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RESEARCH ARTICLE

The Nexus of Self-Leadership, Knowledge Sharing and Innovative Work Behavior in Higher Education Institution

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ABSTRACT

The primary objective of this study is to explore the impact of self-leadership, knowledge sharing, and self-efficacy on innovative work behavior and employee productivity within higher education institutions. By examining the relationships between these variables, the research seeks to identify patterns and themes that can inform academic leaders, administrators, and educators on strategies to enhance organizational performance and foster a culture of innovation. The research methodology employed a systematic and strategic approach, including comprehensive searches in databases such as Scopus, Google Scholar, and Dimensions. A total of 20 studies were selected based on specific inclusion criteria, and a detailed quality appraisal was conducted to ensure the reliability and validity of the included studies. Data extraction and analysis were carried out to identify key findings and insights related to self-leadership, knowledge sharing, self-efficacy, and innovative work behavior. The data analysis revealed significant relationships between leadership styles, employee self-efficacy, knowledge sharing practices, and innovative work behavior in academic and corporate environments. The findings highlight the mediating role of affective commitment in fostering creativity and innovation among academic employees. Additionally, the study identified strategies to enhance the impact of perceived organizational support on knowledge sharing practices within higher education institutions. This study provides valuable insights for academic leaders and educators seeking to create a conducive environment for academic growth and excellence through effective leadership practices and collaborative knowledge sharing initiatives.

INTRODUCTION

The correlation between self-leadership, information sharing, self-efficacy, creative work behavior, and employee productivity in higher education institutions has received considerable focus in academic study. Through comprehending the complex interrelationships among these factors, educators and administrators may proficiently augment organizational efficacy and cultivate a climate of ongoing advancement inside higher education establishments (Xia & Yang, 2020; Hamdoun, 2021). Although some academic studies propose a connection between self-leadership, information sharing, self-efficacy, creative work behavior, and employee productivity in higher education institutions, it is crucial to consider various perspectives. Some experts contend that the influence of these factors on the success of higher education institutions may not be as clear-cut as first suggested. The objective of this systematic literature review is to thoroughly examine previous

research on the correlation between self-leadership, information sharing, self-efficacy, creative work behavior, and employee productivity in higher education institutions (Lee, 2018; Hamdoun, 2021).The interaction between self-leadership, knowledge sharing, self-efficacy, creative work behavior, and employee productivity in higher education institutions is a multifaceted and complicated notion, influenced by numerous variables. Understanding the complicated relationships between these factors demands a comprehensive investigation of the individual components and their cumulative influence (Kesuma et al., 2021)

In order to meet the evolving needs of higher education, it is crucial to have a staff that is capable of innovation and constant development (Abiddin & West, 2007; Abiddin, 2007). The productivity of employees in this area depends on creating a dynamic workplace that encourages innovation, the sharing of information, and a strong feeling of self-motivation. This research examines these essential components using the framework of social cognitive theory, which highlights the interaction between personal attributes, external factors, and behavioral results (Zimmerman, 2023, Hassan et al., 2016). Self-leadership, a fundamental principle in this framework, enables faculty and staff to establish objectives, efficiently manage their time, and persist in the face of difficulties (Al-Mansoori & Koç, 2019). This results in a more efficient workforce by empowering people to take responsibility for their duties, prioritize efficiently, and overcome barriers. Furthermore, the study by Kim et al. (2022) highlighted specific areas that need development in higher education institutions, including human resource competence, conflict management, negotiation, and technology application ability. This finding supports the previous research by Peng et al. (2018) that emphasized the urgent need for enhancement in these sub-areas. Knowledge sharing in companies has several impacts, including enhancing job performance. Notably, creativity is recognized as a significant aspect of these benefits (Lee, 2018). Nevertheless, prior studies have not adequately examined the impacts of information sharing on people, especially inside higher education institutions.

Self-leadership refers to an individual's capacity to internally drive, manage, and guide oneself to accomplish personal and organizational objectives (Gbenga & Abiddin, 2013a). It includes elements like establishing objectives, self-drive, and self-reward, all of which influence how a person behaves in an organizational environment. Research has shown that self-leadership has a beneficial influence on the dissemination of information inside higher education institutions (Zhou & Zhang, 2013). Knowledge sharing, conversely, is the intentional interchange of information, ideas, and skills among people inside an organization. Studies suggest that the act of sharing information is of utmost importance in improving the productivity and inventiveness of employees in higher education institutions (Lee, 2018). Self-efficacy, defined as an individual's confidence in their ability to effectively do tasks and get desired results, has been shown to have a beneficial impact on creative work behavior and employee productivity in higher education institutions.

Knowledge sharing, on the other hand, represents the exchange and dissemination of information, expertise, and experiences within the academic community (Wang & Hou, 2015). This multidirectional flow of knowledge not only facilitates learning and problem-solving but also nurtures a collaborative and innovative environment within higher education institutions. While the concept of self-leadership, knowledge sharing, self-efficacy, innovative work behavior, and employee productivity in higher education institutions may seem interconnected based on existing research, it is crucial to consider alternative viewpoints that challenge this perspective (Sun et al., 2022). For example, a study conducted in Lebanon found that academics in higher education institutions often lacked awareness of self-leadership practices and their potential benefits (Lee, 2018). To address this gap in knowledge, further research could focus on examining the views of a wider and more diverse sample of university academics from various Lebanese universities and colleges (Hamdoun, 2021).

Some experts contend that the influence of these factors on the performance of higher education institutions may not be as immediate and substantial as first suggested. Javed et al. (2021) argues

that while self-leadership, knowledge sharing, and self-efficacy have their own advantages, the connection between these qualities and employee productivity and creative work behavior may not always be direct. They claim that people who exhibit self-leadership may not make significant contributions to knowledge exchange or creative work behavior. Conversely, having a strong belief in one's own abilities (high self-efficacy) may not always result in enhanced employee productivity. In fact, it might potentially foster excessive confidence and a sense of satisfaction that obstructs performance (Lee, 2018). Therefore, it is vital to perform a systematic literature review to completely analyze the link between self-leadership, knowledge sharing, self-efficacy.

To get a deeper comprehension of the correlation between self-leadership, knowledge sharing, self-efficacy, creative work behavior, and employee productivity in higher education institutions, it is crucial to carry out research that is tailored to the Malaysian environment (Lee, 2018). Moreover, the counterargument posits that the intricate and multifaceted characteristics of these factors pose difficulties in establishing a definitive cause-and-effect correlation. Although information sharing is widely appreciated in higher education institutions, its specific effects on employee productivity and creative work behavior may be affected by different contextual elements that are challenging to quantify and regulate in research investigations (Ibus and Ismail, 2018)

To summarize, the current literature emphasizes the positive connections between self-leadership, knowledge sharing, self-efficacy, innovative work behavior, and employee productivity in higher education institutions. However, it is crucial to critically examine opposing viewpoints that question these relationships and recognize the intricacies and subtleties within the organizational setting (Gbenga & Abiddin, 2015; Lo and Tian, 2020; Ibus and Ismail, 2018). Self-efficacy, a key element of social cognitive theory, emphasizes an individual's confidence in their ability to successfully do certain activities and achieve desired results. It has a direct effect on an individual's drive, resilience, and readiness to participate in difficult and creative work behavior, hence affecting employee productivity in higher education institutions (Asurakkody & Kim, 2020). For a business to expand and adapt to the ever-changing academic scene, it is crucial to have employees that exhibit innovative work behavior. This conduct involves the creation, promotion, and implementation of new ideas and practices. It involves a readiness to question the existing situation, explore new methods, and accept and adapt to changes, all of which are strongly connected to personal leadership and effectiveness.

Employee productivity, a significant result of the cumulative impact of these factors, comprises the efficiency and effectiveness of people in contributing to the overall purpose and objectives of higher education institutions. The statement highlights the measurable influence of self-leadership, knowledge sharing, self-efficacy, and creative work behavior on the success of a company (Almutairi, 2020). An extensive examination and integration of current research on these interrelated concepts will provide a detailed comprehension of their dynamic interaction and offer significant insights for strategic interventions and organizational growth in higher education institutions. This review examines the intricate relationships between self-leadership, knowledge sharing, self-efficacy, innovative work behavior, and ultimately, employee productivity in higher education. By understanding these connections, institutions can develop strategies to cultivate a thriving academic environment that fosters creativity, collaboration, and high performance.

2 THEORETICAL FRAMEWORK

The theoretical framework in a study comprises a critical and organized analysis of the literature relevant to the topic, providing a theoretical contextualization and defining the key concepts. It must comprehensively contain theories, models and previous research, identifying gaps, contradictions and consensuses in the literature that are important for the focus of the work being developed.

The current body of research on self-leadership, knowledge sharing, self-efficacy, and creative work behavior in higher education institutions offers significant insights into the elements that enhance

employee productivity. This systematic review tries to consolidate the data from a broad variety of academic papers and empirical investigations to clarify the intricate interaction between these crucial factors. Furthermore, it aims to identify deficiencies in the existing knowledge and suggest directions for future study that might have practical consequences for the administration of higher education institutions. The project will investigate the interplay of these characteristics within a higher education setting and seek to uncover solutions for improving employee performance. The first variable to be studied in this study is self-leadership. The reference is from Peng et al. (2018). As we explore the counterargument regarding the impact of self-leadership, knowledge sharing, self-efficacy, innovative work behavior, and employee productivity in higher education institutions, it is crucial to consider the perspective that questions the direct and substantial influence of these factors on organizational performance (Abiddin & Ismail, 2014; Abiddin & West, 2007).

Self-leadership, as a concept, refers to individuals taking control of their own behavior and influencing themselves towards achieving their goals. Critics of the traditional viewpoint argue that while self-leadership, knowledge sharing, and self-efficacy may have individual benefits, their effect on employee productivity and innovative work behavior may not always be straightforward. For instance, they suggest that individuals may exhibit self-leadership but fail to contribute meaningfully to knowledge sharing or innovative work behavior. This implies that the correlation between self-leadership and the other variables may not be as strong as initially proposed (Vu & Yazdani, 2021; Figueroa, 2015). Moreover, the opposing viewpoint highlights the complexity of these variables and their interrelationship, making it challenging to establish a clear cause-and-effect relationship between them. While knowledge sharing is generally valued within higher education institutions, its direct impact on employee productivity and innovative work behavior may be influenced by various contextual factors that are difficult to measure and control in research studies (Abiddin & Ismail, 2014; Gbenga & Abiddin, 2013b; Sun et al., 2022). When considering the relationship between self-efficacy and employee productivity, critics argue that while self-efficacy may drive motivation and resilience, it could also lead to overconfidence and complacency, thus not consistently translating to improved employee productivity as suggested in the traditional perspective (Livinţi et al., 2021).

This alternate perspective questions the current body of research that suggests a positive connection between these factors and highlights the need of carefully evaluating the intricacies and subtleties within the organizational environment of higher education institutions (Abiddin & Ismail, 2014). In addition, opponents contend that organizational culture, leadership styles, and external influences may have a more substantial impact on employee productivity and creative work, as shown by Newman et al. (2018) and Wang & Hou (2015). It is crucial to take into account the counterargument in order to have a thorough comprehension of the dynamics inside higher education institutions, while also recognizing the current research. In our examination of the literature, we will analyze the theoretical foundations and empirical findings related to self-leadership, knowledge sharing, self-efficacy, and innovative work behavior. This will provide insight into their individual importance and their combined influence on employee productivity in the higher education industry. This study is to summarize the changing trends and developing models in this field, offering a thorough comprehension of the topic (Atitumpong & Badir, 2018).

This alternative viewpoint challenges the existing literature on the positive associations between these variables and emphasizes the need to critically assess the complexities and nuances within the organizational context of higher education institutions. Additionally, critics argue that other factors such as organizational culture, leadership styles, and external pressures may have a more significant influence on employee productivity and innovative work. While acknowledging the existing research, it's important to consider the opposing argument to gain a comprehensive understanding of the dynamics at play within higher education institutions (Stewart et al., 2010). As we delve into the literature, we will explore the impact of self-leadership on knowledge sharing within higher education institutions that surrounding self-leadership, knowledge sharing, self-efficacy, and

innovative work behavior in higher education contexts shedding light on their individual significance and their collective impact on employee productivity in this sector. Additionally, this review aims to encapsulate the evolving trends and emerging paradigms in this domain, providing a comprehensive understanding of the subject matter and identifying potential gaps in the literature that could be addressed by future research (Peng et al., 2018).

3 MATERIALS AND METHODS

Literature reviews, as a research tool, are very suitable for enhancing the understanding and expertise in a certain area of study (Snyder 2019; Kitchenham 2004; Par´e et al. 2016; Levy and Ellis 2006). They do this by comprehensively exploring the existing knowledge in a scientific field or issue, so establishing a thorough grasp of the subject (Hart 1998), and identifying trends and areas that need more investigation to focus future research efforts on pertinent scientific topics. However, literary evaluations are conducted in several ways. An established method to guarantee the reliability and excellence of a literature review is to conduct a systematic literature review (SLR), which is known for its meticulousness and rigor (Levy and Ellis 2006; Kitchenham 2004; Snyder 2019). Therefore, in accordance with the research questions presented in this work, the systematic literature review is selected as the approach for conducting the review. This section will discuss the key components of the SLR methodology used in this research, including the review process, search keywords, resources searched, and study selection.

3.1 Systematic Literature Review Process Steps

The distinctive of a high-quality literature review is its ability to demonstrate appropriate scope of the study, robustness in methodology, and clarity in its dissemination of the findings (Levy and Ellis 2006). This is achieved through the structured and systematic review process, which forms the methodological framework of the literature review. For the study presented in this paper, a review process inspired by multiple sources has been applied and described process outlines the systematic steps involved in conducting a comprehensive literature review or meta-analysis. The initial phase involves the identification of relevant records from databases like Scopus, Google Scholar, and Dimensions, resulting in a total of 256 records. To refine the pool, exclusion criteria are applied, excluding 124 records based on factors such as publication date, language, and topic relevance. After screening, 82 records remain, and duplicate entries are eliminated. The subsequent eligibility assessment involves a thorough examination of the full-text articles (86 in total), leading to the selection of one article for further quality assessment. The quality appraisal ensures that the selected studies meet specific criteria for inclusion. Ultimately, 20 studies are included in the research. The final step involves a detailed quality appraisal of the remaining articles to guarantee the reliability and validity of the included studies. This systematic and strategic approach ensures a rigorous and transparent process, contributing to the robustness of the research findings.

3.1.1 Identification

The identification step involves doing a comprehensive search for synonyms, related phrases, and different terms associated with the core keyword in this research, namely lto Self-Leadership, Knowledge Sharing, Self-Efficacy, Innovative Work Behavior, and Employee Productivity. The process of enhancing the primary keywords was carried out by consulting two sources: an online thesaurus and the keywords used in earlier investigations. In order to mitigate the influence of retrieval bias, as emphasized by Durach et al. (2017), the researchers choose to use several databases. Consequently, two primary databases (Scopus and Google Scholar) and one supplementary database (Dimensions) were used to locate relevant papers. The primary reason for relying on Scopus as the main database is its status as a comprehensive indexing database, which encompasses over 70 million records and includes journals from various disciplines. Scopus is particularly strong in terms of quality control, full-text search capabilities, maximum search string

length, advanced search string functionality, and the ability to reproduce search results across different locations. The sources used are Gusenbauer and Haddaway from 2020, and Martin-Martin et al. from 2018. Google Scholar was selected as the primary database due to many arguments. Firstly, Google Scholars provides a plethora of documents, thereby increasing the available sources for review. Secondly, it offers a greater number of documents pertaining to social sciences, art, and humanities. Thirdly, Google Scholars offers a wide range of publication types, including proceedings, books, theses, book chapters, and unpublished materials, which can be easily accessed (Gusenbauer & Haddaway, 2020).

3.1.2 Screening

The 256 items found during the identification phase have been subjected to the screening procedure. The screening procedure for articles retrieved from the Scopus and Dimensions databases was automated using the 'limit to' option available in the databases. However, when it comes to articles sourced from the Google Scholar database, the screening procedure was somewhat automated due to the fact that the 'limit to' feature is restricted just to the publication year. The selection of papers was based on the previously defined research question (Kitchenham & Charters, 2007). The selection criteria are crucial for ensuring that the chosen article is relevant to the research. Hence, the filtering method reduced the quantity of associated publications (Okoli, 2015). A timeline spanning 20 years, namely from 2000 to 2021, was chosen for publishing. This timeline is chosen because it has generated a sufficient number of publications that may be included in a systematic literature review (SLR). This choice is consistent with the idea of the study's maturity as proposed by Kraus et al. (2020) and Alexander (2020). Given that this research specifically examined the understanding of Self-Leadership, Knowledge Sharing, Self-Efficacy, Innovative Work Behavior, and Employee Productivity. The papers were chosen based on whether they had been published in an indexed journal, ensuring their high quality. Regarding the Google Scholar and Dimensions databases, publications that were published in journals listed in Scopus were chosen by human examination of each article.

3.1.3 Eligibility

The eligibility assessment involves a meticulous evaluation of the full-text articles retrieved after the initial screening. Out of the 86 remaining articles, one article is selected for further scrutiny based on predefined criteria. These criteria may include relevance to the research question, alignment with the study's focus on social sciences, self-leadership, knowledge sharing, working behavior, and employee productivity with publication standards. The chosen article undergoes a comprehensive review to determine its suitability for inclusion in the research. This step aims to ensure that the selected articles meet the specific requirements set forth in the research protocol, contributing to the overall quality and relevance of the included studies in the subsequent stages of the systematic review or meta-analysis.

3.2 Data Extraction and Analysis

A qualitative synthesis of the findings will be conducted to identify patterns, themes, and insights pertaining the self-leadership, knowledge sharing, self-efficacy, innovative work behavior, and employee productivity within higher education institutions. The analysis will delineate the implications of these relationships and their significance in fostering a conducive environment for academic growth and excellence. The systematic literature review will serve as a valuable resource for academic leaders, administrators, and educators, providing evidence-based insights into the intricate dynamics of self-leadership and knowledge sharing, and their impact on individual and institutional outcomes within the realm of higher education.

After doing the eligibility evaluation, the subsequent important stages in the systematic review were data extraction and analysis (Okoli, 2015). Data extraction was conducted from the 20 studies that

were included in the analysis, which were located by a thorough search of databases including Scopus, Google Scholar, and Dimensions. The researchers meticulously documented pertinent details such as study characteristics, research approach, and significant discoveries. The collected data included several criteria, such as the year of publication, the size of the sample, the study design, and the measures used to assess outcomes. This allowed for a thorough and complete summary of the chosen studies. In order to ensure strict adherence to the study methodology. The data that was retrieved was then synthesized and structured for further examination. The meta-analysis or synthesis used statistical tools or qualitative methodologies, depending on the nature of the investigations. The study sought to discern patterns, trends, and recurring themes within the papers collected, facilitating a comprehensive comprehension of the research environment. This approach facilitates the production of significant ideas and the development of conclusions based on evidence. Figure 1 shows the process of systematic searching data.

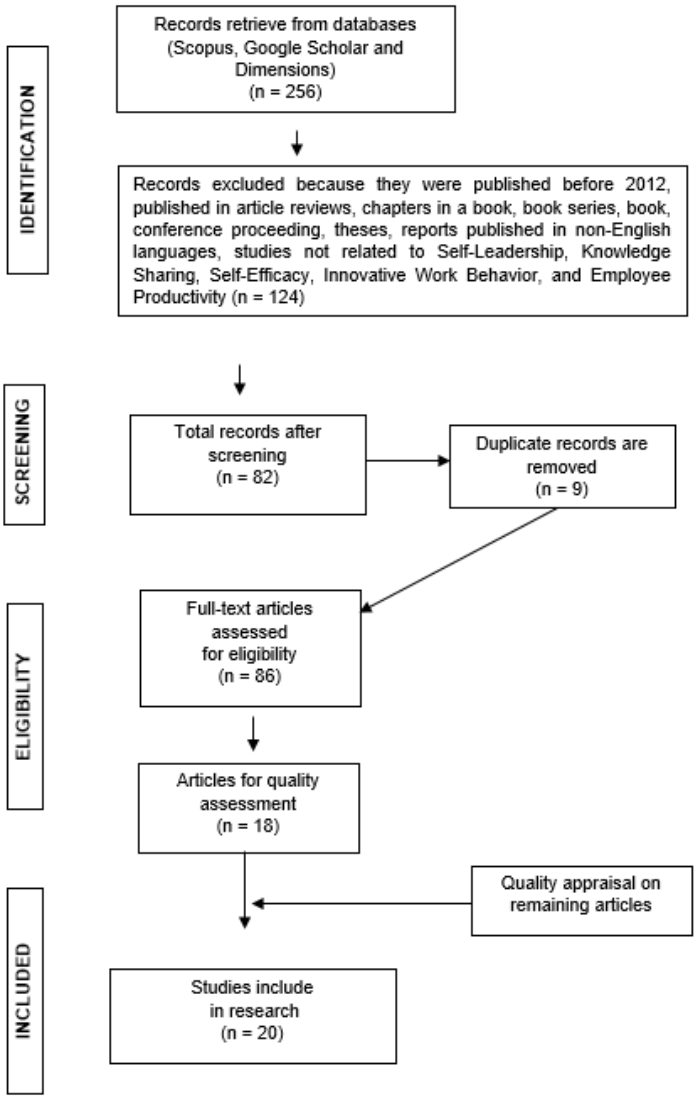

Figure 1: Systematic searching data

4 RESULTS AND DISCUSSION

The data analysis offers valuable understanding of several research studies investigating the intricacies of leadership, self-leadership, self-efficacy, information sharing, and creative work behavior in academic and corporate settings as shown in Table 1. The findings suggest that there are positive connections between certain factors, such as the influence of transformational leadership on the development of employability, and the function of self-leadership in mediating the link between information sharing and creative behavior. Furthermore, qualities such as creative self-efficacy, entrepreneurial leadership, and learning orientation have been seen to have a beneficial impact on innovative behavior. Knowledge sharing is a significant aspect in improving performance and promoting innovation, especially in academic organizations. These results have important implications for leadership development and organizational strategies focused on fostering a culture of innovation and knowledge sharing, eventually making a positive contribution. For both organizational success and individual development.

The need of precise weather predictions in today's dynamic environment cannot be overemphasized (Hashim, 2021). The implementation of effective leadership and management techniques is essential for creating dynamic and adaptable innovation ecosystems inside firms. These practices include transparent communication on the plan for organizational innovation, allocation of resources, and the capacity to acknowledge and derive lessons from failure. Leadership and management actions that create fear, lack of concentration, and ineffective communication about innovation strategy may obstruct or hamper innovation (Hussain & Li, 2022). Moreover, the endorsement of senior executives is crucial in fostering innovation inside private higher education institutions. It is critical to recognize that leadership and management techniques are important for encouraging innovation in businesses, but there are also other key elements that contribute to inventive work behavior. Studies have shown that both individual aptitude and drive, as well as the culture and resources of a company, are crucial factors in promoting innovation. Hence, only ascribing inventive work behavior to leadership and management techniques may fail to acknowledge the intricate and diverse nature of innovation inside companies. Leadership and management strategies have a crucial role in fostering creative behavior in firms (Soken & Barnes, 2014).

Furthermore, it is crucial to acknowledge that placing too much focus on leadership and management techniques as the only catalysts for innovation may diminish the significance and independence of individual workers. Research has shown that adopting a bottom-up strategy to innovation, which involves empowering workers at all hierarchical levels to contribute their ideas and solutions, may result in more sustainable and comprehensive innovation inside firms. Organizations should not just depend on top-down leadership and management tactics, but also prioritize the establishment of a culture that fosters and facilitates bottom-up innovation (Wu et al., 2022).

Moreover, not all leadership and management styles are favorable to promoting innovation. Authoritarian leadership styles or micromanagement may suppress creativity and discourage risk-taking, so hindering the innovation that firms want to foster. Hence, while leadership and management do contribute to defining the innovation environment, a more comprehensive outlook that incorporates several aspects is essential to comprehensively grasp and encourage creative work behavior in firms.

Table 1: Matrix table

No	Author/Year	Title	Sample	Methods	Statistival Results	Criteria					
						Self-Leadership	Self-Efficacy	Knowledge Sharing	Employee Leadership	Innovative	Innovative Work Behavior
1	Peng, Tuan, Han-Yu (2018)	The Impact of Professors' Transformational Leadership on University Students' Employability Development based on Social Cognitive Career Theory	University Students	Quantitative	Analysis of relationships between leadership style and employability	/	/				
2	Stewart, Courtright, Manz (2012)	Self-Leadership: A Multilevel Review	N/A	Literature Review	N/A	/	/		/		
3	Ibus, Ismail (2018)	Conceptual Framework: The Mediating Effect of Self-Efficacy in the Relationships of Self-Leadership, Knowledge Sharing, and Innovative Work Behaviour	N/A	Model Development	N/A	/	/	/			/
4	De Jong, J., & Den Hartog, D. (2010).	Measuring innovative work behaviour.	N/A	Development of measurement tool	N/A					/	/
5	Dorner, N. (2012)	Innovative Work Behavior: The Roles of Employee Expectations and Effects on Job Performance	Employees	Quantitative	Analysis of relationships between expectations and innovative behavior						/
6	Gibbs, S. R. (2012).	Exploring the Influence of Task-Specific Self-Efficacy on Opportunity Recogition Perceptions & Behaviors	N/A	Quantitative or Qualitative	Analysis of self-efficacy and opportunity recognition		/				/
7	Atitumpong, Badir (2018)	Leader-member exchange, learning orientation and innovative work behavior	Employees	Quantitative	Analysis of relationships between leadership, learning orientation, and innovative behavior	/			/		/
8	Vu, Yazdani (2021)	The impact of transformational leadership on individual academy performance through knowledge sharing	N/A	Quantitative	Analysis of relationships between leadership, knowledge sharing, and performance	/		/	/		
9	Hamdoun (2021)	Academic leadership commences by self-leadership	N/A	N/A	N/A	/			/		
10	Lee (2018)	The Effects of Knowledge Sharing on Individual Creativity in Higher Education Institutions: Socio-Technical View	Individuals in Higher Education	N/A	Analysis of relationships between knowledge sharing and creativity		/	/			

No	Author/Year	Title	Sample	Methods	Statistival Results	Criteria					
						Self-Leadership	Self-Efficacy	Knowledge Sharing	Employee Leadership	Innovative	Innovative Work Behavior
11	Javed, Mahmood, Khan, Ullah (2021)	The Mediating Role of Affective Commitment between Creative Self-Efficacy, Authentic Leadership and Innovative Behaviour among Academic Employees of Higher Education Sector of Punjab, Pakistan	Academic Employees	Quantitative	Analysis of relationships between self-efficacy, leadership, and innovative behavior	/	/				/
12	Yaser Mutahar et., al. (2021)	How to Enhance the Impact of Perceived Organizational Support on Knowledge Sharing? Evidence from Higher Education Sector	Employees in Higher Education	Quantitative	Analysis of relationships between support and knowledge sharing			/			
13	Hamzah &Wardana (2018)	Knowledge sharing sebagai mediasi antara employee engagement terhadap kinerja pengemudi gojek di Yogyakarta	Gojek Drivers in Yogyakarta (Indonesian)	Quantitative	Analysis of relationships between engagement, knowledge sharing, and performance		/	/			
14	Asurakkody, Kim, Elsevier BV, (2020)	Effects of knowledge sharing behavior on innovative work behavior among nursing Students: Mediating role of Self- leadership	Nursing Students	Quantitative	Analysis of relationships between knowledge sharing, self-leadership, and innovative behavior	/		/			/
15	Rushud (2021)	Exploring Factors that Influence Academics' Knowledge Sharing Behaviour in Higher Education Institutions	Academics in Higher Education	Qualitative or Quantitative	Analysis of factors influencing knowledge sharing			/		/	
16	Newman, Tse, Schwarz, Nielsen (2018)	The effects of employees' creative self-efficacy on innovative behavior: The role of entrepreneurial leadership	Employees	Quantitative	Analysis of relationships between self-efficacy, leadership, and innovative behavior		/				/
17	Ibrahim, S., & Heng, L. H. (2015).	The Roles of Learning in Stimulating Knowledge Sharing at SMEs	N/A	N/A	N/A			/			
18	Kang, Y., Kim, S. & Chang, G. (2018)	The impact of knowledge sharing on work performance: an empirical analysis of the public employees' perceptions in South Korea	Public Employees in South Korea	Quantitative	Analysis of relationships between knowledge sharing and performance			/			
19	Almutairi (2020)	Leadership Self-Efficacy and Organizational Commitment of Faculty Members: Higher Education	Faculty Members	Quantitative	Analysis of relationships between leadership self-efficacy and organizational commitment	/	/				

No	Author/Year	Title	Sample	Methods	Statistival Results	Criteria					
						Self-Leadership	Self-Efficacy	Knowledge Sharing	Employee Leadership	Innovative	Innovative Work Behavior
20	Mokhlis, S. & Abdullah, A. H. (2023)	Model Pengukuran Pengupayaan Guru, Iklim Inovasi Sekolah dan Tingkah Laku Kerja Inovatif	Teachers	Quantitative	Development and validation of a measurement model for teacher empowerment, school innovation climate, and innovative work behavior						/

The objective of the systematic literature review was to thoroughly examine the connections among self-leadership, information sharing, self-efficacy, innovative work behavior, and employee productivity in higher education institutions. The incorporation of 20 meticulously selected research enhanced the strength and credibility of the conclusions. The analysis of these research uncovered similar trends, indicating a direct association between self-leadership and self-efficacy, as well as between information sharing and improved staff productivity that can be shown in Figure 2.

Based on the Figure 2, the suggested framework illustrates the relationships between self-leadership, knowledge sharing, self-efficacy, creative work behavior, employee productivity, and the creation of transformational and real leadership in higher education. The central element is "Transformative & Genuine Leadership," shown as a rectangle shape with rounded corners. This is the intended result, a leadership approach that motivates and enables people to achieve their maximum capabilities while upholding genuineness and honesty.

The left side emphasizes the need of self-leadership. A rectangular box called "Self-Leadership" directs an arrow towards the center piece labeled "Empowers." This indicates that possessing robust self-leadership qualities provides workers with the drive, self-control, and capacity to establish objectives necessary for success. Individuals that are empowered are more inclined to assume responsibility, find innovative solutions to challenges, and make valuable contributions. An oval shape symbolizing "Self-Efficacy" is connected to "Self-Leadership" by a double-headed arrow named "Mutual Reinforcement". This emphasizes the recurring connection between these two ideas. Robust self-leadership cultivates a conviction in one's talents (self-efficacy), which in turn propels people to assume control and enhance their leadership aptitude.

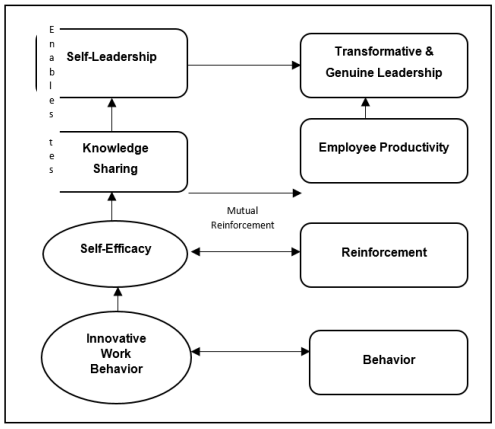

Figure 2: Transformative and genuine leadership fosters a supportive environment

Knowledge exchange is prioritized on the right side of the framework. A rectangular box named "Knowledge Sharing" directs an arrow towards the middle piece labeled "Facilitates." This indicates that fostering transparent communication and facilitating the sharing of information create a

cooperative atmosphere in which workers may acquire knowledge from one another and enhance their present skills. This promotes the development of new ideas and the ability to solve problems. An oval shape symbolizing "Innovative Work Behavior" is connected to "Knowledge Sharing" by a double-headed arrow designated "Synergy". This emphasizes the mutually beneficial connection between the exchange of information and the display of creative work behavior. The act of openly sharing information stimulates the generation of creative ideas and new approaches to work problems, resulting in a workforce that is more inventive.

Located in the lower part of the framework is the element called "Employee Productivity," which is shown as a rectangular box with rounded corners. Arrows labeled "Enables" extend upward from both the "Empowers" and "Facilitates" arrows, linking to the center element. This indicates that the implementation of self-leadership and knowledge sharing techniques eventually leads to a boost in staff productivity by empowering people and promoting cooperation. An arrow labeled "Enables" points from the "Employee Productivity" box towards the "Transformative & Genuine Leadership" box. This highlights the fact that a productive workforce is essential for institutions to develop influential and authentic leadership styles. When people are functioning at a high level, leaders may prioritize strategic direction, innovation, and staff development.

Notable research conducted by Peng et al. (2018) examined the indirect impact of professors' transformational leadership on students' employability, providing insights into the connection between leadership and self-efficacy. The multilevel study conducted by Stewart et al. (2010) emphasized the substantial impact of self-leadership on people' assessments of their abilities, underscoring the significance of personal leadership qualities. he conceptual framework presented by Ibus and Ismail (2018) emphasized the mediating function of self-efficacy in the connections among self-leadership, knowledge sharing, and creative work behavior. This highlights the interdependence of these elements and stresses the pivotal role of self-efficacy in moderating the influence of leadership and information sharing on creative work behavior.

Asurakkody et al. (2020) examined the effects of information sharing behavior on creative work behavior, considering the mediating role of self-leadership. The research conducted by Vu and Yazdani (2021) investigated the influence of transformational leadership on individual academic performance by analyzing information sharing. The findings emphasized the potential beneficial effect of leadership on productivity. The research conducted by Javed et al. (2021) examined the role of emotional commitment as a mediator in the relationship between creative self-efficacy, real leadership, and innovative behavior among academic personnel. This research yielded useful insights into the intricate interconnections within higher education institutions, highlighting the significance of emotional dedication in shaping creative behavior. Various research has particularly examined the correlation between information sharing and creative work behavior. Rushud (2021) examined the determinants of information-sharing behavior among academics, whereas Asurakkody et al., (2020) researched the influence of knowledge sharing on creative work behavior in nursing students, introducing self-leadership as a mediating variable. These results emphasized the significance of leadership, specifically transformational and authentic leadership, in influencing self-assurance, the exchange of knowledge, and ultimately, innovative work behavior.

The role of self-leadership has been identified as crucial in facilitating the interchange of information and promoting innovative work behavior. This emphasizes the need of empowering people to take charge of their own leadership development. Nevertheless, it is essential to show prudence when extrapolating these discoveries to a wider scope owing to disparities in study methodologies, criteria, and sample demographics across different studies.

The associations examined emphasize the significant significance of self-leadership as a mediating factor. Ibus and Ismail (2018) and Asurakkody et al. (2020) demonstrate how self-leadership serves as a link between leadership, self-efficacy, and knowledge sharing, ultimately impacting people'

creative work behavior. This highlights the importance of enabling people to take control of their own leadership development, promoting independence and a feeling of responsibility in their positions. Knowledge sharing promotion arises as a stimulus for creativity and increased staff productivity in the academic environment. The research conducted by Rushud (2021) and Asurakkody et al. (2020) highlights the crucial importance of collaborative workplaces in promoting knowledge-sharing behaviors, which in turn leads to creative work behavior. The interrelationship between leadership, self-leadership, and information sharing highlights the significance of fostering a culture that promotes transparent communication and the exchange of knowledge in order to achieve academic achievement. In a research conducted by Yukl et al. (2020), it was discovered that self-leadership has a favorable effect on employee performance in different cultural contexts. This effect was seen in numerous types of organizations, including colleges in North America and Asia. In a research done in Singapore by Ng et al. (2010), it was shown that there is a direct relationship between self-leadership and staff productivity in the higher education sector. The results of this study provide evidence that self-leadership is not limited by geographical limits and has a positive impact on the productivity of employees at academic institutions.

Boyle (2017) in his research emphasizes the significance of information sharing in improving employee productivity. A research done at a European institution discovered that promoting the sharing of information using collaborative learning platforms resulted in higher levels of creativity and enhanced staff performance. Similarly, a research conducted by Wong et al. (2019) at a Chinese institution emphasized the beneficial influence of knowledge-sharing activities on staff engagement and productivity. These global results emphasize the significance of establishing cooperative ecosystems that promote the sharing of information within the realm of higher education.

Research conducted by Khahan et al. (2023) provides evidence for the beneficial impact of transformational and genuine leadership on promoting creative work behavior in higher education institutions. The study, carried out at several institutions in Southeast Asia, discovered that different leadership styles enabled academics and staff to explore new ideas and participate in innovative problem-solving. Similarly, research conducted by Bass & Avolio (2019) that investigated leadership styles at colleges worldwide emphasized the connection between transformational leadership and employee creativity. These results indicate that leadership approaches that foster creative work behavior are universally applicable in academic contexts. The present study specifically examined the direct correlations between the indicated parameters and employee productivity. Nevertheless, as emphasized in the aforementioned research conducted by Khahan et al. (2023), resilience might serve as a moderating factor in this association. According to their study, the ability of employees to bounce back from challenges enhances the favorable influence of self-leadership on creative work behavior.

Nevertheless, the extensive knowledge provided by the discoveries is coupled with difficulties and possibilities within higher education environments. The presence of different methodology, criteria, and sample characteristics in various research makes it difficult to generalize the conclusions. Future research should emphasize the establishment of standardized measurements and the consideration of contextual elements in order to improve the practicality of the results. Furthermore, the duration of study raises the need to think about the changing academic environment, highlighting the need of constant adjustment and creativity in higher education institutions.

The significant ramifications of these discoveries pertain to academic authorities, administrators, and instructors. Leadership development programs should stress the fostering of transformative and genuine leadership skills in order to instill confidence and promote creative thinking among academic professionals. Moreover, it is recognized that improving one's self-leadership abilities and creating a nurturing atmosphere for the exchange of information are essential factors in developing a culture of ongoing innovation and academic superiority.

5 CONCLUSION

This literature study systematically examined the intricate relationship between self-leadership, knowledge sharing, self-efficacy, creative work behavior, and employee productivity in higher education institutions. The results shed light on the crucial role these characteristics play in building a vibrant and effective academic atmosphere. The research found that self-leadership, which includes goal-setting, efficient time management, and determination, enables teachers and staff to accept responsibility for their work, prioritize efficiently, and overcome obstacles (Kim & Ju, 2008). Moreover, the act of sharing information has been identified as a crucial catalyst for fostering cooperation and promoting creativity. This enables the transfer of ideas and the generation of novel insights (Lee, 2018). In addition, the research emphasized the significance of leadership styles, such as transformational and genuine leadership, in enhancing people' self-efficacy and enabling them to think creatively and participate in innovative work behavior (Al-Mansoori & Koç, 2019).

The review emphasizes the beneficial impact of leadership styles, namely transformational and genuine leadership, on employee self-efficacy and creative work behavior. Self-leadership is a crucial aspect that plays a significant role in mediating the relationship between leadership development programs and the creation of favorable work environments for academic leaders. These programs are essential in empowering academic leaders to foster such settings. Furthermore, the act of sharing information is recognized as a catalyst for promoting creativity and enhancing the efficiency of employees, emphasizing the need of having venues that encourage collaborative learning. The research highlights the need of adopting a comprehensive strategy to establish a supportive and creative work environment in higher education. This strategy should include the promotion of self-leadership, the encouragement of knowledge sharing, and the implementation of successful leadership styles (Al-Mansoori & Koç, 2019). Furthermore, the research highlights the significant impact of organizational culture on promoting knowledge sharing, fostering organizational innovation, and eventually attaining a competitive edge (Azeem et al., 2021). This review presents compelling evidence of favorable correlations among these parameters, while there are some limits. The evaluated papers highlight the need of doing future research using standardized measures due to the variances in methodology and limits in sample size. An examination of contextual elements inside higher education institutions would provide significant insights for the development of customized strategies.

Further investigation might examine the efficacy of targeted treatments aimed at improving self-leadership, information sharing practices, and creative work behaviors in academic environments (Islamy et al., 2020). Furthermore, examining the moderating effect of characteristics such as institutional culture and leadership structures may provide a more intricate comprehension of how these components interplay to impact employee productivity. Higher education institutions can enhance their academic environment by developing a thorough understanding of these interrelationships. This will enable them to acquire the necessary knowledge and tools to empower faculty and staff, promote innovation, and ultimately improve student learning outcomes.

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Conceptualization, SAAA and NZA; methodology, NZA; software, NZA; validation, NZA; formal analysis, SAAA; investigation, NZA; resources, SAAA; data curation, NZA; writing—original draft preparation, NZA and SAAA; writing—review and editing, NZA; visualization, NZA; supervision, NZA; project administration, SAAA and NZA; funding acquisition, NZA and SAAA. All authors have read and agreed to the published version of the manuscript.

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Conflict of Interest

The authors declare that there is no conflict of interest.

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