

Innovative Approaches to Strengthen School Leadership and Enhance Teacher Productivity

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ABSTRACT

This study delves into new ways of thinking about school leadership and how to make teachers more productive by looking at how different leadership styles affect classroom performance. The purpose of this descriptive correlational study was to examine the effects of transformational, transactional, and distributed leadership styles on teacher productivity and to record educators' thoughts and feelings about new pedagogical approaches implemented by school administrators. The study's population included elementary and secondary school teachers, and its sample of 135 educators was purposefully chosen to reflect a range of leadership backgrounds. Leaders' actions were studied for their effects on educators' intrinsic motivation, the quality of their lessons, their ability to work together as a team, and their overall effectiveness in the classroom. The study's findings highlight the significance of leadership styles that are both adaptive and participatory in creating a positive atmosphere for teaching and learning. Research has shown that data-informed decision-making, instructional coaching, and collaborative planning are some of the most effective educational innovations for raising teacher engagement and output. The findings further demonstrate the foresight of visionary leadership in encouraging a growth mindset. Policymakers, school administrators, and educational planners can benefit greatly from this research's findings if they are interested in implementing leadership practices that improve teaching standards and holistic school growth.

Keywords: *School Leadership, Teacher Productivity, Transformational Leadership, Instructional Leadership, Educational Innovation.*



I. INTRODUCTION

A dramatic transition is occurring in the way schools function in the twenty-first century due to the urgent need to prepare children for a complex and uncertain future, rapid technological advancements, and changing cultural expectations. Because effective school leadership and teacher productivity are critical components in determining students' learning outcomes, the school, as an embodiment of the larger educational system, is vital to this transformation. Administrators in today's schools are more than simply administrators; they are catalysts for positive change, excellent facilitators, and forward-thinking dreamers. New forms of leadership that are more collaborative, flexible, and imaginative are replacing traditional, top-down approaches to school management in response to the rising expectations of today's educators and their pupils. Leadership in schools has a major influence on teacher productivity, which includes things like teachers' involvement, the quality of their lessons, and their opportunities for professional growth. A strong, visionary, and emotionally intelligent school leader can have a significant impact on teacher morale, job happiness, and receptivity to new pedagogical approaches. However, ineffective leadership leads to stagnation, fatigue, and high teacher turnover rates. Hence, strengthening school leadership is a must for educational reform, with a focus on introducing new methods that go beyond conventional administrative responsibilities.

At its core, creative school leadership is a shift from top-down management to bottom-up transformation. The characteristics of transformational leadership include inspiring and encouraging followers and creating an inclusive atmosphere that gives teachers agency. Such leaders rally behind a shared objective, motivate their followers to take measured risks, and support staff members' continued education. By fostering an environment of open communication and trust, they build strong school cultures that promote collaboration and innovative pedagogical practices. Additionally critical is distributed leadership, which is assigning leadership responsibilities to individuals based on their skills rather than their rank in the organization. By giving teachers a sense of ownership, making them accountable, and giving them peer support, the technique can significantly increase engagement and productivity in the classroom. Another innovative method is the employment of leadership styles that focus on instruction. Instructing leaders mostly care about curriculum, methodology, and the results for students. They are very involved in coaching teachers, watching their lessons, and providing constructive feedback. The foundation of this set of principals' leadership is teaching and learning, which they have used to make pedagogical excellence a top priority. School leaders and teachers now have access to valuable tools in mentoring and coaching. Principals can benefit from leadership coaching in areas such as method reflection, change management, and emotional intelligence cultivation, while peer mentorship is great for teachers' professional development and social support.

These days, technology is crucial for school administrators. Digital tools allow us to interact in real-time, streamline administrative duties, and make data-based decisions. Now more than ever, administrators can track student progress, evaluate teachers' performance, and address issues quickly with the use of analytics and EMS. Educators can keep up with the newest trends and best practices

in their industry by using virtual professional development platforms. These platforms include training modules, webinars, and global networks. Virtual classrooms, team planning and blended learning models—which rethink the functions of teachers—are all made feasible by technology-enabled collaboration tools. Another innovative strategy is to use leadership styles that are culturally aware. Leadership that is sensitive to cultural diversity, inclusive practices, and community needs can help build stronger relationships with staff and students in diverse educational contexts. Culturally responsive leaders create inclusive and inviting environments that celebrate diversity, which in turn makes every educator and student feel appreciated and supported. This inclusivity has a direct impact on teacher morale and productivity, which is particularly important in schools that serve minority or underrepresented communities.

Coming up with new policies is just as critical. Educational boards and governments can support school leadership through leadership pipelines, recognition of exceptional principals, and well-structured training programs. Collaborative networks, leadership academies, and professional learning communities (PLCs) provide a space for school administrators to reflect on their work, share ideas, and promote innovation. In addition, since authority is not concentrated in one place, school administrators may better respond to unique situations by tailoring plans and allocating resources accordingly. Modern approaches to school leadership must be multi-faceted, incorporating elements of transformational, distributive, instructional, and emotionally intelligent leadership. Tech that is centered on equity, as well as legislative frameworks that promote them, should bolster these approaches even further. Increasing teacher efficiency can be achieved by bolstering school leadership through these innovative ways. The characteristics of a good educator include active participation, originality, and commitment to student success. Their efforts to improve their teaching approaches are consistently encouraged, and they are supported and valued. As a result, reevaluating school leadership is an important management concern and long-term goal for raising educational standards generally.

II. REVIEW OF LITERATURE

Sauphayana, Siriphong. (2021) there has been a consistent rise in the desire for innovative approaches to leadership and management in higher education around the world. This idea has been adopted and implemented more quickly due to the advent of global events like the COVID-19 pandemic. Changes in educational leadership and administration can contribute to technical progress. Education Management Information System (EMIS) and other business models, theories, and approaches have enhanced data collecting, analysis, interpretation, storage, and retrieval, allowing for more informed decision-making. Management and leadership practices in the field of higher education have, thus, evolved significantly. But further study is needed to make sure that data-driven methodologies, best practices, and evidence are used to boost staff and follower satisfaction as well as student and teacher performance in universities. The effects of innovation on university administration and faculty are the focus of this research. Results from a number of nations point to a direct relationship between improved educational leadership and administration and a rise in creativity. Training leaders and educational management through conferences and benchmarking

activities also boosts stakeholders' contentment and receptivity to change in higher education institutions. Therefore, universities and other higher education institutions can boost performance and productivity by increasing the level of innovation through the use of emerging technologies and by being receptive to change through education, awareness creation, and training.

Warren, Louis. (2021) the success of kids in the classroom is determined by their teachers. A student's capacity to learn in a classroom is most strongly correlated with the quality of their instructor, according to studies. Being a leader for their students is essential for effective educators. In order to improve their teaching in and out of the classroom, instructors must have strong leadership abilities, which are essential in today's educational system. Effective classroom managers and motivators for student achievement are hallmarks of teacher leaders. The effect of teacher leaders on student learning and academic achievement while they are also responsible for classroom leadership has received little attention in the existing literature. This research aims to go deeply into the topic of teacher leadership and its connection to student success in the classroom. Research on the relationship between teacher leadership and student achievement is synthesised in this paper. Whether they are leading in or out of the classroom, the results show that teacher leaders always have the students' best interests at heart. Compared to students taught by instructors who don't lead, both in and out of the classroom, students whose teachers take the lead are more likely to thrive academically and develop in other ways.

Cann, Rachel et al., (2021) the success of positive education programs relies on the health and happiness of teachers. Despite this, research on teachers' feelings of wellbeing and ways to improve it is few, with most studies focusing on specific activities. In this case study, we look at a high school in a city in New Zealand and how the teachers there felt about the leadership styles that had an impact on their own mental health. Three instructors were designated as having a "high wellbeing" and three as having a "low wellbeing" based on a purposeful sampling process. Following this, they were asked to fill out a wellbeing journal and take part in semi-structured interviews. Feeling valued, having meaningful professional development opportunities, and having agency in decision making are three leadership actions that teachers identified as improving their well-being. This article focuses on the essential skills that leaders demonstrated, including relationship building, contextual competence, social and emotional competence, and how these skills impacted teacher wellbeing. Presenting a model of positive school leadership, which lays forth suggestions for leaders to improve teachers' well-being.

Dwivedi, Vedvyas & Joshi, Yogesh. (2020) Public and private enterprises alike can benefit from good governance's ability to boost efficiency. Efficiency and sound management go hand in hand to boost ROI (return on investment) and customer happiness. Productivity Higher education can only be improved and made better by keeping up with current trends in governance and having effective leadership. Policy and vision practices at the top of higher education institutions (HEIs) have a trickle-down effect on the rest of the institution as a whole. In order to ensure that Indian higher education institutions (HEIs) are well-governed, this article discusses the key elements and criteria that have been researched, recognized, and argued for in a number of case studies and policy-making

initiatives. In order for their leadership to improve organizational productivity for the Indian subcontinent in the 21st century, this is essential. The third-largest young population in the world, currently enrolled in higher education institutions, would have the greatest impact on India's economic and living standards in the twenty-first century. The innovative transformation of HEII-leadership's educational productivity into transformative innovation will make this a reality. This study provides a comprehensive analysis of the key concerns and challenges facing current HEIIs as they strive to become world-class education systems, including their effects, repercussions, impacts, opportunities, problems, and solutions. Studies and conclusions inform recommendations for HEII-leadership in the 21st century, and a realistic methodology is offered to quantify productivity.

Etomes, Sophie & Molua, Ernest. (2018) the goal of this research is to better understand how administrators in a few Cameroonian public secondary schools have been able to increase their teachers' efficiency in the classroom. We looked at four main approaches. These encompass tactics for motivating, resolving conflicts, supervising, and communicating with teachers, as well as the degree to which these factors impact their productivity on the job. We conducted this investigation with four hypotheses and research topics in mind. Three hundred and fifty secondary school teachers in the Fako Division of Cameroon's South West Region were surveyed using a questionnaire. The total number of secondary school teachers in this division is fourteen hundred. The study's instructors were chosen using a multi-stage sampling procedure. Principals' approaches to communication, conflict management, supervision, and incentive have an effect on teacher productivity in public secondary schools, according to the results. Teachers' output was most affected by the conflict management method, out of the four approaches considered. The techniques employed by principals directly impact the productivity of instructors. Consequently, school efficacy, teacher productivity, and principals' leadership and management styles may all be related. Furthermore, for instructors to be effective, they must collaborate well with one another. In order to boost teacher productivity, principals should implement measures to increase communication, conflict management, incentive, and supervision.

Serdyukov, Peter. (2017) an analytical review of the field of educational innovation in the USA is presented in this work. It provides an overview of innovation categorization, talks about innovation barriers, and suggests solutions to speed up and expand innovation-based changes in the educational system. Author research and a literature review form the basis of the article. The educational system in the United States is in dire need of system-wide, effective changes that can improve student achievement. Teaching and learning theory and practice, along with the learner, parents, community, society, and culture, should be the major targets of educational innovations. Theoretical groundwork based on well-grounded teaching and targeted, systemic research is essential for technological applications. Time and money saved during education could be a hotspot for new developments in the field. Several actionable suggestions emerge from this study, including: how to improve the efficacy of technological advancements in education, especially online learning; how to reduce the time and money spent on education; and how to lay the groundwork for large-scale innovations and their execution. We view educational innovations and the education system as parts of a larger social super system that illustrates the interconnectedness and interdependence of these components at

every level. Improving the quantity and quality of educational innovations will have a multiplicative effect on the field of education and society at large. Unique features include a holistic view of education and educational innovations, a thorough categorization of innovations, the identification of obstacles to innovations, fresh arguments regarding the efficacy of technological applications, and the efficiency of educational time.

III. RESEARCH METHODOLOGY

Research Design

To examine the connection between various school leadership strategies and teacher productivity, the study used a descriptive correlational research design. Additionally, it delves into how school administrators influence classroom instruction through new initiatives and how different leadership styles impact educator output.

Population and Sample

- **Population:** In this study, we surveyed educators from elementary and high schools in the region.
- **Sample Size:** The study involved 135 educators in all.
- **Sampling Technique:** To ensure representation across multiple leadership styles, the sample was selected via purposive sampling to include teachers who had exposure to diverse leadership techniques.

Data Collection Instruments

- **Leadership Practices Questionnaire:** Transformative, instructional, authoritarian, laissez-faire, and participatory leadership styles were among those that this instrument assessed, as were the teachers' experiences with and views on these approaches.
- **Teacher Productivity Index:** A 100-point scale that teachers can use to rate their own performance on a variety of metrics, either in their own words or based on data collected from their schools.
- **Educational Innovations Survey:** A systematic survey asking educators to reflect on new initiatives such as mentorship programs, professional development seminars, collaborative learning models, and the incorporation of technology into the classroom. From "Strongly Disagree" to "Strongly Agree," respondents marked their degree of agreement on a 5-point Likert scale.

Data Collection Procedure

To guarantee conformity with institutional rules, approval was formally acquired from the relevant school authorities before data collecting began. In an effort to promote openness and collaboration, school-based researchers approached teachers one-on-one and explained the study's goals and rationale. To ensure the highest possible response rates with the fewest possible delays, the surveys were personally distributed and collected. Assuring participants that their answers would be kept

private and utilized only for research goals, we took strong precautions to preserve their identity and confidentiality throughout the procedure. The collected data was more reliable and valid since this method promoted open and honest comments.

Data Analysis

- **Descriptive Statistics:** Leadership practice exposure, teacher productivity ratings, and beliefs about educational innovations were described using frequency, percentage, mean, and standard deviation.
- **Correlation Analysis:** Leadership behaviors and teacher productivity scores were examined using Pearson's correlation coefficients, with indicated significance levels.
- **Regression Analysis:** The predictive impact of various leadership styles on teacher productivity was examined using multiple linear regression. To find out how strong and significant the predictors were, experts used standardized coefficients (β), t-values, and p-values.
- **Interpretation of Results:** Standard benchmarks were used to interpret the correlation coefficients, which ranged from 0.1 to 0.3 as weak, 0.3 to 0.5 as moderate, and >0.5 as strong. The results of the regression analysis showed that different leadership styles had either a positive or negative effect on output.

IV. DATA ANALYSIS AND INTERPRETATION

Table 1: Distribution of Respondents Based on Exposure to School Leadership Practices

Type of School Leadership Practice	Number of Respondents (f)	Percentage (%)
Transformational Leadership	42	31.1%
Instructional Leadership	48	35.6%
Authoritative Leadership	21	15.6%
Laissez-faire/Delegative Leadership	13	9.6%
Participative/Collaborative Style	11	8.1%
Total	135	100%

The majority of teachers (35.6%) had experience with instructional leadership, according to the distribution of respondents based on their exposure to different school leadership styles. Thirdly, 31.1% of people who took the survey viewed transformational leadership as important. Thirteen percent of the educators surveyed said they had encountered authoritative leadership styles, while just nine percent said they had encountered more relaxed styles like delegative or laissez-faire. With just 8.1% of the time, respondents were exposed to the participative or collaborative approach, the least prevalent leadership style. According to these results, instructional and transformational leadership styles are more common in the schools that were researched. This could mean that instructors feel more comfortable implementing or observing these styles, whereas less common are more hands-off or collaborative approaches to leadership.

Table 2: Teachers' Perception on Educational Innovations Introduced by School for Leadership

Innovations Introduced by School for Leadership	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Mean (5-point)
Integration of ICT in Teaching	52	58	14	6	5	4.07
Use of Collaborative Teaching Models	48	50	22	10	5	3.91
Professional Development Workshops	54	49	20	9	3	4.07
Mentoring & Peer Observation Programs	45	44	26	15	5	3.76

Results show that instructors had a generally good reaction to all of the instructional innovations implemented by the administration. With an average score of 4.07 out of 5 points, teachers strongly agree that professional development workshops and the integration of ICT into the classroom are two of the most valuable developments. In addition, collaborative teaching approaches were well-received; most respondents agreed that they work, since their mean score was 3.91. A mean score of 3.76 indicates moderate support with more neutral or dissident opinions compared to other advances, yet mentoring and peer observation programs are still positively evaluated. In sum, the results show that educators are aware of and appreciative of school administration's attempts to implement new practices that promote collaboration, professional development, and modernization in the classroom.

Table 3: Teacher Productivity Index by Leadership Style (Mean Scores)

Leadership Style	No. of Respondents (n)	Mean Teacher Productivity Score (Max = 100)	Standard Deviation
Transformational	42	84.2	6.3
Instructional	48	80.7	7.1
Authoritative	21	68.5	9.4
Laissez-faire	13	62.3	10.1
Participative	11	77.6	7.8
Total	135	–	–

Distinct variations in leadership styles are shown by the Teacher Productivity Index. The greatest mean productivity score of 84.2 was obtained by teachers under transformational leadership, suggesting a substantial association between this leadership style and improved teacher performance and effectiveness. The comparatively high mean score of 80.7 for instructional leadership also indicates that it positively impacts productivity. A mean score of 77.6 for participatory leadership followed, indicating that it also had a positive impact on teacher productivity. On the other hand, a mean productivity score of 68.5 was connected with authoritative leadership, while the lowest score of 62.3 was related with laissez-faire leadership. This suggests that both leadership styles do not



produce the best results when it comes to teacher productivity. Teachers' output is more inconsistent under transformational and instructional leadership styles, as shown by smaller standard deviations, compared to more authoritarian and laissez-faire approaches. Results show that instructional and transformational leadership styles, which are more interactive and supportive, are associated with greater teacher productivity.

Table 4: Correlation Between Leadership Practices and Teacher Productivity

Leadership Practice	Correlation with Teacher Productivity (r)	Significance (p-value)
Transformational Leadership	0.67	0.000**
Instructional Leadership	0.59	0.001**
Participative Leadership	0.51	0.004**
Authoritative Leadership	-0.32	0.021*
Laissez-faire Leadership	-0.40	0.009**

Significant correlations between various leadership approaches and teacher productivity are demonstrated in the correlation study presented in Table 4. The most significant positive link between teacher productivity and transformational leadership ($r = 0.67, p < 0.01$) suggests that this kind of leadership is excellent at improving teachers' performance. The high positive connection ($r = 0.59, p < 0.01$) between instructional leadership and productivity further supports its significance in enhancing output. Involving teachers in decision-making positively impacts their production, as indicated by a moderate positive correlation ($r = 0.51, p < 0.01$) in participatory leadership. Leadership styles that are authoritative and laissez-faire had strong negative relationships with teacher productivity ($r = -0.32, p < 0.05$ and $r = -0.40, p < 0.01$, respectively), suggesting that these approaches to leadership might be detrimental to teacher performance. While less hands-on or controlling leadership styles may have a negative impact on teacher performance, these results stress the significance of implementing transformational, instructional, and participatory leadership strategies to create a positive learning environment.

Table 5: Regression Analysis – Predictive Power of Leadership Styles on Teacher Productivity

Predictor (Leadership Type)	Standardized Coefficient (β)	t-value	p-value
Transformational Leadership	0.42	5.86	0.000**
Instructional Leadership	0.34	4.29	0.001**
Participative Leadership	0.29	3.75	0.003**
Authoritative Leadership	-0.17	-2.12	0.037*
Laissez-faire Leadership	-0.23	-3.02	0.007**

Table 5 shows the results of the regression analysis that show how various leadership styles can predict how productive teachers will be. The most powerful positive predictor is transformational leadership, which has a standardized coefficient (β) of 0.42 and a t-value of 5.86 ($p < 0.001$), showing that it significantly affects improving teacher productivity. Participative leadership ($\beta =$

0.29, $t = 3.75$, $p = 0.003$) and instructional leadership ($\beta = 0.34$, $t = 4.29$, $p < 0.01$) both have a favorable impact on teacher performance. On the other hand, teacher effectiveness may be hindered by authoritative leadership, as it negatively predicts productivity ($\beta = -0.17$, $t = -2.12$, $p = 0.037$). This hands-off style is harmful to teacher productivity, since laissez-faire leadership demonstrates an even more pronounced negative predictive effect ($\beta = -0.23$, $t = -3.02$, $p = 0.007$). A review of the research found that authoritarian and laissez-faire leadership styles had the opposite impact on teacher productivity as transformational, instructional, and participatory leadership styles. Based on these findings, school administrators should implement leadership strategies that are more accommodating to all staff members in order to encourage their full potential in the classroom.

V. CONCLUSION

A flourishing educational setting is built upon innovative leadership. In today's ever-changing educational landscape, having forward-thinking and flexible school administrators who can support their teachers in reaching their full potential is essential. Leadership strategies that prioritize collaboration, instruction, emotional intelligence, and technology integration have the potential to greatly improve teacher engagement, work satisfaction, and the quality of education, according to this study. Exceptional school administrators foster an environment of trust and creativity by doing more than just managing. They provide the groundwork for long-term gains in education by advocating decentralized leadership, welcoming diversity, and easing opportunities for professional growth. Thus, it is crucial to prioritize investments in school leadership development through organized training programs, policy backing, and venues for exchanging information. Whole school ecosystems are changed when principals are given the autonomy, tools, and emotional awareness to lead effectively. Teachers are more productive—and the community as a whole benefits—when they work in an atmosphere that is encouraging, forward-thinking, and creative. To ensure teacher effectiveness and comprehensive student development, innovative school leadership is a transformative force that stands out as we work to establish resilient and future-ready education systems.

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