Influence of Perceived Organizational Support on Innovative Teaching: Insights from University Teachers in Yunnan Province, China

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Abstract

High-quality education is critical for achieving the Sustainable Development Goals (SDGs) and fostering human capital development. However, the process of building human capital through higher education in Yunnan Province, China, remains in its early stages. Consequently, there is a pressing need for innovative teaching approaches to address existing resource barriers. This study investigates how knowledge sharing influences innovative teaching, as mediated by Perceived Organizational Support, among university educators in Yunnan Province, China. Additionally, it explores the roles of Organizational Citizenship Behaviour and Transformational Leadership within this influential framework. Data for this online survey collected from full-time lecturers at four universities in Yunnan Province, employing Partial Least Squares Structural Equation Modelling (PLS-SEM) for analysis. The results indicate that Perceived Organizational Support fosters innovative teaching through Knowledge Sharing. Furthermore, Organizational Citizenship Behaviour found to mediate the relationship between Perceived Organizational Support and Knowledge Sharing. Additionally, leaders exhibiting transformational leadership traits effectively moderate the relationships between Perceived Organizational Support, Knowledge Sharing, and Innovative Teaching.

These findings offer valuable insights for supporting innovative teaching practices in Yunnan Province and comparable regions.

Keywords: Innovation, Organizational Support, Knowledge Sharing, Transformational Leadership, Sustainable Development Goals, Human Capital.

Introduction

The member states of the United Nations established the Sustainable Development Goals (SDGs), which encompass global challenges across social, economic, technological, educational, and environmental sectors (Chankseliani & McCowan, 2021). In this context, the SDGs highlight the significance of higher education in development. Higher education plays a crucial role in achieving the SDGs by cultivating talent and leadership, as well as fostering innovation in knowledge and technology (Chankseliani & McCowan, 2021; Žalėnienė & Pereira, 2021). As society evolves, the concept of development has expanded beyond mere economic growth (Sachs et al., 2019). Consequently, higher education not only imparts knowledge and skills but also encourages individuals to pursue freedom and development, thereby contributing to the sustainable advancement of society (Chankseliani & McCowan, 2021; Žalėnienė & Pereira, 2021). To realize the SDGs, China has prioritized education as a key focus area. De los Rios-Carmenado et al. (2021) argue that high-quality teaching is essential for enhancing the reputation and ranking of universities.

Innovative teaching represents a pedagogical approach in which educators adapt their curricula in response to specific real-world scenarios, assimilating and implementing innovative instructional methodologies and strategies (Cachia et al., 2010; Thurlings et al., 2015). This approach not only enhances student learning performance but also benefits universities by improving teachers' professional capabilities and teaching quality, ultimately increasing the value of education and elevating university rankings. In Yunnan Province, Huang and Ding (2022) noted that the higher education landscape is still in its nascent stages. This reflected in the constraints imposed by regional economic development on the categorization and restructuring of university programs, as well as the ongoing concentration of educational resources at an early stage. Consequently, research into innovative teaching practices for university educators in Yunnan Province is particularly significant, as it can effectively address current educational demands and challenges, stimulate students' enthusiasm for learning, enhance learning outcomes, and cultivate students' capacity for innovation (Cachia et al., 2010). For university educators, achieving innovative teaching cannot rely solely on individual efforts; the support of both organizational structures and leadership is vital.

This research aims to investigate the factors that positively influence the promotion of innovative teaching. Furthermore, knowledge is central to teachers' daily work, making knowledge sharing essential for fostering innovation (Asbari et al., 2019;

Castaneda & Cuellar, 2020). However, the relationship between knowledge sharing, perceived organisational support, and innovative teaching remains underexplored. Given that leaders can directly influence resource allocation and support for university educators, they emerge as a critical factor in promoting teacher innovation (Gilbert et al., 2021). Nevertheless, the role of leadership as an influential factor in the context of teacher innovation has received limited attention. Therefore, it is crucial to investigate both individual and organisational factors, particularly how perceived organisational support drives innovation in teaching among university educators. This study examines how knowledge sharing, stimulated by perceived organisational support, contributes effectively to the innovative teaching of university educators in Yunnan Province.

The research aims to provide valuable insights and lessons for Yunnan Province and other regions facing similar challenges in developing human capital for both universities and society, thereby advancing the achievement of the SDGs. The findings of this study will offer both theoretical and practical guidance for formulating educational policies in relevant areas. The specific objectives of this research are to examine the relationship between Perceived Organisational Support (POS) and the Innovative Teaching (IT) practices of university educators in Yunnan Province, China. Additionally, the study aims to investigate the mediating role of Knowledge Sharing (KS) in the relationship between POS and IT. Furthermore, it seeks to elaborate on how Organisational Citizenship Behaviour (OCB) mediates the connection between POS and KS. Lastly, the research will assess whether Transformational Leadership (TL) moderates the relationships among POS, KS, and IT, thereby providing a comprehensive understanding of the dynamics involved in fostering innovative teaching in higher education.

Literature review and hypotheses development

The hypotheses aim to develop and explore how Perceived Organisational Support (POS) influences Innovative Teaching (IT), primarily through mechanisms such as Knowledge Sharing (KS), Organisational Citizenship Behaviour (OCB), and Transformational Leadership (TL). These hypotheses grounded in social exchange theory and leader-member exchange theory, which posit that when teachers perceive support from their institutions and leaders, they reciprocate with positive behaviours, such as knowledge sharing and innovative teaching practices. Perceived organisational support is rooted in social exchange theory, which suggests that if members feel valued and supported by their organisation, they are likely to respond with positive attitudes and behaviours (Cropanzano & Mitchell, 2005). One example of such a positive behaviour is innovative teaching. Studies have indicated that perceived organisational support could stimulate positive work attitudes, behaviours, and reciprocity among members, significantly influencing their innovative behaviours (Khan & Dukhaykh, 2022). A study by Usmansyah and Thamrin Abdullah (2021) on

the enhancement of innovation through transformational leadership, organisational support, and teacher self-efficacy in Indonesia found that perceived organisational support directly positively influences innovative teaching practices among educators. This suggests that perceived organisational support cultivates an environment where teachers feel valued and empowered, fostering their willingness and ability to teach innovatively. Consequently, increased organisational support can enhance teachers' self-efficacy, encouraging more creative and effective teaching strategies.

H1: There is a positive influence of POS on IT.
H2: There is a positive influence of POS on KS.

Knowledge sharing within organisations is often more challenging than anticipated, as the potential benefits of knowledge are not easily accessible to individuals alone, leading to situations where knowledge holders withhold information for personal gain (Cabrera et al., 2006). To address this issue, collaborative efforts among individuals, teams, and organisations are essential (Connelly & Kevin Kelloway, 2003; Van Den Hooff & De Ridder, 2004). Research suggests that organisations can foster positive citizenship behaviours through enhanced perceived organisational support, thereby facilitating knowledge sharing (Allen et al., 2003; Han et al., 2019). A study conducted by Mutahar et al. (2021) concluded that perceived organisational support positively influences knowledge sharing in Malaysian higher education institutions. Furthermore, job security found to moderate the relationship between POS and KS, indicating that higher job security strengthens the positive impact of POS on knowledge sharing. These findings imply that for university administrators in Malaysia, enhancing POS through recognition, support, and professional development opportunities is crucial for promoting knowledge sharing among educators, thereby instilling a culture of collaboration and innovation in teaching practices.

H3: There is a positive influence of POS on OCB.

Organisational citizenship behaviour (OCB) refers to voluntary actions that benefit the organisation and others, extending beyond prescribed duties (Organ, 2018; Tayal et al., 2023). Research based on social exchange theory indicates that members who perceive high levels of organisational support are more likely to exhibit OCB, driven by stronger senses of responsibility and reciprocity (Eisenberger et al., 2014; Park, 2016). A study by Nikhil and Arthi (2019) found that perceived organisational support influences OCB in various ways. Evidence from previous research conducted in Malaysian universities suggests that when employees feel strong organisational support, they are more inclined to engage in extra-role behaviours, known as OCB. This study also highlights that POS increases employees' willingness to perform OCB by enhancing their loyalty and commitment to the organisation. Furthermore, Chiaburu et al. (2015) demonstrated a strong relationship between POS and OCB within collectivist cultural contexts. Wasko and Teigland (2004) noted that a lack of

organisational citizenship behaviour could hinder knowledge sharing, which viewed as an altruistic act. OCB could defined as the voluntary engagement in prosocial behaviours aimed at assisting others. Numerous studies have evidenced the positive impact of OCB on knowledge sharing. Abbasi et al. (2021) explored organisational and individual factors influencing knowledge sharing behaviour among university teachers in Pakistan, finding a significant positive relationship between OCB and knowledge sharing. High levels of OCB, characterised by altruism and civic virtue, enhance the willingness and ability of educators to share knowledge.

H4: There is a positive influence of OCB on KS.
H5: There is a positive influence of KS on IT.

Research indicates that innovation is unlikely to occur in the absence of knowledge sharing (Kremer et al., 2019). Consequently, fostering knowledge sharing can significantly enhance members' innovative capabilities (Liu et al., 2018; Tassabehji et al., 2019). Studies have confirmed the significant impact of knowledge sharing on innovation within the teaching profession (Agistiawati et al., 2020; Aljanabi & Kumar, 2012). A study by Iqbal et al. (2011) demonstrated that knowledge sharing among university staff is a crucial enhancer of innovative teaching. By sharing knowledge, faculty members can build on each other's experiences, avoid repeating mistakes, and create a collaborative environment that drives creativity in developing new teaching methods and educational improvements. Supporting existing research, this study finds that Knowledge Sharing (KS) has a positive relationship with innovation, underscoring the importance of encouraging and supporting knowledge-sharing practices among educators to enhance innovative teaching.

H6: OCB positively mediates the relationship between POS and KS.

Research indicates that perceived organisational support could significantly enhance OCB among members (Grego-Planer, 2019). This altruistic behaviour positively influences individuals' willingness to share knowledge (Lin & Hsiao, 2014; Raharso, 2022). Based on social exchange theory, employees feel obliged to reciprocate supportive behaviours from their organisation (Rhoades & Eisenberger, 2002). Consequently, relevant studies suggest that OCB plays a positive mediating role between organisational support and knowledge sharing (Han et al., 2019; Mutahar et al., 2021). According to Iqbal et al. (2011), OCB mediates the relationship between perceived organisational support and knowledge sharing. A strong perception of support leads to high OCB, which in turn encourages collaborative behaviour and creates an environment conducive to knowledge sharing. Such behaviour enhances trust and social norms that facilitate effective knowledge exchange, thus significantly contributing to fostering innovation among university faculty.

H7: KS positively mediates the relationship between POS and IT.

Knowledge holders often view knowledge as an asset for gaining a competitive advantage and may be reluctant to share, creating challenges for internal knowledge sharing within organisations (Cabrera et al., 2006). Positive attitudes towards knowledge sharing can enhance this process (Lin, 2007). Therefore, research suggests that strengthening perceived organisational support could facilitate knowledge sharing among members (Allen et al., 2003; Han et al., 2019). A lack of knowledge sharing can hinder innovation (Kremer et al., 2019). Agistiawati et al. (2020) confirmed that tacit knowledge sharing directly influences teachers' innovative capabilities. Based on social exchange theory, this study posits that when teachers perceive organisational support, they are more inclined to engage in reciprocal knowledge sharing, thereby fostering innovative teaching. The study by Mustika et al. (2020) found that knowledge sharing significantly mediates the relationship between perceived organisational support and innovative teaching. If teachers feel supported by their organisation, they are more likely to share knowledge, creating a collaborative environment that enhances innovative teaching practices. Consequently, knowledge sharing strengthens the influence of POS on innovation.

H8: TL has a positive moderating effect on the relationship between POS and KS.

Leaders exhibiting transformational leadership characteristics can effectively identify and drive change. They shape followers' attitudes and behaviours by influencing their collective identification, value internalisation, and self-efficacy (Kareem et al., 2023; Siangchokyoo et al., 2020). Alsaeedi and Male (2013) found that principals with transformational leadership qualities adeptly perceive constraints and provide support to teachers. Furthermore, Carmeli et al. (2011) confirmed that transformational leadership enhances members' sense of belonging and identification, thereby facilitating knowledge sharing. Drawing on Leader-Member Exchange Theory, this study posits that transformational leadership positively moderates the relationship between perceived organisational support and knowledge sharing among university educators. A study by Mustika et al. (2020) also established that transformational leadership positively moderates the relationship between perceived organisational support and knowledge sharing. Transformational leaders inspire and motivate faculty, thereby increasing their perceptions of organisational support and enhancing knowledge sharing. Such leadership fosters a relationship built on trust, creating a safe space for the exchange of knowledge.

H9: TL has a positive moderating effect on the relationship between POS and IT.

Many educational institutions tend to maintain the status quo rather than pursue innovation, which can lead to dissatisfaction among employees (Alainati et al., 2023). Hussain et al. (2014) indicated that transformational leadership effectively enhances teachers' innovative capabilities by fostering their intrinsic motivation through high-quality leader-member exchange relationships. Moreover, success in innovative practices relies not only on individual efforts but also on organisational and leadership

support (Gilbert et al., 2021; Hashim et al., 2019). Based on Leader-Member Exchange Theory, this study infers that transformational leadership may positively moderate the relationship between perceived organisational support and innovative teaching by nurturing teachers' perceptions of organisational support through the establishment of high-quality leader-member exchange relationships. The study by Mustika et al. (2020) confirms that transformational leadership positively moderates the relationship between perceived organisational support and innovative teaching. Transformational leaders inspire and motivate faculty, enhancing their sense of support and encouraging innovative practices. This leadership style cultivates an environment of trust and safety, which is essential for sharing ideas and experimenting with new methods. Consequently, transformational leadership significantly amplifies the positive effects of POS on innovative teaching, aligning with research that highlights its role in fostering trust, collaboration, and innovation among educators.

Methodology, research method and design

This research outlines the comprehensive process of selecting quantitative research as the primary methodology, ensuring robust and reliable results. It discusses the development of study designs, emphasising the importance of constructing frameworks that align with the research objectives and hypotheses. This study adopted the Partial Least Squares Structural Equation Modelling (PLS-SEM) method, which is particularly suitable for models involving complex relationships. Specifically, PLS-SEM excels in estimating and explaining interrelations among variables with non-normally distributed data, providing intuitive and comprehensible results. Given the specific conditions required and the real data concerning innovative teaching practices of university educators in Yunnan Province, PLS-SEM represents an ideal research strategy. Furthermore, this research methodology underscores ethical considerations in learning and strives to uphold the truthfulness and reliability of the research.

Sampling, Data Collection and Analysis

This section discusses the determination of an appropriate sampling method, which involved selecting four universities from Yunnan Province. Questionnaires were developed and distributed online. The sampling method employed techniques aimed at ensuring representative and unbiased samples. Additionally, it explores the utilisation of advanced data analysis tools, facilitating accurate interpretation of the collected data. The study gathered data from 555 full-time teachers across the four universities in Yunnan Province. Full-time educators, as core members of the university, play a pivotal role in teaching and research, significantly affecting the educational quality and reputation of their institutions. Given the numerous universities in Yunnan Province that offer similar disciplines, simple random

sampling could result in a lack of diversity. Consequently, this study employed a convenience sampling method to select four universities from different academic fields in Yunnan Province, China: Yunnan Minzu University, Yunnan Agricultural University, Yunnan University of Finance and Economics, and Southwest Forestry University. Total 555 teachers sampled from these four institutions using stratified sampling, with individual teachers selected through simple random sampling methods. Self-administered questionnaires distributed via an online platform. The researcher sought permission and assistance from the human resources management departments of each university to send the online surveys to the teachers via email. The data collection process lasted approximately one month, resulting in 526 usable questionnaires being collected, yielding a response rate of 94.77%. Data analysis in this study employed Partial Least Squares Structural Equation Modelling (PLS-SEM), chosen for its suitability in handling complex relationships and non-normally distributed data. The analysis conducted using SPSS software, which provides robust tools for evaluating both the measurement and structural models. Reliability and validity tested using Cronbach's alpha, Composite Reliability (CR), and Average Variance Extracted (AVE). The Harman one-factor test and Variance Inflation Factor (VIF) were utilised to address potential issues of common method bias and multicollinearity, respectively. The bootstrapping method employed to test the hypotheses for direct, mediation, and moderation effects. Fit measures, including R^2 and Q^2, confirmed the explanatory and predictive capacity of the model, thereby validating the study's results. Figures and tables provided within the analysis illustrate the conclusions drawn from the study.

Ethical Considerations and Results

In conducting this study on the impact of perceived organisational support on innovative teaching among university educators in Yunnan Province, several ethical considerations meticulously addressed to safeguard the welfare of participants and the credibility of the research. Primarily, informed consent obtained, which is a requisite during data collection. Teachers received detailed information regarding the study's objectives, the methods employed, the associated risks, and the benefits of participation. Informed consent solicited electronically through the online survey platform. This study evaluated the validity and reliability of latent constructs to ensure that the measurement model met established requirements. As indicated in Table 1, the Cronbach's alpha coefficients and CR values for each latent variable exceeded 0.7 (Hair et al., 2011), signifying good reliability of the measurement scale. Additionally, all factor loadings surpassed 0.5 (Hair et al., 2011), indicating strong convergent validity. Furthermore, the square roots of the AVE for the latent variables were greater than the correlation coefficients with other variables, confirming that the measurement model exhibited good discriminant validity.

Table 1: Correlations among Variables and Square Root of Average Variance Extracted

Variables	Cronbach's a Coefficient	Composite Reliability Coefficient	AVE	IT	KS	OCB	POS	TL
IT	0.970	0.973	0.665	(0.816)	0.4	0.417	0.447	0.458
KS	0.905	0.927	0.678		(0.823)	0.384	0.427	0.435
OCB	0.962	0.966	0.64			(0.8)	0.527	0.453
POS	0.977	0.978	0.651				(0.807)	0.483
TL	0.978	0.979	0.643					(0.802)

Note: Square Root of AVE presented in parentheses.

POS: Perceived Organizational Support; IT: Innovative Teaching; OCB: Organizational Citizenship Behaviour; TL: Transformational Leadership; KS: Knowledge Sharing.

The results of hypothesis testing presented in Table 2, and the findings related to the hypotheses illustrated in Figure 1. This study assessed multicollinearity by examining the Variance Inflation Factor (VIF), with acceptable values being below 3.3 (Kock, 2015). The findings revealed that the VIF values ranged from 01 to 1.575, confirming the absence of severe multicollinearity. Additionally, the Harman one-factor test employed to evaluate common method bias, with results indicating that the one-factor solution accounted for only 38.141%, well below the 50% threshold. Furthermore, aggregating all items into a single factor resulted in a poor fit for the data ($\chi^2 = 2$, 3672.685; d.f. = 3,915; p < 0.001). Therefore, this study does not exhibit common method bias. For the analysis, the study utilised Bootstrapping in Smart PLS software, setting the sample size to 5000 iterations. The analysis revealed that R^2 values ranged from 0.278 to 0.335, while Q^2 values ranged from 0.175 to 0.213, indicating that the model constructed in this study possesses strong explanatory and predictive power.

Table 2: Hypothesis Testing Results

Direct Effect				
Hypothesis	Path Coefficient	T Value	P Values	Support
H1: POS -> IT	0.202	4.517	0.000	Yes
H2: POS -> KS	0.193	4.109	0.000	Yes
H3: POS -> OCB	0.527	17.358	0.000	Yes
H4: OCB -> KS	0.098	2.09	0.037	Yes
H5: KS -> IT	0.133	3.038	0.002	Yes
Partial Mediation Effect				
H6: POS -> OCB -> KS	0.052	2.063	0.039	Yes
H7: POS -> KS-> IT	0.026	2.366	0.018	Yes

Table 2: Hypothesis Testing Results (cont…)

Moderation Effect				
TL-> KS	0.243	5.598	0.000	
TL-> IT	0.259	5.993	0.000	
H8:TL x POS -> KS	0.255	5.343	0.000	Yes
H9:TL x POS -> IT	0.287	6.023	0.000	Yes
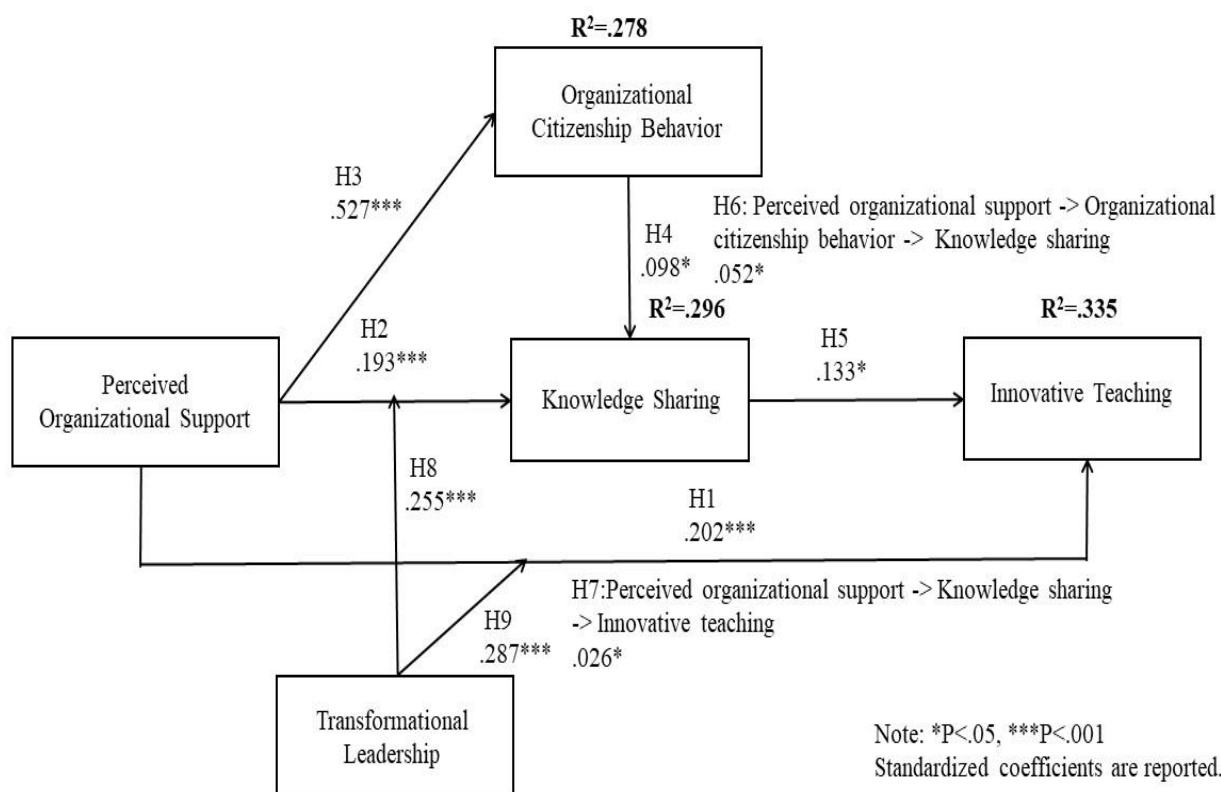
Figure 1: Results from Hypothesis Testing

The results regarding direct effects are as follows: Perceived organisational support demonstrates a significant positive impact on innovative teaching ($\beta = 0.202$, $p < 0.05$), thus supporting Hypothesis 1. Additionally, perceived organisational support positively influences knowledge sharing ($\beta = 0.193$, $p < 0.05$), validating Hypothesis 2. Furthermore, perceived organisational support has a substantial positive effect on organisational citizenship behaviour ($\beta = 0.527$, $p < 0.05$), confirming Hypothesis 3. Organisational citizenship behaviour also significantly affects knowledge sharing ($\beta = 0.098$, $p < 0.05$), which supports Hypothesis 4. Lastly, knowledge sharing positively affects innovative teaching ($\beta = 0.133$, $p < 0.05$), thus supporting Hypothesis 5. In terms of mediation effects, organisational citizenship behaviour (OCB) serves as a significant positive mediator in the relationship between perceived organisational support and knowledge sharing ($\beta = 0.052$, $p < 0.05$), confirming Hypothesis 6, with OCB acting as a partial mediator. Knowledge sharing (KS) similarly plays a significant positive mediating role in the relationship between perceived organisational support and

innovative teaching (β = 0.026, p < 0.05), which supports Hypothesis 7, with KS also functioning as a partial mediator. The study further examined the moderating effect of transformational leadership through two-way interactions. The results reveal that transformational leadership (TL) significantly moderates the positive relationship between perceived organisational support and knowledge sharing (β = 0.255, p < 0.05), thus supporting Hypothesis 8. Moreover, transformational leadership also significantly moderates the relationship between perceived organisational support and innovative teaching (β = 0.287, p < 0.05), confirming Hypothesis 9. Figure 2 illustrates these moderation effects, indicating that the positive impact of perceived organisational support on knowledge sharing strengthened under high transformational leadership conditions. Similarly, the influence of perceived organisational support on innovative teaching pronounced when transformational leadership is high.
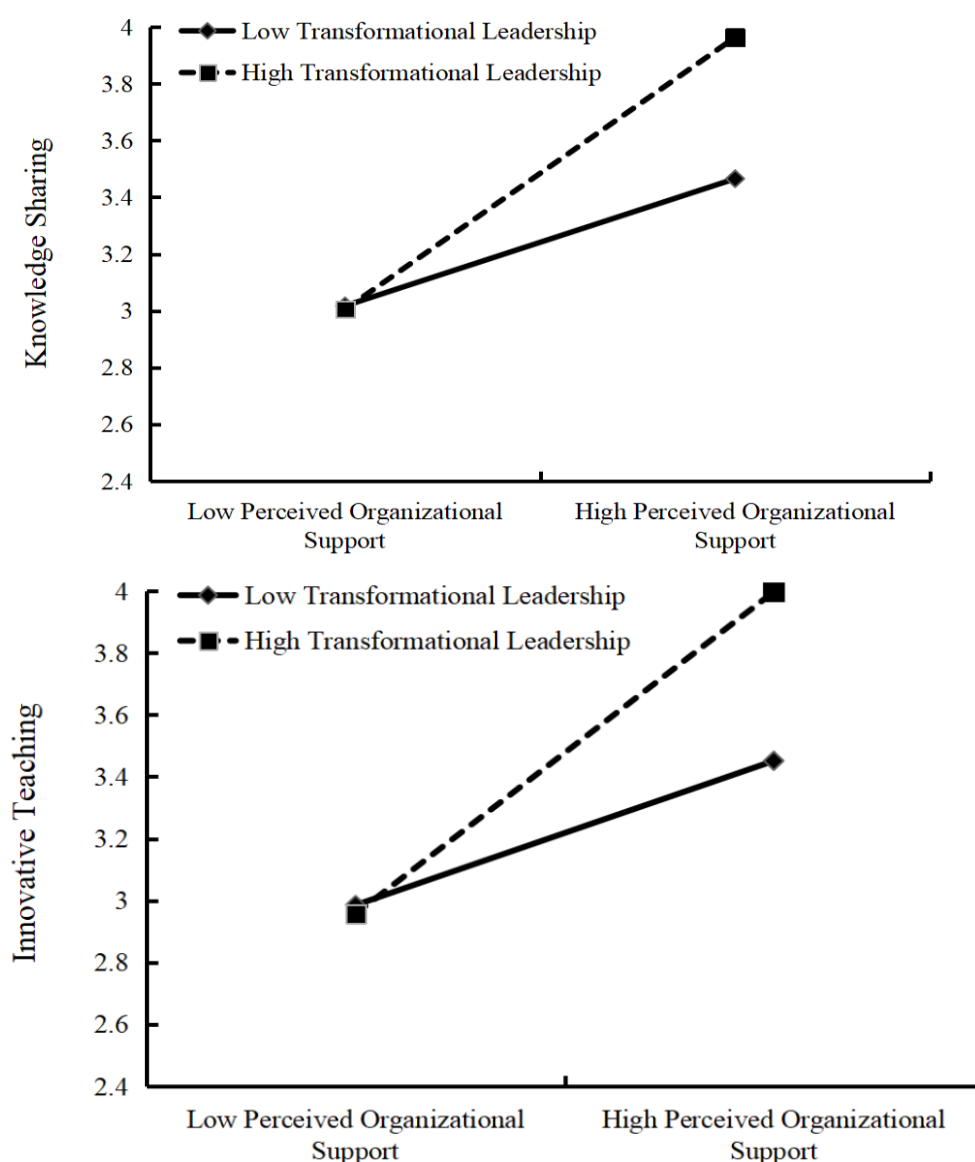

Figure 2: Moderation Effect of TL

Discussion

This study examined the mechanisms underlying innovative teaching among university teachers in Yunnan Province. The findings confirmed that perceived organisational support positively influences innovative teaching, knowledge sharing, and organisational citizenship behaviour. When teachers feel supported by their institutions, they are more likely to demonstrate positive work attitudes and behaviours (Eisenberger et al., 2014; Rhoades & Eisenberger, 2002). Furthermore, organisational citizenship behaviour (OCB) serves as a positive mediator between perceived organisational support and knowledge sharing (Han et al., 2019). Altruistic behaviours encouraged by perceived support significantly enhance knowledge sharing among teachers. Notably, knowledge sharing also plays a positive mediating role between perceived organisational support and innovative teaching, highlighting the critical role that knowledge flow plays in fostering innovative educational practices.

This suggests that when university teachers perceive strong organisational support, knowledge sharing becomes a mechanism that enhances their innovative teaching capabilities. The results reinforce the notion that social exchanges can be non-material (Cropanzano et al., 2017; Cropanzano & Mitchell, 2005). According to social exchange theory, non-material variables can cultivate positive behaviours and attitudes among university teachers. When teachers perceive support, they reciprocate with positive work behaviours, increasing their participation in knowledge sharing and innovative teaching. These positive reactions not only serve as a response to the support received from their institutions but also arise from expectations of future support, creating a beneficial cycle of social exchange. Evidence from (Mutahar et al., 2021) underscores the necessity for a comprehensive approach to organisational support. It suggests that mere perception of support is insufficient; such support must manifest in tangible actions that further organisational and academic goals.

For university administrators in Yunnan Province, this implies that initiatives to support teachers should include establishing platforms for knowledge sharing, recognising and rewarding OCB, and providing professional development opportunities. This strategy ensures that perceived support translates into actions that foster teaching innovation and academic collaboration. The study by Usmansyah and Thamrin Abdullah (2021) indicates a positive relationship between perceived organisational support (POS) and innovative teaching among Indonesian high school teachers. However, caution warranted when generalising these findings to universities in Yunnan Province due to contextual differences. Despite these limitations, this research highlights the crucial need to provide organisational support and enhance teacher self-efficacy to nurture innovative teaching. Abbasi et al. (2021) demonstrate that OCB enhances knowledge sharing among university teachers in Pakistan. OCB, through altruistic behaviours such as encouraging colleagues,

contributes to an environment conducive to knowledge exchange.

However, this raises questions about the causality of the findings given the study's context-specific nature. Therefore, university administrators in Yunnan Province should foster OCB to promote collaborative and innovative teaching practices. Insights from such studies could strengthened through further research in diverse contexts and with longitudinal designs. Iqbal et al. (2011) highlight that knowledge sharing among university staff significantly enhances innovative teaching by creating a collaborative environment where faculty can share experiences and learn from one another. Nonetheless, the study's focus on a single institution limits the generalisability of its findings. Broader research encompassing multiple institutions would provide a more comprehensive understanding. Moreover, reliance on self-reported data may introduce bias, suggesting that future studies should integrate objective measures of knowledge sharing and innovative teaching practices. The same study underscores the mediating role of OCB in the relationship between perceived organisational support and knowledge sharing. Strong POS fosters OCB, creating a collaborative environment that promotes knowledge exchange.

This highlights the importance of OCB in facilitating knowledge sharing. However, the cross-sectional design restricts causal inferences, necessitating longitudinal studies to confirm the causal pathways among POS, OCB, and knowledge sharing. Additionally, investigating which specific aspects of OCB most effectively promote knowledge sharing would yield valuable insights for educational institutions. The findings of Mustika et al. (2020) further emphasise the mediating role of knowledge sharing between POS and innovative teaching. Relating these results back to the context of Yunnan Province, a supportive organisational environment is likely significantly enhance collaborative behaviours among university teachers, leading to greater innovative teaching practices. Future research in Yunnan should focus on testing these relationships using objective measures of knowledge sharing and innovation across various educational institutions.

Nevertheless, the evidence underscores the importance of cultivating a knowledge-sharing culture to maximise the benefits of POS in innovative teaching. Mustika et al. (2020) also found that transformational leadership (TL) positively moderates the relationship between POS and knowledge sharing, suggesting that inspirational leadership can amplify the benefits of organisational support. In the educational context of Yunnan, this implies that university administrators employing transformational leadership can foster confidence and cooperation among teachers, facilitating knowledge sharing and innovative teaching. Furthermore, Mustika et al. (2020) reveal that transformational leadership enhances the relationship between POS and innovative teaching. This suggests that university leaders in Yunnan with the ability to inspire and transform can significantly enhance faculty innovation by fostering trust and psychological safety.

Although this study conducted in higher education institution setting, its findings hint at the potential for transformational leadership further strengthen the positive impact of POS on innovative teaching within educational institutions in Yunnan, considering local cultural and contextual factors. Additionally, university teachers working under transformational leaders are likely to perceive higher organisational support and show greater inclinations towards knowledge sharing and innovative teaching. The findings indicate that leaders with transformational characteristics can enhance perceived organisational support among university teachers, while high levels of perceived organisational support can foster trust, respect, and reciprocity between teachers and leaders. This facilitates the establishment of high-quality Leader-Member Exchange relationships, which can mitigate teachers' perceived risks associated with knowledge sharing and innovative teaching, thereby enhancing positive attitudes. This further supports the notion that transformational leadership can establish high-quality Leader-Member Exchange relationships (Anand et al., 2011; Avolio et al., 2004).

Contribution

This study addressed a significant gap in the existing literature on innovative teaching, which has predominantly concentrated on the positive effects of perceived organisational support within corporate and business contexts (Dirgantara Prakoso, 2022). By focusing on university teachers in Yunnan Province, this research provides empirical evidence that perceived organisational support could similarly enhance innovative teaching in the field of educational management. Moreover, this study offers a more nuanced understanding of the mechanisms involved; highlighting those university administrators must not only provide support but also encourage organisational citizenship behaviour and knowledge sharing through targeted strategies. This distinction is crucial; as mere provision of support may not be sufficient effectively facilitate innovative teaching. Additionally, the research illuminated the vital role of transformational leadership within educational management (Alainati et al., 2023; Kareem et al., 2023). The findings suggest that in resource-constrained environments, leaders exhibiting transformational qualities are able to offer personalised support, thereby alleviating concerns among university teachers and enhancing their ability to implement innovative teaching practices. From a theoretical standpoint, this study extends the applicability of social exchange theory (SET) and leader-member exchange theory (LMX). It underscores that knowledge sharing transcends simple reciprocity in response to organisational support; it is also a crucial component in promoting innovative teaching. Effective social exchanges between organisations and individuals highlight the importance of non-material rewards for teachers. Leaders who embody transformational leadership qualities can provide tailored support while fostering high-quality LMX relationships with university teachers. This dynamic empowers teachers to feel more confident in the organisational support they receive, further stimulating knowledge sharing and

innovative teaching.

Practical implications

This study explored the multidimensional mechanisms through which perceived organisational support acts as a catalyst for university teachers in Yunnan Province. The findings reveal several significant insights. Firstly, perceived organisational support positively influences teachers' knowledge sharing, subsequently promoting innovative teaching practices. Additionally, leaders exhibiting transformational leadership characteristics play a crucial moderating role in this relationship. For university administrators, the challenge lies in translating these findings into practical management strategies. Recognising the pivotal role of perceived organisational support is essential. Policymakers can assist universities by establishing dedicated funds or fostering collaborations with enterprises, which can provide financial backing for innovative teaching initiatives and signal institutional commitment. Moreover, universities should regularly organise educational workshops and create platforms for knowledge sharing to enhance collaboration among faculty members. It is imperative for university managers to adopt transformational leadership styles. Training programmes focused on transformational leadership could implemented in Yunnan Province, equipping leaders with the tools to understand teachers' challenges and effectively support their professional needs.

Limitations and future research

This study has several limitations. Firstly, the scope of sample coverage is constrained, as convenience sampling may not adequately represent a broader and more diverse group of teachers. Future research should consider expanding the sample by including a wider range of universities with varying types and sizes. Secondly, the research methods employed have inherent limitations. The reliance on cross-sectional data collection restricts the understanding of causal relationships. Future studies could benefit from adopting a longitudinal design to monitor long-term changes in innovative teaching practices. Additionally, while quantitative research provides valuable insights, it has its limitations. Future research could incorporate in-depth interviews as a supplementary method to gain deeper insights into teachers' perspectives on innovative teaching.

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