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Managing Quality Education through Transformational Leadership, Self-Efficacy, and Organizational Climate

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ABSTRACT

Background

Teacher innovative behavior has become an essenstial element of quality education management , particularly in the context of curriculum reform and increasing instructional demands. Nevertheless, many teachers continue to experience constraints in translating innovative ideas into classroom practice, often related to leadership practices, individual capacity, and organizational condition.

Purpose

(This study purpose is the influence of transformational leadership, self-efficacy, and organizational climate on teacher innovative behavior, while also proposing a strategic model relevant to higher education institutions in preparing future teacher.

Design/method/approach

A qualitative research design was employed using a survey method. Data were obtained from 160 civil servant teachers across eight public junior high schools in Bukittinggi, Indonesia. The relationships among variables were examined using Structural Equation Modeling with the Partial Least Squares approach (SEM PLS).

Results

The findings indicate that transformational leadership plays a significant role in shaping both self-efficacy and organizational climate. In turn, self-efficacy and organizational climate demonstrate significant positive effects on teacher innovative behavior.Indirect effects further confirm the mediating roles of self-efficacy and organizational climate in the leadership innovation relationship.

Contribution/value

This study enriches the discourse on quality education management by providing empirical evidence that integrates leadership, psychological resources, and organizational context as key mechanisms for fostering teacher innovation, with practical implications for higher education in teacher preparation.

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INTRODUCTION

Quality education management has become a central concern in contemporary educational reform, particularly in responding to rapid curriculum changes, technological advancement, and increasing expectations for learning outcomes. Teachers are required not only to deliver instructional content but also to demonstrate innovative behavior that enables adaptive, creative, and student-centered learning practices. In this context, teacher innovative behavior is increasingly viewed as a key indicator of educational quality and organizational effectiveness within schools.

The implementation of the Merdeka Curriculum in Indonesia reflects a broader shift toward flexible, competency-based learning that emphasizes creativity, autonomy, and contextual teaching approaches. This policy change demands teachers who are capable of generating, adapting, and implementing new ideas in classroom practice. However, empirical evidence indicates that many teachers continue to rely on conventional teaching methods and face difficulties in translating innovative ideas into sustained instructional practices. These challenges suggest that innovation in teaching is not solely an individual matter, but is strongly influenced by leadership practices, organizational conditions, and teachers' psychological capacities.

Innovative behavior refers to a sequence of activities involving the generation, promotion, and implementation of new ideas aimed at improving individual performance and organizational outcomes. In educational settings, teacher innovative behavior is reflected in the ability to design creative learning strategies, integrate technology meaningfully, and adapt instructional methods to diverse student needs. Previous studies have highlighted that innovative behavior among teachers contributes positively to instructional quality, organizational adaptability, and student learning outcomes. Despite its importance, the development of innovative behavior remains uneven across schools, particularly in contexts where managerial and organizational support is limited.

From a management perspective, transformational leadership has been identified as a critical factor in fostering innovation within educational organizations. Transformational leaders motivate teachers by articulating a shared vision, providing intellectual stimulation, and offering individualized support. Such leadership practices not only encourage teachers to experiment with new teaching approaches but also help create a supportive organizational climate that values collaboration, trust, and fairness. Within quality education management, leadership is therefore understood as a strategic mechanism that shapes organizational culture and enables sustainable innovation.

In addition to leadership, teachers' self-efficacy plays a vital role in determining whether innovative ideas are translated into action. Self-efficacy refers to individuals' beliefs in their capability to perform tasks and overcome challenges. Teachers with high self-efficacy tend to demonstrate greater persistence, confidence, and willingness to engage in innovative practices, even in the face of uncertainty or limited resources. Conversely, low self-efficacy may hinder teachers from implementing new ideas, regardless of their knowledge or technical skills. This highlights the importance of psychological resources as part of quality education management, alongside structural and organizational factors.

Organizational climate further shapes teachers' innovative behavior by influencing daily interactions, communication patterns, and perceptions of support within schools. A positive organizational climate characterized by collaboration, recognition, and open communication provides teachers with opportunities to share ideas, receive feedback, and engage in collective problem-solving. In contrast, unsupportive organizational environments may discourage risk-taking and limit innovation. As such, organizational climate functions as an enabling or constraining condition within the management of educational quality.

Although previous studies have examined transformational leadership, self-efficacy, and organizational climate independently, limited research has integrated these variables within a comprehensive quality education management framework, particularly in the context of preparing future teachers. Moreover, empirical evidence that simultaneously examines direct and indirect relationships among these factors remains scarce in the Indonesian educational context. Addressing this gap is essential to understanding how managerial and psychological mechanisms interact to foster teacher innovation.

Therefore, this study aims to examine the influence of transformational leadership, self-efficacy, and organizational climate on teacher innovative behavior. In addition, the study seeks to develop a strategic model that can inform higher education institutions in preparing future teachers who are innovative, adaptive, and capable of supporting quality education. By integrating leadership, psychological capacity, and organizational context, this research contributes to the discourse on quality education management and provides empirical insights for educational leaders and teacher education programs.

LITERATURE REVIEW

The Merdeka Curriculum provides broader opportunities for teachers to develop creative, flexible, and student-centered teaching practices. Its successful implementation requires teachers to demonstrate innovative behavior, including the ability to apply adaptive instructional strategies and integrate technology into the teaching and learning proces. In response to rapid societal change and increasingly diverse student needs, teachers are expected to continuously update their pedagogical approaches to remain relevant and effective within contemporary educational contexts.

Despite these expectations, empirical conditions in many schools indicate that innovation in teaching has not yet been optimally realized. In Bukittinggi, for instance, a considerable number of teachers continue to rely on conventional instructional methods, such as lecture-based teaching, while the integration of technology and interactive learning strategies remains limited. Constraints related to inadequate resources and insufficient professional development opportunities further contribute to low levels of teacher innovation. These conditions highlight a critical gap between curriculum policy expectations and actual instructional practice, underscoring the need for a more systematic approach to managing educational quality.

Innovative behavior is commonly defined as a series of actions undertaken by individuals to generate, develop, and implement new ideas, technologies, or methods aimed at improving effectiveness and productivity within organizations. Innovative behavior involves not only idea generation but also the processing and implementation of innovation in everyday work activities, (Litwin & Stringer, 1968)(Bos-Nehles et al., 2016). Innovative

behavior encompasses the application of new methods and technologies to solve problems and enhance work quality, (Rizki et al., 2023). These perspectives suggest that innovation is not limited to creativity alone, but extends to the practical realization of ideas in organizational contexts.

Conceptualizes innovative behavior as a continuous cycle involving the development, promotion, and implementation of new ideas by individuals or groups to achieve improved outcomes, (Thurlings, 2015). Teacher innovative behavior is reflected in efforts to create and disseminate new instructional ideas that enhance classroom learning quality, (Zhu et al., 2019). In educational settings, innovation therefore plays a crucial role in strengthening organizational competitiveness, instructional effectiveness, and individual task performance.

Several studies further highlight the importance of innovation for improving educational outcomes. teacher innovation involves not only generating new ideas but also implementing them to enhance learning processes and student achievement, (Niesen et al., 2017). Innovation enables educational organizations to become more adaptive and responsive to change, (Birdi et al., 2016). Collectively, these studies position innovative behavior as a strategic outcome that supports both instructional quality and organizational sustainability.

Innovative behavior in schools is strongly influenced by a supportive organizational climate and leadership practices that encourage experimentation, (Margana et al., 2019). Leadership fostering innovation focuses on empowering teachers to take risks and explore new instructional approaches, (Asurakkody & Shin, 2018). In addition, Lukes (2017) highlights the importance of collaboration and communication among colleagues in facilitating the development and implementation of innovative ideas, (Adrian et al., 2022). The role of individual agency in translating creative ideas into tangible outcomes that positively impact organizational performance.

Among leadership styles, transformational leadership has been widely recognized as a critical driver of innovation in educational organizations. School principals who exhibit transformational leadership are able to inspire, motivate, and empower teachers, thereby creating an environment conducive to creativity and change. Transformational leadership extends beyond administrative management by encouraging teachers to challenge existing practices and adopt new methods in teaching. This leadership style enhances work quality by providing meaningful support, (Leithwood et al., 2017). Its moral dimension in balancing individual and collective interests during organizational transformation, (Wiltshire et al., 2018).Leadership involves influencing others to achieve shared objectives, while transformational leadership further inspires followers to pursue an idealized vision grounded in shared value, (Gardner & Barcella, 2015). Transformational leadership from transactional leadership through its focus on developing followers into leaders, elevating higher-order needs, and articulating a compelling vision for change, (Daft, 2015). Transformational leadership optimizes organizational resources through clear communication, direction, and decision-making aligned with institutional goals, (Karnati & Wiratma, 2017), who view transformational leadership as a mechanism for driving

organizational change, fostering innovation, and enhancing performance, (Daft & Marcic, 2022; Northouse, 2020).

In addition to leadership, teacher self-efficacy represents a critical psychological factor influencing innovative behavior. Self-efficacy refers to individuals' beliefs in their capacity to perform tasks and overcome challenges. Self-efficacy shapes motivation, persistence, and task engagement, (Griffin et al., 2020; Kaufman, 2017). In educational contexts, teacher self-efficacy has been associated with professional commitment, reduced burnout, student achievement, and openness to educational reform, (Chesnut & Burley, 2015; Widyani et al., 2017). Multiple dimensions of teacher self-efficacy, including instructional ability, adaptability, motivation, classroom management, collaboration, and coping with change, (Djigić et al., 2014). These dimensions highlight the role of self-efficacy as an internal resource that enables teachers to sustain innovation over time.

Organizational climate also plays a significant role in shaping teacher innovative behavior. Organizational climate reflects shared perceptions of policies, practices, and interpersonal relationships within an organization. Hoßbach (2019) and Fahrurrozziq et al. (2019) describe organizational climate as recurring behavioral patterns and perceived work environments that influence employee behavior, (Hoßbach, 2019) (Fahrurrozziq et al., 2019), organizational climate conveys messages about what is valued and supported within an organization, (Chen, 2016; Mallah, 2016). In schools, a positive organizational climate characterized by support, collaboration, recognition, and open communication encourages teachers to engage in innovation, while unsupportive climates may suppress initiative and risk-taking.

Although previous studies have examined transformational leadership, self-efficacy, and organizational climate independently, limited research has integrated these variables within a comprehensive quality education management framework, particularly in local Indonesian contexts. Moreover, empirical studies that simultaneously examine direct and indirect relationships among these factors remain scarce. Addressing this gap is essential to understanding how managerial, psychological, and organizational mechanisms interact to foster teacher innovation.

Therefore, this study aims to examine the influence of transformational leadership, self-efficacy, and organizational climate on teachers' innovative behavior in Bukittinggi. In addition, this study seeks to develop a strategic model that can inform higher education institutions in preparing future teachers who are innovative, adaptive, and capable of supporting quality education

METHOD

The study employed a quantitative research approach using a survey design. The research was conducted in eight public junior high schools located in Bukittinggi, West Sumatra, Indonesia. The study examined the influence of transformational leadership, self-efficacy, and organizational climate on teachers' innovative behavior within the school context. The population of this study consisted of all civil servant teachers working in public junior high schools in Bukittinggi. From a total population of 265 civil servant teachers across eight schools, 160 teachers were selected as research participants. The sample was

determined using proportional sampling to ensure representative participation from each school.

Table 1 Research Population and Sample

School	Teachers	Sample
Junior High School 1	44	24
Junior High School 2	56	25
Junior High School 3	35	16
Junior High School 4	35	22
Junior High School 5	36	22
Junior High School 6	29	17
Junior High School 7	35	27
Junior High School 8	28	27
Total	299	160

Data were collected using a structured questionnaire designed to measure transformational leadership, self-efficacy, organizational climate, and teachers' innovative behavior. All items were developed based on established theoretical frameworks and relevant previous studies. Prior to data analysis, the instrument was tested for validity and reliability to ensure the accuracy and consistency of measurement. Data analysis involved both descriptive and inferential statistical techniques. Descriptive analysis was used to summarize respondents' characteristics and variable distributions. Inferential analysis was conducted to test research hypotheses and examine causal relationships among variables.

Structural Equation Modeling using the Partial Least Squares approach (SEM-PLS) was employed to analyze both direct and indirect effects among transformational leadership, self-efficacy, organizational climate, and innovative behavior. The Sobel test was applied to examine mediating effects. All hypothesis testing was conducted at a significance level of $\alpha = 0.05$. Prior to SEM analysis, basic assumption testing was performed to ensure that the data met the requirements for parametric analysis. Data processing and instrument analysis were conducted using SPSS version 23, while structural model testing was performed using SEM-PLS software.

RESULTS

Based on the research design, data were collected from 160 teachers and analyzed for four main variables: transformational leadership, self-efficacy, organizational climate, and teacher innovative behavior. Descriptive statistical analysis was conducted to examine the distribution and central tendency of each variable.

Table 2. Descriptive Statistics

Statistics		Innovative behavior	Transformational leadership	Self Efficacy	Organizational Climate
N	Valid	160	160	160	160
	Missing	0	0	0	0
Mean		161.4000	161.9188	161.7438	162.4688
Median		160.0000	160.0000	160.0000	160.0000
Mode		200.00	200.00	200.00	200.00
Std. Deviation		22.93365	22.82445	22.36581	21.98568
Variance		525.952	520.956	500.230	483.370
Minimum		81.00	80.00	88.00	88.00
Maximum		200.00	200.00	200.00	200.00

The descriptive results indicate that the mean scores of all variables were relatively high, suggesting that respondents generally perceived transformational leadership, self-efficacy, organizational climate, and innovative behavior at favorable levels. The standard deviation values indicate moderate variability among respondents' perceptions. Hypothesis testing was conducted using Structural Equation Modeling with the Partial Least Squares approach (SEM-PLS) to examine both direct and indirect relationships among variables. Path coefficients, t-statistics, and p-values were used to determine the significance of each relationship. A significance level of $\alpha = 0.05$ was applied.

Table 3. Path Coefficients and Hypothesis Testing Result

Variable	Original sample (O)	T statistics (|O/STDEV|)	P values
SE->IB	0.234	2.080	0.032
OC->SE	0.418	7.500	0.000
OC->IB	0.205	2.561	0.010
TL->SE	0.581	10.418	0.000
TL->OC	0.991	545.358	0.000
TL-> IB	0.136	2.631	0.013
OC->SE->IB	0.203	2.561	0.010
TL->SE->IB	0.234	2.080	0.032
TL->OC->IB	0.418	7.5	0.000

The results show that transformational leadership has a significant positive effect on self-efficacy and organizational climate. In addition, self-efficacy and organizational climate each have a significant positive effect on teachers' innovative behavior. Transformational leadership also demonstrates a direct significant effect on innovative behavior.

To examine indirect relationships among variables, mediation analysis was conducted using the Sobel test. The results indicate that both self-efficacy and organizational climate function as mediating variables in the relationship between transformational leadership and innovative behavior.

Table 4. Mediation Analysis

Indirect Relationship	Original Sample (O)	T-Statistic	P-Value
OC -> SE -> IB	0.203	2.561	0.010
TL -> SE -> IB	0.234	2.080	0.032
TL -> OC -> IB	0.418	7.500	0.000

These results indicate that transformational leadership influences teacher innovative behavior not only directly but also indirectly through self-efficacy and organizational climate. Organizational climate also exerts an indirect effect on innovative behavior through self-efficacy. These results indicate that transformational leadership influences teacher innovative behavior not only directly but also indirectly through self-efficacy and organizational climate. Organizational climate also exerts an indirect effect on innovative behavior through self-efficacy.

DISCUSSION

This study examined the influence of transformational leadership, self-efficacy, and organizational climate on teachers' innovative behavior within the framework of quality education management. The findings provide empirical evidence that teacher innovation is not solely an individual attribute, but rather a managerial outcome shaped by leadership practices, psychological capacity, and organizational conditions.

The results indicate that transformational leadership has a significant positive effect on teachers' innovative behavior, both directly and indirectly. This finding supports previous research suggesting that transformational leaders play a crucial role in fostering innovation by articulating a shared vision, encouraging intellectual stimulation, and providing individualized support. Consistent with the perspectives of Leithwood et al. and Daft, transformational leadership enables teachers to move beyond routine instructional practices and engage in creative problem-solving. Within the context of education management, this result reinforces the view that leadership functions as a strategic lever for enhancing instructional quality and organizational adaptability.

Furthermore, the strong influence of transformational leadership on organizational climate highlights the leader's role in shaping the work environment. A positive organizational climate characterized by collaboration, trust, and fairness creates psychological safety for teachers to experiment with new teaching approaches. This finding aligns with previous studies emphasizing that leadership behavior significantly affects organizational climate and, in turn, innovation. From a quality education management perspective, this relationship suggests that innovation can be sustained when leaders actively cultivate supportive organizational conditions.

Self-efficacy was also found to significantly influence teachers' innovative behavior. Teachers who possess higher levels of self-efficacy are more confident in their ability to implement new ideas and persist in the face of challenges. This finding is consistent with social cognitive theory, which posits that individuals' beliefs in their capabilities shape their motivation and behavior. Prior research has similarly demonstrated that self-efficacy enhances teachers' willingness to adopt innovative practices, particularly in dynamic educational environments. The present findings extend this understanding by empirically demonstrating the mediating role of self-efficacy in the relationship between leadership and innovation.

The mediating effects of self-efficacy and organizational climate further illustrate the interconnected nature of leadership, psychological resources, and organizational context. Transformational leadership indirectly influences innovative behavior by strengthening teachers' self-efficacy and improving organizational climate. This result supports the notion that effective education management requires a holistic approach, in which leadership initiatives are complemented by efforts to enhance teachers' confidence and create conducive organizational environments. Innovation, therefore, emerges as a collective and managed process rather than an isolated individual act.

The significant role of organizational climate in influencing innovative behavior also underscores the importance of supportive institutional environments. When teachers perceive their organizational climate as encouraging collaboration and recognizing contributions, they are more likely to engage in innovative practices. This finding aligns with prior studies highlighting that organizational climate acts as an enabling condition for innovation. In the context of quality education management, this suggests that policy and managerial interventions should focus not only on individual teacher development but also on fostering organizational cultures that support continuous improvement.

Taken together, these findings contribute to the literature by integrating transformational leadership, self-efficacy, and organizational climate within a unified quality education management framework. The results demonstrate that improving teacher innovative behavior requires coordinated efforts at multiple levels, including leadership development, psychological empowerment, and organizational support. For higher education institutions, particularly those involved in teacher education, these findings highlight the importance of preparing future educators who are not only pedagogically competent but also psychologically resilient and capable of functioning within innovative organizational cultures.

CONCLUSION

The study concludes that transformational leadership, self-efficacy, and organizational climate play significant roles in shaping teachers' innovative behavior within the context of quality education management. The findings demonstrate that transformational leadership directly influences teachers' innovative behavior and indirectly affects it through the enhancement of self-efficacy and the creation of a supportive organizational climate. These results indicate that leadership practices are central to managing innovation in educational settings.

This study also confirms that teachers' self-efficacy serves as a crucial psychological mechanism that enables the translation of innovative ideas into instructional practice. Teachers who believe in their capacity to perform tasks and overcome challenges are more likely to engage in innovation, persist in implementing new ideas, and adapt to curriculum changes. In addition, a positive organizational climate characterized by collaboration, support, and recognition provides an enabling environment that sustains innovative behavior among teachers.

From a theoretical perspective, this research contributes to the development of educational management literature by integrating transformational leadership, self-efficacy, and organizational climate into a comprehensive quality education management framework. The findings extend existing studies by empirically demonstrating the interconnected pathways through which leadership and organizational conditions influence teacher innovation. This integrated approach emphasizes that innovative behavior in education should be understood as a managed and systemic process rather than an isolated individual outcome.

Despite its contributions, this study has several limitations. The research was conducted in public junior high schools within a single geographic context, which may limit the generalizability of the findings to other educational levels or regions. In addition, the use of self-reported questionnaire data may be subject to response bias. Future research is encouraged to expand the scope of investigation to different educational contexts, incorporate longitudinal designs, and explore additional variables such as professional development, digital competence, or organizational support systems.

In terms of practical implications, the findings suggest that educational leaders and policymakers should prioritize transformational leadership development, strengthen teachers' self-efficacy, and foster positive organizational climates to support innovation. For higher education institutions involved in teacher preparation, integrating leadership training, psychological empowerment, and collaborative learning environments into teacher education programs can help prepare future educators to support quality education and adapt to ongoing educational change.

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