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LEADING FOR INNOVATION: THE ROLE OF ORGANIZATIONAL CULTURE IN EDUCATIONAL INSTITUTIONS

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ABSTRACT

Objective: This research aims to analyse the relationships between transformational leadership, knowledge sharing behaviour ,organisational culture, and curriculum innovation in Chinese universities and to explore the mediating effect of knowledge sharing and the moderating effect of organisational culture. **Design/methodology:** Quantitative research design was used, and the relationship between direct, mediating and moderating relationships were assessed using structural equation modelling (SEM). The samples consisted of 300 faculty members who were sampled by simple random sampling. **Results:** There is significant importance of transformational leadership on knowledge sharing behaviour and curriculum innovation. Knowledge-sharing behaviour plays a mediating role between transformational leadership and curriculum innovation and organizational culture positively moderates the relationship between knowledge sharing and curriculum innovation. Practical implications: University institutions need to deepen their transformational leadership, establish knowledge sharing mechanisms and build an environment of mutual respect within the institution so that the curriculum can be renewed and the quality of academics can be improved. **Originality/value:** This study contributes to the development of the field of curriculum innovation by bringing together three aspects of leadership, knowledge-sharing behaviour and organizational culture that have not been examined together in the past, while providing empirical evidence of the organizational mechanisms that support the process of innovation in higher education.

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Introduction

With the current high rates of globalization, the digital economy, and economic growth driven by knowledge, institutions of higher education in China are being more pressured to change and modernize their curriculum (Hayati, 2024). The national planning programs like the Double First-Class initiative and the general reform program of higher education focus on innovation, integration across disciplines, and the quality improvement. With Chinese universities aiming to increase their global competitiveness and cope with the demands of the industry with the help of the academic programs, the subject of the curriculum innovation has become the major institutional agenda (Liu, 2025). Nevertheless, curriculum reform is not a structural change; it is a multidimensional organizational process that is influenced by leadership practices, knowledge relations, and cultural backgrounds (Mamanazarov et al., 2025).

Transformational leadership is among other leadership styles that have been widely researched in organizations and education. In the Chinese universities, transformational leaders are highly vital in helping to articulate the vision of reforms, motivating faculty members to adopt pedagogical change, and helping to think creatively. Transformational leadership provides an alternative way of motivating academic staff other than the traditional hierarchy of governance structures in a hierarchical system (Wang, 2025).

However, leadership by itself might not be the direct measure to curriculum innovation. The success of leadership programs tends to rely on how the faculty members adopt the behavior of knowledge sharing (Zhang et al., 2025). Knowledge sharing behavior is defined as the voluntary act of sharing of ideas, teaching practices, research between colleagues as well as sharing the professional expertise (Yang et al., 2026; Zhang et al., 2025). Collaborative knowledge sharing within Chinese institutions of higher learning is particularly valuable in curriculum redesign, inter-curriculum development and incorporation of new technologies into the teaching process. Faculty members are encouraged to engage actively in pedagogical innovations and academic experiences which are likely to make institutions better in terms of undertaking meaningful curriculum reforms (Tanuwijaya et al., 2025).

Notably, the effects of knowledge sharing behavior on curriculum innovation can be dependent on the current organizational culture. The organizational culture involves common values, norms, and expectations by which members of the organization base their behaviors (Hoang & Le, 2025). The cultural specifications like collectivism, hierarchy respect, and harmony orientation are some of the cultural characteristics that affect interaction and collaboration patterns in the workplace in the Chinese setting (Kareem et al., 2025). The organizational culture that is pro-supportive and pro-innovation may help to reinforce the beneficial impact of sharing knowledge and help to increase the openness, trust, and experimentation. Rigid or control-oriented cultures on the other hand might prevent risk taking and restrict translation of shared knowledge into creative curriculum output (Zhang et al., 2025).

Whereas the relations between leadership and innovation and knowledge management and organizational performance have been studied elsewhere, few empirical studies have explored the

mediating mechanism of knowledge sharing behavior and moderating effect of organizational culture within the setting of the Chinese higher education institutions (Islam et al., 2025). The majority of the current literature is centered on either corporate setting or Western educational settings and thus ignores the specifics of the Chinese unique institutional features and socio-cultural processes in Chinese universities. This limitation limits a holistic explanation of how innovation that is propagated by leadership occurs within the Chinese higher learning system (Chen & Chen, 2025).

Thus, this paper constructs and estimates a "moderated mediation model" where transformational leadership mediates in curriculum innovation via knowledge sharing behavior, and the organizational culture moderates the relationship between knowledge sharing behavior and curriculum innovation. This study has several implications to the body of theory of leadership, knowledge management literature, and innovation research by placing the model in Chinese context of higher education. First, it explains the inner process by which transformational leadership promotes curriculum innovation. Second, it lays emphasis on the boundary condition in which knowledge sharing would be more or less effective. Thirdly, it gives empirical evidence applicable in current educational reform in China.

This research has the useful implications on the university administrators and policymakers. Empowering transformational leadership skills in academic leaders, institutional knowledge exchange platforms and innovation enabling organizational cultures could all contribute to improving curriculum reform efforts. With the ever-growing demand of excellence and internationalization of Chinese universities, these organizational drivers are even more important to grasp.

Literature Review

The major theory involved in this study is the "Transformational Leadership Theory" and the "Knowledge-Based View" (KBV) of the firm, which is enhanced by the Organizational Culture Theory (Pitichat & Riggio, 2025). These theoretical views combined give a profound explanation of the impact of the leadership behaviors on curriculum innovation as a result of knowledge processes within a certain cultural context (Khadir, 2020).

The "Transformational Leadership Theory" was first developed and subsequently extended by James MacGregor Burns and Bernard M. Bass respectively, which holds that leaders can motivate followers to subordinate their interests to the common good through the articulation of a powerful vision, intellectual stimulation and through personalized attention (Bass & Riggio, 2006). Transformational leaders in institutions of higher education will influence members of their faculties to be creative in their pedagogy, to be interdisciplinary, and to align the reforms of their curriculum with the institutional missions (Holley, 2009; ud Din & Khan, 2025).

The KBV holds that knowledge is the most strategic resource of a company. The results of innovation would also be affected by whether or not the members have effective knowledge exchange besides

the knowledge possession. Curriculum innovation in the university involves the collaborative creation, sharing and integration of knowledge among faculty in different departments and disciplines (Taghizadeh et al., 2020). The leadership can therefore have an indirect effect on innovation through the promotion of knowledge sharing behavior (Ye et al., 2022).

The "Organizational Culture Theory" also elaborates the idea of how the value and norms influence behaviours and attitudes of employees toward change and collaboration. Certain cultural traits of Chinese like collectivism, deference to structure and cordiality affect the interactions at an organizational level (Abdul Rashid et al., 2004). The impact of sharing of knowledge on innovation can be enhanced with the help of a culture that encourages openness, trust, and learning.

Transformational Leadership (TL)

"Transformational leadership theory" assumes that the leaders can sway his or her followers to go beyond the personal interest and strive to achieve organizational goals by motivating them visionary, intellectually stimulated, and individualized (Pawar, 2016). Transformational leaders communicate strategic directions and promote creative thinking and hence form organizational conditions which can support change and growth. Such leadership behaviors play important role in curriculum innovation in the institutions of higher learning in that curriculum reform must involve communal dedication and experimentation of pedagogy (Alshehri, 2024; ud Din et al., 2025). Chinese universities are going through major change in their education systems with an aim of improving their quality of education and competitiveness on the international scene and thus require leadership that will help in creating an environment whereby faculty members can engage in and the institution can adapt to the change (Stewart, 2015). Transformational leaders encourage academic staff to restructure their courses, embrace digital technologies, and embrace student-centered pedagogues and hence align curriculum development with national educational priorities and international standards (Petruk, 2018). Past research provides evidence that "transformational leadership" is positively associated with the outcome of innovation due to the encouragement of teamwork and imaginative problem solving. This means that transformational leadership is likely to support curriculum innovation in the Chinese institutions of higher learning by providing the environment in which pedagogical reforms and academic enhancement are facilitated (Petruk, 2018). Based on this, the positive aspect of innovation of the curriculum will be influenced by the leadership behaviors.

H1: There is positive association between TL and CI.

Knowledge Sharing Behavior (KSB)

One of the key organizational learning and innovation processes is KSB. The sharing of voluntary ideas, experiences, and expertise between the organizational members is referred to as knowledge sharing behavior that allows learning as a group and building capability (Liao, 2006). Faculty sharing of knowledge in institutions of higher learning enables interdisciplinary partnership and pedagogical enhancement, without which there is no transformation in the curriculum. By sharing

teaching techniques and research experience, academic personnel can incorporate the multiple views in the curriculum development process and improve educational appeal (Park & Kim, 2018). The KB view stresses the fact that knowledge is a strategic asset and that innovation comes about as a result of successful knowledge creation and transfer (Dasgupta & Gupta, 2009). The knowledge sharing in transformational leadership is encouraged through trust, intellectual involvement, minimizing barriers in communication, and collaborative learning. Transformational leadership is critical in the Chinese higher education environment where the hierarchical structure might restrict free communication and sharing of knowledge as well as collective problem solving (Al-Husseini et al., 2021). In view of above, it is hypothesized that:

H2: There is positive association between TL and KSB.

Curriculum Innovation (CI)

The successful use of common knowledge and team learning is reliant on innovation in the curriculum. KSB also allows faculty members to share pedagogical innovations and best practices, which contribute to the redesigning of curricula and improvement of instruction (Clark et al., 2023). The institutions that promote knowledge sharing are at a better position to modify the curriculum to the new educational needs and technological changes (Collinson, 2004). Interdisciplinary work and integration of knowledge in the higher education improves both the relevancy of the curriculum and student learning. Knowledge-sharing practices in the Chinese universities have an advantage in supporting the pedagogical reform due to the emphasis on up-to-date curriculum, compliance with the goals of national development (Al-Husseini et al., 2021). Past studies show that companies that encourage the transfer of knowledge have better results in terms of innovation since knowledge shared allows innovative solutions of problems and organizational learning (Cross et al., 2021). Thus, the innovation of curriculum is likely to be directly facilitated as a result of knowledge sharing behavior which will allow introducing innovative ideas into the academic programs.

H3: KSB positively affects CI.

Knowledge Sharing Behavior as a mediator

The KSB as a mediator is used to understand how TL can impact CI through knowledge processes (Al-Husseini et al., 2021). Transformation leaders also establish a setting that promotes intellectual and collaborative learning that facilitates the sharing of knowledge among the faculty members (Assefa & Mujtaba, 2025). Instead of bringing innovation outcomes directly, leadership behaviors create organizational conditions that support knowledge sharing and solving problems together. The KB view indicates that knowledge processes and not just leadership actions alone contribute to innovation (Nassanga, 2024). TL in higher institutions of learning promotes collaborative conditions that lead to increased knowledge sharing and curriculum design. Faculty that is active in sharing ideas and pedagogical experiences can help in curriculum reform through the involvement of different views and creativity of teaching methods (Sarmento & Riana, 2024). Knowledge sharing is an important process bridging the relationship between leadership activities and innovation

results in the Chinese context of higher education, in which curriculum reform must involve all participants (Huang et al., 2023). Based on this, in TL, KSB will mediate between the two (transformational leadership and curriculum innovation).

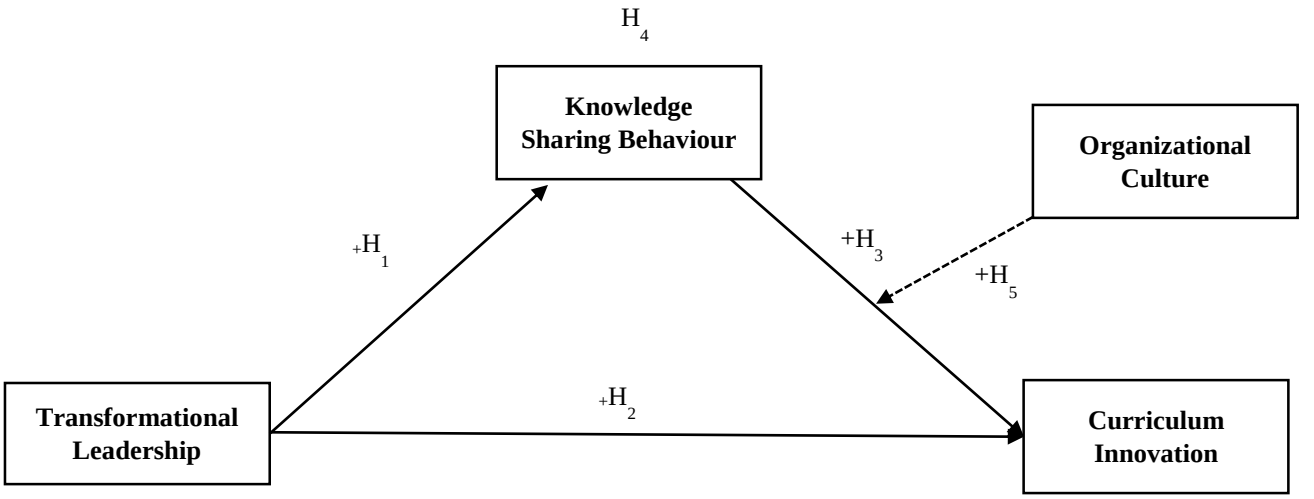
H4: There is mediating role of KSB in between the TL and CI.

Organization Culture (OC)

Knowledge sharing and innovation are influenced by organizational culture as it helps to define common values and behavioral standards within organizations (Ismail Alawi et al., 2007). The cultures that are supportive and innovation-based do promote collaboration, learning and experimentation, thus promoting the efficiency of knowledge sharing. Organizational cultures, which embrace intellectual exchange and pedagogical innovation, are beneficial in curriculum development and academic enhancement, in the educational institution of higher education. On the other hand, strict or hierarchical cultures can inhibit the communication and reduce the potential of innovations (Alavi et al., 2005). Collectivism and respect towards hierarchical structure are some of the cultural attributes that affect organizational interactions in Chinese universities and impact on the sharing of knowledge. Nevertheless, learning and collaborative cultures enhance the effects of the knowledge sharing on curriculum innovation by promoting trust and shared involvement. In the context of organizational culture where innovation is encouraged, the presence of shared knowledge will be more likely to be transformed into meaningful curriculum change (Issa & Haddad, 2008). Thus, the organizational culture is likely to intervene between the effect of KSB and CI in such that more positive influence of knowledge sharing on curriculum innovation is observed to be high in the case of supportive and innovation-oriented cultural context (Chang et al., 2021; ud Din, 2023).

H5: OC plays moderating role in the relationship between KSB and CI.

Research Framework



Methodology

The study is a quantitative cross-sectional design, which tests the relationship between TL, KSB, OC and CI in the Chinese institution of higher education. "Multifactor Leadership Questionnaire" (MLQ) formulated by Bernard M. Bass offers a strictly validated means of determining leadership qualities to the operationalization of TL (Bass & Avolio, 1996). The operationalization of KSB is the scales based from the existing instrument of knowledge management which is assessment of voluntary information sharing and collaborative learning behavior (Ramayah et al., 2014). The items that reflect cultural structures accepted in the culture are used to measure the organizational culture and capture the dimensions of innovation orientation, common values and collaborative norms (Denison, 1996).

For exploring the relationship among the stated constructs in China's higher education institutions, the study adopts the quantitative cross-sectional design approach for research. The MLQ is a highly validated instrument that measures directions towards the assessment of leadership traits which are components of TL (Bass & Avolio, 1996). The KSB are operationalized in the scales using the tools of knowledge management which are known to measure the voluntary information sharing and collaborative learning behaviors (Ramayah et al., 2014). To capture innovation orientation, shared values, and collaborative norms, items based on established cultural measurement frameworks are used to measure organizational culture. Evaluation of curriculum innovation is done by measuring pedagogic and program innovation indicators, which follows the measurement of innovation in tertiary education (Lembcke, 2016). All constructs were measured by a five point likert scale which enabled respondents' perceptions to be quantified. The survey questionnaire was a structured survey questionnaire that was used to collect data by means of a simple random sampling technique from 300 faculty members who volunteered to take part. First the reliability and validity of the constructs were assessed using validated scales and then the structural model was established via SEM and analysis using SmartPLS 3.0 (F. Hair Jr et al., 2014). The mediation analysis was aimed at determining the indirect role of TL on CI mediated by KSB and the moderation analysis was aimed at testing the role of OC in mediating between KSB and innovation (Han et al., 2016).

Data Analysis

Preliminary analyses were done to determine measurement model. Subsequently the structural model was tested to check the direct and mediating effects.

Table 1: Demographics

Variable	Category	Frequency	Percentage
Gender	Male	142	46.3
	Female	158	53.7
Age (Years)	25–30	54	18.0
	31–40	122	40.6

	41–50	86	28.7
	51 and above	38	12.7
Educational Qualification	Bachelor's Degree	42	14.0
	Master's Degree	172	57.4
	Doctorate (PhD)	86	28.6
Academic Rank	Lecturer	128	42.6
	Associate Professor	106	35.3
	Professor	50	16.6
	Teaching Assistant	16	5.3
Years of Experience	1–5 Years	62	20.6
	6–10 Years	90	30.0
	11–15 Years	76	25.3
	16+ Years	72	24.0
Location (City)	Beijing	60	20.0
	Shanghai	58	19.3
	Guangzhou	62	20.7
	Shenzhen	59	19.7
	Chengdu	61	20.3

The demographic profile indicates the structural features of the faculty members in the context of the Chinese higher education. The percentage of female respondents (53.7%) was slightly higher than the percentage of males (46.3%), which suggested a fairly equal gender ratio which was related to the growing involvement of women in the Chinese academia. Most of the respondents were aged 31–40 years (40.6%), and then 41–50 years (27.4%), indicating that the academic workforce is mainly middle-aged. In terms of qualifications, majority of the faculty holds Master graduates (57.7%), and the rest (27.4%) had a PhD, thus indicating the high value attached to postgraduate degree and research qualifications in Chinese universities. In relation to academic rank, the highest percentage (42.3) and the second highest percentage (33.1) were of Lecturers and Associate Professors respectively, suggesting an early/mid-career dominant framework. The levels of the experience were quite even, and the largest percentage of respondents had 6–10 years' experience (31.4 %). All the respondents are from major cities of China. All in all, the sample is a professionally competent and institutionally active academic population in China, which is appropriate to be empirically analyzed.

Measurement Model

Construct Reliability and Validity

Table 2: Reliability Statistics

	C. Alpha	CR	AVE
CI	0.938	0.947	0.620
KSB	0.906	0.924	0.603
OC	0.906	0.927	0.681
TL	0.926	0.939	0.659

There was a high internal consistency reliability of all constructs. The values of cronbach alpha were between 0.906 and 0.938 which is higher than the recommended Alpha of 0.70 and this shows good reliability. On the same note, the CR values were between 0.924 and 0.939, which again proved that the measurement model was consistent and stable. The AVE values were used to assess convergent validity. The values of AVE in all constructs exceed 0.50 as the minimum recommended value and were 0.603 to 0.681. In particular, CI demonstrated the AVE of 0.620, KSB 0.603, OC 0.681 and TL. These findings show that both constructs explain over 50 percent of the variance in the indicators.

Discriminant Validity

Table 3: Discriminant Validity

	CI	KSB	OC	TL
CI				
KSB	0.554			
OC	0.301	0.084	0.116	
TL	0.639	0.742	0.084	0.066

To further determine discriminant validity, HTMT ratio was used. The HTMT criterion offers an even more stringent test of the discriminant validity criterion in that it tests the ratio of between-construct correlations to within-construct correlations. Based on the concurred upon rules, when HTMT is lower than 0.90 (or more conservatively, 0.85) there is sufficient discriminant validity (Henseler et al., 2015). These findings show that the values of all HTMT are below the recommended value, and hence, all the constructs are empirically different. Thus, the discriminant validity is met satisfactorily, which confirms the strength of the measurement model to be used in the further structural analysis.

SEM Analysis

Table 4: Direct effect

Path	Coefficient	P Value	Decision
H1: TL-> KSB	0.681	0.000	Accepted
H2: TL -> CI	0.439	0.000	Accepted
H3: KSB -> CI	0.229	0.000	Accepted

The findings shown in the table suggest a positive and statistically significant relationship in all three hypothesized relationships. The result of this study is that TL has a positive and significant influence on KSB and the path coefficient obtained is 0.681 and p-value 0.000, which is in line with H1. This indicates employees' KSB increases with increasing TL. Likewise, TL is also positively and significantly correlated with CI with the value of 0.439 and p-value of 0.000, which supports H2. The result shows that the TL helps to promote CI. In addition, KSB has positive and significant relationships with CI, with a coefficient of 0.229 and p-value 0.000, thus supporting H3. The finding indicates that knowledge sharing is one of the important issues in fostering CI. In general, the results agreed with all three hypotheses, so that the implementation of TL and knowledge sharing in improving curriculum innovation is very important.

Table 5: Indirect Effect

	Beta Value	P Value	Decision
H4: TL -> KSB -> CI	0.156	0.000	Accepted

The results of the mediation analysis show that KSB has a significant relationship in mediating TL and CI. The positive statistical significance (β=0.156, $p < 0.001$) and positive indirect effect indicate that Hypothesis 4 (H4) is supported.

This result indicates that besides the direct impact of TL on CI, the latter has another indirect impact on the KSB in the faculty members. That is, inspiring, intellectually stimulating, and collaborative leaders support more knowledge sharing, which, consequently, leads to curriculum development and innovation. The important mediation effect highlights the critical nature of knowledge-sharing mechanisms as a transmission medium in which transformational leadership plays a role in the innovation of curriculum within the institutions of higher learning.

Table 6: Mediation Analysis

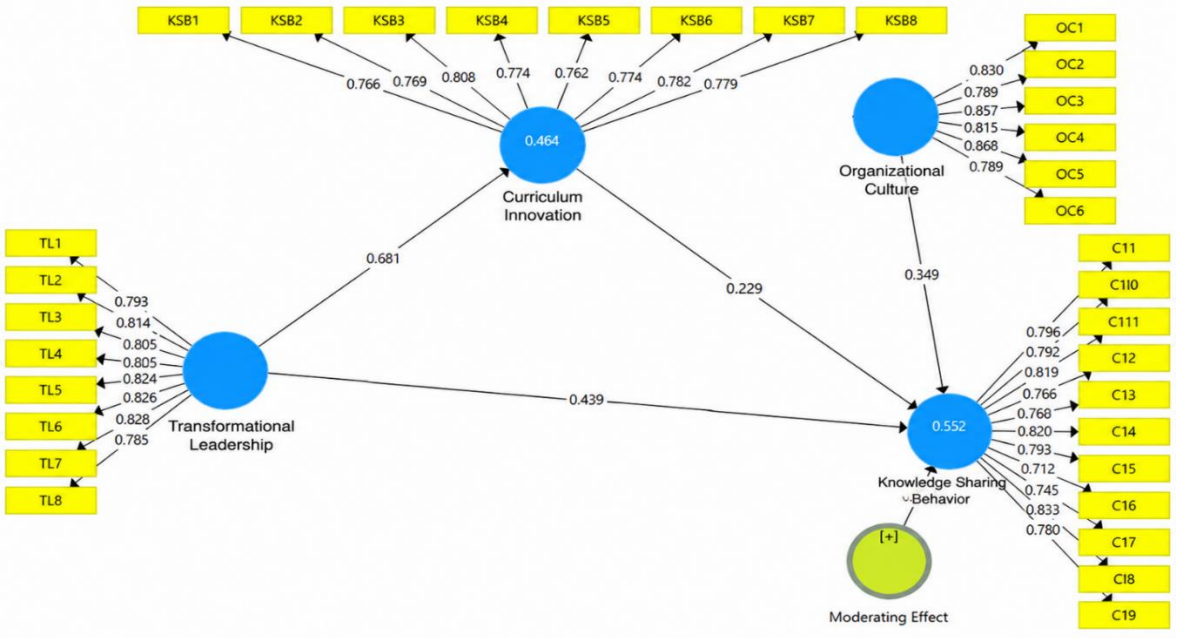
Relationship	Direct Effect (c′)	Indirect Effect (a × b)	Total Effect
TL → KSB → CI	0.439	0.156	0.595

TL has a positive direct association with CI (beta=0.439) and an additional positive indirect association through KSB (beta=0.156). Because both the direct and calculated indirect effects are positive, the pattern is consistent with complementary mediation. However, this is only a preliminary interpretation. The diagram alone cannot establish whether the mediation is statistically significant. Bootstrapping should be used to test the indirect effect and its confidence interval.

Table 7: Moderation Analysis

	β	p-value	Decision
H5: KSB × OC → CI	0.259	0.005	Accepted

The moderation analysis shows that OC is a very important factor and moderate the relationship between KSB and CI. The moderation effect is statistically significant and positive (β= 0.259, p = 0.005), thus, proving Hypothesis 5. The outcome of this finding indicates that the intensity of the association between KSB and CI fluctuates across the degree of OC. In particular, a positive OC that is supportive and collaborative helps in improving the positive influence of knowledge-sharing activities on innovation of the curriculum. The transfer of shared knowledge into innovative curriculum practices is more crucial in the institutions that have strong cultural values, trust, and common norms.



SEM Analysis

Discussion

The findings of the structural model prove and support the hypothesis-1 as TL plays a significant role in KSB. This result is in line with the previous research that showed that transformational leadership leads to cooperation and mental stimulation that promotes knowledge sharing among faculty members (Bass & Riggio, 2006). Inspirational and supportive leaders can also foster an atmosphere in which faculty members can engage in mutual learning and innovation, which is in line with the research that Transformational leadership played a positive role in the knowledge-sharing behaviors of academic personnel (Al-Husseini et al., 2021). Transformational Leadership had a direct and positive influence on Curriculum Innovation (CI) which was also supported by hypothesis-2. This finding is consistent with the current literature which proposes that transformational leaders influence curriculum innovation through facilitation of strategic vision and pedagogical progress (Jo & Joo, 2011). Educational institutions need to have new programs to meet the changing academic and industrial needs and leadership sponsored programs are very important in enabling the introduction of new curriculum (Nassanga, 2024). The results also support that transformational leadership is a key to institutional flexibility and quality of education. CI was greatly affected by KSB, which proved hypothesis-3. This finding in line with the previous studies that show that sharing of ideas among faculty members leads to innovative problem-solving and curriculum development (Fan & Beh, 2025). The findings confirm the theoretical standpoints of organizational learning as a source that leads to innovation in higher education (Ismail Alawi et al., 2007) and the central role of knowledge-sharing mechanisms in curriculum reform. Another positive and significant impact on Curriculum Innovation was also found by Organization Culture (OC) (β=0.048; $p < 0.001$). This is in line with the research that has shown that organizational culture influences employee behavior and their potential to achieve innovation through their promotion of collaboration and openness (Kareem et al., 2025). Organizations that have good cultural values and common norms are also more likely to promote faculty participation in new programs (Liu, 2025). Therefore, organizational culture facilitates development of the curriculum. The mediation analysis supported the fact that Knowledge Sharing Behavior partially mediates the relationship between TL and CI. It means that TL has a direct and indirect effect on innovation. Although innovative practices are directly promoted by leadership, there is also knowledge exchange, which in turn leads to curriculum development. This is in line with the existing studies that reveal the mediating effect of mechanisms of knowledge sharing in organizational innovation (Mamanazarov et al., 2025). It is also indicated in the moderation analysis that Knowledge Sharing Behavior is positive relationship with CI with the support of OC. It highlights the fact that knowledge sharing has greater influence on innovation in institutions that have favorable cultural setup. An organizational culture that is developed through cooperation leads to a greater translation of common knowledge into working curriculum changes (Nassanga, 2024). The results overall are consistent with the empirical and theoretical literature, which supports the significance of transformational leadership, mechanisms of knowledge sharing, and organizational culture in curriculum innovation. Interconnected factors affect innovation in higher education and not individual processes, where integrated strategies are necessary to involve leadership development, collaborative knowledge practices, and supportive institutional

environments. These findings are helpful to comprehend the complex character of curriculum innovation and offer evidence-based information to improve the performance of the institutions.

Conclusion

The relationship between the variables TL, KSB, OC and CI in Chinese universities were analyzed in this paper. The results indicate that the TL is an important factor in improving KS behaviors and has a direct effect on curriculum innovation. The knowledge sharing behavior mediated between transformational leadership and the curriculum innovation was obtained, proving curriculum innovation created by the Transformational Leadership is both directly and indirectly. Furthermore, the organization culture that emphasized the importance of a conducive environment for the organization was also an enabler for the relationship between knowledge sharing and curriculum innovation. Overall, these results suggest that curriculum innovation is a complex process and that it relies on leadership practices and sharing of knowledge and organizational culture. Schools that want to promote greater innovation are encouraged to focus on learning programs for transformational leadership and knowledge sharing and on fostering a culture of collaboration within the school.

Practical Implications

The results have useful implications to higher education administrators and policymakers. First of all, the institutions should give investments in leadership development courses with the focus on transformational leadership skills. The institution can increase the innovation process in the institution and in the program design by providing trainings about visionary leadership, faculty participation, and co-decision in the program design process. Second, mechanisms of knowledge sharing must be encouraged in a systematic manner, using professional learning communities, joint research projects and interdisciplinary academic projects. Through such initiatives, it becomes easy to disseminate ideas and best practices hence enhancing the quality of curriculum. Third, culture is vital in fueling innovation in an organization. Higher education institutions must build and foster trust, co-operation and openness to change in their cultures. Polices can also be adopted to encourage faculty to engage in innovative activities by incentivizing and recognizing knowledge sharing. If the leadership methods, knowledge sharing methods and cultural development are synchronized, the institutions would be able to build an environment that would facilitate the continuous improvement and educational excellence.

Theoretical Implications

The study brings empirical data to the previous theories of leadership and organizational in order to support the role of transformational leadership in relation to the use of knowledge sharing and innovation of curriculum. The results of this study support the theory that presumes transformational leadership as a learning motivator and innovator in the organization. It also contributes to the existing models on innovation in higher education since the paper provides evidence that the organizational culture moderates the effect of the knowledge sharing behavior on the innovation in

the HE sector and that the knowledge sharing behavior is mediating in between the organizational culture and the innovation in the HE sector. The results also offer an overview of the generalizability of the Transformational leadership theory in schools. The leadership practices identified as evidence-based and incorporating inspirational, intellectual stimulation and consideration of the individual to improve collaborative learning and innovative results. This implies the theoretical implication of how organizational leadership styles affect the organizational learning processes and the innovation potentials, proven in the empirical proof of this organizational development, interlinked with the process.

Limitations and Future Directions

There are some limitations in the study. The cross sectional research design restricts the causation research assumption as the data is collected at one specific time. The future research should include a research question regarding the effects of leadership practices and knowledge sharing behaviors on curriculum innovation in the long-term through the use of longitudinal designs. Moreover, the use of self-reported information can result in bias of the response. This will enable further research to incorporate objective measures of performance and qualitative research that will enhance the validity of the data and provide more meaningful outcomes. Sample is limited to a particular situation—higher education and thus can result in some generalizability. Future research areas that should be included are cross-cultural comparisons and different institutional contexts, to determine generalizability of results in different educational contexts. In addition, it might be interesting to investigate more mediating/moderating variables, including the technological adoption and faculty motivation, to get a more suggestive picture of the process of curriculum innovation. The role of digital transformation in knowledge sharing and innovation is also a potential future research question that can be explored. Future research ought to be conducted by these insights to elaborate on dynamic innovation processes and how the same impacts on quality of education and organizational performance.

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