

Linking Transformational Leadership Behaviour to Employees' Innovative Behaviour: Mediating Role of Affective Commitment

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Abstract

This article investigated the effect of Transformational Leadership Behaviour (TB) and Affective Commitment (AC) on employees' Innovative Behaviour (EIB) in Tanzania. Using the Affective Events Theory, a cross-sectional survey was conducted among 376 academic staff members across 50 Technical Education Training Institutions. Data were collected through a self-administered questionnaire and analysed using Partial Least Squares Structural Equation Modelling (PLS-SEM) Version 4. The findings revealed that transformational leadership has a positive influence on both affective commitment and employees' innovative behaviour. In addition, affective commitment was found to significantly and directly affect employees' innovative behaviour and partially mediate the relationship between transformational leadership behaviour and employees' innovative behaviour. These results highlight the importance of fostering employees' innovative behaviour through transformational leadership and affective commitment in Tanzanian technical education training institutions. The article recommends that managers and policymakers in the Tanzanian education sector focus on initiatives that enhance employees' morale, emotional attachment, and innovative capacity. Theoretically, this study confirms the applicability of Affective Events Theory in the Tanzanian vocational education context, providing insights that can inform human resource development policies in technical and vocational education training.

Keywords: Transformational Leadership Behaviour, Affective Commitment, Employee Innovative Behaviour, and Technical Education and Training

Introduction

In a rapidly changing and unpredictable work environment, employee innovative behaviour is important because it enhances organisational innovativeness and competitiveness. With innovative work behaviour, employees are more creative and provide valuable contributions through sharing new ideas for the achievement of the organisational objectives (Budur et al., 2024). In an era characterised by rapid technological changes, the need for employees with 21st-century skills has made innovation a prerequisite for success in many organisations (Fuad et al., 2022). These changes are usually accompanied by challenges such as high implementation costs, increased cybersecurity risks, technological facilities obsolescence, and skills mismatch (Bibi & Afsar, 2018; Salahuddin et al., 2023). For example, in the education sector, these challenges are

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manifested in the graduation of students with inadequate relevant skills and an increased number of unemployed youths (Munishi, 2022). In recognition of this, the Tanzanian Government has been making various initiatives to improve the education sector at all levels. One of the recent initiatives is the review of the 2014 education policy in 2023, one of whose objectives is to ensure that tutors effectively implement competency-based curricula (MoEST, 2023).

Similarly, Tanzania's Development Vision 2050 aspires to establish a globally competitive, high-quality, and innovation-driven education and training system that produces graduates who are ready for the job market (URT, 2024). Hence, Technical Education Training (TET) is relevant to support the achievement of the government's initiatives because it equips learners with the practical skills and knowledge needed to meet the demands of the labour market (Fuad et al., 2022). However, technical education training in Tanzania faces persistent challenges that constrain innovation and training programme delivery. These challenges include limited budgets, outdated teaching and learning facilities, and skills mismatches (World-Bank, 2024). To address these challenges, Levin et al. (2023) point out that reform of technical education and training is urgently needed, specifically in most low- and middle-income countries. Various scholars agree that promotion of innovative behaviour among employees is crucial for organisational survival in a highly competitive and unpredictable work environment like the one in which technical education training institutions in Africa operate. By promoting and operationalising Employee Innovative Behaviour (EIB), employees are expected to contribute significantly to the organisational innovation through new products, processes and solutions (Bataineh et al., 2022; Volery & Tarabashkina, 2021). However, the reviewed literature reveals a lack of consensus among scholars on the factors influencing the expansion and cultivation of innovative behaviour among employees. Hence, considering the importance of innovation in the success of the organisation, a study concerning the determinants of innovative work behaviour is crucial.

Leadership behaviour has been described as more influential in enhancing employees' work behaviour, particularly in unpredictable work environments (Giergia, 2025). This is because employees always feel good when they get support from their supervisors and when they are involved in decision-making concerning their jobs. Nguyen et al. (2020) point out that if employees do not have the opportunity to share and implement their thoughts and aspirations, they develop a fear of taking risks and engaging in innovative activities. Blau (2017) supports this argument by adding that people tend to give when they receive, and expect a return on their investment in a certain behaviour. This highlights that employees are motivated to work hard and provide innovative ideas when leaders demonstrate positive behaviour to them. In the educational contexts, Fullan and Hargreaves (2012) suggest that leadership practices that foster innovative behaviour motivate tutors and other employees to engage in activities that are likely to lead to organisational innovation. In addition, Fuad et al. (2022) add that organisation culture is another factor that heavily influences innovation in African education sectors. Similarly, Hofstede (2001) posit that hierarchical structures and collectivist orientations shape how employees respond to the behaviour of their leaders in many African education and training institutions. This suggests that leaders who are sensitive to the cultural dynamics are more likely to foster employees' innovative work behaviour.

Given the importance of leadership practices and employee work behaviour in organisations, this study examines how transformational leadership is associated with employee innovative Work

behaviour. Transformational leadership can be described as a leader's ability to build trust and attachment to the organisation among followers (Bass & Avolio, 1994; Jensen et al., 2019). It is acknowledged in the literature that transformational leaders positively influence employees' confidence and provide them with a positive vision of an organisation's future (Afsar & Umrani, 2020). Despite its importance, empirical evidence on the specific link between transformational leadership behaviour and employees' innovative behaviour in technical education in Tanzania is inadequate. In addition, mixed results have been generated in some of the previous studies. For instance, Supermane (2019), Khan et al. (2020), Baafi et al. (2021), and Alshahrani et al. (2024) found that transformational leadership had a direct or indirect effect on employees' innovative behaviour, but Contreras et al. (2020), Nilasari et al. (2024), Sharif et al. (2024), and Bednall et al. (2018) found a negative or insignificant association between the two variables. Contextual differences could be among the factors for the inconclusive findings. For example, while the study by Mzava and Kyando (2024) was conducted in a non-TET context in Tanzania, the study by Tan et al. (2021) was conducted in TET but outside Tanzania. Furthermore, the reviewed literature indicates that the possible mediating role of affective commitment on the relationship of transformational leadership with employee's innovative behaviour has not been considered in most of the previously conducted studies. The potential for affective commitment to bridge. Previous studies have less considered the link between TB and EIB has rarely been explored. Therefore, little is known about how transformational leadership influences employees innovative behaviour in TET.

Affective commitment has been utilised as a mediator in the current study. This is because affective commitment has been identified as the organisational commitment element that strongly promotes the employees' desire to engage in innovative activities (Tang & Vandenberghe, 2020). Therefore, through support of affective commitment, transformational leadership behaviour is expected to provoke employees' desire to generate, promote and implement new ideas. This is in line with the AET, which posits that workplace events provoke employees' emotional reactions, attitudes and work behaviour.

Theoretical Perspective

The influence of transformational leadership on employees' innovative behaviour is guided by the Affective Events Theory (AET) (Weiss & Cropanzano, 1996). AET point out that workplace events produce emotional reactions that shape employees' attitudes and behaviour. In the context of this study, AET suggest that supervisors or practices at the workplace can prompt positive or negative emotional responses amongst employees. This means that, if a leader demonstrates supportive behaviours create positive emotions among employees, which leads to their engagement in innovative activities. In this study, transformational leadership is viewed as a source of positive affective events that can enhance emotional attachment to the organisation and encouragement in innovative behaviour among employees. Based on the AET, affective commitment is used as a mediator to link transformational leadership and innovative behaviour.

Transformational Leadership Behaviour and Employee Innovative Behaviour

A transformational leader is described as an individual who emotionally motivates followers by altering their morale, views and values to perform better than the level they currently display (Jensen et al., 2019). As provided by the AET, when a supervisor displays positive behaviour, the followers' positive affect in the workplace is likely to grow. The literature documents several

studies that have been conducted on the influence of transformational leadership behaviour on employees' innovative behaviour. For example, Afsar and Umrani (2020) investigated the effect of transformational leadership behaviour on employee IB and the mediating role of motivation to learn in Pakistan. The results showed that transformational leadership behaviour had a positive impact on employees' innovative behaviour. Moreover, Mzava and Kyando (2024) investigated the influence of transformational leadership on innovative behaviour among employees of the public sector in Tanzania. The results revealed that transformational leadership is strongly associated with employees' innovative behaviour. Tan et al. (2021) studied the influence of transformational leadership on innovative behaviour of public and private sector service organisations in Singapore. Like other studies, the results revealed that transformational leadership behaviour is positively related to employees' innovative behaviour. These studies have provided significant practical and theoretical contributions to understanding the link between transformational leadership behaviour and employees' innovative behaviour. Hence, this study hypothesises that;

H₁: There is a positive influence of transformational leadership on employee innovative behaviour.

Transformational Leadership Behaviour and Affective Commitment

Various studies have been conducted to assess the link between transformational leadership and employee outcomes. However, few of them examined the link between transformational leadership and affective commitment. For example, Rustam et al. (2024) explored the influence of transformational leadership on affective commitment in the vocational high school of West Kalimantan, Indonesia. The study involved 254 respondents from 29 private and public vocational high schools. The results showed that transformational leadership has a direct effect on affective commitment. However, this finding is contrary to the study by Resa and Sandi (2025), which found a negative and insignificant effect of transformational leadership on affective commitment in Indonesia. Azinga et al. (2023) also examined the impact of transformational leadership on employees' innovative behaviour through the mediating role of employee affective commitment and the moderating effect of psychological capital. The study involved 555 employees from Ghana's textiles and dress-making industry. Results revealed that the dimensions of transformational leadership positively influence employee affective commitment and employees' innovative behaviour. In educational contexts, transformational leadership has been shown to strengthen teachers' affective commitment, which is critical for promoting innovative behaviour. Hence, this study hypothesises that;

H₂. Transformational leadership has a positive influence on affective commitment.

The Mediating Role of Affective Commitment

Affective commitment has been described as the emotional attachment and identification of individuals toward their institution (Khan et al., 2021; Nguyen et al., 2020). Employees with a high level of affective commitment feel a strong sense of belonging and contribute effectively to the success of the organisation (Hashmi et al., 2021). Various studies have been conducted to assess the mediation power of affective commitment. For example, Javed et al. (2021) investigated the role of affective commitment in the link between authentic leadership and innovative behaviour among academic employees of the Higher Education Sector of Punjab,

Pakistan. The results revealed that affective commitment influences employees' innovative behaviour. In addition, the study found a significant role of affective commitment in the relationship between authentic leadership and innovative behaviour, but no mediation role of affective commitment was reported. Azinga et al. (2023) assessed the effects of transformational leadership on employees' innovative work behaviour through affective commitment on Ghana's textiles and dress-making industry. The results indicated that affective commitment exercised mediation effects in the relationship between transformational leadership and IB. Similarly, Udin et al. (2024) investigated the mediating role of affective commitment in the link between servant leadership and work engagement. The study involved employees working in Indonesian public health institutions. The findings indicated that affective commitment assumed a significant mediation role in the relationship between servant leadership and work engagement. The reviewed studies show that affective commitment is an essential mediator in the relationship between leadership behaviour and employees' work behaviours. Hence, this study hypothesises that;

H₃. Affective commitment mediates the influence of transformational leadership behaviour on employee innovative behaviour.

Methodology

Sample and Data Collection

This study adopted a cross-sectional research design to test the causal relationship among transformational leadership behaviour, affective commitment, and employees' innovative work behaviour in Tanzanian technical education training institutions. Technical education was selected because of its vital role in equipping future professionals with work-related skills across multiple sectors. Employees working as tutors in the technical education training institutions make up the population of this study, from which a sample of 376 tutors was drawn proportionately from 50 technical education training institutions registered under the National Council for Technical and Vocational Education and Training (NACTVET). The study was conducted in four regions, namely Arusha, Dar es Salaam, Dodoma, and Kilimanjaro. The four regions were selected because they contained the largest number (30%) of all 530 registered technical training institutions in the whole country (NACTVET, 2022). Thus, the institutions were concentrated in these regions, making them representative for data collection. Although the survey focused on four major regions, technical education training institutions are distributed across Tanzania, and they admit students from all parts of the country. This ensures that the sampled tutors indirectly represented diverse contexts beyond the four selected regions. The characteristics of respondents consisted of their age, gender, and educational background. Copies of the questionnaire were distributed to the teaching staff of the 50 technical education training institutions and collected by the researcher through a combination of physical and online methods. For the physical method, copies of the self-administered questionnaire were distributed in person and collected from the selected institutions, while an online version of the questionnaire was also shared via institutional official platforms obtained from NACTVET Zonal offices to ensure wider participation and reach.

Sample Characteristics

According to this study, the majority of respondents in this study were male (66.5%), with the largest age group being 30–39 years old (42.0%). The predominance of the male gender in

technical education was also reported by Msuya et al. (2023), who found that the number of male employees in Higher Learning Institutions (in which technical education training institutions are part of them) was higher (55.3%) compared to female respondents (44.7%). Employees in the study ranged in age from the following age groups: 20-29 years represented by 88 (23.4%), 30 - 39 years by 158 (42%), 40-49 years by 85 (22.6%), 50-59 years by 36 (9.6%), while 60 - 65 years were represented by 09 (2.4%). These results suggest that young people comprise most of the working crew in TET. Regarding the education levels, respondents with a diploma amounted to 36 (9.6%), Bachelor's Degree 192 (51.1%), Master's Degree 131 (34.8%) and PhD 17 (4.5%) of the respondents participated in this study. This suggests that the majority of technical teachers (85.9%) hold a bachelor's degree (51.1%) and a Master's degree 34.8%. Regarding the number of years that respondents had spent working for the organisation, the results indicate that employees with working experience of 1-5 years counted 203 (54%), 6 -10 years 93 (24.7%), 11- 15 years 54 (14.4%) and above 15 years 26 (6.9%).

Common Method Bias Testing and Measures

To reduce the risk of potential common method bias from self-reported data, Harman’s single-factor test was conducted to assess whether a single factor accounts for most of the variance across variables. All 21 measurement items of the study variables were checked for biases, and it was found that a single factor explained variance, which is less than the cut-off value of 50%. Therefore, the results suggested that common method bias was not a major concern. However, the predominance of male respondents may influence the generalizability of findings, since gender can shape innovative behaviour. Literature indicates that women in Sub-Saharan Africa may face particular constraints, such as family responsibilities and limited access to resources, which could affect participation in vocational education and innovation-related activities (Mobarak, 2019). This study comprised three variables with a total of 21 reflective indicators adopted from previous extensively used measurement instruments as follows: transformational leadership behaviour with 9 items adopted from Pearce and Sims Jr (2002), affective commitment with 6 items adopted from Meyer et al. (1993) and employee innovative behaviour with 6 items adopted from Scott and Bruce (1994). All the indicators had the outer loadings of above 0.70, except one item in transformational leadership behaviour, which had the outer loading of 0.673. Figure 1 below represents the conceptual model which reflects the hypothesised relationships of the study.

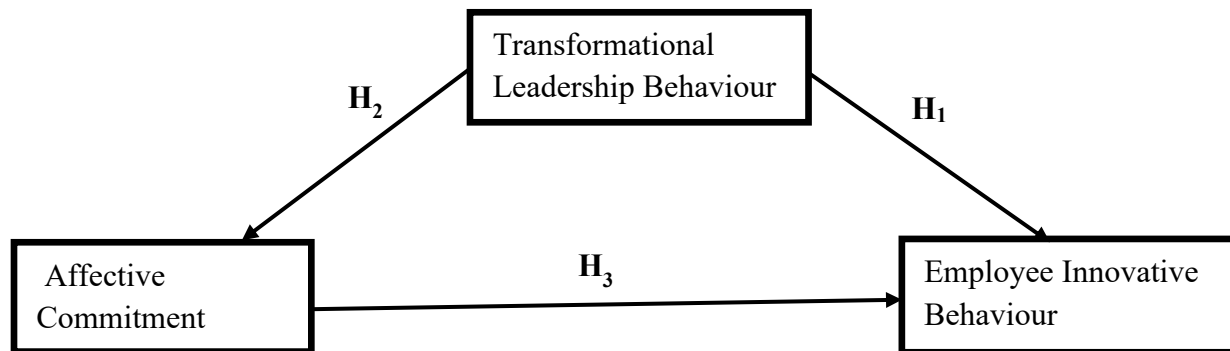


Figure 1: Conceptual Model
 Source: Literature review (2025)

Data Analysis and Results

In this study, Partial Least Squares - Structural Equation Modelling (PLS-SEM) was used to analyse the collected data with the assistance of SmartPLS 4. PLS-SEM was preferred because it allows for testing complex relationships of constructs and supports explanatory research. The analysis of data followed the Hair et al. (2019) and Shmueli et al. (2019) recommendations for conducting PLS-SEM. The assessment of the research model was conducted using PLS-SEM in two phases: the measurement model and the structural model. As recommended by Hair et al. (2019), the measurement (outer) model was thoroughly analysed before the evaluation of the structural (inner) model. On the other hand, bootstrapping with 5,000 subsamples was employed to determine the significance of path coefficients as recommended by Hair et al. (2011). Berchtold (2019) emphasises the importance of transparency in data reporting of the analysed data. In the current study, missing data were observed to be minimal (<2%) and handled using mean substitution. Listwise deletion and mean substitution indicated that there was no significant variation thus the missing data did not affect the results.

Evaluation of the Measurement Model

The study’s measurement model involved transformational leadership behaviour (independent variable), Affective commitment (mediator) and employee’s innovative behaviour (dependent variable). Reliability of the study was assessed using the composite reliability and the indicators' outer loading. Moreover, discriminant and convergent validity were assessed using the Heterotrait-Monotrait (HTMT) ratio and the average value extracted (AVE). The indicator’s reliability is considered satisfactory when it has an outer loading of at least 0.70 (Sarstedt et al., 2021). Indicators with outer loadings between 0.40 and 0.70 are thus only considered for removal if doing so improves composite reliability and raises the average value extracted over the suggested threshold value for AVE, which is 0.5 (Hair et al., 2019). Figure 3 shows that each indicator had an outer loading value above the recommended threshold of 0.7, except for TB 6, which had a loading of 0.673. However, the indicator was retained because its deletion could not significantly impact the composite reliability and average variance extracted (Hair et al., 2011). Internal consistency was evaluated using composite reliability. This is because composite reliability is more reliable and has higher coefficients than Cronbach's alpha (Hair et al., 2011). A composite reliability rating of over 0.7 indicates that the instrument has an internal consistency (Hair Jr et al., 2021). Hence, the results presented in Table 1 show that all the measures exceeded the recommended benchmarks, confirming that the measurement model met the established reliability criteria. Convergent validity was tested using AVE, with the value of 0.5 and above suggesting acceptable results (Sarstedt et al., 2021). Table 1 shows that all AVE values for TB, AC and EIB are above the recommended threshold. These findings confirm that the measurement model’s convergent validity is acceptable.

Table 1: Evaluation results of the measurement model

Construct	Cronbach's alpha	Composite reliability (rho_a)	Composite reliability (rho_c)	AVE
TB	0.906	0.908	0.923	0.572
AC	0.897	0.905	0.921	0.661
IB	0.915	0.919	0.934	0.703

Source: Field data (2025)

Discriminant Validity

Discriminant validity determines whether a construct is truly distinct from other constructs and if the indicators correlate more strongly with their construct than with others (Sarstedt et al., 2021). The discriminant validity of this study was examined using the Heterotrait-Monotrait (HTMT) ratio of correlation, which was generated with the help of SmartPLS 4 (Henseler et al., 2015). For the construct to attain discriminant validity, the HTMT value must be 0.85 or below the conservative cut-off point. Table 2 shows that all the HTMT values met the criterion, hence the constructs were empirically distinct. This implies that each construct captures unique aspects of the model.

Table 2: Heterotrait–Monotrait Ratio

Construct	IB	TB
IB	0.743	
TB	0.772	0.768

Source: Field data (2025)

Evaluation of the Structural Model

The structural (inner) model was assessed based on the Variance Inflation Factor (VIF), coefficient of determination (R^2), cross-validated redundancy (Q^2), and model fit as key indicators of the model’s predictive accuracy and relevance.

Variance Inflation Factor (VIF)

VIF is a metric used to diagnose multicollinearity, which exists when predictor variables are highly correlated. Multicollinearity potentially exists if VIF values are above 5 Hair et al. (2019). As indicated in Table 3, the outer VIF values for all the indicators are acceptable, ranging from 1.888 (AC2) to 3.286 (IB2). Therefore, there were no significant multicollinearity issues, emphasising that each observed variable uniquely contributes to its corresponding latent construct. Similarly, the inner VIF values for both affective commitment (VIF = 1.000) and transformational leadership behaviour (VIF = 2.015) suggest low collinearity among the predictor constructs. This confirms that the independent variables are distinct. In other words, this means that the predictor variables do not exert overlapping explanatory power on the dependent variables. Generally, the results confirm the nonexistence of multicollinearity issues in both the outer and inner research models.

Table 3: Variance Inflation Factor (VIF)

Indicator	Outer VIF	Inner VIF	Indicator	Outer VIF	Inner VIF
AC1	2.075	2.015	TB1	1.995	2.015
AC2	1.888		TB2	2.467	
AC3	2.530		TB3	2.101	
AC4	2.149		TB4	2.193	
AC5	3.006		TB5	2.751	
AC6	2.176		TB6	2.514	
IB1	2.090	1	TB7	2.448	

Indicator	Outer VIF	Inner VIF	Indicator	Outer VIF	Inner VIF
IB2	3.286		TB8	2.275	
IB3	2.733		TB9	2.169	
IB4	3.033				
IB5	3.136				
IB6	2.843				

Source: Field data (2025)

Coefficient of Determination (R²)

The coefficient of determination (R²) is a measure of the model’s explanatory power. It evaluates the extent to which the study’s exogenous constructs (transformational leadership behaviour and affective commitment) account for the variance in the endogenous construct (employee innovative behaviour). R² values range from 0 to 1, with higher values indicating a stronger ability of the model to explain variance. In this study, the R² values are 0.504 for affective commitment and 0.563 for employee innovative behaviour. These results moderately support the predictive accuracy of the study’s model. While the R² value of 0.563 for IB in Table 4 indicates acceptable predictive relevance, it also underscores that other factors beyond TB and AC are likely to contribute to employee innovative behaviour.

Table 4: The Coefficient of Determination (R²)

Construct	R-square	R-square adjusted	Construct
AC	0.504	0.503	AC
IB	0.563	0.560	IB

Source: Field data (2025)

Cross-validated Redundancy (Q²)

Cross-validated Redundancy is a value commonly used in PLS-SEM to assess the predictive relevance of a model, specifically to determine how well the observed values are reconstructed by the model and its parameter estimates. The expected Q² value was greater than zero, showing that the model accurately predicted certain constructions (Sarstedt et al., 2021). Table 5 shows that the Q² values of employee innovative behaviour are 0.323 (for direct relationship) and 0.390 (for indirect relationship), which are both greater than zero. These results suggest that including AC as a mediator improves the model's predictive relevance. Hence, these results indicate that Affective Commitment is a valuable mediator in the relationship between TB and employees’ IB.

Table 5: The Output of Cross-validated Redundancy (Q²)

Construct	SSO	SSE	Q ² (=1-SSE/SSO)
AC	2256.000	1528.023	0.323
IB	2256.000	1375.847	0.390
TB	3384.000	3384.000	0.000

Source: Field data (2025)

Model Fit

In SmartPLS, the Standardised Root Mean Square Residual (SRMR) is used to evaluate the fitness of the model by assessing the difference between the observed and model-implied correlation matrices (Goretzko et al., 2024). It reflects how well the model reproduces the empirical data, with smaller SRMR values indicating a better fit. A model is typically considered to have a good fit if the SRMR value is below 0.10, and ideally below 0.08 (Shi et al., 2020). As shown in Table 6, the SRMR value for both the saturated and estimated models was 0.072, indicating an acceptable model fit. The Normed Fit Index (NFI) was 0.812, indicating that the model was of a reasonably good fit, because the NFI value meets the recommendation of being closer to 1. The estimated model showed identical SRMR and NFI values to the saturated model (SRMR = 0.072; NFI = 0.812), indicating that the specified model reproduces the observed covariance matrix nearly as well as a fully saturated model. This suggests that the imposed constraints do not introduce additional model misfit.

Table 6: The Values of Model Fit

Fit index	Saturated model	Estimated model
SRMR	0.072	0.072
NFI	0.812	0.812

Source: Field data (2025)

Hypotheses Testing

The three hypotheses of this study were examined using PLS-SEM. Regarding the direct relationships (Hypothesis 1), results indicate that transformational leadership behaviour has a significant direct effect on employee innovative behaviour, with a path coefficient (β) of 0.440, a t-value of 7.620, and a p-value of below 0.001. These values indicate that, despite TB having a positive direct link with EIB, the effect is moderate, reflecting the role of AC in shaping innovation as a mediator. In addition, Hypothesis 2 (H_2) indicated a significant relationship between TB and AC, supported by a β of 0.710, a t-value of 20.818, and a p-value of 0.000 (Figures 2 and 3). This result demonstrates that a transformational leader can strongly influence employees’ emotional attachment to the organisation, and promote innovative behaviour.

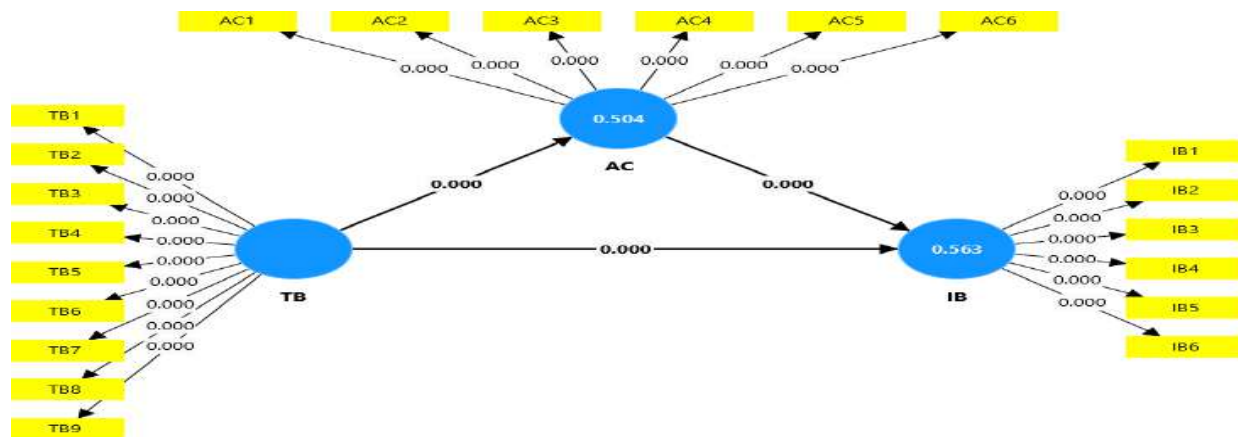


Figure 2: Structural Model with p-values

Note: TB - Transformational Leadership Behaviour; IB – Innovative Behaviour; and AC- Affective Commitment

On Hypothesis 3 (H₃), the findings show that despite the direct influence of transformational leadership, employee innovative behaviour is also significantly influenced indirectly through affective commitment. This partial mediation shows that affective commitment enhances the influence of transformational leadership on EIB. In this aspect, the results suggest that for TB to positively influence IB, it must first be able to promote affective commitment.

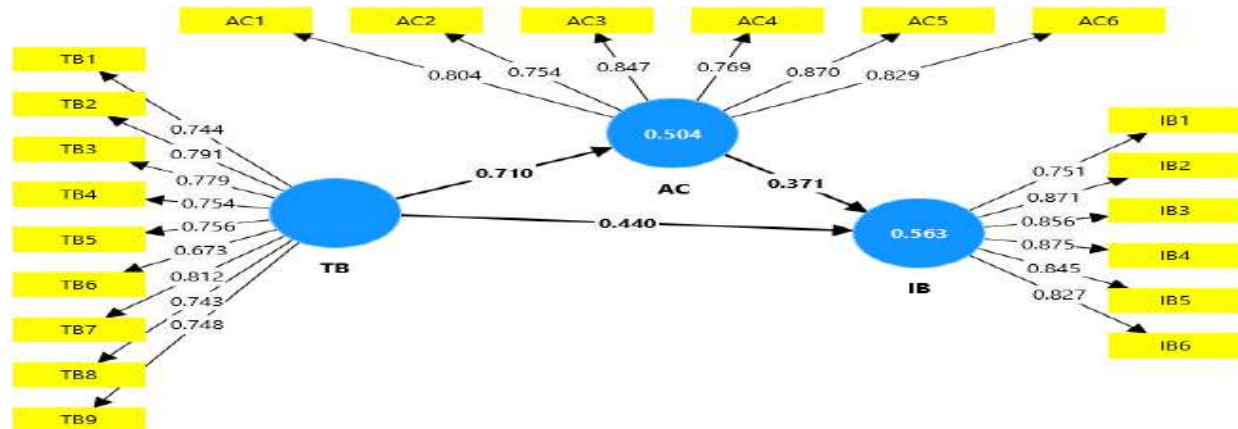


Figure 3: Structural Model with Standardised Beta (β) and R-squares

Source: Field data (2025)

Discussion of the Findings

This study investigated how transformational leadership predicts employees' engagement in innovative behaviour. The results direct and indirect effects of transformational leadership behaviour on employees' innovative behaviour. This means that when leaders of technical education training institutions exercise transformational behaviour by encouraging vision, providing support, and fostering trust, they can directly stimulate employees to think creatively and take initiative in their work. These results are within expectations as indicated by other researchers who found that transformational leadership behaviour has a positive influence on innovative behaviour. For instance, in the study conducted to assess the role of affective commitment on the influence of transformational leadership on innovative behaviour in Ghana, Azinga et al. (2023) established that TB positively influenced employee affective commitment and employee innovative behaviour. However, in their study in Indonesia, Resa and Sandi (2025) found that transformational leadership behaviour has a positive influence on IB but a negative and insignificant effect on affective commitment.

Moreover, the current study examined affective commitment as a mediator of the relationship between transformational leadership and employee innovative behaviour. Results indicate that affective commitment partially mediates the influence that transformational leadership has on employees' innovative behaviour. Therefore, these results provide more evidence that transformational leadership promotes employees' emotional commitment to the organisation, which in turn fosters employees' willingness to engage in innovative behaviour. Nevertheless, since the mediation is only partial, affective commitment does not fully explain the link between transformational leadership behaviours and employee innovative behaviour. Furthermore, the findings reveal that employees' innovative work behaviour is influenced directly by transformational leadership behaviour and indirectly through affective commitment. The

presence of partial mediation indicates that, while AC enhances innovative behaviour, transformational leadership contributes to EIB itself without involving AC. The study's model explained 56.3% of the variance in EIB, indicating a moderate level of explanatory power rather than a complete explanation of employee innovative behaviour. This implies that while TB and AC significantly contribute to the understanding of innovative work behaviour, about half of the factors influencing it may be found outside the current model. The practical applications of these findings should therefore be approached cautiously and viewed as a foundation for further studies rather than definitive policy prescriptions. Moreover, strategies to strengthen leadership development or employee engagement could be piloted within TETIs to assess their feasibility and impact before large-scale implementation.

Conclusion

This study explored how TB influence EIB in technical education training institutions in Tanzania. Using the affective events theory and affective commitment as a mediator, the results indicate that TB positively influences EIB. Affective commitment played the role of partial mediation in this relationship. These results indicate that employees who feel emotionally attached to their organisation are more likely to develop innovative behaviour and engage in innovative activities. In the context of technical education training in Tanzania, these findings suggest that when leaders behave positively and provide adequate support, tutors are inspired to contribute to organisational innovation by generating and implementing new ideas. However, the existence of challenges associated with rapid technological changes, resource constraints, and the complexities of managing diversity call for all technical education training institutions in Tanzania to consider adopting transformational leadership behaviour and affective commitment to promote innovative work behaviour.

Implications and Recommendations

Theoretically, this study shows that affective commitment is an important link between transformational leadership behaviour and employees' innovative work behaviour. This justifies the relevance of AET in Tanzanian technical education settings. Practically, the study highlights that TETI management should create supportive work environments for tutors and insists on the adoption of transformational leadership. Moreover, TET managers should receive and support employees' ideas to encourage creativity and innovation. Policy-wise, the current education policy in Tanzania focus on technology and innovation, but never considers the role of emotional commitment on employees' innovative behaviour. Policymakers should consider the role of transformational leadership and affective commitment in promoting innovative work behaviour in technical education employees.

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