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# A Study on the Moderating Effect of Job Crafting in the Relationship Between Transformational Leadership, Knowledge Sharing, and Innovative Behavior

Jina KIM<sup>1</sup>, Byoung-Goo KIM<sup>2</sup>

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## Abstract

**Purpose:** The purpose of this study is to examine the relationship between transformational leadership (TL), knowledge sharing, and innovative behavior, and to empirically analyze the moderating effect of job crafting on each of these relationships. **Research design, data and methodology:** For this purpose, a survey was conducted with 320 franchise academy instructors from February 5 to March 20, 2024, using both online and offline methods. The collected data were analyzed using multiple regression analysis with SPSS 29.0. **Results:** The conclusions derived from this study are as follows. First, higher levels of transformational leadership (TL) are associated with increased knowledge sharing. Second, higher levels of transformational leadership (TL) lead to enhanced innovative behavior. Third, regarding the moderating effect of job crafting on the relationship between transformational leadership, knowledge sharing, and innovative behavior, it was found that employees with lower levels of job crafting experience a stronger interaction effect between transformational leadership and job crafting than those with higher levels. **Conclusions:** This study contributes academically by expanding the scope of organizational behavior research and offers practical insights into effective human resource management strategies in the education service sector. Additionally, it highlights the importance of fostering collaboration and autonomous job improvement within organizations as key drivers of performance, providing practical implications for developing relevant strategies and programs.

**Keywords:** Transformational leadership, Job crafting, Knowledge sharing, Innovative behaviour.

**JEL Classification Code:** M10, M13.

## 1. Introduction<sup>a</sup>

Workplace experiences have been a central area of interest for behavioral scientists over the past few decades. Research in this domain has primarily explored both internal factors, such as employees' expectations (Roberson, 1990), and external elements, such as the characteristics of jobs (Oldham & Hackman, 1981). Redesigning jobs to align with employee expectations has been linked to various beneficial outcomes (Demerouti, 2014; Tims et al., 2014). Central to

this process is the active participation of employees, often referred to as "job crafting," where employees take the initiative to reshape their roles (Wrzesniewski & Dutton, 2001).

Job crafting involves employees making changes to their tasks and interactions to achieve a better alignment between their job's demands and their personal skills, needs, and preferences (Berg et al., 2008). These modifications can enhance job engagement and instill a sense of purpose in work (Demerouti et al., 2015). The concept has been

1 Master's Student, Department of Business Administration, Sangmyung University, Korea. Email: haneljina@naver.com

2 Professor, Department of International Trade, Korea National Open University, Korea. Email: bgkim@knou.ac.kr

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extensively studied, with foundational research published in leading journals (Wrzesniewski & Dutton, 2001; Tims et al., 2014) and a wealth of review articles contributing to the literature (Zhang & Parker, 2019).

The seminal work on job crafting, first published in *Academy of Management Review* (Wrzesniewski & Dutton, 2001), underscored the proactive role of employees in improving their work experiences. According to the Job Demands-Resources (JD-R) Model (Bakker et al., 2014), job crafting is defined as a process where individuals actively modify the physical and cognitive dimensions of their work tasks and relationships. This process has been linked to job satisfaction, with burnout acting as a negative mediator and perceived organizational support as a positive contributor (Cheng & Yi, 2018). Beyond enhancing well-being, job crafting influences broader outcomes, though it is not without potential drawbacks (Sturges, 2012). For example, at the individual level, excessive job crafting can impose coordination challenges on colleagues who share interdependent tasks (Demerouti, 2014). Moreover, efforts to reduce job demands may inadvertently decrease altruistic behavior, increase burnout, and reduce engagement (Demerouti et al., 2015). As a dynamic and ongoing process, job crafting requires consistent effort and attention (Bakker & Oerlemans, 2019).

However, most research has focused on job crafting within conventional corporate environments. Given that job characteristics and requirements differ across industries, the meaning and implementation of job crafting vary accordingly. For example, in the service industry, it may emphasize enhancing customer interactions or creatively solving customer issues, whereas in manufacturing, it may focus on optimizing processes or improving efficiency. Therefore, industry-specific studies can provide deeper insights into the unique features of job crafting relevant to each sector.

Against this backdrop, the present study examines franchise academy instructors as a specific group. Franchise academies, a type of home-based tutoring business, operate in the educational service sector, generating profit through teaching. Instructors in this sector function as independent contractors, managing their own educational enterprises. Success in this role requires maintaining strong relationships with students and their parents, while the support and interaction with franchise headquarters also play a significant role. Despite the pivotal role of private academies in the private education market, research on this sector, particularly on its practitioners, remains limited (Park et al., 2015).

Operating as independent contractors, franchise academy instructors face distinct challenges that stem from managing both the business and educational aspects of their roles. These challenges require headquarters to support

instructors in human resources and organizational management. Instructors must possess not only teaching skills but also expertise in business operations, such as advertising, marketing, and financial management. Additionally, they are expected to develop educational programs tailored to students' evolving needs, provide supplementary services, and possess counseling skills to communicate effectively with parents. To address these diverse demands, it is critical to foster collaboration with experts in education and business and to create opportunities for knowledge exchange among instructors. Job crafting plays a crucial role in enabling instructors to navigate these complex responsibilities and achieve business success.

Despite the growing body of research on job crafting, relatively few studies have explored its interaction with leadership. Moreover, the role of job crafting as an individual characteristic influencing relationships between variables has been underexplored. This study aims to investigate how transformational leadership from branch supervisors affects franchise academy instructors' knowledge-sharing behaviors and innovation, while also examining the moderating role of job crafting in this relationship.

## 2. Review of Theoretical Background and Hypothesis Formulation

### 2.1. Job Crafting

According to Self-Determination Theory, individuals are more likely to solve tasks proactively and enhance their creative capacities when autonomy is granted (Deci & Ryan, 2000). As environmental changes accelerate, job crafting, which allows employees to redesign the meaning and scope of their tasks, has gained attention (Vogt et al., 2016). Initial research on job crafting emphasized employees' roles in enhancing workplace experiences (Wrzesniewski & Dutton, 2001). Based on the Job Demands-Resources (JD-R) Model (Bakker et al., 2014), job crafting is defined as proactively altering task or relationship boundaries.

Tims and Bakker (2010) describe job crafting as behaviors aimed at balancing job demands and resources. Vogt et al. (2016) highlight job crafting as re-conceptualizing tasks and relationships. Petrou et al. (2012) emphasize redefining work procedures to recreate meaning. Through job crafting, individuals generate innovative ideas to reshape their jobs (Ahn & Jung, 2020). Wrzesniewski & Dutton (2001) identify three dimensions of job crafting: task, relationship, and cognitive crafting, which enhance job satisfaction and meaning (Lee, 2017).

Task crafting involves modifying physical job boundaries, such as scope and methods. For example, a

teacher using IT tools for education may expand their role to manage school IT systems (Lim et al., 2014; Oh & Jung, 2017). Cognitive crafting alters perceptions of work's purpose, often involving internal changes. Job crafting also includes resource seeking, challenge seeking, and demand reducing (Petrou et al., 2012). Resource seeking enhances resource availability, while challenge seeking builds coping capabilities. According to Tims et al. (2014), job crafting aligns job demands and resources with individual abilities, emphasizing structural and social resource adjustments.

Personal and situational factors influence job crafting. Organizational change fosters job crafting, enabling individuals to navigate dynamic environments and improve well-being (Petrou et al., 2018). Berg et al. (2010) note that individuals adapt expectations to create job crafting opportunities. High self-efficacy predicts job crafting involvement and performance (Miraglia et al., 2017). Promotion and prevention focus impact crafting behaviors during change, influencing outcomes like engagement and innovation (Lichtenthaler & Fischbach, 2018). Resource seeking enhances engagement, while demand adjustment improves well-being (Hakanen et al., 2018).

Despite its benefits, job crafting can impose coordination burdens and reduce altruism, potentially leading to burnout (Demerouti, 2014; Rofcanin et al., 2019). Ongoing attention is required to manage its dynamic nature effectively (Bakker & Oerlemans, 2019).

## 2.2. Research Hypotheses and Model Presentation

### 2.2.1. The Impact of Transformational Leadership on Knowledge Sharing

Scholars have categorized transformational leadership into sub-dimensions, with Bass and Avolio (1990) identifying four key components: idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. Inspirational motivation stands out for its ability to articulate a clear vision, earning trust and motivating members to achieve goals (Deng & Gibson, 2009). Transformational leadership enhances motivation and performance while fostering knowledge-sharing behaviors by emphasizing vision and organizational goals (Bass & Riggio, 2006; Srivastava, Bartol, & Locke, 2006).

The importance of transformational leadership is amplified in unstable environments, where knowledge sharing is central to achieving competitive advantage (Nonaka & Takeuchi, 1996). At the team level, knowledge sharing involves exchanging task-related ideas, fostering synergy through diverse perspectives (Jeong et al., 2014). This study posits that transformational leadership positively impacts team knowledge sharing by cultivating a sharing culture and inspiring members to achieve superior

performance (Kim & Seol, 2014).

In franchise academies, transformational leadership by branch managers and team leaders significantly promotes teacher collaboration and knowledge sharing. Managers communicate clear visions and goals, fostering an open environment that encourages autonomy and creativity (Shin & Oh, 2020). This leadership style enhances teacher collaboration, enabling them to experiment with new methods and share knowledge, which ultimately improves educational quality.

Feedback mechanisms integrated into transformational leadership further enhance knowledge sharing by facilitating experience exchange and method improvement. Open communication channels, such as online platforms and regular meetings, support seamless knowledge diffusion among teachers. Additionally, introducing reward systems motivates teachers to actively engage in knowledge sharing by reinforcing their contributions' value (Burns, 1978; Bass, 1985).

In conclusion, transformational leadership demonstrated by branch managers and team leaders plays a critical role in fostering knowledge sharing and collaboration in academies. By promoting a culture of continuous learning and leveraging motivational mechanisms, transformational leadership enhances educational outcomes and supports the overall mission of franchise academies.

**H1:** Transformational leadership of leaders will have a positive relationship with knowledge sharing among franchise academy teachers.

### 2.2.2. The Impact of Transformational Leadership on Innovative Behavior

Conger and Kanungo (1988) define empowerment as identifying and removing factors that cause helplessness among organizational members. By enhancing self-efficacy through participatory management, goal setting, and feedback systems, leaders reduce feelings of powerlessness, improving job performance. Bandura (1977) highlights self-efficacy development through mastery experiences, vicarious experiences, verbal persuasion, and emotional arousal. Transformational leadership, by fostering empowerment and self-efficacy, is expected to enhance teachers' innovative behaviors.

The relationship between leadership and innovative behaviors is critical, particularly in mechanistic systems prone to resource conflicts (Burns & Stalker, 1961). Leaders who build trust and delegate authority encourage behaviors that benefit the organization (Dansereau et al., 1975). Innovative behavior is vital for sustaining competitive advantages, with transformational leadership playing a pivotal role in shaping organizational culture to foster creativity and adaptability (Kim & Seo, 2021).

In franchise academies, transformational leadership by branch managers and team leaders significantly enhances teachers' innovative actions by promoting vision sharing, autonomy, and team collaboration. Leaders collaboratively set goals, encouraging teachers to explore new methods and redefine their roles, fostering creativity and strong organizational commitment (Choi, 2006). Providing autonomy further enables teachers to implement innovative practices and programs.

Transformational leadership also fosters a culture of continuous learning. By encouraging professional development and staying informed on educational trends, leaders help teachers adopt innovative approaches to improve student outcomes. Feedback mechanisms and open communication allow teachers to learn from one another, enhancing the overall quality of education. Incentive systems further motivate innovative actions by recognizing contributions to the academy's development.

Finally, transformational leadership builds a sense of community, encouraging collaboration among teachers, students, and stakeholders. This environment supports shared learning and goal achievement, strengthening the organization's innovative capacity. Therefore, transformational leadership by branch managers and team leaders plays a crucial role in promoting innovation among franchise academy teachers, ultimately enhancing educational quality.

**H2:** Transformational leadership of leaders will have a positive relationship with the innovative behavior of franchise academy teachers.

### **2.2.3. The Moderating Effect of Job Crafting on the Relationship between Transformational Leadership and Knowledge Sharing**

Transformational leadership (TL) is pivotal in fostering knowledge sharing and innovative behavior within organizations, as it inspires members, provides intellectual stimulation, and builds trust through individualized consideration (Bass & Riggio, 2006). This leadership style enhances organizational competitiveness, learning, and innovation (Srivastava, Bartol, & Locke, 2006). By promoting trust and voluntary participation, TL positively impacts knowledge sharing, a critical organizational resource that improves effectiveness and efficiency. Additionally, TL fosters cooperation and interdependence, leading to improved organizational performance.

Job crafting, defined as employees' autonomous task restructuring to derive meaning and satisfaction (Wrzesniewski & Dutton, 2001), influences the relationship between TL and knowledge sharing. Employees with high job crafting exhibit voluntary knowledge sharing, potentially reducing their reliance on TL. Conversely, TL

has a stronger effect on employees with low job crafting, as its intellectual stimulation and individualized consideration more effectively activate knowledge sharing. This aligns with findings that TL enhances internal motivation, facilitating knowledge-sharing activities (Lee, et al., 2013).

Transformational leaders present long-term visions and influence followers' attitudes and behaviors through empowerment rather than extrinsic rewards, relying on trust, aspirations, and moral values (Yoon, Choi, & Jung, 2017). This approach maximizes voluntary compliance and knowledge-sharing activities. Employees with low job crafting benefit more from TL's guidance, which provides clarity, objectives, and a sense of control, enhancing their motivation and reducing resistance to change. In contrast, high job-crafting employees, with their inherent autonomy and self-motivation, rely less on external leadership support.

In franchise academies, job crafting is vital for teachers' performance and satisfaction, as it helps balance educational management with business operations. Teachers with high job crafting demonstrate autonomy and proactive engagement, minimizing their need for TL. They actively redefine tasks, such as curriculum development and stakeholder management, achieving results independently. Conversely, teachers with low job crafting benefit significantly from TL, which offers vision, goals, and support to enhance autonomy and motivation. This leadership style encourages these teachers to reevaluate their roles, utilize franchise resources, and pursue higher objectives, thereby improving satisfaction and performance.

In sum, TL plays a crucial role in enhancing the job performance and satisfaction of employees with low job crafting by fostering motivation, knowledge sharing, and innovative behavior. Particularly in structured settings like franchise academies, TL supports low job-crafting individuals in achieving higher engagement and performance, ultimately contributing to organizational success. Based on this, the following hypothesis is proposed:

**H3:** The positive impact of transformational leadership on knowledge sharing will be stronger for members with lower levels of job crafting compared to those with higher levels.

### **2.2.4. The Moderating Effect of Job Crafting on the Relationship between Transformational Leadership and Innovative Behavior**

Kim (1999) defined transformational leadership (TL) as a leadership style that enhances members' motivation and voluntary growth, resulting in superior performance through changes in attitudes and beliefs. Additionally, Zainal and Mohd Matore (2021) demonstrated that TL among school principals significantly influences teachers' innovative

behaviors, particularly in problem-solving contexts requiring creativity (Lee et al., 2022). By providing vision, inspiration, and challenging goals, TL fosters creativity and motivates members to break traditional frameworks and implement new ideas (Lee et al., 2023).

Innovative behavior originates from the recognition of a need for change and the process of problem-solving. This process includes stages such as problem identification, idea generation, development, implementation, and diffusion (Song, 2005). TL facilitates these stages by promoting open communication and interaction, thereby enabling job crafting. Job crafting, which fosters collaboration and knowledge exchange, further enhances innovative behavior. In franchise academies, the TL of branch managers has been shown to encourage job crafting, which increases member interaction and promotes the generation and implementation of new ideas, thereby strengthening organizational competitiveness.

TL has been shown to positively affect attitudes, such as organizational commitment, as well as outcomes, including performance and creativity (Lim & Yoon, 1999; Bass & Avolio, 1990). Through intellectual stimulation, TL motivates members to explore alternative approaches to problem-solving, fostering both curiosity and innovative thinking (Avolio et al., 1999; Jung et al., 2012).

This study hypothesizes that job crafting moderates the relationship between TL and innovative behavior, with a stronger effect anticipated among members exhibiting high levels of job crafting. This hypothesis is supported by several considerations. First, high job crafters are more likely to integrate the vision and goals provided by TL into their tasks, thereby enhancing its impact on innovative behavior. Second, these individuals, who already engage in creative task adjustments, utilize TL's resources and guidance to transform them into actionable innovations. Third, TL fosters collaboration and knowledge sharing, which high job crafters leverage to drive team-level innovation. Fourth, high job crafters actively incorporate feedback provided by TL, using it to refine their tasks and further enhance their innovative behaviors.

Although TL creates a creative organizational climate that strengthens innovative behaviors, its incremental effects may diminish among high job crafters due to their intrinsic motivation and autonomy (Song, 2021). These findings suggest that organizations seeking to enhance innovation should focus on promoting job crafting while considering its moderating role in the relationship between TL and innovative behavior. Based on this discussion, the following hypothesis is proposed:

**H4:** The positive impact of transformational leadership on innovative behavior will be stronger for members with lower levels of job crafting compared to those with higher

levels.

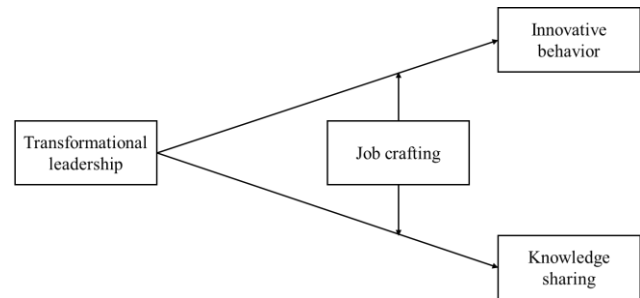


Figure 1: Research Model

### 3. Research Methodology

#### 3.1. Operational Definitions of Variables

The operational definitions and measurement tools for the variables in this study are as follows. Each survey item was measured on a 5-point Likert scale (1 = Not at all, 5 = Very much so).

Transformational Leadership refers to the process of enhancing mutual moral responsibility and motivational encouragement between leaders and their subordinates (Burns, 1978). In this study, a total of 20 items were used, based on the Multifactor Leadership Questionnaire developed by Bass and Avolio (1990), which was later adapted by Kwon (2007).

Knowledge Sharing is defined as knowledge shared among individuals, representing mutual understanding and organizational processes (Henderson & Clark, 1990). It involves the explicit expression of tacit knowledge among members, thereby creating value and sharing know-how (Park & Park, 2000), as well as establishing a consensus on procedures or techniques (Nelson, 1996). For this study, a total of 10 items were utilized, adapted from the knowledge-sharing survey tool developed by Hooff and De Ridder (2004).

Innovative Behavior is characterized as the process of generating new ideas, promoting them, and implementing them with the intention of enhancing performance (Jansen, 2000). Results demonstrated a positive relationship between job demands and innovative work behavior when employees perceived effort-reward fairness rather than under-reward unfairness (Jansen, 2000). This study employed 9 items from the tool developed by Jansen (2000), which was translated by Kim et al. (2004).

Job Crafting refers to the behaviors of organizational members in conceptualizing their tasks, building relationships with stakeholders, and perceiving their work

as meaningful (Ghitulescu, 2007). For this study, a total of 15 items were adopted using the Job Crafting Questionnaire (JCQ) developed by Slemp and Vella-Brodrick (2013), which was subsequently translated and validated for the Korean context by Lim et al. (2014). The JCQ tool encompasses three sub-factors (cognitive crafting, task crafting, and relational crafting) as proposed by Wrzesniewski and Dutton (2001).

### 3.2. Measurement Tools and Survey Structure

All variables utilized in this study were measured using a 5-point Likert scale (“1 = Not at all” to “5 = Very much so”). The survey items are summarized in Table 1 below.

**Table 1:** Survey Structure

Category	Variable	Sub-Dimension	Num. of Items	Source
Independent Variable	Transformational Leadership	Charisma	5	Avolio & Bass (1990); Kwon Woo-Moon (2009)
		Inspirational Motivation	5	
		Individualized Consideration	5	
		Intellectual Stimulation	5	
Dependent Variable	Knowledge Sharing	Knowledge Donation	6	Hooff & De Ridder (2004); Seo Mi-ae (2014)
		Knowledge Collection	5	
	Innovative Behavior	Idea Generation	3	
		Idea Promotion	3	
		Idea Implementation	3	
Moderating Variable	Job Crafting	Cognitive Crafting	5	Slemp & Vella-Brodrick (2013); Lim Myung-Ki et al. (2014)
		Task Crafting	5	
		Relational Crafting	5	
Control Variables	Demographics	Gender, Age, Job Field, Team Size, Years of Service, Company Size, Tenure with Team Leader, Industry Experience	10	Defined by researcher

### 3.3. Research Analysis Methods

To achieve the objectives of this study, data were collected from a sample of 320 franchise academy teachers operating under a team leader system. The survey was conducted using both online questionnaires (145 responses) and paper-based questionnaires (175 responses). After excluding incomplete or insincere responses, a total of 295 valid responses were collected. From these, teachers with at least three months of work experience were selected, resulting in a final sample of 280 participants. The survey analysis was conducted as follows:

First, frequency analysis was performed to understand the demographic characteristics of the respondents, such as age and gender. Second, factor analysis was conducted to evaluate the validity of the variables. Third, reliability analysis was carried out using Cronbach’s alpha to verify the internal consistency of the variables. Fourth, correlation analysis was employed to explore the relationships between variables. Fifth, multiple regression analysis was conducted to test the research hypotheses. Finally, to examine the effect of the moderating variable on the relationship between the independent and dependent variables, simple regression analysis was performed, followed by a simple slope test.

## 4. Research Results

### 4.1. Demographic Analysis

To obtain a sample suitable for the objectives of this study, data were collected from 320 franchise academy teachers working in a team-based structure. The survey consisted of 145 online responses and 175 paper-based responses. Following data cleaning, 295 valid responses were obtained, with a final sample of 280 teachers who had more than three months of work experience.

The demographic analysis of the study participants revealed that the majority were female (96.1%). The sample included 55 team leaders (19.6%) and 225 regular teachers (80.4%). Recognizing the potential impact of prior work experience in relevant fields on future research, work experience was included as a control variable. The analysis showed that respondents with relevant work experience outnumbered those without (with experience = 158, 56.4%).

The average age of the 280 respondents was 47.75 years (standard deviation = 8.07). The average team size for each team leader was 8.35 members (standard deviation = 4.42), and the average tenure was 63.6 months (standard deviation = 58.27), indicating that most had been managing their academies for over five years. Additionally, the current number of students being managed averaged 33.37 students (standard deviation = 37.73). The average duration of

working with the current team leader was 43.1 months (standard deviation = 42.66), suggesting that most participants had been working with their team leaders for over three years.

The summarized demographic characteristics of the research participants are presented in Table 2 and 3 below.

**Table 2:** Demographic Characteristics

Characteristic	Category	Frequency (n)	Percentage (%)
Total		280	100
Gender	Male	11	3.9
	Female	269	96.1
Job Role	Lead Teacher	55	19.6
	Regular Teacher	225	80.4
Related Experience	Experienced	158	56.4
	No Experience	122	43.6

**Table 3:** Descriptive Statistics for Key Variables

Variable	Frequency (n)	Mean	Standard Deviation (SD)
Age	280	47.75	8.07
Team Size		8.35	4.42
Years of Service		63.60	58.27
Number of Supervised Members		33.37	37.73
Duration with Team Leader		43.10	42.66

## 4.2. Reliability, Validity, and Correlation Analysis

### 4.2.1. Validity Analysis

To verify the validity of the variables examined in this study, an initial Exploratory Factor Analysis (EFA) was conducted, focusing on transformational leadership, knowledge sharing, innovative behavior, and job crafting. The factor analysis employed principal component analysis (PCA) to examine whether the variables were distinctly classified into different factors, and Varimax rotation, which assumes independence among factors, was utilized.

As a result of the factor analysis, 24 out of the total 64 items (including 4 items on knowledge sharing, 2 on innovative behavior, and 12 on job crafting) were found to not load appropriately onto their respective factors and were thus excluded. Notably, among the two moderating variables, the job crafting variable only had 3 items (2 items on cognitive crafting and 1 on task crafting) that loaded correctly. Thus, only these 3 items were used for further analysis of this variable. The results of the final exploratory factor analysis conducted based on this process are

presented in the following table 4.

**Table 4:** Factor Analysis Results for Variables Used in the Study

Items	Factor 1	Factor 2	Factor 3	Factor 4
TL01	.82	.15	.15	-.15
TL02	.88	.10	.10	.04
TL03	.79	.13	.10	.16
TL04	.77	.02	.17	.18
TL05	.75	.05	.14	.09
TL06	.82	.18	.08	-.01
TL07	.88	.16	.11	-.01
TL08	.87	.13	.11	.07
TL09	.86	.03	.09	.13
TL10	.79	.10	.10	.16
JC04	.13	.26	.26	.80
JC05	.11	.20	.29	.83
JC06	.09	.16	.39	.74
KS01	.28	.80	.28	.03
KS02	.27	.82	.26	.12
KS03	.19	.83	.22	.18
KS04	.06	.82	.23	.13
KS05	.02	.84	.22	.15
KS06	.01	.78	.27	.14
IB03	.17	.35	.56	.22
IB04	.17	.29	.77	.12
IB05	.11	.20	.80	.07
IB06	.12	.23	.82	.08
IB07	.15	.24	.74	.23
IB08	.12	.28	.72	.25
IB09	.14	.17	.70	.33
Eigenvalue	7.59	4.82	4.68	2.49
Explained Variance (%)	25.29	16.06	15.60	8.30
Cumulative Explained Variance (%)	25.29	41.35	56.95	65.24

The criteria for factor extraction were set to an eigenvalue of 1.0 or higher (Ford, et al., 1986), resulting in the identification of five factors with eigenvalues above 1.0. All survey items associated with these factors demonstrated factor loadings of .60 or higher (ranging from a minimum of .56 to a maximum of .88). The cumulative explained variance of these five factors was 73.39%. Thus, it can be concluded that the survey items used in the measurement tools for this study have established validity in distinguishing between the five factors.

### 4.2.2. Reliability Analysis

Based on the results of the exploratory factor analysis, the internal consistency of the measurement tools used in this study was assessed by calculating Cronbach's alpha. The

results are presented in Table 5 below.

**Table 5: Reliability Analysis Results**

Category	Factor	Initial Survey Items	Final Survey Items	Reliability (Cronbach's $\alpha$ )
Independent Variable	Transformational Leadership (TL)	20	20	.96
Dependent Variable	Knowledge Sharing (KS)	10	6	.94
	Innovative Behavior (IB)	9	7	.92
Moderating Variable	Job Crafting (JC)	15	3	.98

The reliability coefficients for the independent variable (transformational leadership), dependent variables (knowledge sharing and innovative behavior), and moderating variable (job crafting) in this study exceeded the generally accepted threshold of .70, indicating statistical reliability. Based on these results, the survey items used in

this study can be considered consistent and reliable measurement tools (Nunnally, 1978).

**4.2.3. Correlation Analysis**

Before hypothesis testing, descriptive statistics (mean, standard deviation) and Pearson correlation analysis were conducted to examine the characteristics and interrelationships among the variables. The correlation analysis between the key variables yielded the following results:

Transformational leadership showed a significant positive correlation with knowledge sharing ( $r = .33, p < .01$ ) and innovative behavior ( $r = .37, p < .01$ ), as well as with job crafting ( $r = .27, p < .01$ ). Additionally, job crafting was significantly correlated with knowledge sharing ( $r = .46, p < .01$ ) and innovative behavior ( $r = .60, p < .01$ ), and knowledge sharing was also significantly correlated with innovative behavior ( $r = .54, p < .01$ ).

**Table 6: Correlation Analysis Results**

Variables	Mean	SD	1	2	3	4	5	6	7	8	9	10	11	12
1. Gender	1.96	.20												
2. Age	47.75	8.07	.09											
3. Job Role	1.80	.40	-.05	-.11										
4. Team Size	8.35	4.42	.01	.18**	-.10									
5. Years of Service	63.63	58.24	.04	.41**	-.31**	.11								
6. Number of Supervised Members	33.37	37.73	.07	.14*	-.39**	.02	.42**							
7. Duration with Team Leader	43.12	42.64	.07	.31**	-.29**	.08	.71**	.49**						
8. Related Experience	1.44	.50	-.05	-.03	.14*	.01	-.11	-.16**	-.179**					
9. Total TL	3.59	.88	.00	-.04	-.04	.05	-.10	-.14*	-.05	.14*				
10. Total KS	3.83	.85	-.06	.09	-.20**	.07	.09	.04	.08	.04	.33**			
11. Total IB	3.52	.72	-.11	-.07	-.15*	.07	-.06	.00	-.01	.01	.37**	.61**		
12. Total JC	3.83	.79	-.152*	-.06	-.16**	.03	.03	.02	.03	-.09	.27**	.46**	.60**	
13. Total POS	3.40	.76	-.04	.00	.00	.06	-.03	-.09	.03	.00	.61**	.35**	.44**	.34**

Note: Gender (1 = Male, 2 = Female), Age (years), Job Role [1 = Lead Teacher, 2 = Regular Teacher], Team Size (number of members), Years of Service (months), Number of Supervised Members (number), Duration with Team Leader (months), Related Industry Experience (1 = Experienced, 2 = Not Experienced). Values in parentheses indicate reliability coefficients (Cronbach's  $\alpha$ ). \*  $p < .05$ , \*\*  $p < .01$ .

**4.3 Hypothesis Testing**

The hypothesis testing was conducted using multiple regression analysis. To minimize potential multicollinearity issues that may arise when testing interaction effects, mean-centering was applied by subtracting the mean value from each original value of the independent and moderating variables (Aiken & West, 1991). Initially, a regression analysis was performed to examine the significance of each variable.

Specifically, transformational leadership (TL) was entered as the independent variable, while knowledge sharing (KS) and innovative behavior (IB) were entered as

dependent variables. The results indicated that transformational leadership had a statistically significant effect on the dependent variables, knowledge sharing and innovative behavior ( $\beta = .58, p < .01$ ). Furthermore, the analysis of the variance inflation factor (VIF) revealed a maximum value below 3.0 (MAX = 2.28), indicating that multicollinearity was not a major concern.

Therefore, the hypothesis H1, which proposed that increased transformational leadership by branch managers and team leaders would enhance the knowledge-sharing activities of franchise academy teachers, was supported.



**Table 7:** Multiple Regression Analysis Results for Knowledge Sharing

	Model 1	Model 2	Model 3	Model 4
<b>Step 1: Demographic Variables</b>				
Gender	-.07	-.08	-.01	-.03
Age	.06	.07	.09	.07
Job Role	-.21*	-.17**	-.13*	-.15*
Team Size	.03	.01	.01	.00
Years of Service	.00	.05	.03	.05
Number of Supervised Members	-.05	.00	.01	.01
Duration with Team Leader	.03	-.01	-.01	-.01
Related Experience	.06	.02	.08	.08
<b>Step 2: Predictor Variables</b>				
Total TL		.33**	.13*	.19**
<b>Step 3: Moderator</b>				
Total JC			.37**	.30**
<b>Step 4: Interactional Variables</b>				
INTER TL JC				-.22**
R <sup>2</sup>	.06	.16	.31	.35
ΔR <sup>2</sup>	.06*	.10**	.15**	.05**
F Value	2.07*	5.65**	10.70**	11.10**

Note: Dependent Variable: KS (VIF 2.38)

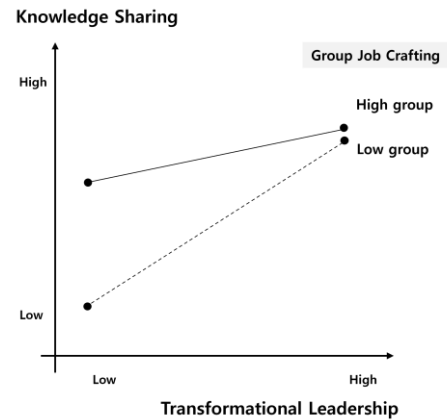
To further examine the hypothesis that job crafting moderates the positive relationship between transformational leadership and knowledge sharing, a simple regression analysis was conducted. The independent variable (transformational leadership) and the dependent variable (knowledge sharing) were analyzed separately for groups with low job crafting (Low group) and high job crafting (High group).

The results indicated that job crafting significantly moderated the positive relationship between transformational leadership and knowledge sharing for the low job crafting group ( $\beta = .47, t = 3.16, p < .01$ ). In contrast, for the high job crafting group, the relationship was less significant ( $\beta = .32, t = 2.32, p < .05$ ).

To further investigate the negative interaction effect between transformational leadership and job crafting found in the regression analysis, a plotting analysis was conducted. To distinguish between the high and low job crafting groups, the mean and standard deviation were calculated, yielding a mean of 3.83 and a standard deviation of .79. Based on these values, the high group was defined as those scoring 1 SD above the mean ( $3.83 + 1.00$ ), and the low group as those scoring 1 SD below the mean ( $3.83 - 1.00$ ) (Aiken & West,

1991). The plotting results are shown in Figure 2.

Therefore, the hypothesis that the positive impact of transformational leadership on knowledge sharing is strengthened when teachers exhibit lower levels of job crafting was supported.



**Figure 2:** Moderating Effect of Job Crafting: The Relationship Between Transformational Leadership and Knowledge Sharing

Table 8 presents the results of multiple regression analysis conducted to examine the moderating effect of job crafting on the relationship between transformational leadership and innovative behavior, with innovative behavior as the dependent variable. The analysis was performed in the following sequence: Model 1 included control variables (age, education level, position, tenure, company type, presence of children, dual-income status), Model 2 added the independent variable (transformational leadership), Model 3 included the moderating variable (job crafting), and finally, Model 4 introduced the interaction term (transformational leadership \* job crafting).

**Table 8:** Multiple Regression Analysis Results for Innovative Behavior

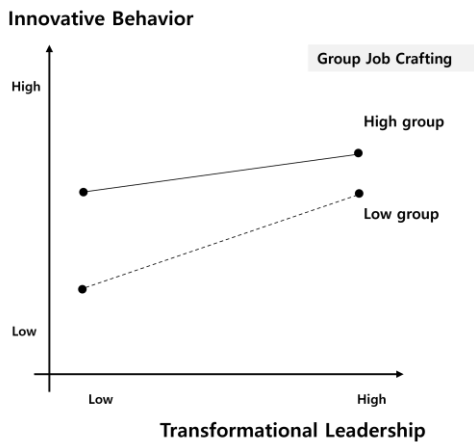
	Model 1	Model 2	Model 3	Model 4
<b>Step 1: Demographic Variables</b>				
Gender	-.11	-.12*	-.03	-.04
Age	-.05	-.05	-.02	-.02
Job Role	-.19**	-.15*	-.09	-.11*
Team Size	.07	.05	.04	.03
Years of Service	-.13	-.08	-.11	-.12
Number of Supervised Members	-.03	.03	.04	.04
Duration with Team Leader	.06	.02	.02	.03
Related Experience	.02	-.02	.06	.06

<b>Step 2: Predictor Variables</b>				
Total TL		.36**	.08	.14*
<b>Step 3: Moderator</b>				
Total JC			.49**	.45**
<b>Step 4: Interactional Variables</b>				
INTER TL_JC				-.11*
R <sup>2</sup>	.06	.18	.46	.48
ΔR <sup>2</sup>	.06*	.12**	.28**	.02**
F Value	2.08*	6.50**	20.32**	18.78**

Note: Dependent Variable: Total\_IB

As shown in Table 8, Model 2 indicates that transformational leadership has a significant positive relationship with innovative behavior ( $\beta = .36, p < .01, \Delta R^2 = .12$ ). This suggests that the higher the transformational leadership, the greater the innovative behavior of the members. Thus, Hypothesis 2 was supported.

Furthermore, Model 4 demonstrates the moderating effect of job crafting. Specifically, as shown in Model 4, innovative behavior has a significant interaction with job crafting in relation to transformational leadership ( $\beta = -.11, p < .05, \Delta R^2 = .02, p < .01$ ).



**Figure 3:** Moderating Effect of Job Crafting: The Relationship Between Transformational Leadership and Innovative Behavior

To further examine the moderating effect of job crafting on the relationship between transformational leadership and innovative behavior, the sample was divided into high and low groups based on the job crafting quartiles (upper and lower 25%) and the relationship between transformational leadership and innovative behavior was visualized for each group (Aiken & West, 1991).

Regression analyses were conducted separately for the

low job crafting group (Low group) and the high job crafting group (High group) with transformational leadership as the independent variable and innovative behavior as the dependent variable. The results showed that job crafting significantly moderated the positive relationship between transformational leadership and innovative behavior ( $\beta = .47, t = 3.16, p < .01$ ). Specifically, the low job crafting group exhibited a more significant effect compared to the high job crafting group ( $\beta = .32, t = 2.32, p < .05$ ).

Thus, the hypothesis that the positive impact of transformational leadership on innovative behavior is strengthened when job crafting is low was supported.

## 5. Results

This study analyzed the impact of transformational leadership on knowledge sharing and innovative behavior among franchise academy teachers and empirically examined whether job crafting has a moderating effect on this relationship. The study was conducted through a survey of 320 franchise academy teachers from February 5 to March 20, 2024, and the hypotheses were tested using multiple regression analysis. The results showed that higher levels of transformational leadership were associated with increased knowledge sharing and innovative behavior among teachers. This is because transformational leaders motivate teachers to voluntarily share knowledge and ideas and engage in creative behavior through vision setting, inspirational motivation, intellectual stimulation, and individualized consideration. These findings reaffirm the positive effects of transformational leadership highlighted in previous studies, specifically within the education service sector.

Additionally, the analysis of the moderating effect of job crafting revealed that the positive influence of transformational leadership was stronger among teachers with lower job crafting. This suggests that teachers with lower job crafting are more responsive to leaders' intellectual stimulation and individualized consideration, thereby enhancing their knowledge sharing and innovative behavior. In contrast, teachers with higher job crafting tend to be more self-driven in restructuring their tasks and engaging in their work, making them relatively less dependent on additional stimuli from transformational leaders.

This study offers several noteworthy academic contributions. By empirically examining the influence of transformational leadership and job crafting on teachers' knowledge sharing and innovative behavior within the educational service industry, it broadens the theoretical understanding of organizational behavior. While prior research has predominantly focused on general corporate

settings, this study explores transformational leadership within the specific context of franchise academies, thereby shedding light on leadership strategies unique to the education service sector. In doing so, it advances academic discourse by demonstrating the positive effects of transformational leadership on the job performance of teachers in organizational settings.

From a practical perspective, the study highlights the strategic value of employing transformational leadership as a human resource management tool in educational service organizations such as franchise academies. By articulating clear visions and objectives and fostering motivation through individualized support, academy managers can encourage voluntary knowledge sharing and innovation among teachers. Notably, transformational leaders play a crucial role in assisting teachers with lower levels of job crafting. For example, initiatives such as training programs to help teachers restructure their tasks or cultivating a culture that promotes autonomy and creativity can significantly enhance job performance.

Moreover, implementing continuous feedback mechanisms and job redesign workshops can support teachers in independently engaging in job crafting. Such efforts could create an environment where educators redefine the purpose of their work, ultimately improving the quality of education provided to students.

Despite these contributions, the study has certain limitations. It relies on cross-sectional survey data collected from franchise academy teachers, which restricts the generalizability of its findings to other industries or occupational settings. Additionally, the use of self-reported data introduces the potential for respondent bias, necessitating caution in interpreting the results. Furthermore, the study does not account for temporal changes, underscoring the need for longitudinal analyses in future research.

Future research should aim to enhance the generalizability of the findings by examining the interaction between transformational leadership and job crafting across various industries and job roles. Longitudinal studies, in particular, could analyse changes over time to gain deeper insights into the long-term effects of transformational leadership on teachers' knowledge sharing and innovative behaviour. Furthermore, research is needed to specifically analyse how the subcomponents of job crafting (e.g., task crafting, cognitive crafting, relational crafting) interact with different elements of transformational leadership (e.g., inspirational motivation, intellectual stimulation). This would enable organizations to establish more effective human resource management strategies. And, adding other potential moderating variables, such as perceived organizational support or job stress, and analyzing the effects of transformational leadership from multiple

perspectives, would be an important task for building a more comprehensive organizational behaviour model. Finally, in fact, the franchise private education sector is highly competitive, and the impact of transformational leadership is likely to depend on how the criteria for performance evaluation of teachers are structured. Therefore, it is necessary to see how the performance of the back end differs depending on the difference in the leadership type itself.

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