

IMPACT OF TRANSFORMATIONAL LEADERSHIP ON INNOVATION IN THE EDUCATION SECTOR

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ABSTRACT

The needfulness for Transformational Leadership and innovation is added in the Education sector with the perpetration of the National Education Policy 2020, where educational institutions' emphasis should be on outgrowth-grounded education, innovative class and pedagogy with learner and assiduity engagement, exploration and development, employability and entrepreneurship with nonstop evaluation for the literacy issues. The experimenter through the literature tries to find out whether Transformational Leadership has a significant part in invention in the Education Sector. The literature shows that there's a significant relationship between Transformational Leadership and innovation. Transformational leaders promote creative ideas and effectively use idealized influence, inspirational provocation, intellectual stimulation, and individual consideration which are critical for organizational innovation. This study is limited to secondary data from the Review of being Literature.

KEYWORDS- Transformational leadership, Innovation, education sector

INTRODUCTION

Transformational leadership refers to a leadership style that can impact followers to go beyond their interests to bring their association to the topmost position to achieve a advanced position of performance(Bass, 1985). Transformational leaders motivate their followers to perform beyond prospects by generating high situations of requirements among themselves and promoting a climate of trust(Stinglhamber, etal., 2015). According to Bass(1985), transformational leadership consists of four introductory rudiments i.e., individualized consideration, intellectual stimulation, inspirational motivation, and idealized influence. Transformational leadership is a style whereby leaders impact, inspire, and encourage workers to deliver positive change.

Transformational leadership is the operation gospel that encourages and inspires workers to introduce and develop new ways to grow and ameliorate the path to a company's unborn success A transformational leader will work with brigades beyond their immediate tone- interests to identify demanded change and produce a vision to guide that change. Transformational leadership in education is helping the sector evolve and acclimatize. Transformational leadership in education will help preceptors design support systems that can reduce inequity on multiple situations and

produce a more flexible educational structure for the future. Transformational leadership in education will help preceptors design support systems that can reduce inequity on multiple situations and produce a more flexible educational structure for the future.

The main benefits of transformational leadership are

- Educational equity Equality means that all scholars admit the same standard of training regarding aspects like coffers, accouterments, syllabus, and installations. Equity means that training norms are acclimated for individual scholars grounded on their unique situations. Transformational leadership will help to maintain this aspect by motivating the teachers to see all scholars as equal
- Advanced teacher morale and provocation- transformational leadership appreciatively affects teacher's commitment to their seminaries, performance, job satisfaction, and other areas that help grease overall academy success. This leads to better morale and provocation to go over and beyond their job description — and the typical course class — to produce more intriguing and dynamic literacy gests for scholars.
- More student experiences- Student voices can be fluently lost when it comes to creating and enforcing strategic plans especially the voices of at-threat scholars(i.e., nonage scholars, scholars with low socioeconomic status, scholars from unstable families, or scholars with learning disabilities).
- Innovation- Transformational leadership in education is what will ensure the life of education systems for glories to come. Transformational leaders are quick to try innovative new technologies, tutoring styles, or processes and they're the changemakers that ensure the relinquishment and success of these innovations.

FOUR PILLARS OF TRANSFORMATIONAL LEADERSHIP

1. Intellectual stimulation -Transformational leaders involve their brigades in decision-making processes to encourage creativity. This also promotes autonomy by allowing involvement in the opinions that affect platoon members. Stimulating preceptors' creativity is an important step in achieving invention. It's also important that a leader share the vision with their platoon to help them understand pretensions and ways for realizing the vision.

2. Individualized consideration - In transformational leadership, leaders form connections with their team members so that they can learn about their requirements and give personalized support. It's helpful to fete the accomplishments of team members to encourage them and give provocation. Giving specific praise may exert the power of their liabilities and help workers realize their value to their platoon.

3. Inspirational motivation Learning how to motivate workers is crucial to transformational leadership. duly motivating workers with pretensions, recognition, and prices help bring positive change to the association. By furnishing instruction and communicating their vision, leaders give their platoon purpose. An important aspect of offering motivation is to encourage confidence in

the capacities of each platoon member so that they can succeed. Transformational leaders maintain a positive station to set an illustration and inspire other workers

4. Idealized influence - For transformational leadership, it's important to put largely influential individuals in charge of making change. They serve as a part model to impact the actions and stations of other leaders and workers. frequently, the most influential leaders are dynamic and attractive communicators.

Teachers' Innovative behaviour

Rapid technological and social changes in society have demanded that associations embark on invention conditioning as this aspect is largely identified with better performance and productivity in associations (Janssen, 2003). West and Farr (1990) define innovative work behaviour as generating, promoting, and realizing new ideas for individualities, cooperation, or association. This behaviour is frequently associated with workers' creativity, still innovative behaviour implies further creativity in producing a wide range of benefits that contain clearer useful factors. (De Jong & den Hartog, 2007). Janssen (2000) identifies three confines of innovative behaviours similar to idea generation (problem recognition), idea creation (preface and dispersion), and, idea consummation(operation)

STATEMENT OF PROBLEM

Implementation of Transformational Leadership in the education sector is ineluctable to promote innovation and growth of the institution and student community. The entire process of innovation in the education system needs intellectual stimulation which is one of the four crucial factors of Transformational Leadership. Transformative leaders in education with their idealized influence and individual focus can motivate their followers to explore new ideas, and new openings and thereby produce more and more entrepreneurs. thus, the analysis of the Impact of Transformational Leadership on Innovation in the Education Sector will be useful

OBJECTIVES OF THE STUDY

- To analyze the concept of Transformational Leadership
- To analyze the relationship between Transformational relationship and innovation and its impact on the education sector

METHODOLOGY

Extensive research on published works on Transformational Leadership and Innovation was conducted. The articles that matched the research title were searched from various journal databases like Ebsco-host, Sciencedirect.com, Research Gate, University News, etc. The second step included exploring articles related to Transformational Leadership and Innovation in Education, followed by Higher Education.

ANALYSIS OF REVIEW OF LITERATURE

Transformational Leadership and Innovation in Teaching and Learning Activities: The Mediation Effect of Knowledge Management Citation Superman, S. (2019). Transformational leadership and innovation in teaching and learning activities: the mediation effect of knowledge management, *Information Discovery and Delivery*, Vol. 47 No. 4, pp. 242-250. <https://doi.org/10.1108/IDD-05-2019-0040>

The study revealed that there was a direct effect of transformational leadership on the innovation initiated by Malaysian teachers (Chang, 2012; Rahim et al., 2013; Al-Husseini & Elbeltagi, 2016) but the indirect effect was significantly less. The characteristics of transformational leadership practiced by the head of departments did not contribute to knowledge management processes such as knowledge-generating, knowledge storing, knowledge transfer as well or knowledge application to produce teaching and learning innovation in Malaysian Teacher's Training Institutes. As there were not many previous studies found in the context of teacher's education, especially in Malaysia, the findings of this study were the first to endorse the statement that knowledge management did not play the role of mediator between transformational leadership and teaching and learning innovation in Malaysian Teachers Training Institutes.

The findings of this study gave a theoretical implication on innovation, especially the contribution of new knowledge to the literature review on teaching and learning innovations in teacher's education. Studies on the influence of transformational leadership on teaching and learning innovation through knowledge management are still absent, especially in the context of teacher education in Malaysia. Therefore, the theoretical implication of this study is the contribution of the influence of knowledge management as a mediator between transformational leadership and teaching and learning innovation. This finding was quite different from that of previous studies (Donate & Sanchez De Pablo, 2014; Al Husseini, 2016), which stated that the influence of transformational leadership on knowledge management could produce findings that are more significant toward innovation in educational institutions. Hence, the findings of this study give a clear indication for choosing suitable factors that produced teaching and learning innovations in the context of studies on Malaysian Teacher Training Institutes. Administrators in teachers' training institutes should organize more knowledge-based leadership training approaches that address transformational leader behavior at various tasks to provide lecturers with essential knowledge and guidance. Besides, the results indicate that transformational leadership has a significant effect on teaching and learning innovation. Therefore, management should provide and implement encouraging plans and appreciation events for the heads of departments. This can be achieved through processes such as knowledge-sharing sessions, colloquiums, and monthly award presentation events.

Transformational leadership and innovation: the mediating role of knowledge sharing amongst higher education faculty Al-Husseini, S <http://hdl.handle.net/10026.1/1368610.1080/13603124.2019.1588381> *International Journal of Leadership in Education* Taylor & Francis (Routledge).

This research examined the impact of transformational leadership on academic innovation through the mediating role of knowledge sharing in Iraq's public HEIs. From a theoretical perspective, the research provides additional insight into the relationship between transformational leadership and innovation by applying it to a new theme of study, namely combined product and process innovation within the higher education sector. Iraq is a country that is representative of many developing economies' higher education sectors. The results confirm that the four components of transformational leadership (idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration influence product and process innovation, and help provide a better understanding of the linkages between transformational leadership and innovation.

Analysis of the Relationship between Transformational Leadership and Educational Management in Higher Education Based on Deep Learning Haiying Meng School of Business Sanda University, Published 15 June 2022

In the descriptive statistical analysis of this study, the transformational leadership style of college principals has a positive impact on teachers' teaching innovation. & There is a positive correlation between charisma and teachers' teaching management, and there is a positive correlation between intellectual stimulation and teachers' teaching management. Transformational leadership and its subdimension intelligence stimulation and charismatic influence can effectively predict teachers' innovative teaching levels; that is, the higher the principal's transformational leadership level, the stronger teachers' teaching innovation ability

Results indicate that five elements of transformational leadership including idealized influence attributed, idealized influence behaviour, inspirational motivation, intellectual stimulation, and individualized consideration are significantly correlated with four elements of innovative work behaviour including idea promotion, idea generation, work commitment, and idea implementation. It is hoped that the findings of the study will be helpful in the selection, recruitment, and other development practices for employees in educational institutions as it is seen that transformational style and its facets were significantly positively correlated with innovative work behaviour and its facets.

The Impact of Transformational Leadership and Commitment on Teachers' Innovative Behaviour

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According to Xiangyin and Zheng (2014), leadership is one of the important aspects that contribute to the employees' innovative behaviour. The results of this study showed the significant direct effect of transformational leadership on teachers' innovativeness and these results are consistent with previous findings such as the study by Zahari and Abd Latiff (2016), and Sanders et al. (2010). Afsar et al. (2014) proclaim that transformational leadership can persuade subordinates at the individual level to display their creativity and become innovative. Further, this study also finds

that commitment has a significant mediating role in the relationship between transformational leadership with innovative behaviour. This finding suggests that the influence of transformational leadership on innovative behaviour is going to increase if teachers are committed to their organization and their work.

FINDINGS AND CONCLUSIONS

The education sector plays a vital role in the social and political processes and faces challenges like retaining quality, sustenance, and the ability to compete with global standards. It needs reforms in the curriculum, pedagogy, and evaluation with the focus on promoting regular, formative, and competency-based learning and development, assessment for learning, and testing higher order skills to bring the highest quality, equity, and integrity, which in turn would improve the employability of the learners (Senapati, et al., 2023). Faculty members have the opportunity to implement new ways of learning in the classroom, such as blended learning, problem-based learning, or other innovative methods; they act to facilitate the learning process, rather than solely providing knowledge. Along with opportunities Educational Institutions are facing various challenges in innovation about online education, hybrid mode, and traditional forms of education. The development and execution of innovation in higher education have a bearing on all the systems elements such as components, relationships, and functions where the growing bearing is observed on the research and engagement (Brennan, et al., 2014). The research was done in public and private higher education institutions (HEIs) in Iraq (Al-Husseini, et al., 2016) and it reveals that transformational leadership plays an important role in enhancing product and process innovation in higher education. A cross-sectional survey employed for teacher educators across Malaysia (Supermane, 2019) reveals that there is a significant impact of transformational leadership on innovation in teaching and learning processes.

The study found that transformational leadership is necessary to implement innovative practices that demand a lot of changes in the existing Education System in India in the form of introducing new and multidisciplinary courses, emphasizing outcome-based education, active learner participation, increasing collaboration with industry and academia, employability, and entrepreneurship. The study focused only on the existing literature available through various sources and the study showed a substantial relationship between Transformational Leadership and innovation. Further research needs to be done with the help of primary data to find out how Transformational Leadership impacts the Innovation process.

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