

The Role of Transformational Leadership on Employees Innovative Performance in Colleges in Punjab



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Abstract: *This qualitative research article investigates the transformative leadership's effects on employees innovative performance in colleges, contributing to the understanding of leadership strategies that promote creativity and progress at college level. The study inspects transformational leadership's impact on college production through innovation, the role of organizational culture in fostering innovative conduct, the influence of commitment to change on work performance, and the variability of these factors across different contexts. The findings, based on current research on transformational leadership and innovative performance in college education, indicate that leadership has a considerable impact on innovative performance in institutions. Additionally, commitment to change emerges as a critical factor in promoting innovative work behavior in organizations. The connection between creative performance and transformational leadership varies across different contexts, highlighting the need for further investigation in this area. The study's theoretical foundation is based on the work of James McGregor Burns, who first distinguished between transactional and transformational leadership. In higher education institutions, transformational leadership has been found to have a significant impact on employees performance and innovation.*

Keywords: Transformational Leadership, Innovative Performance, Colleges, Organizational Culture, Commitment to Change

I. Background of the Study

Al-Husseini (2019) defines transformational leadership as the ability to inspire and encourage followers, foster creativity and innovation, and foster a shared vision for the future. It has been discovered that leadership has a major impact on college and university performance, particularly in terms of innovative performance (Howell et al, 2022). There has been a boom in interest in and research into the role of transformative leadership in fostering creative performance in businesses in recent years (ibid.).

The changing area of higher education has

made leadership a critical aspect in determining institutional success and growth. Among the many different leadership styles, transactional and transformational approaches, as outlined by James McGregor Burns, have received a lot of attention because of their distinct impact on organizational dynamics. The goal of this investigation scholar essay is to untangle the tangled web of transformational leadership and inventive performance in the setting of universities. Understanding the varied effects of leadership on promoting innovation is critical as institutions of learning navigate an era marked by rapid change and developing educational paradigms.

The foundational work "Leadership" (1978) by James McGregor Burns on transformational leadership provides a theoretical lens through which we study the leadership dynamics in college settings. The emphasis on contingent rewards and corrective actions in transactional leadership contrasts with transformational leadership, which inspires and motivates followers towards higher-order goals and communal ambitions (p. 25). This research will also look into how these opposing leadership ideologies influence and shape college innovation performance.

The current issues that colleges confront, ranging from technology improvements to changing student expectations, highlight the need of this investigation. We hope to add to the continuing discussion of effective leadership tactics for encouraging innovation in the collegiate scene by combining theoretical frameworks. The study emphasizes the importance of transformative leadership in fostering creative work in higher education. Group learning is dependent on information exchange and management within organizations because these procedures allow implicit knowledge to be transformed into unequivocal knowledge (Von Krogh et al., 2012).

The study investigates the connection between leadership and creative performance in higher education using James McGregor Burns' transactional theory. It employs a mixed-methods approach to identify leadership behaviors and organizational characteristics that encourage or inhibit creativity. The findings could aid colleges in developing effective leadership efforts.

The study's overall goals are to shed light on the role that transformational leadership plays in supporting creative performance in higher education and to provide relevant recommendations for universities looking to improve their inventive performance. The study's findings will be important to college administrators, executives, and legislators as they add to the growing body of investigation on transformational leadership and innovative performance in advanced education.

A. Rationale of the Study

The study seeks to comprehend the impact of transformational leadership on employees innovative performance in Punjabi institutions. The region's distinct socio-cultural and economic dynamics provide an intriguing environment for investigating this impact. The findings can be used to inform leadership development and organisational initiatives customized to the needs and problems of the region. The study may also have implications for organisational and educational policy and practice, as a significant relationship between transformational leadership and innovative performance may lead to the implementation of transformational leadership development programmes, thereby improving the overall quality and effectiveness of Punjab's educational system.

B. Problem Statement

The purpose of the research "Role of Transformational Leadership on employees Innovative Performance in Colleges in Punjab" is to better understand the influence of transformational leadership on innovative performance in colleges in the Punjab region. College performance, knowledge development, and innovation have all been connected to transformational leadership. The particular socio-cultural and economic characteristics of Punjab, on the other hand, provide an intriguing setting for examining its influence. The purpose of this research is to provide insights for leadership development, organizational initiatives, and educational policy and practice in the region, with an emphasis on the region's unique requirements and difficulties..

C. Objective of the Study

The perseverance of this research is to inspect the association between creative performance in colleges and transformational leadership. The study attempts to inspect the influence that transformational leadership plays in supporting novelty and development in higher education institutions, in addition to providing useful suggestions for colleges looking to improve their creative performance. In this study, the impact of change on creative performance, as

well as the relationship between innovative performance and transformational leadership in various situations, will be studied.

D. Significance of the Study

The significance of the study on the topic "Role of Transformational Leadership on employees Innovative Performance in Colleges in Punjab" lies in the following aspects:

- While there is extensive research supporting transformational leadership's good influence on college performance, knowledge, and creativity, there is a need to particularly explore its implications for institutions in the Punjab region. Punjab's distinct socio-cultural and economic dynamics provide an intriguing backdrop for investigating the impact of transformational leadership on innovative performance in its universities.
- By performing this study, it is possible to gather insights relevant to the Punjab context, which can be beneficial to the region's universities and educational institutions. Understanding how transformational leadership promotes creative performance in colleges in Punjab can guide leadership development and organisational initiatives adapted to the region's specific needs and constraints.
- The research will add to the expanding body of knowledge on leadership methods that encourage creativity and advancement in higher education institutions, as well as provide a better understanding of the role of transformational leadership in encouraging creative performance in colleges.

The study is significant because it has the potential to fill a gap in the literature, provide valuable insights for leadership development, inform educational policy and practice, and expand the body of knowledge on transformational leadership in the context of innovative performance in Punjab colleges.

E. Research Question

The following research question is presented

for the study based on the current literature. "The Role of Transformational Leadership on employees Innovative Performance in Colleges of Punjab":

1. What is the impact of transformational leadership on employees innovative performance in colleges?

F. The scope of the study

The scope on the topic "Role of Transformational Leadership on employees Innovative Performance in Colleges in Punjab" is centered on investigating the impact of transformational leadership, as proposed by James McGregor Burns, on the innovative performance of colleges in the region of Punjab. The study aims to:

- Using existing literature and research data, investigate the impact of transformational leadership on college performance through knowledge and creativity.
- Investigate the effect of organisational culture in fostering creative performance, focusing on how a supportive and accommodating environment can boost the impact of transformational leadership.
- Examine the impact of change commitment on job performance, weighing the value of adopting and implementing new ideas and techniques in creating inventive performance.
- Examine the heterogeneity of these elements across contexts, emphasising the need for additional research and knowledge of the aspects that contribute to transformational leadership's success in boosting creative performance in colleges.

By focusing on the specific context of Punjab, the study aims to provide valuable insights for leadership development, organizational strategies, and educational policy and practice within the region. The findings of this study can contribute to the growing body of knowledge on leadership strategies that promote creativity and progress in colleges, providing a deeper understanding of the role of transformational leadership in fostering

innovative performance in colleges.

G. Definition of Terms

Here are some terms and their definitions related to the topic "The Role of Transformational Leadership on Innovative Performance in Colleges":

1. Transformational leadership

A leadership approach that uses idealized influence, intellectual stimulation, and personalized attention to inspire and encourage followers to realize a common vision and goals (Gheorghe, 2012).

2. Transactional leadership

It is also known as managerial leadership, involves leaders using rewards and punishments to motivate their subordinates to perform optimally.

3. Innovative performance (Pratt, 2017).

An organization's capacity to produce and use novel concepts, goods, or procedures that add value and boost output (Fernandes, 2023).

4. Organizational culture

The common ideals, convictions, and customs that influence how members of an organisation behave (Nurtjahjani, 2021).

5. Commitment to change

The degree to which individuals within an organization are willing to support and participate in change initiatives (Howell, 2022).

6. Knowledge management

The process of generating, disseminating, utilising, and overseeing knowledge and data within a company in order to enhance performance (Gheorghe, 2012).

7. Intellectual stimulation:

A leadership behavior that encourages followers to think creatively and challenge assumptions (Rehmani, 2023).

H. Limitations of the Study

The study "The Role of Transformational Leadership on Innovative Performance in Colleges in Punjab" has limitations, including a

limited scope, small sample size, a correlational research design, self-reported data, lack of control variables, and limited examination of alternative theories. The research focuses on the role of transformational leadership in innovative performance in Punjab colleges, but may not be applicable to other contexts or regions. The study also lacks control for potential confounding variables, potentially leading to an overestimation of the impact of transformational leadership. Additionally, the study does not examine alternative leadership styles, such as transactional or laissez-faire, which may provide an incomplete picture of the factors influencing innovative performance in Punjab colleges.

II. Literature Review

The leadership literature underscores the pivotal role of leadership in both Organisational expansion and individual worker productivity, as emphasized by Qi et al. (2019) and Afsar et al. (2020). Effective leaders are tasked with providing their followers with the necessary support to enhance their effectiveness and collectively work towards a shared vision, a point articulated by Ahmad (2018) and Zhao and Zhou (2019).

Among the various leadership styles, transformational management stands out, characterized by its ability to inspire subordinates to transcend self-interest, instilling confidence and a heightened interest in surpassing prospects (Jena et al., 2018; Khan et al., 2021c). This leadership style is essential for organizations attempting to negotiate large transitions, as it fosters an environment that encourages constructive and flexible changes (Khan et al., 2020a; Hai and Park, 2021).

Transformational leaders develop a profound relationship with the organizational culture of emotive commitment in their function as teach facilitators (Cho et al., 2019; Mwesigwa et al., 2020). This interconnection emphasizes the delicate association between transformational leadership acts and the building of a working climate characterized by emotional and affective commitment. As organizations increasingly recognize the need for adaptive

changes, transformational leadership emerges as not only desirable but also necessary for building an environment favorable to constructive organizational adjustments.

The importance of transformative leadership in supporting creative performance in higher education has received more emphasis in recent decades. Existing research has investigated the effectiveness of transformational leadership in university performance, information, and novelty, emphasizing the importance of transformational leaders in fostering creative concepts and skillfully employing intellectual stimulation, motivating inspiration, and idealized influence.

The study investigates how transformational leadership supports innovation in higher education, emphasizing transformational leaders' role in leading the innovation of entire institutions in the area. The study also emphasizes the importance of organizational leaders in establishing an innovative culture, as well as the complexity of leadership styles in higher education.

The study emphasizes the importance of transformational leaders in building an innovative and creative culture, as well as the necessity for greater research on the efficacy of transformational leadership in academic contexts. The aim of this section is to enhance to the expanding body of research on leadership methods that support innovation and success in higher education institutions by providing a complete examination of the role of transformational leadership in innovative performance in colleges.

In recent years, there has been an increase in research and a focus on the position of leadership in supporting creative performance in college settings. Numerous research have been undertaken to study the relationship between creative performance and transformative leadership in higher education. For example, in a paper named "Pengaruh Budaya Organisasi, Quality of Work Life, dan Kepemimpinan Transformasional Terhadap Kinerja karyawan" by Irmayanthi and Surya (2020). According to the journal "Jurnal

Manajemen," new work practises and transformational leadership have a substantial impact on lecturer performance at Catholic universities in Surabaya.

Another study by Parashakti and Sargih (2019), "The effect of transformational leadership and organizational culture towards employees' innovative behavior and performance" found that organisational culture refers to the principles or traits that an organization upholds, transformational leadership, on the other hand, empowers a leader to encourage workforces to work towards the attainment of organizational goals.

Moreover, a study "Transformational Leadership in Higher Education Programs" by Howell et al. (2022) examined transformative leadership traits through US doctoral program in higher education. Transformational leadership, according to the study, has been effective in educational settings because it attempts to strengthen the organization's volume to decide on its goals and to stimulate the growth of modifications to coaching and knowledge methods.

Another study by Wang et al. (2021), "The Impact of Transformational Leadership on Affective Organizational Commitment and Job Performance: The Mediating Role of Employee Engagement" discovered that organizational innovation in higher education institutions is positively impacted by transformational leadership.

A study titled "Transformational Leadership and Innovation: The Mediating Role of Knowledge Sharing Amongst Higher Education Faculty" by Al-Husseini, S. (2019); investigates the link relationships between innovation, information exchange, and transformative leadership in higher education, demonstrating benefits for academic staff in underdeveloped countries such as Iraq.

In an article titled Transformational Leadership and University Performance, Gheorghie (2012) through knowledge and creativity, investigated the impact of transformational leadership on university performance: "The Impact of Transformational Leadership on University

Performance through Knowledge and Innovation," suggesting that universities should prioritise this in upper-level managerial positions.

Furthermore, Bogar (2019) observed that transformative leadership positively influences lecturers' complacency and reliance on the leader figure, which lowers their innovative work behavior and, ultimately, performance. This exemplifies the complex relationship between creative performance in higher education, organizational culture, and revolutionary leadership.

More research is required to fully comprehend the mechanisms by which transformational leadership promotes innovative performance in colleges. The purpose of this research is to close that gap by investigating the relationship between innovative performance and transformational leadership in various contexts, the impact of organizational culture on innovative efficiency, the impact of commitment to change on innovative performance, and the influence of transformational leadership on advanced performance in colleges. However, James McGregor Burns' concept of transformative leadership may be used to evaluate the overall notion.

Theoretical framework

The work of James McGregor Burns provided as the theoretical framework for transformative leadership. Burns was the first to distinguish between transformative and transactional leadership. Transformational leadership has been demonstrated to have a major impact on organizational performance, knowledge, and innovation in higher education institutions Militaru (2012). Transformational leadership includes inspiring and motivating subordinates, stimulating innovation and creativity, and building a shared future vision. This leadership style is especially relevant in higher education, where success is dependent on innovation and continuous progress. On the other hand, creative performance refers to an organization's ability to create and implement new ideas, products, or procedures that add value and

increase output. This includes the ability to solve problems, continuously improve, and adapt to change (Rehmani, 2023).

This study's theoretical framework will look into the impact of organizational culture on fostering innovative performance, the impact of commitment to change on innovative performance, the relationship between innovative performance and transformational leadership in different contexts, and the impact of transformational leadership on innovative performance in colleges in Punjab. Through an evaluation of these characteristics, the study seeks to shed light on the impact of transformational leadership on innovative performance in colleges as well as provide pertinent recommendations for institutions of higher learning looking to improve their innovative performance.

Methods:

This study was conducted in the colleges of Punjab to examine the impacts of transformational leadership on the employee's innovative performance in colleges. The qualitative study approached was adopted and data was collected by conducting 3 interviews of the different principles of the colleges. Convenient sampling was used.

THEMATIC ANALYSIS

First Interview

- Leadership Influence on Innovation

The interviews highlighted that transformational leadership plays a pivotal role in fostering an environment conducive to innovation. Principals emphasized the significance of a leadership style that inspires, motivates, and challenges employees, leading to enhanced innovative performance.

- Development and Execution of Innovative Strategies

The principals shared their experiences in implementing strategies that encourage

creativity and innovation among staff. This included professional development programs, fostering a culture of open communication, and providing opportunities for staff to engage in creative problem-solving.

- Outcomes and Achievements

The tangible results of these leadership strategies were evident in the enhanced performance and increased innovative outputs within the colleges. Principals reported improvements in both teaching methodologies and administrative processes, demonstrating the direct impact of transformational leadership on institutional innovation.

Second Interview

- Shaping Leadership Culture

The interviews underscored the importance of cultivating a leadership culture that values and supports innovation. This involves not just individual leadership skills but also creating a broader institutional ethos that encourages risk-taking and values new ideas.

- Differentiating Employee Types

A key discussion point was the distinction between general employees and innovative employees. Principals provided examples from their colleges where innovative employees, under transformational leadership, exhibited greater engagement, creativity, and willingness to implement new ideas.

- Recommendations for Future Leadership

The principals suggested that future leadership in educational institutions should prioritize innovation and adaptability. They recommended that leaders should adopt a visionary approach, foreseeing educational trends and preparing their institutions to meet future challenges innovatively.

Third Interview

- Characteristics of Transformational Leadership

The principals identified specific characteristics of transformational leadership, such as charisma, intellectual stimulation, and individualized consideration, as key to

encouraging innovative thinking and performance among employees.

- Implementation and Implications of Leadership Practices

The practical aspects of implementing transformational leadership were discussed, with principals sharing how they fostered a supportive and innovative environment. This included tailoring leadership approaches to individual employee needs and the broader institutional context.

- Vision for Innovative Leadership in Education

Finally, the interviews converged on the idea that for colleges to remain relevant and forward-thinking, leadership must not only adapt to current educational challenges but also actively drive innovation. This involves setting a visionary course for the institution, one that embraces change and fosters a culture of continuous innovation.

These conclusions collectively underline the critical role of transformational leadership in enhancing innovative performance in educational settings, advocating for a leadership style that is adaptive, inspirational, and forward-looking, as concluded from the interviews with the respectable principals of prestigious colleges.

Findings

According to a study on transformational leadership in colleges, it has a good impact on organizational culture, motivation, and innovation. Transformational leaders inspire professors and staff by using charismatic communication and a compelling vision to create an environment conducive to creativity. They also provide tailored help, acknowledging and fostering individual abilities to foster innovative conduct. Leaders in higher education must stimulate critical thinking and foster a culture of continual learning, which requires intellectual stimulation. A unified vision and goal alignment are critical for driving innovative performance. Effective communication and collaboration are keys 'as leaders' foster transparency and open dialogue.

Adaptability to change is also crucial, as leaders who embrace change are more likely to facilitate innovative responses to challenges. Finally, transformational leaders promote continuous learning and skill enhancement, fostering a dynamic and innovative workforce.

Discussion

1. Transformational Leadership

The literature has given transformational leadership a lot of attention (Schmidt, Hartog, & Belschak, 2016). People are transformed through the process of transformational leadership, according to Bass and Riggio (2012). It entails making efforts to alter things that improve followers' performance and the efficacy of the organization by altering their own beliefs and self-perceptions. The notion is predicated on the ideas that everyone has a role to play and that followers must feel valued, respected, and trust is crucial for a leader to gain their devotion (Northouse, 2012).

Transformational leadership, as said by Bass and Riggio (2012), includes multiple magnitudes: the flawless effect that conveys faith in the organization's goal, inspires respect and dedication, and celebrates achievements. Those who follow are inspired and passionate about the organization's goals, demonstrating inspirational motivation. Leaders seek new problem-solving ideas from their followers by sparking the imagination and inspiring people to resist preconceptions and think outside the box. Leaders can utilize a customized consideration method to create relationships that interact with their dependents and provide individualized courtesy to their requirements. These leadership characteristics motivate others to reach their full potential and are motivated by a desire for growth and achievement.

According to Nguyen and Mohamed (2011), transactional leadership has a smaller influence on knowledge management than transformational leadership. According to a survey of managers in American and Taiwanese firms performed by Chen and Barnes (2006), transformational leadership is critical for increasing information sharing. Leaders that encourage and aid in issue solving,

as well as pay closer attention to their employees, are more likely to observe an increase in knowledge exchange.

The terms "transformational leadership" and "leadership" are not synonymous. The verb "to transform" is to change anything into a different form, which is where the word "transformational" originates (Jufrizen, 2017). Transformational leadership, according to Purnomo and Saragih (2016:12), is a process that entails motivating people to develop and realize their full potential by meeting their needs. According to Zeindra and Lukito, (2020), transformational leadership develops on a frontrunner who acts as a motivator and a guide for subordinates to accomplish duties so that organizational goals are met. In order to benefit the organization, followers of transformational leadership are motivated to put aside their own interests (Robbins & Judge, 2018: 261). Particularly, Purnomo and Saragih offered four characteristics of transformational leadership, which are commonly known as "the four I's" (2016: 13). These are "idealized influence, inspirational motivation, intellectual stimulation, and individual consideration."

Over the years, the idea of transformational leadership has changed, and now, leadership is seen as a sign of a person with great leadership and motivational abilities. A "relationship of mutual stimulation and elevation that converts followers into leaders and may convert leaders into moral agents" is how Burns (1978) characterized transformational leadership (Burns, 1978: 4). Instilling drive and trust in their followers (Bass, 1985) and cultivating followers equipped to advance an institution (Harrison, 2000) while fostering originality (Hallinger, 2003) in both native and worldwide contexts (Owie, 2019) are characteristics of transformational leaders.

Since Burns first introduced the term in 1978, the concept of transformational leadership has evolved. "[T]he transformative leader involves the follower's entire being, searches for ulterior motives in them, and tries to meet their higher demands. A connection of mutual inspiration and promotion that turns factions into leaders and potentially turns leaders into ethical actors

is the outcome of transformative leadership (p. 4). Transformational leaders must foster the growth of individuals around them in order to advance the group or cause. Burns' description was expanded by Bass (1985) by focusing on the dynamics between leaders and followers. Trust, respect, and loyalty are important to transformational leaders because when followers display these qualities, they are more likely to desire to complete activities that will advance the goal and vision that the transformational leader has laid forth.

Because the leader “seeks to build the organization's capacity to select its purposes and to support the development of changes to practices of teaching and learning,” transformational leadership has shown effective in educational settings (Hallinger, 2003: 330). Because of the range of academic and administrative disciplines, the president must go above and beyond their area of expertise to assist the institution and create agreed objectives, such as a vision (Basham, 2012).

Model of Transformational Leadership

Northouse's transformative leadership method is comprised of the four 'Is' (Figure 1). These are idealized influences, instilling motivation, stimulating the mind, and attracting individual attention. Idealized inspiration is the aptitude to analyses and/or replicates the trajectory of other outstanding leaders; this can be performed via creating relationships, increasing leadership abilities, and following a mentor's professional path. Inspiration motivation (IM) enables leaders to persuade others and push past perceived barriers in order to achieve goals. Originality, creativity, and strategic thinking are the primary focuses of intellectual stimulation (IS). Individualized consideration (IC), according to Northouse (2016), is the process by which a leader pays attention to and comprehends the needs and ambitions of a follower in order to offer them with the resources they require to succeed at greater levels.

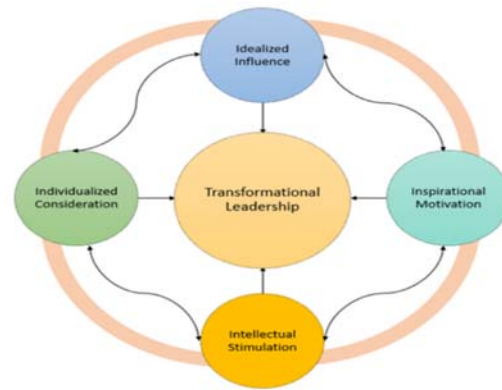


Figure 1. Transformational Leadership Model (Northouse, 2016)

Transformational leaders encourage innovative ideas within their organizations, and their behaviors act as variables that promote innovation. Individualized consideration rewards followers, but intellectual stimulation increases exploratory thinking and motivating motivation fosters idea growth (Sosik et al., 1998). Transformational leaders use inspirational motivation as well as intellectual stimulation, which are both required for organizational innovation (Elkins and Keller, 2003).

2. Innovative Performance

According to Von Krogh, Nonaka, and Rechsteiner (2012), knowledge and information and knowledge exchange are key resources and capacities that can foster competitive advantage and encourage innovation. Knowledge management exchange within institutions is crucial to group education in order to convert ingrained implicit information into explicit knowledge (Von Krogh et al., 2012). Leadership can influence information sharing and creativity because it inspires followers to work towards a common objective, which boosts organizational performance and creativity (Bass & Riggio, 2012).

West and Farr (1990) describe innovation as the deliberate introduction and use of new ideas, methods, products, or procedures inside a position, group, or organization to significantly benefit the individual, group, organization, and society. Implementing restructuring or cost-cutting ideas, improving communication, introducing new manufacturing technologies, and altering organizational structure and people

plans or programs are all instances of innovation (Robins, 1996).

Knowledge sharing, according to Hislop (2013), is essential to an organization's ability to compete. Organizational cultures foster collaboration and knowledge sharing claim Bollinger and Smith (2001). According to Fullwood, Rowley, and Delbridge (2013), this is the situation inside a HEI in the UK. In a Malaysian public university, similarly found that culture had an impact on knowledge sharing (Mansor, 2015).

Administrative, technological, radical, or gradual organizational innovation is possible, where administrative innovation is a change in organizational structure and processes and technical innovation encompasses products, processes, and technology. Radical innovations are substantial changes in processes that lead to transformation in an organization or sector, whereas incremental innovations are little deviations from current systems that support an organization's current capabilities (Naguib et al., 2018).

Process innovations are typically tacit, systemic, and complex, with higher implementation costs than product innovations due to higher coordination costs, higher training costs, the difficulty of transferring learning from one innovation decision situation to another that is difficult to codify, and the struggle to integrate the new knowledge with other "communities-of-practice" within the organization (Gumusluoglu & Ilsev, 2009).

Organizational knowledge has been distinct in a diversity of ways. Hislop (2013) distinguishes between possession and practice as the two contrasting viewpoints in knowledge theory. The epistemology of possession views knowledge as something that belongs to specific people. It presumes that they refer to knowledge as an item or object that they possess and as the cognitive resources that help them be more productive at work. These consist of information kept in books, procedures, or databases (Biggiero, 2012). Conversely, the epistemology of practice characterizes knowledge as an action. As a result, it describes

knowledge as socially constructed, subjective, and negotiated. This knowledge is present in the way that people carry out their tasks or generate results. There is a change from knowing to knowing.

Although there are other sorts of knowledge that are acknowledged by researchers, tacit and explicit knowledge are typically distinguished from one another. People's thoughts are ingrained with more subjective, personal, and sophisticated knowledge known as implicit knowledge. It is acquired via research and encounters, as well as growing via social engagement (Chuang, 2016; Von Krogh et al., 2012). Explicit information, on the other hand, is documented and codified. It is easier for people to share and more tangible (Hau, Kim, Lee, & Kim, 2013). Personal knowledge and organizational knowledge are mutually exclusive, and interactions between tacit and explicit knowledge can change personal knowledge into organizational knowledge (Von Krogh et al., 2012).

Knowledge management is defined by Zheng, Yang, and McLean (2009) as application, distribution, and acquisition. They claimed that when information sharing is taken into account, innovation and effectiveness are attained. According to Hislop (2013), knowledge exchange is central to knowledge administration. It is seen as a measure of the efficacy of an organization. Mathew (2010) discovered that knowledge exists and that faculty members who cultivate a knowledge culture foster creativity and improve student achievement to improve leadership.

Knowledge sharing, according to Hislop (2013), is the interchange of implicit and explicit knowledge relevant to the current job. Knowledge sharing, according to Lin (2007), encompasses both the knowledge provider and the information seeker, whereas Ardichili, Page, and Wentling (2003) claimed that knowledge exchange covers both the development and consumption of new knowledge. Indeed, sharing information can pave the way for organizations to engage in more radical innovation (Zhou & Li, 2012).

Innovation in products and processes can give businesses the capacity to address issues, add worth, and boost output (Theyel & Hofmann, 2015; Trott, 2008). According to Liao, Fei, and Chen (2007), an organization's success may be determined by these two factors or breakdown. Product and process innovation can improve academic achievement in higher education; nevertheless, both must adjust to the changing environment for education to remain high-quality (Obendhain & Johnson, 2004).

According to Trot (2008), product innovation is related to the creation of new products that can aid an organization in achieving its objectives. It can be assessed using the number of products, the profitability and diversity (Tsai, Huang, & Kao, 2001), or the rate of innovation (Hung, Lien, Fang, & Mclean, 2010). Process innovation, on the other hand, comprises the use of new tools and data, as well as new methods of providing services (Jaskyte, 2004).

When transformational leaders encourage the search of new opportunities and the building of a shared vision, employees' sense of responsibility and knowledge sharing grow (Bass & Riggio, 2012). Individualized concern suggests that a leader is aware of their followers' aims and concerns and seeks to build their talents through coaching and consulting, as well as providing counsel and practical direction (Tims, 2011).

Prior research has indicated that the exchange of knowledge precedes both innovation and transformation. According to Lin and Lee's (2005) research, companies that implemented strategies involving the sharing of technological expertise with rivals outperformed those that did not. Chen, Huang and Hsiao (2010) found a link between innovation and the development and exchange of information. Knowledge creation can forecast innovations in management, marketing, and products, as demonstrated by Andreeva and Kianto (2013). Jiang and Chen (2016) looked at the connections between information sharing, creativity, and transformational leadership in teams working on knowledge-intensive projects. They discovered that there was a significant

correlation between the three.

According to Anderson et al., Bledow et al., King, Schroeder et al., and Van de Ven et al. in Rosing et al., 2011, innovation is a complicated issue that is impacted by a wide range of internal and external influences. People are innovative because they are highly influenced by factors such as intellect, family, culture, education, and the economics. Furthermore, one external aspect influencing individual innovation is leadership.

Numerous internal and external factors impact innovation. According to Eye, (Sultika & Hartijasti, 2017) the internal elements are innovation and self-leadership. One of the abilities that spur creativity is self-leadership (Carmeli, Meitar, & Weisberg, 2006). When self-awareness and perceptions of competence promote personal effectiveness, it can be enhanced (Neck & Manz, 1996). These come to the conclusion that instructors at Surabaya's Catholic colleges possess both creativity and self-leadership.

3. Role of Organizational Culture

Transformational leaders are "still a long way from being the right leader in every situation, and as a result, there are few empirically documented case examples of capturing transformational leaders' acumen" (Basham, 2012: 344). Because advanced education programs can make individuals to assume the presidency, it is vital to review the competences produced in these programmes to ensure programme strength and effective preparation for these future leaders.. "It provides the leader and the organization with a conceptual map of where the organization is going; it lends meaning to and clarifies the organization's identity" (Northouse, 2016: 176).

Globally, the higher education (HE) market is changing quickly, and there is a growing need for high-quality instruction (Mathew, 2010). The industry is being forced by these outside forces to become more inventive, well-organized, and successful (Herbst & Conradie, 2011).

The knowledge-based view, according to

Mearns (2012) and Von Krogh et al. (2012), recognizes knowledge as an important organizational resource and a vital component of organizational innovation. Employee skill, knowledge, and experience in the value-creation process are crucial to innovation (Wang & Wang, 2012).

Since information is ingrained in people, sharing it across an organization is essential to creating new patterns that aid in problem-solving (Von Krogh et al., 2012). Sharing tacit knowledge results in its conversion into explicit knowledge, which creates collective learning and advances the organization's body of knowledge. New ideas for improving goods, services, and procedures can come from sharing knowledge (Carmeli, 2013; Wang & Wang, 2012).

Organizations can respond to and adjust to changes in the environment and in technology through innovation. According to Trott (2008), innovative businesses possess the ability to enhance both human and organizational performance, resolve issues, and establish a competitive edge. To accomplish organizational objectives, innovation can entail creating, putting into practice, producing, and embracing novel concepts, procedures, initiatives, and guidelines. In the higher education sector as well, innovation may be essential to attaining profitability (McClure, 2016). Innovation can be considered to have its roots in collective learning (James, Guile, & Unwin, 2016).

Various forms of innovation occur within organizations (Liao, Fei, and Chen, 2007) and Dewar and Dutton (1986) made a distinction between radical and incremental innovation, for example. According to Tidd and Bessant (2011), product and process innovation can be used to understand procedure. Daft (1978) concentrated on administrative and technical innovation. Some scholars, like Walker (2007) and Obendhain and Johnson (2004), have proposed many sorts of innovation, including system-based, behavioral, positional, and paradigm-based approaches.

Employee performance is heavily influenced by

organizational culture. A positive organizational culture will benefit employees. A undesirable business philosophy will likewise have a bad impact on staffs. Organizational culture, according to Shein and Luthan, is a pattern of fundamental beliefs that individuals or groups create, develop, or discover based on experiences with internal or external adaptation because they are thought to have a positive effect and are eventually passed on to others as a means of comprehending, sensing, or thinking about the issue (Tewal, Adolfina, Pandowo, Melinda, Tawas, 2017: 19).

Organizational culture, according to Robbins and Judge (2018: 355), is a sharing mechanism that members of the organization utilize to distinguish it from other organizations. Assessing organizational culture, according to Robbins (2006) and Pati (2019), can assist evaluate how employees feel about the company, encourage inventiveness, value innovation, and promote teamwork? (Robbins and Judge, 2018: 355-356); presented seven positive or essential organizational culture traits: risk-taking and innovation, attention to tiny details or minutiae, outcome orientation: personal, team, assertiveness, and stability.

Behavior describes actions that are goal-oriented. Behavior is typically driven by a desire to accomplish particular objectives. It cannot be distinguished from the word inventive in this context. Innovation is associated with concepts, procedures, or goods that people claim to be innovative. According to West and Farr in their book, innovation is the deliberate request and overview of new concepts, techniques, processes, or products for financial advantage. Ancok (2012: 34). According to the different explanations, creative work behavior and innovation are connected.

Performance is essential to an organization since it acts as a barometer for members' levels of occupational achievement (Irmayanthi & Surya, 2020). According to Zeindra and Lukito (2020), performance is the result of the occupational assessment within a given time frame. Performance is the outcome of work that

is connected to corporate objectives, customer happiness, and the ability to affect financial contributions, according to Armstrong (2014, p. 226). According to Sundari (2019, p. 9), Stolovitch and Keeps defined performance as a collection of outcomes and making reference to exploit and carrying out the assigned work. Sutrisno (2010: 176) put out the following factors as performance-influencing elements: initiative, discipline, authority and responsibility, effectiveness and efficiency.

To survive and grow in a competitive environment, every organization, including educational institutions, must innovate. The social and industrial revolutions have compelled the education system to reinvent itself in order to prepare students for the changes with new skill sets and a strong sense of responsibility. It begins with curriculum design, with an emphasis on research and innovation, novel pedagogy, assessment tools, learner engagement, and industry-academia collaboration to bring out the best in both the teacher and the student, and to improve their employability and entrepreneurship abilities. Transformational Leadership is required for the success of innovation, from management to institution heads to instructors.

Student satisfaction has a significant impact on an institution's health. Faculty must interact with their students and institutions to create an atmosphere that attracts new and more students while also nurturing an interest in education and lifelong learning. Friedman (2017) provides an example. Presidents of colleges and universities can also have an impact on student satisfaction. Institutions obtain more invitations and financial gifts from alumni when a president radiates charisma, for example (Bastedo et al., 2014), and leadership talents can be leveraged to better involve faculty, particularly those who are resistant to change (Basham, 2012).

4. Influence of Innovative Leader

In his 1978 book *Leadership*, James Burns proposed the concept of transformative leadership. Transformational leadership entails being able to recognize change, articulate a

vision for change, guide change, and effectively execute change. It is made up of four parts: "idealized influence, inspirational motivation, intellectual stimulation, and individual consideration." Transformational leaders are always bringing new ideas to organizations and pushing fresh problem-solving solutions (Singh, 2022).

Given the numerous definitions of leadership (Hemphill & Coons, 1957; Northouse, 2016), college and presidents at universities must be conscious of their own leadership styles and willing to advocate for change. Transformational leadership (TL) is a leadership elegance that inspires followers to go above and beyond the norm. It's a process that necessitates creative and magnetic leadership (Northouse, 2016: 161). Leaders with TL qualities are inventive, empowering, and capable of effecting positive change in their organizations (Hoch, 2013).

The function of the president of a college or university has evolved to incorporate complex decision-making abilities. Presidents must be able to communicate data-driven efforts to constituencies on campus while also comprehending changes in enrollment, the economy, and student needs (Gearin, 2017). To become acquainted with campus issues, new presidents should collaborate with governing boards (Gearin, 2017), engage in "listening and learning" (Wakefield et al., 2020: 4), and develop a first-year plan to learn about the institution and its constituents (The Aspen Institute Task Force on the Future of the College Presidency, 2017).

A successful president is someone who can "make sense of the circumstances that confront them, especially in changing and uncertain times" (Bourgeois, 2016: 18). They want to foster a culture of relationship development (Hagan, 2021), silo elimination (Friedman & Kass-Shraibman, 2017), and learning and development. This project was worked on by Friedman and Kass-Shraibman (2017). This type of collaborative cooperation can assist institutions in achieving their objectives and vision (Howell, 2020). Programmes that teach and instill transformative leadership abilities

(Martin & Samels, 2004) are critical in higher education contexts (Howell, 2020).

"A university president's competency in knowledge, leadership skills, and technical expertise is necessary to ensure the successful completion of a transformational effort" (Howell, 2020, p. 346-347). In other words, while transformational leadership abilities can assist institutional leaders, programmes that prepare these prospective leaders to assume the presidency and effect revolutionary change are critical (Martin & Samels, 2004).

Presidents are in charge of guiding their institutions through a number of difficulties. Effective leaders must be able to bargain on a wide range of issues, including finances, human resources, and policy. When presidents are ineffective, they are regularly dismissed from office (Lederman, 2018; Smith, 2017), with one of the reasons given being a lack of leadership capacity.

A Turkish study (Gumusluolu & Ilsev, 2009) developed a transformational leadership model that was tested on employees and managers of micro and small-sized information technology firms that produced software. In contrast to the creativity and innovation theories that have primarily been established and verified in Western countries, the study looked at the relationship between transformative leadership and innovation in a country's newly founded industry.

Transformational leadership is a critical predictor of psychological empowerment and an innovative climate in schools, according to the findings of a school research (Sagnak et al., 2015). The innovative climate will improve as transformational leadership enhances psychological empowerment. Psychological empowerment has been discovered to bridge the gap between transformative leadership and an imaginative workplace. Transformational leaders empower their employees to work independently and without oversight or control. Employees feel empowered in a transformational leader-created atmosphere, which has a favorable association with group cohesiveness, group efficacy, and

organizational commitment.

Higher education has an important role in social and political processes, but it faces obstacles such as maintaining quality, sustainability, and the ability to compete with global standards. It requires curriculum, pedagogy, and evaluation reforms with a focus on promoting regular, formative, and competency-based learning and development, assessment for learning, and testing higher order skills to achieve the highest level of quality, equity, and integrity, which would improve learners' employability (Senapati et al., 2023).

Faculty members have the option to apply new methods of learning in the classroom, such as blended learning, problem-based learning, or other innovative approaches; their role is to promote the learning process rather than to provide knowledge. In addition to opportunities, Higher Education Institutions face a variety of obstacles in terms of innovation in online education, hybrid mode, and traditional forms of education. The creation and implementation of innovation in higher education have an impact on all system elements such as components, linkages, and functions, with a rising impact on research and engagement (Brennan et al., 2014).

The study found that transformational leadership is significant in improving product and process innovation in higher education (Al-Husseini et al., 2016). Transformational leadership has a strong impact on creativity in teaching and learning processes, according to a cross-sectional survey of Malaysian teacher educators (Supermane, 2019). According to a study of administrative staff in higher education (Owusu, 2021), engagement, motivation, communication flow, communication utilization, and decision-making improve the participatory process, which is required for promoting innovation, and these five factors strongly define transformational leadership's influence on innovation.

Burns' on Commitment to Change

The transformational leadership theory of James McGregor Burns emphasizes the leader's

ability to inspire and encourage their followers to attain a common vision and goals. This leadership style seeks to develop human behavior and ethical aspiration, so strengthening both the connection and the resources (Stewart, 2006). Transformational leadership is distinguished by its ability to foster a culture of creativity and invention, inspiring followers to put the team ahead of self-interest. Several studies have been conducted to examine the impact of transformational leadership on university performance through knowledge and creativity, and it has been discovered that this leadership style has a substantial impact on organizational success (Givens, 2008).

In the context of higher education, transformational leadership has been shown to have a noteworthy influence on college and university performance, particularly innovative performance. This leadership style has been shown to increase subordinates' confidence and interest in exceeding expectations, making it a critical component for organizations aiming to anticipate fundamental transitions and through successful methods, establish an optimal environment for positive or adaptive changes. The study focuses on the intricacies of leadership styles in higher education institutions, as well as the critical role of organizational leaders in cultivating an innovation culture (Khan, 2020).

Transformational leaders are critical in fostering a culture of creativity and invention, and their impact has been extensively researched and debated. The existing literature provides substantial evidence that transformational leadership has a positive impact on university performance, knowledge, and innovation in the higher education sector, emphasizing the importance of transformational leaders in promoting a culture of creativity and innovation (Meng, 2022).

Conclusion

The study dug into the subtle features of James Burns' transformational leadership theory while traversing the landscape of the transformative influence of leadership on creative performance

in colleges. The investigation intended to unearth the complicated interplay between leadership styles and higher education institutions' ability to create and sustain innovation.

The findings highlighted the critical importance of transformational leadership in creating an empowering organizational culture. Leaders who accepted Burns' approach created an environment in which creativity, risk-taking, and continual improvement were not only encouraged, but also woven into the fabric of institutional values.

The study shed light on transformational leaders' catalytic effect on motivating and inspiring members in the academic community. These leaders become agents of inspiration, propelling teams to creative pursuits via visionary leadership, charismatic communication, and a real dedication to shared goals.

The study emphasized the need of personalized support in generating creative behavior. Transformational leaders, sensitive to team members' individual skills and objectives, provided targeted assistance, cultivating an environment in which different ideas blossomed and individual potential was tapped for collective innovation.

In its emphasis on intellectual stimulation, Burns' transformational leadership theory was mirrored throughout the study. Leaders who promoted critical thinking, challenged the status quo, and fostered a culture of lifelong learning contributed to the intellectual vigor required to encourage innovation in higher education.

The role of transformative leaders in aligning vision and goals was a crucial finding of the study. Leaders provided a feeling of purpose and direction that catalyzed collaborative efforts and inventive pursuits by articulating a compelling vision that connected with the institution's greater mission.

The research shed light on the transformative influence of effective communication in the field of innovation. Transformational leaders

and skilled communicators promoted an open flow of ideas, nurtured collaborative projects, and created an inclusive environment in which the diversity of opinions contributed to innovative achievements.

The adaptability of transformative leaders developed as a pillar of innovation. Leaders who embraced flexibility and resilience not only navigated obstacles well, but also instilled in their teams a readiness to adapt, a critical component for inventive responses, in an era marked by rapid change.

The study concluded by emphasizing the transformative power of leaders who advocated for continual learning and professional growth. Transformational leaders contributed to the development of a dynamic and forward-thinking workforce, which is required for continuous innovation, by investing in individual growth.

The study, in essence, gave a thorough picture of how transformational leadership, as envisioned by James Burns, operates as a catalyst for innovative performance in universities. The findings help to improve understanding of the complex factors that underpin the relationship between leadership styles and the vibrant landscape of innovation inside higher education institutions. As colleges manage the challenges of a fast changing educational ecosystem, the transformative route created by leadership serves as a valuable roadmap for cultivating a culture of creativity, resilience, and continual improvement.

Recommendation:

- Longitudinal studies could explore transformational leadership's sustained impact on innovative performance and college culture, providing insights for strategic planning over time.
- Cross-cultural and cross-institutional analyses can improve understanding of transformational leadership effectiveness in different educational settings, enabling tailored strategies based on contextual nuances.
- Understanding transformative leadership

behaviours such as individualised consideration, inspirational motivation, intellectual stimulation, and idealised influence can aid in the construction of a focused leadership development programme. In order to design successful leadership interventions, future research should look into the aspects that influence transformational leadership and innovative performance, such as organizational structure, faculty demography, and external influences.

- Researchers may create and analyse transformative leadership development programmes in educational settings, offering practical advice to institutions looking to boost their innovative ability through leadership initiatives.

These future recommendations aim to broaden the research's effect by improving our understanding of the dynamics of transformational leadership in higher education innovation. By embracing a multifaceted approach that considers longitudinal perspectives, diverse contexts, specific leadership behaviors, influential factors, and practical interventions, future research can contribute to the continuous evolution of effective leadership strategies for fostering innovation in colleges.

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