



MAKERERE UNIVERSITY BUSINESS SCHOOL

**INTELLECTUAL CAPITAL, ETHICAL LEADERSHIP, EMPLOYEE
COMMITMENT AND INNOVATIVE WORK BEHAVIOR OF STAFF IN PUBLIC
SENIOR SECONDARY SCHOOLS IN KAMPALA**

BY

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PLAN A

APRIL, 2022

DECLARATION

I, **ATUHAIRE TATIANA**, do hereby declare, to the best of my knowledge, that this dissertation is original and from my own efforts and that it has never been published or submitted to any academic awarding University or Institution of higher learning for any academic award.

Signed.....At.....Date.....7th/04/2022.....

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APPROVAL

This is to certify that this dissertation entitled “**Intellectual Capital, Ethical Leadership, Employee Commitment and Innovative Work Behavior in Public Senior Secondary Schools in Kampala**” has been submitted with our approval as the University Supervisors.

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DEDICATION

This work is entirely dedicated to my parents and siblings who endeavored to pray, support, love and encourage me in every journey of my life that enabled me to achieve my current success. May the Lord reward you all.

ACKNOWLEDGEMENT

The journey to this success was never an easy one, and I could not have managed on my own.

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ABSTRACT

The study aimed at establishing the relationship between intellectual capital, ethical leadership, employee commitment and innovative work behaviors in Public Senior Secondary Schools in Kampala. The objectives of the study were to; to examine the relationship between intellectual capital and innovative work behavior, establish the relationship between intellectual capital and employee commitment, ascertain the relationship between ethical leadership and employee commitment, establish the relationship between ethical leadership and innovative work behavior in Public Senior Secondary Schools in Kampala and examine the mediating role of employee commitment in the relationship between intellectual capital, ethical leadership and innovative work behavior in Public Senior Secondary Schools in Kampala.

A study sample of 242 staff in public secondary schools in Kampala was taken from a population of 632 staff. Simple random sampling technique was used. Findings revealed that all predictors had significant positive correlation with innovative work behavior. On the other hand, regression results revealed that intellectual capital and ethical leadership were found no significant influence on innovative work behavior while employee commitment was found to be significant. Employee commitment was found to fully mediate the relationship between intellectual capital, ethical leadership and innovative work behaviors. These findings provide a guideline to support academic and non-academic staff in developing innovative behavior to improve effectiveness of quality education.

The study concluded that head teachers should focus more on ensuring employee commitment as it was found to be a powerful predictor of innovative work behavior. This study was limited to covid-19 restrictions and lock down which affected the sample size.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter presents the background of the study, the statement of the problem, purpose of the study, objectives of the study, research questions, the significance of the study, the scope of the study and the conceptual model.

1.1 Background of the study

The innovative nature of education is determined by the innovative activity of teachers, their attitude to innovations, their readiness and ability to create new educational products and educational technologies (Carmeli & Spreitzer, 2009; Young, 2012). As such, many organizations have recognized that innovative work behavior (IWB) is an important determinant of effective organizational functioning in meeting new challenges (Yuan & Woodman, 2010) and the demands of the ever-increasing globalized world. Innovative work behavior emerges as an employee action that he/she introduces in his/her job role or workplace and it has a relationship with the generation and implementation of new ideas. Accordingly, Yuan and Woodman (2010) consider innovative work behavior as a series of activities pertaining to idea generation, idea promotion, and idea realization for new technologies, processes, techniques, or products.

Given that innovative work behavior is of critical importance to an organization, it is vital to identify factors that could stimulate employee innovative work behavior (Montag, Maertz & Baer, 2012). Although these predictors are varying, Baharuddin, Masrek and Shuhidan (2019) argued that most of previous literature has believed about employee commitment. Without commitment, the exploration and implementation of new ideas, strategies and initiatives will be compromised. Besides, Dhar (2016); Altındağ, Fidanbaş and İrdan (2019) respectively argued that ethical leadership and intellectual capital positively influence

innovative work behavior, through employee commitment. Interestingly, a review of literature reveals that commitment of employees in organizations can be enhanced through mechanisms like intellectual capital (Yi-Ching, Wang & Sun, 2012) and ethical leadership (Brown & Treviño, 2006). However, most of these research studies are focused on service, manufacturing and industrial sectors (Bawuro, 2018). In fact, Parthasarathy and Premalatha (2017) argue that research studies on innovative work behaviors have not yet received the level of attention in education field. Moreover, most of the existing literature on these concepts has been carried out in developed economies like in Europe, Asia and United States with a few or none in Uganda. It is against this phenomenon that this study was undertaken to fill this knowledge gap by examining the relationship between intellectual capital, ethical leadership, employee commitment and innovative work behaviors.

Izzati (2018) argued that it is important for schools to have innovative teachers, and administrators. However, most teachers and administrators lack the desire to innovate in work. According to the District Inspectorate of Schools in Personal Interview held on 2nd/March/2020, “he said that teachers and other support staffs in different public schools are comfortable in their respective position, they prefer not to develop or introduce new learning strategies and use only conventional learning strategies as usual without noticing that people are heterogeneous and require different methods and approaches, they have failed to take an extra mile to look for ways of changing and improving their teaching aids, the teachers rarely offer suggestions or new ideas for school progress”. If there are new things that are to be communicated through meetings, not all teachers will put forward any new suggestions and if any, they do not want to apply the new proposed ideas (Personal Communication, 2020). Further still, according to Mr. Kazibwe Fred Head Teacher Mengo Senior Secondary School, most teachers are not innovative and creative in their teaching, he stated that new curriculum changes have been long suggested but teachers have failed to implement those new changes.

Majority of teachers especially part timers and administrators have low morale to take on new ideas and problems, they have continuously failed to participate and get involved in the meetings fully whenever they are called like in bringing in ideas that can assist management to improve service delivery and teaching in different schools. In another interview with Mr. Ssematiko Bosco Head teacher Mackay Memorial Secondary School, he said that “whether teachers or administrators in my school, all don’t think beyond what they have at hand and this has made them settle with outdated ways of performing with limited desire to change the status quo of doing things”. The cause of this declining innovative work behavior is not clear and therefore, stakeholders in public schools need to create an enabling environment that helps teachers and administrators to promote ideas that can be utilized in designing and delivering classes as well as improving student and school performance. Based on the knowledge that innovative work behavior is an important determinant of effective organizational functioning in meeting new challenges and demands of the ever-increasing globalized world, the alleged above prevailing state of affairs in public senior secondary schools should be a cause of concern for policy makers and stakeholders of public secondary schools.

1.2 Statement of the Problem

Although innovative work behavior is really needed to improve the field of education by requiring teachers to always behave innovatively through challenging the status quo rather than passively adapting to present conditions (Prayudhayanti, 2014), most teachers and administrators lack the desire to innovate in work. Teachers and administrators rarely offer suggestions or new ideas for school progress, do not want to develop new learning strategies, show no intentions to create, introduce, and implement new ideas within groups or organizations (Personal Communication, 2020), which are intended to optimize performance of schools. The failure of teachers and administrators to show innovative work behaviors may

affect student learning, teacher performance and overall school progress and performance. However, the cause of this low innovative work behavior is not clear but could be attributed to lack of job commitment, lack of intellectual capital and unethical leadership in different schools. Therefore, this prompted the researcher to carry out a study to establish the extent to which intellectual capital, ethical leadership and employee commitment affect innovative work behavior.

1.3 Purpose of the Study

The study sought to establish the relationship between intellectual capital, ethical leadership, employee commitment and innovative work behaviors in Public Senior Secondary Schools in Kampala.

1.4 Objectives of the Study

- (i) To examine the relationship between intellectual capital and innovative work behavior in Public Senior Secondary Schools in Kampala.
- (ii) To establish the relationship between intellectual capital and employee commitment in Public Senior Secondary Schools in Kampala
- (iii) To ascertain the relationship between ethical leadership and employee commitment in Public Senior Secondary Schools in Kampala
- (iv) To establish the relationship between ethical leadership and innovative work behavior in Public Senior Secondary Schools in Kampala.
- (v) To examine the relationship between employee commitment and innovative work behavior in Public Senior Secondary Schools in Kampala.
- (vi) To examine the mediating role of employee commitment in the relationship between intellectual capital, ethical leadership and innovative work behavior in Public Senior Secondary Schools in Kampala.

1.5 Research Questions

- (i) What is the relationship between intellectual capital and innovative work behavior in Public Senior Secondary Schools in Kampala?
- (ii) What is the relationship between intellectual capital and employee commitment in Public Senior Secondary Schools in Kampala?
- (iii) What is the relationship between ethical leadership and employee commitment in Public Senior Secondary Schools in Kampala?
- (iv) What is the relationship between ethical leadership and innovative work behavior in Public Senior Secondary Schools in Kampala?
- (v) What is the relationship between employee commitment and innovative work behavior?
- (vi) What is the mediating role of employee commitment in the relationship between intellectual capital, ethical leadership and innovative work behavior in Public Senior Secondary Schools in Kampala?

1.6 Scope of the Study

1.6.1 Subject Scope

The study focused on the relationship between intellectual capital, ethical leadership employee commitment and innovative work behavior in Public Senior Secondary Schools in Kampala. In this study, intellectual capital and ethical leadership were the independent variables whereas employee commitment was the mediating variable and innovative work behavior was the dependent variable. The study looked at the relationship between intellectual capital and innovative work behavior, intellectual capital and employee commitment, ethical leadership and employee commitment, ethical leadership and innovative work behavior and lastly the mediating role of

employee commitment between the relationship between intellectual capital, ethical leadership and innovative work behavior.

1.6.2 Geographical Scope

The study looked at Public Secondary Schools in Kampala metropolitan area. Kampala was selected partly because of its geographical proximity to the researcher and for cost minimization. Moreover, Kampala District has many Public Secondary Schools compared to other districts which translates into larger population and thus acted as a representation of other public schools in other districts.

1.7 Significance of the Study

- (i) Since, Thien et al. (2014) suggested that teachers' commitment support their ability to innovate and to integrate new ideas into their own practice it is expected that commitment positively impacts innovative work behavior, it is therefore important for top management in different public schools to learn about the association between employee commitment and innovative work behavior among teachers and administrators in their schools. The head teachers will be able to use acquired insight (findings of this study) to improve innovative work behavior and make management decisions that will help to increase employee commitment in the future.
- (ii) The findings of the study will be used as a guideline to support teachers in developing innovative behavior to improve effectiveness of the teaching profession and quality education. The study will help administrators of public secondary schools to encourage teachers improve innovative work behaviors amongst them and other staff (Academic and support staff).
- (iii) The findings and the recommendations of the study will help policy-making bodies in public secondary schools to develop strategies that will address the pressing needs of respective schools. The findings will enhance the understanding of the necessary

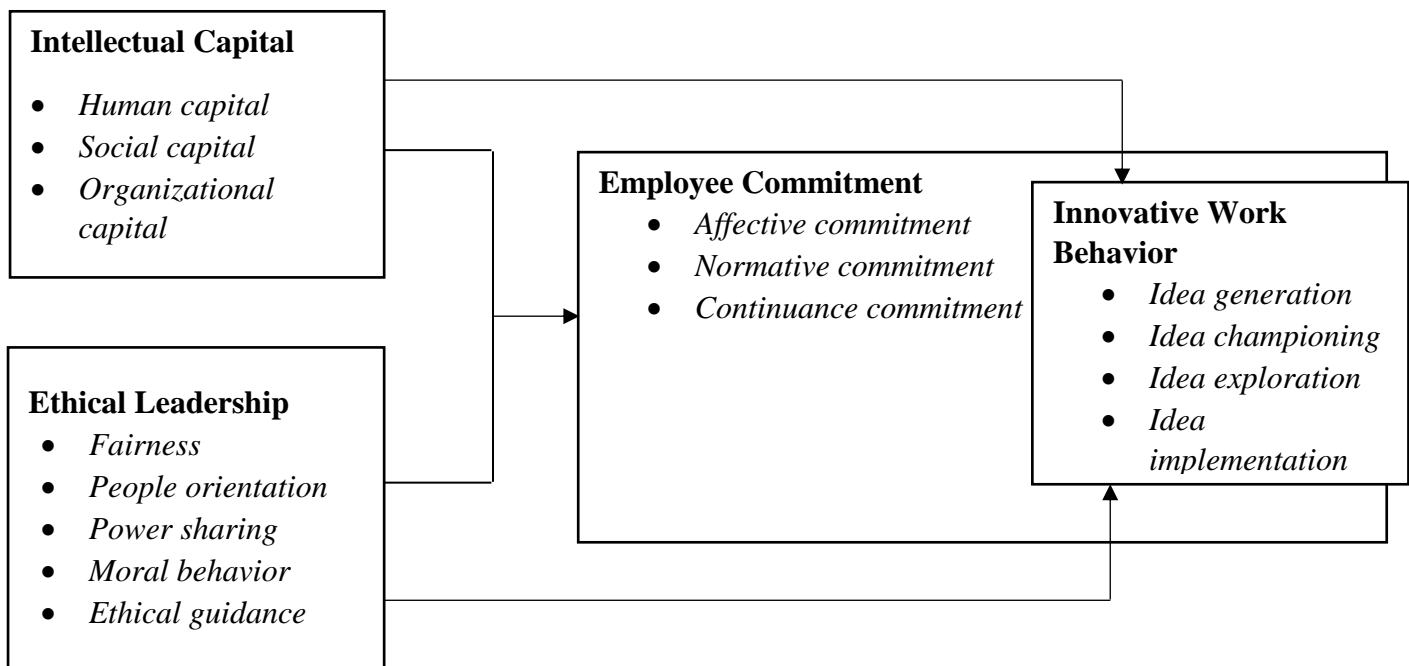
strategies and policies that can be used to increase organizational effective management of intellectual capital, ethical leadership and employee commitment in attainment of improved innovative work behaviors.

(iv) The findings will also give insights for innovative work behavior research and point out areas of further research for Academicians.

(v) The results of the study will help head teachers, teachers and Parent Teacher Associations in respective schools to appreciate the value of intellectual capital, ethical leadership and employee commitment in providing wide skills necessary for school performance.

(vi) To establish the relationship between employee commitment and innovative work behavior.

1.8 Conceptual Framework



Source: developed from the review of literature (Musteen & Ahsan 2013; Yen, Campbell, Irianto, Zulyusri and Fadilah (2014); Subramaniam & Youndt, 2005; Youndt et al. 2004; González & Guillén, 2002; Hawass, 2016; Brown et al. 2005; Meyer & Allen, 1991; Ismail 33& David, 2014; Kleysen & Street, 2001)

As per the conceptual framework, intellectual capital leads to innovative work behavior as suggested by Subramaniam and Youndt (2005) that intellectual capital factors support the innovative activities. According to the model, ethical leadership leads to innovative work behavior. This is supported by Brown et al. (2005) who argued that ethical leadership is positively related to innovative work behavior. Similarly, the model shows that intellectual capital leads to employee commitment. This is in line with Yen, Campbell, Irianto, Zulyusri and Fadilah (2014) who identified organizational intellectual capital as antecedents of employee commitment. Besides, the model also shows that ethical leadership leads to employee commitment which is supported by Meyer and Allen (1991) who concluded that normative and affective commitment components of employee commitment have a positive correlation with perceptions of ethical leadership.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter provides a review of literature based on the objectives of the study to identify the consistencies and contradictions therein. It covers the explanation of variables and relationship between variables.

2.1. Explanation of variables

2.1.1. Innovative Work Behavior (IWB)

Since the launch of the concept of ‘Innovative Work Behavior’ by Scott and Bruce (1994, 1998), Baharuddin et.al (2019) argue that the literature and research studies on innovative work behavior grown steadily. However, Chatchawan, Trichandhara and Rinthaisong (2017) argue that most of these research studies on innovative work behavior have been mainly carried out in first world countries and focused on service, manufacturing and industrial sectors. Research studies on innovative work behavior have not yet received the level of attention in third world countries (Thurlings, Evers & Vermeulen, 2015), more so in the education sector yet teachers innovative work behavior is important for both the teacher and student in the learning process. Therefore, innovative work behavior is really needed to improve the field of education because teachers and administrators who have innovative work behavior can create ideas and able to contribute to the progress of school (Izzati, 2018).

In the context of education, Baharuddin et.al (2019) argue that innovative work behavior involves changes and improvements in the learning environment for betterment of the students such as the implementation of new methods, tools, technology and content that benefits the learner and enhances the creative potential. Likewise, innovative work behavior is generally outlined in the context of how individuals could facilitate the achievement of initiation and intentional introduction of new and useful ideas, processes, products or

procedures (Leong & Rasli, 2014). Innovative work behavior thus includes behavior of employees that directly and indirectly encourage the development and introduction of innovations in the workplace (Spiegelaere, Gyes, Vandekerckhove & Hootegem, 2012). Generally, innovative work behavior is an intentional or deliberate behavior of individuals to develop or apply new ideas to enhance role performance and consists of opportunity exploration, idea generation, idea promotion (championing) and idea realization (implementation) (Baharuddin et.al 2019; Binnewies & Gromer, 2012; Kaur & Gupta, 2016).

First and foremost, Idea generation involves the generation of ideas which may relate to new products, services or processes, the entry into new markets, improvements in current work processes, or in general terms, solutions to identified problems (de Jong & den Hartog, 2010). Nevertheless, Idea exploration includes looking for ways to improve current products, services or processes or trying to think about them in alternative ways (Basadur, 2004). Additionally, Idea championing, which becomes relevant once an idea has been generated focuses on persons who push creative ideas beyond roadblocks in their organizations and help realizing innovative ideas (de Jong & den Hartog, 2010). Besides, championing includes finding support and building coalitions by expressing enthusiasm and confidence about the success of the innovation, being persistent, and getting the right people involved (Howell, Shea & Higgins, 2005). Finally, idea implementation which involves putting in practice the ideas that have been generated. Idea implementation also includes making innovations part of regular work processes (Kleysen & Street, 2001) and behaviors like developing new products or work processes, and testing and modifying them (de Jong & den Hartog, 2010).

2.1.2. Employee Commitment

Employee commitment has become an increasingly important issue for organizations due to their desire to keep talented employees (Dinc & Aydemir, 2014) more often because personal commitment is associated with positive outcomes. Thus, a strong body of academic literature

presents various models, theories and definitions that attempt to advance people's understanding of underlying motives of employee commitment. For instance, Mahdi, Mohd and Almsafir (2014) defined employee commitment as an employee's emotional attachment to, identification with and involvement in his or her organization – a sense of loyalty which leaves one fully adapted to accept a company's goals and values as his or her own. This definition has been supported by (Luthans, 2011) who proposes that employee commitment is an attitude that reflects employee loyalty to their organization. Employee commitment can therefore be looked at in terms of the degree to which an employee identifies with the organization and wants to continue actively participating in it, hence Newstrom (2011) described it as a measure of an employee's willingness to remain with the firm in the future. Research on commitment has been dominated by the model of commitment developed by Meyer and Allen (1991) as cited by (Khuong & Nhu, 2015). According to Meyer and Allen (1991), employee commitment is made up of three major components or constructs which include affective level, continuity level and normative levels which are more discussed as components, dimensions or factors of employee commitment (Ismail & David 2014; Khuong & Nhu, 2015). While affective commitment is defined as employee emotional attachment to, identification with, and involvement in the organization and its goals. It results from and is induced by an individual and organizational value congruency.

Similarly, continuance commitment is defined as willingness to remain in an organization because of personal investment in the form of nontransferable investments such as close working relationships with coworkers, retirement investments and career investments, acquired job skills which are unique to a particular organization, years of employment in a particular organization, involvement in the community in which the employer is located, and other benefits that make it too costly for one to leave and seek employment elsewhere (Meyer & Allen, 1997). Besides normative commitment is induced by a feeling of obligation to

remain with an organization. Employees think that they ought to remain with an organization because they think it's morally right to do so for example employees who have received scholarships, training investments and others from those organizations. (Meyer & Allen, 1997)

2.1.3. Intellectual Capital

Since inception, intellectual capital has exploded with dozens of dedicated publications and academic researchers (Sharabati, Jawad & Bontis, 2010). Surprisingly, much of the extant research on intellectual capital has focused on the developed world specifically within Anglophonic and Scandinavian nations with limited research in the Ugandan context. Similarly, Sharabati et.al (2010) argue that most organizations world over do not understand its nature and value (Uganda not exception). Hence developing a great interest to explain the nature and value of intellectual capital in the Ugandan context. According to Samadi (2016), intellectual capital in organizations is one of the key factors in improving business processes and organization's success and schools are not exceptional. An earlier study by Goh (2005) defined intellectual capital as an intangible asset that includes technology, customer information, brand name, reputation, an organizational culture which is invaluable for the company's competitive advantage.

Besides, Helmiatin, Idrus and Waty (2016) defined intellectual capital as applied experience, organizational technology, customer relationships, and skills to create competitive advantages. In view of Mura, Lettieri, Spiller and Radaelli (2012) intellectual capital is the sum of knowledge residing in the individuals and in the organizations. Accordingly, intellectual capital is the sum of all knowledge an organization is able to leverage in the process of conducting business to gain competitive advantage (Youndt et al., 2004). All in all, intellectual capital is the sum of all information that companies use for their competitive advantage and is composed of interrelated human, social, and organizational capital elements

(Musteen and Ahsan 2013). Human capital is a phenomenon of individual people in an organization. According to Türkoğlu (2016), it is the accumulation of information that employees bring with them when they start work and that they take along when they leave the job. Human capital involves the knowledge, experience, skills, and competencies of employees.

Besides, social capital is a phenomenon of relationships in an organization. Social capital is the relationship and communication capabilities of a firm with external stakeholders such as customers, suppliers, partners, government officials, and non-governmental organizations (Özdemir 2017). According to Demirel and Demir (2011), it is the accumulation of knowledge which is formed from the relationship of the enterprise with the people and organizations, with which it interacts. Lastly organizational capital is a phenomenon of policies, procedures, and technology in an organization (Subramaniam & Youndt, 2005). Organizational capital includes all non-human sources of information, such as databases in the organization, organization charts, process maps, strategies, and other routine procedures (Genç 2018). According to Efe (2015), organizational capital is the company's value-creating features, such as the information, work methods, and processes of employees and the organization's strategies and tactics.

2.1.4. Ethical Leadership

Over the past years, the notion of ethics has invaded both leadership and behavioral literature, giving birth to the concept of ethical leadership (Sikorsky, 2018). As an academic domain, it emerged decades ago probably owing to the increased media attention to unethical behavior across various organizations. Even though the research on ethical leadership has emerged in the last decades, Sikorsky (2018) argues it remains quite restricted. Indeed, Zahra and Waheed (2017) argued that much research and empirical investigations are still required for

examining influence of ethical leadership on innovative work behavior of employees. Hence a need for this study.

According to Brown, Trevino and Harrison (2005), ethical leadership is the demonstration of normatively appropriate conduct through personal actions and interpersonal relationships, and the promotion of such conduct to followers through two-way communication, reinforcement, and decision-making. This definition reflects both dimensions of ethical leader as a moral person characterized by the traits, such as honesty, integrity, altruism, trustworthiness, collective motivation, and justice (Brown et al. 2005; Brown and Trevino, 2006), and as a moral manager who is expected to influence their followers' attitudes and behavior through ethical leadership behavior (Trevino & Brown, 2004).

Similarly, ethical leadership has been described as the expression of behavior that meets appropriate norms. Ethical leaders achieve this through personal conduct and interactive relationships with subordinates; they must also advance this behavior to their subordinates through mutual interaction, emphasis and decisiveness (Brown et.al., 2005). Basing on previous research, Yidong and Xinxin (2013) concluded that ethical leadership involves leaders' moral beliefs, values, visions reflected in their conduct, especially their decision making, clear performance standards and relative rewards or punishment that help reinforce ethics in the organization, general two-way communication characterized by trust, openness, and sincerity about ethical standards, people orientation and loving behavior in the organization, including respect for the followers' human nature, dignity and all kinds of support for their development. Accordingly, González and Guillén (2002) model focused on technical, psycho-emotive and moral/ethical dimensions of leadership and Hawass (2016) model which focused on character and empowerment behavior dimensions of ethical leadership. Collectively, the two models comprise the five dimensions of ethical leadership that underpin this study which are character, technical, empowerment behavior, moral, and

psycho-emotive dimensions, fairness, people orientation, empowerment behavior, ethical guidance and moral character.

2.2. Relationship between Variables

2.2.1. Intellectual capital and Innovative Work Behavior

A review of literature reveals that past research points out that organizations have to support individuals' innovative behavior through a proper management of intellectual capital (Subramanian & Youndt, 2005). Therefore, intellectual capital management is necessary to exploit individuals' innovative potential. Mention (2012) argued that the intellectual capital properties are accepted as input for the innovation process and to be the determinant of innovation behavior outputs. Besides, when employees have intellectual capital, it is easier for them to develop innovative behavior and increase the performance (De Jong & Kemp, 2003). Interestingly, Örnek and Ayas (2015) stated that in business where intellectual capital is being directed effectively, innovation and innovative work behavior activities can occur easier. Intellectual capital uniqueness helps to initiate, change and innovate within the organization through motivational elements. When intellectual capital is evaluated as a whole, it has been found out to have an impact on innovative business behavior (Ayas, 2015). Furthermore, research indicates that intellectual capital factors both affect each other in their own and championing innovative behavior development. Intellectual capital factors support the innovative activities (Obeso, Luengo & Intxausti, 2013). For instance, human capital in the business takes new ideas appropriate with the organizational capital of the business, adopts them, and applies them to its business. This gives employees the opportunity to make brain blooming, easing the change of information, accelerating the process of solving problems. Employees who have this right can take the risk of being unsuccessful easier than the others and reveals so many innovative ideas (Örnek & Ayas, 2015). Besides, intellectual capital components like social capital also influences innovative work behavior, because

social relationships facilitate the quality of interactions among individuals and strengthens the information exchange among teams and groups (Subramaniam and Youndt, 2005).

When workers have the opportunity in making contact with the external entities such as customers, they are able to discover and obtain new ideas which are important for the organization (Kheng, June & Mahmood, 2013). Similarly, Jong, Hartog and Zoetermeer (2003) also allude to this and asserted that workers who are in regular contact with external entities tend to engage in innovative work behavior. The extent to which staff deeply embed and share common norms, values, and forms of affective loyalty to an organization impacts their capacity to collaborate, perform and innovate.

Notwithstanding the above, Altındağ et.al. (2019) assert that the most important sources of innovative behavior are the elements of intellectual capital. Hence, when a company has more intellectual capital, it would create better innovative behavior performance. In other words, when a company has more intellectual capital, it would have more innovative competence to further increase its new product development performance. For innovative work behavior, getting ideas from the environment of the enterprise, providing customer satisfaction and feedbacks, and developing new applications that can increase sales volume are possible with social capital which is a component of intellectual capital (Altındağ et.al. 2019).

Naturally, those working in a company which has intellectual capital will become open to innovations to learn more and develop themselves. Therefore, intellectual capital, which constitutes the structure, system, and strategy in an enterprise and consolidates its culture, will be the pioneer of innovative work behavior (Ngah & Ibrahim, 2012). All in all, Mura, Lettieri, Spiller and Radaelli (2012), demonstrated that intellectual capital has a positive

impact on the practitioners' innovative behaviors through the mediating role played by information sharing behavior.

2.2.2. Intellectual Capital and Employee Commitment

Organizational investment in intellectual capital is believed to improve employee commitment. Chen, Wang and Sun (2012) assert that employees highly value any investment in their knowledge and skills via training and development, because such investment is more likely to make employees show an emotional bond towards the firm and reciprocate with increased commitment. Hence, intellectual may increase employee commitment. Continuing with the same scholars, they argued that organizations' investments in developing and accumulating employees' intellectual capital will enhance employees' commitment to the given organizations. They argued that an organization with abundant social capital is more likely to have committed employees. Basing on the above, they concluded that for organizational intellectual capital, the core is the "knowledge" derived from organizational investments in form of human capital, organizational capital and social capital and thus stocks of human capital and social capital would increase employee commitment (Chen et.al., 2012).

Furthermore, organizational intellectual capital has a positive impact on organizational commitment through mechanisms of social exchange (Blau, 1964) and reciprocity (Gouldner, 1960) as cited in Chen et.al. (2012) because employees feel obligated to reciprocate when they are offered valuable resources by firms. Then, employees implicitly agree to make specific contributions to the firm in exchange for a perceived benefit from the employer. The development of strong interpersonal bonds and loyalties between members of an organization shows a strong correlation to normative and affective commitment to the organization (Yen et.al, 2014). Similarly, Alikhani, Fadavi and Mohseninia (2014) indicated in their findings that social capital which is a dimension of intellectual capital has positive and meaningful

contributions to affective, normative and continuance commitment. Similar outcomes were found amongst nurses working for a large Taiwanese medical centre where perceptions of social capital significantly impacted the extent of employee commitment (Yen et.al, 2014).

Nonetheless, another similar study of Nambudiri (2012) revealed that propensity to trust, a main proxy for social capital, was also found to be strongly related to affective and normative commitments amongst employees of four mid-sized pharmaceutical companies in India. The extent of intellectual capital in form of social relationships at work is one of the factors that influenced employee commitments besides the type of work (Riggio, 2009). Intellectual capital makes individuals and groups work together successfully to finish the work and build up a sense of cohesion. According to Sayadi and Hayati (2014), with the expansion and increase of organizational participation, the sense of organizational belonging and unity spreads and reinforces the commitment. In addition, organizational participation enhances the dignity of the individuals and this can have effects on their commitment. Hence Yen et.al. (2014) identified organizational intellectual capital as antecedents of employee commitment. They concluded that organizations should concentrate on developing organizational intellectual capital and then regard personal human capital as guidelines for maintaining their employee commitment.

2.2.3. Ethical Leadership and Employee Commitment

Ethical leadership can influence employee attitudes in beneficial ways. For instance, Brown et.al. (2005) suggested that ethical leaders are likely to have a positive effect on a subordinate's commitment to the organization. Indeed, Hassan, Wright and Yukl (2014) argued that because ethical leaders are trustworthy, care about the well-being of the followers, and are fair decision makers, they are likely to develop high-quality relationships with their followers; this, in turn, is likely to influence followers to reciprocate by showing loyalty to the leader and commitment to the work group and organization that they represent.

Consistent with these expectations, it can be concluded that the ethical behavior of the leaders also increases the commitment of employee. Besides, ethical leaders' fairness and concern for others are key determinants in their relationships with followers, allowing them to create with them a social exchange relationship. This produces outcomes going far beyond specific economic agreements and therefore increasing employees' dedication and emotional attachment to their job (Sikorsky, 2018).

Additionally, besides a willingness to report unethical conduct of employees, ethical leadership can affect followers' attitudes and behaviors in a positive way (Qing, Asif, Hussain & Jameel, 2019). Employees who receive greater respect, support and consideration from their leaders feel more obliged in reciprocating positive attitudes such as employee commitment. The position is resonated by Boezeman and Ellemers (2008) who suggested that perceived respect from the organization as well as pride in its embodiment predict employee commitment among employees. Naturally, employees who perceive respect from their leaders develop personal confidence and feel that the organization appreciates their efforts (Sodeify, Vanaki & Mohammadi, 2013). Respect of employees and the contributions they make to the organization's strategic objectives contribute to the formation of both affective and normative dimensions of employee commitment on the employees' part. Because of the above, Lam et al. (2016); Lin et al. (2017) argued that a strong association exists between ethical leadership and employees' intention to stay in public sector organizations. This means that employees have both normative and continuance commitment. Nevertheless, there is an apparent convergence of thought regarding the positive influence of ethical leadership on employee commitment (Neubert, Wu & Roberts, 2013), as a positive employee outcome. In fact, Mitonga-Monga and Cilliers (2016) have recently supported this position by observing in a study that when employees perceived their leaders to exude high ethical leadership, they were persuaded to adopt and display organizational commitment.

Similarly, a study by Siegel (2013) that examined employee commitment as an outcome of ethical leadership concluded that normative and affective commitment components of employee commitment were found to have a positive correlation with perceptions of ethical leadership while no correlation was found for continuance commitment. This is because employees often evaluate the quality of treatment they receive from their leader, and the leader's quality of decision making, which then influences their discretionary behaviors, including employee commitment.

2.2.4 Ethical Leadership and Innovative Work Behavior

Zahra and Waheed (2017) argued that Social Exchange Theory (Blau, 1964) provide basis for the relationship between ethical leadership and innovative work behavior. Since, followers of ethical leaders perceive themselves as being in high quality social exchange relationship with their leader; they reciprocate by exerting more efforts and get themselves engaged in innovative work behavior (Brown et al., 2005; Yidong & Xinxin, 2013). In view of Brown and Trevino (2006), ethical leaders because of demonstrating qualities of honesty, openness, collective motivation, altruism, trustworthiness, justice and fair treatment, they contribute at every stage of innovative work behavior process. In fact, Martins and Terblanche (2003) argued that at the first stage of idea generation, ethical leaders by facilitating two-way communication and listening to their subordinates encourage followers to generate and express new ideas for improving work processes and procedures. Moreover, as ethical leaders respect dignity and talent of others, they provide followers with the opportunities to acquire work related knowledge and skills, assign them tasks which best suits their capabilities (Zahra & Waheed, 2017) hence make them capable of introducing novel improvements.

Similarly, Yidong and Xinxin (2013) argued that ethical leadership is positively related to innovative work behavior. When ethical leaders emphasize the impact of the work on others, the

group, the organization, and even the whole society and embed the meaning in the job (De Hoogh & Den Hartog, 2008), the followers will perceive more job significance in the work and are more willing to take pains in generating new ideas to contribute to the organizational goal. Ethical leadership traits may encourage employees to take risks responsibly, be open and sharing and thus contribute to organization's and employees' capability to innovate (DiLiello & Houghton, 2006). If employees perceive that their leaders are supportive, they participate in more innovative activities in the organization.

A study by De Jong and Den Hartog (2007) revealed that ethical leadership was among the leadership behaviors that prominently influenced the idea generation, idea promotion and idea implementation stages of innovative process. These authors found that if employees perceive that their leaders are supportive, they participate in more innovative activities at all three stages of innovative work behavior (idea generation, idea promotion, idea realization).

Nonetheless, previous studies have empirically examined the relationship between ethical leadership and innovative work behavior in different contexts. For instance, Ma et al. (2013) concluded that ethical leadership positively relates to employee creativity (an important component of innovative work behavior, in fact the very initial step of innovation process).

Besides, Dhar (2016) in their study of 468 employees (first hotels of Uttarakhand, India) concluded that ethical leadership positively influences innovative work behavior. Yidong and Xinxin (2013) findings showed that both perception of ethical leadership at the individual level and group ethical leadership at the group level could significantly predict individual innovative work behavior. Ethical leadership at the group level can also be a relational construct that enhances the interaction in the group and between the members, as the whole group members share the view that their leaders are ethical, they will have the collective perception that they are free to communicate with each other, participate in the decision making and free of the fear that their views or proposition may harm their status, position or

so, then the psychologically safe environment will lead the employees be more engaged in coming up with, sharing and applying their novel ideas (Walumbwa & Schaubroeck, 2009).

2.2.5 Employee commitment and Innovative work behavior

Janssen (2000) contends that innovative work behaviour consists of three interrelated behavioral tasks: idea generation, idea promotion and idea realization. Idea generation refers to the formulation of new ideas, which are in some way beneficial to the organization or the workgroup. Idea promotion entails galvanizing support for these new ideas. The final step in the innovation process is idea realisation, which involves producing an innovation model that can be applied within a work group or to the organisations as a whole. Research indicates that Affective commitment is associated with several outcomes that are necessary part of innovative work behaviours. For instance, Meyer and Allen (1991) asserted that affective commitment plays a crucial role in determining employee dedication and loyalty. Affectively committed employees reflect high level of a sense of belonging and identification. These are the characteristics that encourage employees to involve in the organisational activities, to embrace the organization's goals, and to remain with the organisation (Amstrong, 2000; Meyer and Allen, 1991. Morrow (1993) argued that achievement and innovation orientation along with high desire of performance improvement are characteristics of highly committed employees. Khan et al. (2010) argued that commitment of employees can be an important instrument for improving the performance of the organizations. They found that commitment is positively related to job performance. Lew and Sarawak (2011) found that lower commitment to the organization may lead to increased intention to quit. According to some researchers, innovation requires a high level employee involvement and participation (Damanpour, 1991; Hurley and Hult, 1998: 51; Mark and Akhtar, 2003; Schuler and Jackson, 1987). Previous discussions indicated that affective commitment increases the employees

2.2.6. Mediating role of employee commitment between intellectual capital, ethical leadership and Innovative Work Behavior.

A review of literature reveals that individuals with higher levels of employee commitment want to be the part that particular organizations. So, it's a psychological state which force employee for continuity of their employment relationship. When the level of commitment is high then employee innovative work behavior is also high. Many studies on the relationship between employees' commitment and innovative work behavior exist, yet inconsistency between such studies is equally wide spread. A study of Jafri (2010), on the relationship between employee commitment and innovative behavior argues that affective commitment influences innovative work behavior (Jafri, 2010), however, it contrasts the findings of continuance commitment, which has no significant relationship with innovative work behavior. Moreover, Schnake et.al. (2003) argued that employee commitment inculcates in employees a positive state of mind which in turn motivates them to repay their organization through getting committed to their work which drives employee's innovative behavior.

Besides, Xerri and Brunetto (2013) concluded that those employees, who are affectively committed to the organization they work in, were more likely to demonstrate innovative behavior. Therefore, in order to improve the innovative behavior of employees, organizational leaders must develop the processes that lead to employees' being more committed to the organization. Many researchers investigated and confirmed that ethical leadership Brown et.al. (2005); Zahra and Waheed (2017); Lam et al. (2016); Lin et al. (2017); Hassan et.al (2014) and intellectual capital Chen et.al. (2012); Nambudiri (2012); Sayadi and Hayati (2014); Subramaniam and Youndt (2005) positively influences employee commitment. Indeed, these studies revealed that individuals with high intellectual capital, have a high level of affective commitment and high commitment leads to highly innovative work behavior (Akhtar, Syed, Husnain & Naseer, 2019). Similarly, ethical reasoning among

followers can be enhanced through ethical leadership (Anwar, Islam, Khan & Ungku, 2012), and employee's behaviors (innovative work behavior), can be improved by enhancing their emotional state (employee commitment) (McCain, Tsai & Bellino, 2010).

Along these lines, Ponnu and Tennakoon (2009) suggested that ethical leadership contributes to employee commitment, hence influencing the individual's ability to be innovative, share knowledge tackle work-based issues (Bawuro 2018). In support, Baharuddin et.al. (2019) agree that teachers' commitment supports students' ability to innovate and to integrate new ideas into their own practice. When ethical leader highlight importance of subordinate's roles, it encourages them to pay more attention to their work and put extra effort into their (job dedication/job commitment) (Ponnu & Tennakoon, 2009) and generate new ideas for achieving organizational goals (Yidong & Xinxin, 2013). Therefore, it can be argued that intellectual capital and ethical leaders can shape employee perceptions regarding personal capabilities and workplace relationships, which ultimately influences their support and commitment to innovate and to integrate new ideas into their own practice (Baharuddin et.al., 2019).

2.3 Summary of Literature Review

From previous research studies reviewed in this study, determinants or antecedents of innovative work behavior are varying. In fact, many researchers have examined the different antecedents of innovative work behavior. However, Chatchawan, Trichandhara and Rinthaisong (2017) argue that most of these research studies are mainly carried out in first world countries and focused on service, manufacturing and industrial sectors. Research studies on innovative work behavior have not yet received the level of attention in third world countries (Thurlings, Evers & Vermeulen, 2015) more so in schools. Relatively few studies focus specifically on school teachers' innovative work behavior and its determinants (Klaeijssen et al., 2017; Thurlings et al., 2015). Therefore, this study examined the

relationship between intellectual capital, ethical leadership, employee commitment and innovative work behavior among public schools.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter explains how the study was conducted in order to address the subject matter. It provides methodological issues in relation to research design, sample population, sample size and source of data. In addition, the chapter indicates how data was collected and how the instrument for data collection was tested for validity and reliability. Data processing, analysis and interpretation issues and ethical considerations were also highlighted.

3.1. Research Design

The study employed a cross sectional research design with a quantitative research approach where numerical data was tabulated for systematic extraction of the relationships between the study variables. According to Sedgwick (2014), a cross sectional research design is one that studies a variable one point in a time or once in a snap shot. This research design was used because it applies well in studies with a short time-frame (Field, 2009), as it is the case with this particular study. Amin (2005) indicates that the quantitative approach enables the researcher to collect numerical data in order to explain, predict and control phenomena of interest, then subjecting these data to statistical analysis.

3.2. Study Population

The population of the study was 632 teachers and administrators (Pay Roll, 2018; 2019; Staff Lists, 2019) from 14 public senior secondary schools in Kampala. Public senior secondary schools in Kampala are selected because of their geographical proximity to the researcher. Similarly, these schools were considered because of their long-term experience in the education sector and their involvement in this study generated valuable information that was helpful in understanding innovative work behavior in the education sector.

3.3. Sample Size and Sampling Method

The sample size was 242 (from 632 teachers and administrators). From each school, 10 teachers and 17 administrators were selected randomly based on the Kreijce and Morgan, (1970) table for determining the sample size from a given population. The researcher used simple random sampling technique. This technique was used because it accorded equal chance for each respondent within a given school to become part of the sample from which data was collected.

3.3.1. Unit of Analysis and Inquiry

The unit of inquiry was public senior secondary schools and the unit of analysis comprised of teachers and administrators in the respective schools.

3.4. Data Sources

The study used primary data sources to collect data from teachers and administrators in the Public secondary schools from Kampala metropolitan area. Primary data is first-hand information, which is obtained directly by the researcher for established research objectives. This form of data was selected because it provides the most recent information regarding the variables under investigation.

3.5. Data Collection

The researcher got a letter from Makerere University Business School (GRC offices) after successfully addressing corrections from the submitted proposal; the researcher presented the letter to the respective heads and directors of respective Public Secondary Schools in Kampala. Once respective heads and directors of schools allowed the research, the researcher administered the questionnaire with the help of a research assistant who was constantly making a follow up on questionnaires and distributing them to respondents as well as guiding them on how to answer the questionnaire.

The study used structured questionnaires. These questionnaires contained closed-ended questions, which were anchored on a 5-Likert scale. This Likert scale was defined as 1=strongly disagree, 2=disagree, 3=Not sure, 4=agree and 5=strongly agree. The questionnaire instrument was selected since it efficient when it comes to collecting data from a large sample, as the case with this study (Field, 2009). The questionnaire was self-administered to ensure that all respondents with comments or those that seek further explanation are attended directly by the researcher, which subsequently increased data accuracy.

3.6. Measurement of the Study Variables

The variables in this study were measured based on different scholars. Notably;

Innovative work behavior scale (IWBS) Nafees (2006); Kleysen and Street (2001) was used to measure innovative work behavior. IWBS comprises of 20 items based on 5-point scale. The response options will be ranging from strongly agree (5) to strongly disagree (1). The scale has four sub-scales: Idea generation (5 items), Idea Championing (5 items), Idea Exploration (5 items) and Idea Implementation (5 items). The tool contained statements such as *“I always search out new working methods, techniques or instruments”* (Idea generation); *“I always attempt to convince people to support innovative ideas”* (Idea championing); *“In school, I always tolerate individuals who do things in different ways”* (Idea exploration); *“I systematically experiment innovative ideas into work places”* (Idea implementation).

Employee commitment was measured using an opinion scale of a 5-point Likert-type ranging from strongly disagree (1) to strongly agree (5). Employee commitment was measured using a tool of employee commitment developed by Allen and Meyer (199). The tool contained questions such as (1) *“I would feel guilty if left my institution now”* (Normative commitment), (2) *I am emotionally attached to my institution* (Affective

commitment) and (3) *It would be costly for me to leave my institution now* (Continuance commitment).

Intellectual capital: Scales measuring intellectual capital dimensions were drawn from existing literature. This study adapted three aspects of intellectual capital from a study by Subramaniam and Youndt (2005) which included human capital, social capital and organizational capital. Intellectual capital was measured using a tools Schultz (1961); Snell and Dean (1992); Burt (2009); Davenport and Prusak (1998). The tool was anchored on a five point Likert scale ranging from (1) strongly disagree to (5) strongly agree and contained statements such as “I am highly skilled” (Human capital); “*My head teacher or Principal spends a lot of time interacting with his or subordinates and teammates*” (Social capital); “*My school stores acquired knowledge appropriately*” (Organizational capital).

Ethical leadership was measured using a scale developed by González and Guillén (2002); Hawass (2016); Brown et al. (2005); Kalshoven et al. (2011). The scale was anchored on a five-point likert scale ranging from (1) strongly disagree to (5) strongly agree. The scale contained statements such as “*My head teacher/principal/headmaster makes fair and balanced decisions*” (Fairness) “*My head teacher/principal/headmaster is interested in how I feel and how I am doing*” (People orientation); “*My head teacher/headmaster delegates challenging responsibilities to subordinates*” (Power sharing); “*My head teacher or director or headmaster portrays behaviors that make him/her a good role model*” (Moral behavior); “*My head teacher discusses business ethics or values with me*” (Ethical guidance).

3.7. Validity and Reliability

3.7.1 Validity

The study used expert judgment. Upon designing the questionnaire, the researcher submitted it to the supervisor and other experts to seek for further guidance. The researcher adjusted the

items based on the comments received to come up with the final instrument that was used in the field.

3.7.2 Reliability

Reliability is the degree to which a research tool produces stable and consistent results. A research tool is considered reliable if it allows a group of respondents answer the same questionnaire many times with consistency. Nunnally (1978) emphasized that the Cronbach Alpha Coefficient for each construct and study variable should be at least 0.7 for such results to be regarded as consistent. In this study, Cronbach Alpha Coefficients of above .7 were obtained for all constructs and variables as indicated in table 3.1.

Table 3.1: Reliability Results

VARIABLE/ DIMENSION	CRONBACH'S ALPHA	NO OF ITEMS
INTELLECTUAL CAPITAL	.923	28
Human capital	.849	10
Social capital	.840	9
Organizational capital	.895	9
ETHICAL LEADERSHIP	.933	32
Fairness	.832	6
People orientation	.900	7
Power sharing	.808	5
Moral behavior	.804	7
Ethical guidance	.836	7
EMPLOYEE COMMITMENT	.922	21
Affective commitment	.884	7
Normative commitment	.889	6
Continuance commitment	.909	8
INNOVATIVE WORK BEHAVIOR	.872	20
Idea generation	.879	5
Idea championing	.806	5
Idea exploration	.744	5
Idea implementation	.810	5
All Questionnaire Items	.962	101

Source: Primary data

3.8 Data Processing, Analysis and Interpretation

Upon obtaining data from the field, data was sorted, edited, cleaned and coded. The data was also entered in Statistical Package for Social Scientists (SPSS v.25) for analysis. The study

used descriptive statistic and inferential statistics to interpret results. The descriptive statistics, particularly the frequency table was used for demographic characteristics. The inferential statistics of correlation and regression analyses were used to analyze the relationship between variables. A bi-variate correlation analysis was used in explaining the nature of relationship between variables of the study. Regression analysis was used to analyze the degree of predictability of the independent and the mediating variable towards the dependent variable.

3.9. Ethical Considerations

The honor and dignity of all respondents were maintained. It was much ensured to secure the protection of research matters, guaranteeing the secrecy of research information. Furthermore, securing the namelessness of people who participated in this study, they were also given confirmations that their information was dealt with confidentially. All respondents were informed that much as the matters to be examined by this study are very sensitive, the study is purely for academic purposes. Therefore, the researcher used the findings for academic purposes only. To minimize suspicion, the researcher obtained an introduction letter from the University emphasizing that the study is purely for academic purposes and all the responses obtained were used for the same purpose.

CHAPTER FOUR

ANALYSIS, PRESENTATION AND INTERPRETATION OF RESULTS

4.0 Introduction

This chapter presents the analysis, presentation and interpretation of results for characteristics of respondents, relationship between variables, and predictive potential of intellectual capital, ethical leadership, and employee commitment on innovative work behaviors.

4.1 Characteristics of respondents

Table 4.1: Characteristics of Respondents

Characteristics of Respondents	Frequency	%	Valid %	Characteristics of Respondents	Frequency	%	Valid %
Gender				Marital Status			
Male	69	51.9	51.9	Single	30	22.6	23.4
Female	64	48.1	48.1	Married	83	62.4	64.8
Total	133	100.0	100.0	Divorced	7	5.3	5.5
Age Bracket				Years of Experience			
Less than 30 years	23	17.3	17.7	Widow	3	2.3	2.3
30-39 years	45	33.8	34.6	Separated	5	3.8	3.9
40-49 years	38	28.6	29.2	Total	128	96.2	100.0
50-59 years	23	17.3	17.7	System	5	3.8	
60 years and above	1	.8	.8	Total	133	100.0	
Total	130	97.7	100.0	Employment Status			
Missing System	3	2.3		1-4 years	30	22.6	22.9
Total	133	100.0		4-10 years	50	37.6	38.2
Highest Education level				Employment Status			
Diploma	21	15.8	16.0	11-15 years	27	20.3	20.6
Degree	81	60.9	61.8	16 plus	24	18.0	18.3
Post Graduate Diploma	15	11.3	11.5	Total	131	98.5	100.0
Professional Course	3	2.3	2.3	System	2	1.5	
Masters	11	8.3	8.4	Total	133	100.0	
Total	131	98.5	100.0	Employment Status			
Missing System	2	1.5		Permanent Employee	111	83.5	85.4
Total	133	100.0		Part time Employee	19	14.3	14.6
				Total Employee	130	97.7	100.0
				System	3	2.3	
				Total	133	100.0	

Source: Primary

In table 4.1, results show that the majority of the respondents were male employees (51.9%) followed by female employees (48.1%). The percentage difference between male and female

respondents is relatively small. This implies that the nature of the job that is done in public secondary schools can equitably be executed by both sexes. This further reveals that both sexes contributed equitably to this study.

In table 4.1 still, results show that majority of the respondents are in the age bracket of 30-39 years (33.8%) followed by age bracket of 40-49 years (28.6%). This therefore implies that these age brackets contributed more in this study. Also in table 4.1, results show that the majority of respondents attained the Highest Education level of a bachelor's degree (60.9%). This implies that bachelor's degree holders contributed more in this study.

Another demographic characteristic is Marital Status. Results show that majority of the respondents were married (62.4%). This therefore implies that married employees contributed more in this study compared to other categories.

Further, results in table 4.1 show that the majority of respondents had work experience of 4-10 years (37.6%). This implies that employees in with this work experience have contributed more in this study and they were believed to be having broad knowledge concerning this study. The last demographic characteristic is the employment Status. Results indicate that majority of the respondents were permanent employees (83.5%). This implies that this kind of employees are believed to access vast information concerning this study and this category was found to contribute more to this study.

4.2 Relationship between variables

Table 4.2: Correlation results

Variable	Mean	Std. Dev	1	2	3	4
1 .Intellectual Capital	4.0547	.53223	1			
2.Ethical Leadership	3.9495	.54775	.657**	1		
3. Employee Commitment	3.7524	.72798	.546**	.509**	1	.
4. Innovative Work Behavior	4.1600	.42918	.318**	.284**	.467**	1

** . Correlation is significant at the 0.01 level (2-tailed).

Source: Primary data

4.2.1 Relationship between intellectual capital and innovative work behavior

Results in table 4.2, show that there is a significant positive relationship between intellectual capital and innovative work behaviour ($r=.318^{**}$, $P<.01$). This therefore implies that an increase in intellectual capital in public secondary schools makes employees display more innovative work behaviour.

4.2.2 Relationship between intellectual capital and employee commitment

Results in table 4.2, show that there is a significant positive relationship between intellectual capital and employee commitment ($r=.546^{**}$, $P<0.01$). This implies that an increase in intellectual capital in public secondary schools increases the level of employee commitments.

4.2.3 Relationship between ethical leadership and employee commitment

Results in table 4.2, show that there is significant positive relationship between ethical leadership and employee commitment ($r=.509^{**}$, $p<0.01$). This implies that promotion of ethical leadership in public secondary schools increases the level of employee commitment in such schools.

4.2.4 Relationship between ethical leadership and innovative work behavior

Results in table 4.2 show that there is a significant positive relationship between ethical leadership and innovative work behaviour ($r=.284^{**}$, $p<0.01$). This implies that promotion of

ethical leadership in public secondary schools makes employees display more innovative work behaviours.

4.2.5 Relationship between employee commitment and innovative work behavior

Results in table 4.2 show that there is a significant positive relationship between employee commitment and innovative work behavior ($r=.467^{**}$, $p<0.01$). This implies that when teachers and administrators are committed to their work, they will likely to engage in innovative work behaviors that promote the wellbeing of their schools.

4.3 Mediating role of employee commitment in the relationship between intellectual capital, ethical leadership and innovative work behavior

4.3.1 Mediating role of employee commitment in the relationship between intellectual capital and innovative work behavior

Step 1

Table 4.3: Regressing Intellectual capital on innovative work behavior

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	3.121	.273		11.425	.000
Intellectual Capital	.256	.067	.318	3.836	.000

a. Dependent Variable: Innovative Work Behavior

Step 2

Table 4.4: Regressing Intellectual capital on Employee commitment

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	.723	.409		1.766	.080
Intellectual Capital	.747	.100	.546	7.465	.000

a. Dependent Variable: Employee Commitment

Step 3

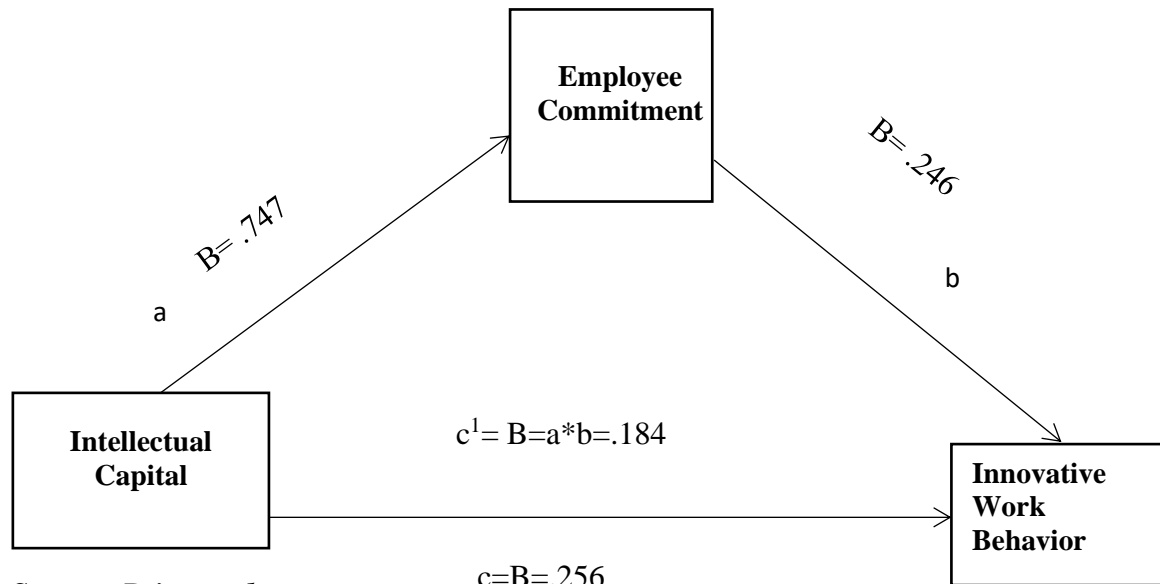
Table 4.5: Intellectual Capital and Employee Commitment on Innovative work behaviour

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.943	.258		11.412	.000
	Intellectual Capital	.072	.074	.090	.971	.333
	Employee Commitment	.246	.054	.418	4.526	.000

a. Dependent Variable: Innovative Work Behavior

Steps for testing mediation effect were found to be all right. In step one, intellectual capital was found to have a significant influence on innovative work behaviour ($B = .256, p < 0.01$). In step two, Intellectual capital was found to have a significant influence on employee commitment ($B = .747, p < 0.01$). lastly in step three when intellectual capital and employee commitment were both included in the model, Employee commitment was found to have a significant influence on innovative work behaviour ($B = .246, P < 0.01$) and the unstandardized coefficient (B) of intellectual capital reduced from $B = .256, p < 0.01$ to $B = .072$ and it was found to be not significant ($p > 0.01$). This therefore indicates that employee Commitment fully mediates the relationship between intellectual capital and innovative work behaviour. The mediation effect of employee commitment on the relationship between intellectual capital and innovative worker behaviour are shown on the mediation path graph in Figure 4.1

Figure 4.1: Mediation path Graph showing mediation effect of Employee Commitment on the relationship between Intellectual Capital and Innovative Work Behavior



Source: Primary data

4.3.2 Mediating role of employee commitment in the relationship between intellectual capital and innovative work behavior

Step 1

Table 4.6: Ethical leadership on innovative work behavior

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	3.283	.262		12.541	.000
Ethical Leadership	.222	.066	.284	3.385	.001

a. Dependent Variable: Innovative Work Behavior

Step 2

Table 4.7: Ethical Leadership on Employee Commitment

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	1.081	.399		2.712	.008
Ethical Leadership	.676	.100	.509	6.767	.000

a. Dependent Variable: Employee Commitment

Step 3

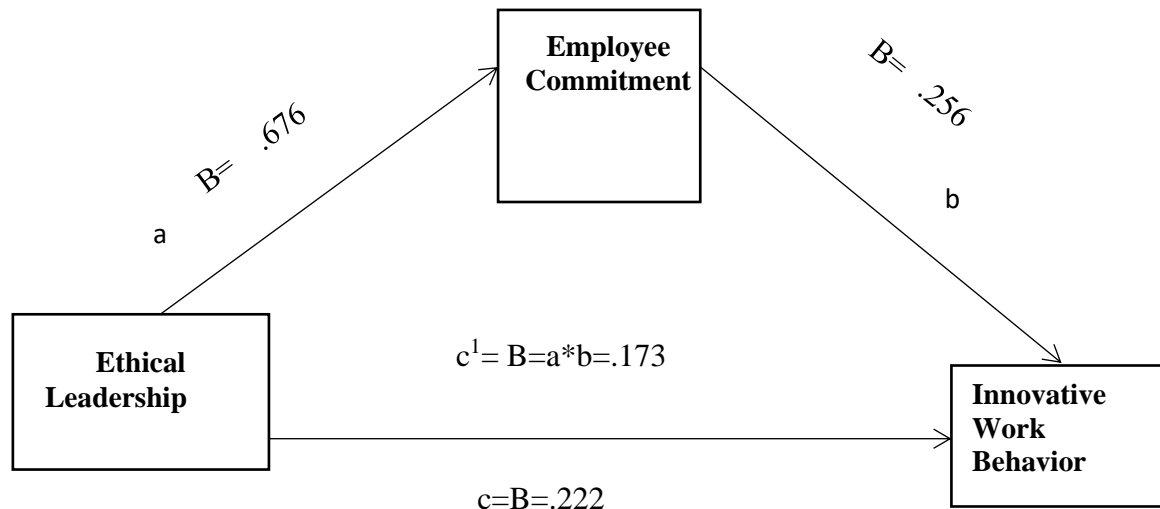
Table 4.8: Ethical Leadership and Employee Commitment on Innovative Work Behavior

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	3.005	.249		12.090	.000
Ethical Leadership	.049	.070	.062	.691	.491
Employee Commitment	.256	.053	.435	4.836	.000

a. Dependent Variable: Innovative Work Behavior

Steps for testing mediation effect were found to be all right. In step one, ethical leadership was found to have a significant influence on innovative work behaviour ($B = .222, p < 0.01$). In step two, ethical leadership was found to have a significant influence on employee commitment ($B = .676, p < 0.01$). lastly in step three when ethical leadership and employee commitment were both included in the model, Employee commitment was found to have a significant influence on innovative work behaviour ($B = .256, P < 0.01$) and the unstandardized coefficient (B) of ethical leadership reduced from $B = .222, p < 0.01$ to $B = .049$ and it was found to be not significant ($p > 0.01$). This therefore indicates that employee Commitment fully mediates the relationship between ethical leadership and innovative work behaviour. The mediation effect of employee commitment on the relationship between ethical leadership and innovative worker behaviour are shown on the mediation path graph in Figure 4.2

Figure 4.2: Mediation path Graph showing mediation effect of Employee Commitment on the relationship between Ethical Leadership and Innovative Work Behavior



Source: Primary data

4.4 Predictive potential of intellectual capital, ethical leadership and employee commitment on innovative work behaviors

Table 4.9 Regression Results

Model	Unstandardized Coefficients		Standardized Coefficients		Collinearity Statistics		
	B	Std. Error	Beta	t	Sig.	Tolerance	VIF
1 (Constant)	2.924	.274		10.661	.000		
Intellectual Capital	.062	.088	.077	.711	.478	.508	1.969
Ethical Leadership	.018	.083	.023	.214	.831	.536	1.864
Employee Commitment	.243	.056	.413	4.330	.000	.662	1.511

Mode	Change Statistics									
	F	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df 1	df 2	Sig. F Change
1	12.387	.473 ^a	.224	.206	.38253	.224	12.387	3	12	.000

a. Predictors: (Constant), Employee Commitment, Ethical Leadership, Intellectual Capital

b. Dependent Variable: Innovative Work Behavior

Source: Primary data

Results in table 4.9 show that intellectual capital (Beta=.077, $p > 0.05$) and ethical leadership (Beta=.023, $p > 0.05$) have no significant effect on innovative work behaviour while employee commitment, contribute significantly to innovative work behaviour. The model explains 20.6% (Adjusted R Square=.206) variation in innovative work behaviour.

CHAPTER FIVE

DISCUSSION OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This chapter presents the discussion of findings on the relationship between the study variables, mediating role of employee commitment on the relationship between the two independent variables (intellectual capital and ethical leadership) and the independent variable (Innovative work behaviour), conclusion, recommendations, areas for further studies and limitations to the study.

5.1 Relationship between Variables

5.1.1 Relationship between intellectual capital and innovative work behavior

Results show that there is a significant positive relationship between intellectual capital and innovative work behaviour. This therefore implies that an increase in intellectual capital in public secondary schools makes employees display more innovative work behaviour. Furthermore, results revealed that all dimensions of intellectual capital namely; social capital, human capital and organizational capital had significant positive relationship with innovative work behaviour.

In the study carried out by Najib and Nawangsari (2021) about the effect of intellectual capital on organizational, sustainability with employee innovative behaviour as; intervening variables in Pt. Jaya Maritime Services, results revealed that human capital has a significant positive relationship with innovative work behaviours. When employees have intellectual capital, it is easier for them to develop innovative behavior and increase the performance (De Jong & Kemp, 2003). Interestingly, Örnek and Ayas (2015) stated that in business where intellectual capital is being directed effectively, innovative work behavior activities can occur easier

5.1.2 Relationship between intellectual capital and employee commitment

Results show that there is a significant positive relationship between intellectual capital and employee commitment. This implies that an increase in intellectual capital in public secondary schools increases the level of employee commitments. Results further revealed that all dimensions of intellectual capital namely; human capital, social capital and organizational capital have a positive significant relationship with employee commitment. These findings are similar to the study carried out by Alikhani, Fadavi and Mohseninia (2014) who indicated that social capital which is a dimension of intellectual capital has positive and meaningful contributions to affective, normative and continuance commitment. Similar outcomes were found amongst nurses working for a large Taiwanese medical centre where perceptions of social capital significantly impacted the extent of employee commitment (Yen et.al., 2014). Literally, Chen, Wang and Sun (2012) assert that employees highly value any investment in their knowledge and skills because such investment is more likely to make employees show an emotional bond towards the firm and reciprocate with increased commitment.

5.1.3 Relationship between ethical leadership and employee commitment

Results show that there is significant positive relationship between ethical leadership and employee commitment. This implies that promotion of ethical leadership in public secondary schools increases the level of employee commitment in such schools. Result further revealed that all dimensions of ethical leadership namely; fairness, people orientation, power sharing, moral behavior and ethical guidance had significant relationship with employee commitment. Similarly, in the study conducted by Adeoye (2021) titled "Ethical Leadership, Employee commitment and Organizational Effectiveness. A Study of Non-Faculty Members" results revealed that there is a significant relationship between ethical leadership and employee commitment. Siegel (2013) that examined employee commitment as an outcome of ethical leadership found that normative and affective commitment components of employee

commitment have a positive correlation with perceptions of ethical leadership. Interestingly most of the previous findings on the relationship between ethical leadership and employee commitment were in support of the findings in this study.

Indeed, Hassan, Wright and Yukl (2014) argued that because ethical leaders are trustworthy, care about the well-being of the followers, and are fair decision makers, they are likely to develop high-quality relationships with their followers; this, in turn, is likely to influence followers to reciprocate by showing loyalty to the leader and commitment to the work group and organization that they represent. Consistent with these expectations, it can be concluded that the ethical behavior of the leaders also increases the commitment of employees.

5.1.4 Relationship between ethical leadership and innovative work behavior

Results show that there is a significant positive relationship between ethical leadership and innovative work behaviour. This implies that promotion of ethical leadership in public secondary schools makes employees display more innovative work behaviours. Furthermore, results revealed that all dimensions of ethical leadership namely; fairness, people orientation, moral behavior and ethical guidance (except power sharing have a significant positive relationship with innovative work behaviours. These findings are related to a study by De Jong and Den Hartog (2007) which revealed that ethical leadership was among the leadership behaviors that prominently influenced the idea generation, idea promotion and idea implementation stages of innovative process. These authors found that if employees perceive that their leaders are supportive, they participate in more innovative activities at all three stages of innovative work behavior (idea generation, idea promotion, idea realization).

Yidong and Xinxin (2013) argued that ethical leadership is positively related to innovative work behavior. When ethical leaders emphasize the impact of the work on others, the group, the organization, and even the whole society and embed the meaning in the job (De Hoogh & Den Hartog, 2008), the followers will perceive more job significance in the work and are

more willing to take pains in generating new ideas to contribute to the organizational goal. Public secondary schools need to embrace ethical leadership as strategy to develop employee innovative work behaviours.

5.2 Mediating role of employee commitment in the relationship between intellectual capital, ethical leadership and innovative work behavior

Mediation results showed that Employee Commitment fully mediated the relationship between intellectual capital and innovative work behaviour. It also fully mediated the relationship between ethical leadership and innovative work behaviour. Companies have to find various ways of ensuring that employees are committed. Committed employees are always eager to see that the organization achieve the intended goals and they can do this through exceptional performance. Less committed employees tend to be rigid on their innovative behaviours, they always plan to exit and they invest little or no single time in thinking beyond their job description. In this study it has been found that employee commitment is very key in influencing innovative work behaviour and therefore this makes a very significant variable in enhancing employee innovative work behaviour.

A study of Jafri (2010), on the relationship between employee commitment and innovative behavior argues that affective commitment influences innovative work behavior. Moreover, Schnake et.al. (2003) argued that employee commitment inculcates in employees a positive state of mind, which in turn motivates them to repay their organization through getting committed to their work, which drives employee's innovative behavior.

Besides, Xerri and Brunetto (2013) concluded that those employees, who are affectively committed to the organization they work in, were more likely to demonstrate innovative behavior. Therefore, in order to improve the innovative behavior of employees, organizational leaders must develop the processes that lead to employees' being more committed to the organization. Many researchers such as Brown et.al (2005); Zahra and

Waheed (2017); Lam et al (2016); Lin et al. (2017); Hassan et.al (2014) and Chen et.al. (2012); Nambudiri (2012); Sayadi and Hayati (2014); Subramaniam and Youndt (2005) investigated and confirmed that ethical leadership positively influences employee commitment. Indeed, these studies revealed that individuals with high intellectual capital have a high level of affective commitment and high commitment leads to highly innovative work behavior (Akhtar, Syed, Husnain & Naseer, 2019).

5.3 Predictive potential of intellectual capital, ethical leadership and employee commitment on innovative work behaviours.

Results show that intellectual capital and ethical leadership have no significant contribution to innovative work behaviour while employee commitment, contribute significantly to innovative work behaviour. The model explained 20.6% (Adjusted R Square=.206) variation in innovative work behaviour. This implies that employee commitment is very powerful in predicting innovative work behaviour and therefore it should be taken as the first priority.

In the study conducted by Sidharti, Priadana & Affandi, A. (2019) titled "Innovative behaviour the study of intellectual capital effect on creative fashion industry in Bandung, Indonesia"), results revealed that human capital had a significant contribution to innovative work behaviour.

5.4 Conclusion

The study sought to establish the relationship between intellectual capital, ethical leadership, employee commitment and innovative work behaviors in Public Senior Secondary Schools in Kampala. The study established that there was a significant association between the study variables and employee commitment was found to be very key in influencing innovative work behaviours and plays a significant role in influence innovative work behaviour to its fullest without intellectual capital and ethical leadership and therefore school owners and

Head Teachers need to focus more on how to make employees committed in order to foster innovative work behaviours in the school that they lead and manage.

5.5 Recommendation

Head Teachers of public secondary schools should endeavor to ensure that employees are committed. This can be done through employee rewards, recognition, and promotion. Committed employees perform well, they are more productive and they always find new ways of performing better.

Head Teachers of public secondary schools should create an environment that fosters innovation at the work place such as avoiding bureaucratic tendencies, rewarding innovation, implementing innovative ideas that are generated by various employees in the school. This can help in motivating employees to generate more innovative ideas.

The Government of Uganda should lay and support existing strategies for fostering innovative work behaviours as innovative work behaviours help in reducing operating expenses especially in the long run.

5.6 Areas for further studies

Further studies should sample various schools in all regions of the country. This will give a broader picture and deeper understanding of innovative work behaviour among public secondary schools.

Further studies should also focus on other predictors that were not considered in this particular study such as psychological capital, organizational culture and many more as innovative work behaviour in schools can not only be influenced by intellectual capital, ethical leadership and employee commitment.

Further studies should also be conducted in private secondary schools and see how intellectual capital, ethical leadership and employee commitment influence innovative work behaviour.

5.7 Limitations of the Study

The researcher faced bureaucracy from officials in different schools during the data collection exercise in anticipation of the implications it could have on their jobs. However, the researcher ensured that she got the permission from the concerned authorities.

The study focused on public schools in Kampala. This limited the generalization of the findings to all public schools in Uganda and this stratum could not give a clear picture of the situation in Uganda, which other studies can build on.

The researcher faced complications in data collection as employees were working in shifts because of COVID-19 pandemic. Addition to that, a second lockdown was imposed when data collection exercise was still ongoing and at the time only 55% was attained. All schools were closed and therefore accessibility to the target respondents became difficulty thus affecting the sample size.

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APPENDICES

Appendix I: Questionnaire Instrument

Dear Sir/ Madam,

My name is Atuhair Tatiana, pursuing a Master's Degree of Business Administration of Makerere University. As one of the requirements, I am undertaking a study on the relationship between Intellectual Capital, Ethical Leadership, Employee Commitment and Innovative Work Behavior among public schools in Kampala. You have been identified as a resourceful person, and your views are highly needed for the successful completion of this study. Please feel free to participate as whatever response you give will be kept confidential. Thank you so much in advance for your support!

SECTION A: Characteristics of Respondents

Please tick the option that best describes you.

Q1. Gender

Male	Female
1	2

Q2. Age bracket

Less than 30 years	30-39 years	40-49 years	50-59 years	60 years and above
1	2	3	4	5

Q3. Highest Education level you have attained

Diploma	Degree	Post Graduate Diploma	Professional Course	Masters
1	2	3	4	5

Q4 Marital status

Single	Married	Divorced	Widow	Separated
1	2	3	4	5

Q5 Years of Experience

1-4 years	4-10 years	11-15 years	16 plus
1	2	3	4

Q6 Employment Status

Permanent Employee	Part time Employee
1	2

SECTION B: Statements

Under this section, the study is interested in exploring your knowledge on intellectual capital, ethical leadership, employee commitment and innovative work behavior. You are required to follow the key for which 1 for Strongly Disagree (SD), 2- Disagree (D), 3- Not sure 4- Agree and 5- for Strongly Agree (SA).

Statements on Intellectual Capital

	Human Capital	SD	D	NS	A	SA
HC1	The school's employees are experts in their respective fields	1	2	3	4	5
HC2	Employees in my school undergo continuous training	1	2	3	4	5
HC3	Employees in my school are highly educated	1	2	3	4	5
HC4	Employees in my school are highly professional	1	2	3	4	5
HC5	My school devotes a lot of time and effort to update and develop employee's knowledge and skills	1	2	3	4	5
HC6	The school's employees have worked for many years	1	2	3	4	5
HC7	Employees in my school consistently perform at their best	1	2	3	4	5
HC8	I am encouraged to transfer my knowledge to new or less experienced workers	1	2	3	4	5
HC9	I know and understand my job responsibilities	1	2	3	4	5
HC10	I find my job personally satisfying	1	2	3	4	5
	Social Capital					
SC1	My school has effective policies and procedures for sharing innovative ideas.	1	2	3	4	5
SC2	I have frequent contacts with the customers/parents/students of our school					
SC3	I always perceive my colleagues as important sources of professional advice, when I have a work-related problem, or when I want advice on a decision that I have to make	1	2	3	4	5
SC4	I always perceive my colleagues as a group of persons that I can count on, whom I view as allies, and who are dependable in times of crisis (support).	1	2	3	4	5

SC5	I often talk to other professionals or headteachers or teachers from other schools	1	2	3	4	5
SC6	My school has a company-wide social events which provide opportunities for sharing innovative ideas	1	2	3	4	5
SC7	I exchange impressions and experiences lived in this school to better explain professional issues to my colleagues.	1	2	3	4	5
SC8	I feel that at work most members share common perceptions on goals and objectives	1	2	3	4	5
SC9	My school policies promote a friendly environment where partnerships and mutual help are stimulated	1	2	3	4	5
	Organizational Capital					
OC1	Data about students is continuously updated in my school	1	2	3	4	5
OC2	Top management in my school continuously meets with customers	1	2	3	4	5
OC3	My school places a great focus on students and parent's feedback	1	2	3	4	5
OC4	Atmosphere in this school is pleasant	1	2	3	4	5
OC5	My school embeds much of its information in structures and systems	1	2	3	4	5
OC6	At my school, employees have access to the information system whenever needed	1	2	3	4	5
OC7	My school possesses processes to develop its unique capabilities	1	2	3	4	5
OC8	My school culture and atmosphere are supportive and comfortable	1	2	3	4	5
OC9	My school is embedded with latest information technology software	1	2	3	4	5

Statements on Ethical Leadership

	Fairness	SD	D	NS	A	SA
F1	Top management in my holds me accountable for problems over which I have no control	1	2	3	4	5
F2	Top management listens to what employees have to say.	1	2	3	4	5
F3	Top management in my school makes fair and balanced decisions	1	2	3	4	5
F4	Leadership in my school has the best interests of employees in mind	1	2	3	4	5
F5	The school's leaders always encourage open and honest communication, particularly in discussion concerning decision-making	1	2	3	4	5
F6	My headteacher disciplines employees who violate ethical standards fairly	1	2	3	4	5
	People Orientation					
PO1	Top management in this school is interested in how I feel and how I am doing	1	2	3	4	5
P02	Leadership in this school takes time for personal contact	1	2	3	4	5
P03	Top management in this school pays attention to my personal needs	1	2	3	4	5
PO4	Leadership in my school takes time to talk about work-related emotions	1	2	3	4	5
PO5	Leaders in this school are genuinely concerned about my personal development	1	2	3	4	5

PO6	Top management sympathizes with me when I have problems	1	2	3	4	5
PO7	My headteacher cares about his/her followers	1	2	3	4	5
	Power Sharing					
PS1	Top management in my school allows subordinates to influence critical decisions	1	2	3	4	5
PS2	Top management in my school encourages employees to work in teams	1	2	3	4	5
PS3	My leader delegates challenging responsibilities to subordinates	1	2	3	4	5
PS4	Top management in this school seeks advice from subordinates concerning organizational strategy	1	2	3	4	5
PS5	Top management in my school reconsiders decisions on the basis of recommendations by those who report to them	1	2	3	4	5
	Moral behavior					
MB1	At my school, leaders are committed to doing what is right according to societal and organizational cultural beliefs and values	1	2	3	4	5
MB2	In my school, leaders do demonstrate a level of moral value that emphasizes their trustworthiness	1	2	3	4	5
MB3	In my school, leaders have developed the norms, guidelines, and expectations that prescribe appropriate kinds of behavior by employees in particular situations, such as dealing with students and parents	1	2	3	4	5
MB4	Top management in my school encourages employees to uphold the same moral values that they practice.	1	2	3	4	5
MB5	Leaders in my school portray behaviors that make them a good role model	1	2	3	4	5
MB6	Top management in my school compliments employees who observe written codes of conduct and behave according to integrity guidelines	1	2	3	4	5
MB7	Leaders in this school set an example of how to do things the right way in terms of ethics.	1	2	3	4	5
	Ethical Guidance					
EG1	Top management in this school clearly explains integrity related codes of conduct	1	2	3	4	5
EG2	Leaders in this school explain what is expected from employees in terms of behaving with integrity	1	2	3	4	5
EG3	Top management in my school clarifies integrity guidelines	1	2	3	4	5
EG4	I ensure that employees follow codes of integrity	1	2	3	4	5
EG5	I Clarify the likely consequences of possible unethical behavior by myself and my colleagues	1	2	3	4	5
EG6	I stimulate the discussion of integrity issues among my colleagues	1	2	3	4	5
EG7	I compliment employees who behave according to the integrity guideline	1	2	3	4	5

Statements on Employee Commitment

	Employee Commitment	SD	D	NS	A	SA
	Affective					
AF1	I would be very happy to spend the rest of my career with this school	1	2	3	4	5
AF2	I enjoy discussing my school with people outside.	1	2	3	4	5

AF3	I feel as if my school's problems are my own.	1	2	3	4	5
AF4	I take my school as my family.	1	2	3	4	5
AF5	I am emotionally attached to my school	1	2	3	4	5
AF6	My school has a great deal of personal meaning to me.	1	2	3	4	5
AF7	I have a strong sense of belonging to my institution.	1	2	3	4	5
Normative						
NT1	I have an obligation to remain with my school	1	2	3	4	5
NT2	I do not feel it would be right to leave my institution now.	1	2	3	4	5
NT3	I would feel guilty if I left my school now.	1	2	3	4	5
NT4	My school deserves my loyalty.	1	2	3	4	5
NT5	I have a sense of obligation to my school	1	2	3	4	5
NT6	I owe a great deal to my organization	1	2	3	4	5
Continuance						
CT1	I am afraid of what might happen if I quit my job without having another one lined up	1	2	3	4	5
CT2	It would be very hard for me to leave my school right now, even if I wanted to	1	2	3	4	5
CT3	Too much in my life would be disrupted if I decided to leave my school now	1	2	3	4	5
CT4	It would be costly for me to leave my school right now	1	2	3	4	5
CT5	Staying with my school is a matter of necessity as much as I desire	1	2	3	4	5
CT6	I feel that I have too few options to consider leaving my school	1	2	3	4	5
CT7	The consequences of leaving my school would be the scarcity of available alternatives	1	2	3	4	5
CT8	I continue to work for my school because leaving would require considerable personal sacrifice	1	2	3	4	5

Statements on Innovative Work Behavior

	Innovative Work Behavior	SD	D	NS	A	SA
	Idea Generation					
IG1	I always search out new working methods, techniques or instruments.	1	2	3	4	5
IG2	I always find new approach to execute tasks.	1	2	3	4	5
IG3	I always look for opportunities to improve an existing process, technology, products, services or work relations.	1	2	3	4	5
IG4	I always like to work with issues related to improvements at work	1	2	3	4	5
IG5	I am always having ability for further developing the ideas of others.	1	2	3	4	5
	Idea Championing					
IC1	I encourage key organizational members to be excited about innovative ideas.	1	2	3	4	5
IC2	I always attempt to convince people to support innovative ideas.	1	2	3	4	5
IC3	I always participate in discussions regarding improvements at work.	1	2	3	4	5
IC4	I am always challenging our supervisors to provide funds to implement new ideas.	1	2	3	4	5
IC5	I am always making social contacts needed to find backers for realizing new ideas.	1	2	3	4	5
	Idea Exploration					

IE1	I always tolerate individuals who do things in different ways.	1	2	3	4	5
IE2	I get a lot of support from headteachers when we want to try new way of doing things.	1	2	3	4	5
IE3	The top management in my school are always willing to take risks to seize and explore new and high-risk growth opportunities.	1	2	3	4	5
IE4	I am always recognizing opportunities to make a positive difference in my work and with customers.	1	2	3	4	5
IE5	I always influence headteachers to give a try and support our ideas as employees.	1	2	3	4	5
Idea Implementation						
II1	I systematically experiment innovative ideas into work places	1	2	3	4	5
II2	I always contribute to the implementation of new ideas.	1	2	3	4	5
II3	I always put a lot of efforts to the new practices in the work place.	1	2	3	4	5
II4	I always implement original solutions to problems.	1	2	3	4	5
II5	I always ensure that we put into practice what we have explored with colleagues.	1	2	3	4	5

Appendix 2 Krejcie and Morgan Sample Size determination Table

<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	1000000	384

Note. —*N* is population size.

S is sample size.

Appendix 3 Correlation results

Variables	Mean	SD	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Intellectual Capital	4.0547	.53223	1														
Human capital	4.1354	.55610	.793**	1													
Social Capital	4.0128	.58193	.846**	.593**	1												
Organisational Capital	4.0159	.77469	.856**	.472**	.567**	1											
Ethical Leadership	3.9495	.54775	.657**	.388**	.616**	.613**	1										
Fairness	3.7156	.81536	.609**	.398**	.502**	.593**	.809**	1									
People Orientation	3.8306	.80661	.563**	.318**	.532**	.533**	.864**	.635**	1								
Power Sharing	3.8710	.75835	.440**	.241**	.434**	.409**	.838**	.592**	.672**	1							
Moral Behavior	4.1424	.56939	.547**	.351**	.509**	.494**	.722**	.480**	.493**	.512**	1						
Ethical Guidance	4.1882	.52815	.383**	.188*	.434**	.328**	.635**	.314**	.478**	.419**	.439**	1					
Employee Commitment	3.7524	.72798	.546**	.462**	.431**	.471**	.509**	.411**	.362**	.370**	.478**	.406**	1				
Affective	3.9077	.81570	.485**	.299**	.487**	.419**	.499**	.331**	.392**	.401**	.419**	.450**	.770**	1			
Normative	3.7703	.87821	.522**	.433**	.389**	.473**	.470**	.388**	.292**	.360**	.410**	.432**	.856**	.598**	1		
Continuance	3.5794	1.01600	.334**	.378**	.199*	.267**	.288**	.282**	.210*	.163	.337**	.138	.791**	.337**	.497**	1	
Innovative Work Behavior	4.1600	.42918	.318**	.237**	.301**	.259**	.284**	.179*	.227**	.123	.248**	.402**	.467**	.397**	.363**	.370**	1

Source: Primary data