intelligence exhibited creative work behavior in their work practices. The findings of this study suggest that technical and vocational education and training institutions (TVETs) should implement focused interventions, such as training sessions, in order to improve the emotional intelligence of their personnel.

Technical and vocational education and training institutions (TVETs) should hold regular training sessions with the purpose of educating managers on the principles of organizational support in order to foster creative work behavior.

It is also important for TVETs to place an emphasis on the variables that support employees inside the organisation, including both financial and non-financial benefits, in order to encourage employees to demonstrate creative conduct in the workplace.

Administrators in technical institutions can put more emphasis on innovative strategic plans in the running of the institutions they head. Such strategies are expected to be employee focused and supportive of creative work behaviour. These may include the use of mechanized approaches to speed up operations, increase output, communicate efficiently and effectively and remain open to creative thinking and support.

5.6 Limitations to the Study

A few limitations are identified with this study. First, the instruments that were used for measurement were primarily developed for research conducted in various geographical places with a variety of contextual circumstances. This may make them less suitable for this particular study because they were not planned to be used in the same way. However, the study was able to generate results that were objective since the

instruments used to gather data were examined to see whether or not they were valid and reliable for the particular study group.

The study was conducted in public TVET institutions in Kenya, which may limit generalization in private institutions. Nevertheless, the settings and cultural dynamics may not greatly differ to warrant a significant deviation.

There is a possibility that the study is susceptible to common method bias due to the fact that the instrument that was utilized for data collection was a self-rated questionnaire. However, the study was able to account for common source bias by switching the order of the questions and ensuring the participants that their involvement was voluntary and confidential. This was done in accordance with the suggestions made by Podsacoff (1986).

Forth, the research method that was used for this study was explanatory design. Since the behavior of workers is known to alter over time, the findings of this study may therefore limit the application of the findings of the study. This is because a longitudinal study may provide results that are different from the ones that were acquired in the present study. In spite of this, it is possible to use the data to foresee future trends as a credible reference point for drawing inferences. This is because the study's objective was to gather opinions regarding multivariate factors that tap into employees' leaved experience as they are developed over time.

5.7 Areas for Future Research

The research findings offer a foundation for the areas that require more investigation. The outcomes of the study indicated that the association between emotional intelligence and innovative work behavior was partially mediated by perceived organizational support. This may indicate that there are additional mediators of the same relationship.

As a result, more study ought to be conducted in order to determine the role that other mediating factors play in explaining the connection between emotional intelligence and innovative work behavior. A representative sample of TVETs in Kenya served as the basis for the conclusion of the study. For the purpose of determining whether or not the same conclusion can be reached, more research might be conducted in the form of a comprehensive study that includes both public and private sector Institutions. In this study, the data collection was conducted using an explanatory research methodology. However, in future, it may be possible to collect data using alternative design approaches in order to prevent the effects related with temporal delays and causal links and comparison of the effects of alternative and outcome variables.

Despite the fact that the results of this study showed the predictive capacity of the dimensions of emotional intelligence, it would be worthwhile to pursue alternative research using alternative variables against other measures of innovative work behaviour. This study found a significant moderated mediation effect of transformational leadership on innovative work behaviour through perceived organisational support. It is however, noticed that future research should investigate the effect of other related variables on leadership such as servant leadership and the resulting impact on the relationship between emotional intelligence and innovative work behaviour.

Understanding behavioural reality eliminates reinforcers for the undesirable and more importantly and effectively reinforce desirable behaviour. Thus organisational reward system becomes key when employees feel they are reciprocating a cost they incurred in working for the organisation in a mutual relationship. The current research postulates the significance of the relationship between transformational leadership and innovative behaviour in a social exchange relationship as opined by Hamid (2012) & Luthans et

al, (2021). Most empirical research on emotional intelligence has focused more on the cognitive aspects of relationships and rarely focused on the affective aspects. Excessive emotional attention may lead to a marked decrease in members' openness to dissenting opinions and serious adverse consequences. For purposes of addressing this, a balance between efficiency and emotion is required.

The results of the study also support the conservation of resources theory by paying more attention to the relationship between emotional intelligence and innovative work behaviour. Hobfoll (1989), contents that since resources can be internal to an employee, emotional intelligence elements like self-awareness, social-awareness, self-management and relationship management can be safeguarded and taken advantage of by employees. Urdang (2010), contents that employees are intrinsically motivated to acquire and conserve such resources for survival in the work environment. Perception of faculty staff towards organisational support was the focus of this study. In future research, non-academic staff may also be included across the organisation to generalize the results. Future research can also be done comparatively where it is expected to be able to compare a study between two institutions with state and private status to determine whether the conclusions will remain similar. This study collected data using a cross sectional design considered suitable. However, future research may have to investigate the relationship between the study variables using longitudinal design to manage the effects attributed to time lags and their causal relationships.

5.8 Contribution to Knowledge

This study has made contributions to knowledge in a variety of ways. The direct effect of emotional intelligence on innovative behaviour had a beta value of 0.554 illustrating a 55% increase in innovative behaviour by a unit increase in emotional intelligence. This was important especially in the service industry, an area that most research studies

have avoided as it focused more attention on production oriented industries. Second the direct effect of perceived organisational support indicated a a significant effect on innovative work behaviour.

The direct effect of emotional intelligence on perceived organisational support showed that perceived organisational support is significantly shaped by innovative work behaviour Alpha value of 0.272 indicates a 27% increase in innovative work behaviour with a unit of emotional intelligence. This is an important contribution that cannot go unnoticed. The relationship between POS and IWB is therefore understudied.

The mediating effect of perceived organisational support on the indirect relationship between emotional intelligence and innovative work behaviour adds new knowledge to research. Previous research by Aldabbas et al. (2023) did not consider perceived organisational support as a mediator but a moderator. At the same time this study found that emotional intelligence significantly improves innovative work behaviour through perceived organisational support.

Emotional intelligence was also found to improve perceived organisational support through transformational leadership. At the same time the study found that emotional intelligence significantly improves innovative work behaviour through increased organisational support but only when employees perceive low level of transformational leadership.

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APPENDICES

Appendix I: List of Counties with Public TVETs In Kenya

S/No.	County Name	TVET Staff per County
1	Mombasa	88
2	Kwale	12
3	Kilifi	21
4	Tana River	6
5	Lamu	0
6	Taita Taveta	48
7	Garissa	7
8	Wajir	2
9	Mandera	1
10	Marsabit	7
11	Isiolo	3
12	Meru	168
13	Tharaka Nithi	50
14	Embu	72
15	Kitui	58
16	Machakos	70
17	Makueni	62
18	Nyandarua	59
19	Nyeri	174
20	Kirinyaga	50
21	Muranga	98
22	Kiambu	197
23	Turkana	5
24	West Pokot	8
25	Samburu	3
26	Trans nzoia	98
27	Uasin Gishu	328
28	Elgeyo Marakwet	69

29	Nandi	204
30	Baringo	130
31	Laikipia	24
32	Nakuru	151
33	Narok	25
34	Kajiado	47
35	Kericho	161
36	Bomet	160
37	Kakamega	206
38	Vihiga	64
39	Bungoma	181
40	Busia	60
41	Siaya	87
42	Kisumu	105
43	Homa Bay	89
44	Migori	49
45	Kisii	151
46	Nyamira	101
47	Nairobi	303
TOTAL		**4069**

Appendix II: Introductory Letter

To whom it may concern

Dear Sir/Madam

REF: INTRODUCTION LETTER

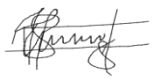
I am a Doctoral student in the School of Business and Management Studies at Moi University. As part of the requirement of the PhD program, I am required to conduct research related to my study. The main question in the research is '**Emotional intelligence, transformational leadership, perceived organizational support and Innovative Work Behavior in Public Technical and Vocational Education and Training Institutions in Kenya'.**

The purpose of this letter is to request you to take part in the study by responding to the attached questions. You have been selected because you have the required knowledge and information that is very vital for the research study. The information provided shall be treated with utmost confidentiality and it will be used solely for academic purposes. The information shall be coded so that it can be anonymous, then analyzed, and the results shall specifically be used to address research objectives.

Your participation is highly appreciated

Thank you for your co-operation,

Yours faithfully,



Tanui Simion

Appendix III: Questionnaire

Please tick the answer appropriate to you. All information given shall be treated confidentially

SECTION A: DEMOGRAPHIC INFORMATION

Indicate your response to the items below by ticking in the appropriate boxes

a) What is your Gender: Male [1] Female? [2]

b) What is your age bracket: Below20 years [1] 20-30 years? [2]
31-40 years [3] over 40 years [4]

c) What is your Highest level of education attained

Certificate [1] Diploma [2] 1st Degree [3] Masters [4] PhD [5]

d) For how long have you worked in this Institution

Less than 5 years [1] 6-10 years [2] 11-15 years [3] 16-20 [4]
more than 20 years [5]

SECTION B: Emotional intelligence

Kindly read carefully and understand the questions as you answer them to your level best by ticking (✓) appropriate option from 1= Strongly disagree (SD), 2=Disagree (D), 3=Neutral (N), 4= Agree (SA), 5= Strongly Agree (A) that matches your opinion in regard to the questions below.

CODE	ITEMS	SD	D	N	A	SA
Self-Awareness						
SA1	I recognize my own emotions and their effect on organization teams					
SA2	I know my emotional strength and weaknesses					
SA3	I have a strong sense of who I am and organization capabilities					

Social-Awareness						
SOA1	I recognize other people's feelings and views and take on active interest in their concerns					
SOA2	I read and understand the emotional current and power relationships in my organization team					
SOA3	I anticipate, recognize, and meet my students' expectations					
Self-Management						
SM1	I keep disruptive emotions and impulses in check when interacting with organization teams					
SM2	I maintain integrity and act consistently with my values					
SM3	I am persistent in pursuing organization goals despite obstacles and setbacks					
SM4	I exercise flexibility in handling organizational changes					
SM5	I strive for improvement or meeting a standard of excellence in organization execution					
SM6	I am always ready to act on opportunities presented in organization					
Relationship Management						
RM1	I sense the developmental needs organization teams and strengthen their abilities					
RM2	I inspire and guide individuals and groups working in this organization					
RM3	I use effective tactics for persuading organization teams to achieve set goals					
RM4	I initiate and properly manage changes in organization teams					
RM5	I negotiate and resolve disagreements among team members					
RM6	I work with others towards shared goals and create group synergy in pursuing collective goals					

SECTION C: Transformational Leadership

Tick the appropriate box in the table below to show the extent to which you are perceived organizational support

1 = strongly agree, 2 = Agree, 3= neutral, 4 = Disagree, 5 = Strongly Disagree

CODE	ITEMS	SD	D	N	A	SA
IDI	**Idealized influence**					
IDI1	My supervisor instill pride in others for being associated with them					
IDI2	My supervisor goes beyond self-interest for the good of the group					
IDI3	My supervisor displays a sense of power and confidence					
IDI4	My supervisor makes personal sacrifice for other's benefit					
ISM	**Inspirational Motivation**					
ISM1	My supervisor talks enthusiastically about what needs to be done					
ISM2	My supervisor expresses confidence in goals to be achieved					
ISM3	My supervisor talks optimally about the future					
ISM4	My supervisor articulates a compelling vision for the future					
IS	**Intellectual Stimulation**					
SM1	My supervisor re-examines critical assumptions to question as to whether they are appropriate					
SM2	My supervisor gets to look at problems from many different angles					
SM3	My supervisor seeks different perspectives when solving problems					
SM4	My supervisor does not impose but allows some independence					

IDC	**Individualized consideration**					
IDC1	My supervisor treats others as individuals rather than as members of a group					
IDC2	My supervisor spends time teaching and coaching					
IDC3	My supervisor helps others to develop their strengths					
IDC4	My supervisor is empathetic and supportive					

SECTION D: Perceived organizational support

Tick the appropriate box in the table below to show the extent to which you are perceived organizational support

1 = strongly agree, 2 = Agree, 3= neutral, 4 = Disagree, 5 = Strongly Disagree

POS1	This institution cares about my opinions.	5	4	3	2	1
POS2	My organization really cares about my well-being.					
POS3	The institution strongly considers my goals and values.					
POS4	Help is available from the institution when I have a problem.					
POS5	The institution would forgive an honest mistake on my part.					
POS6	If given the opportunity, the institution would take advantage of me.					
POS7	The institution shows very little concern for me.					
POS8	The institution is willing to help me if I need a special favor					

SECTION E: INNOVATIVE WORK BEHAVIOR

In this section, the study is interested in your view of your employees' innovative work behavior. Read each statement and answer by ticking in the suitable category that best fits your opinion.

1 = strongly agree, 2 = Agree, 3= neutral, 4 = Disagree, 5 = Strongly Disagree

		5	4	3	2	1
IB1	I attend to issues different from my routine work					
IB2	I am curious about how to improve things in the institution					
IB3	I explore novel methods, techniques or instruments of work					
IB4	I create novel solutions to challenges that arise in this institution					
IB5	I discover novel methods to accomplish work tasks					
IB6	I make key members of the organization to be passionate for new ideas					
IB7	I endeavor to persuade people to support innovative ideas					
IB8	I analytically present novel ideas into work practices					
IB9	I participate in the execution of novel ideas					