

The Effects of Transformational Leadership, Organizational Culture, and Readiness for Change on Teacher Performance Through Innovative Work Behavior

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Abstract

Teacher performance is an important factor in improving the quality of education, particularly amid increasingly dynamic demands for change and innovation. Although transformational leadership, organisational culture, and readiness to change have been widely studied as determinants of teacher performance, the findings of previous research remain inconsistent. Furthermore, research that positions innovative work behaviour as a mediating mechanism in explaining the relationship between these factors and teacher performance is still relatively limited, especially in the context of private schools operating under educational foundations. This study therefore aims to examine the influence of transformational leadership, organisational culture, and readiness to change on teacher performance, with innovative work behaviour as a mediating variable. The novelty of this research lies in its examination of innovative work behaviour as a mechanism through which leadership, organisational, and individual readiness factors influence teacher performance in the context of private schools. This study employs a quantitative approach with a survey method involving 131 teachers from six senior high schools under the auspices of the Prayoga Riau Foundation. Data were analysed using Partial Least Squares–Structural Equation Modelling (PLS-SEM) with a bootstrapping technique of 5,000 resamples. The results show that transformational leadership does not have a significant effect on innovative work behaviour or teacher performance. Organisational culture and readiness to change, by contrast, have a positive and significant effect on innovative work behaviour, while organisational culture also has a direct effect on teacher performance. Innovative work behaviour is proven to have a positive effect on teacher performance and mediates the influence of both organisational culture and readiness to change on teacher performance. These findings indicate that improving teacher performance is more effectively achieved through strengthening an organisational culture that supports innovation and increasing readiness to face change, thereby fostering the development of innovative work behaviours. The practical implications of this study highlight the importance of developing school policies oriented toward innovation, collaboration, and adaptability as a strategy for improving teacher performance.

INTRODUCTION

Technological developments, the digitalisation of education, and evolving competency needs in the 21st century have created new challenges for education systems globally. Educational institutions are required to produce graduates who possess not only academic ability, but also creativity, adaptability, collaboration, and problem-solving skills. In this context, teachers play a strategic role as the primary actors determining the success of the learning process. Improving teacher performance is therefore one of the important factors in efforts to enhance the quality of education in a sustainable manner (Aboobaker & Zakkariya, 2022; Haryono, 2013).

In Indonesia, improving teacher performance remains a priority on the national education development agenda. Various policies have been implemented to enhance teacher professionalism; however, the quality of teacher performance continues to show variation across schools and regions (Kavgacı et al., 2026; Riswandi et al., 2026). In addition to meeting the required standards of pedagogic, professional, social, and personality competence, teachers are also faced with demands to adapt to curriculum changes, developments in learning technology, and increasingly diverse student needs (Bentri et al., 2022; Febriyanti et al., 2024; Okpara, 2011). This situation indicates that teacher performance improvement is influenced not only by individual factors, but also by organisational factors and readiness to face change (Cardina et al., 2022; Rahmawati & Kurniawan, 2021).

The Prayoga Riau Foundation (Yayasan Prayoga Riau, YPR), as one of the private educational foundations in Riau Province, manages six senior high schools (Sekolah Menengah Atas, SMA) spread across five districts and cities, with a total of 131 teachers serving 2,209 students. The results of teacher performance evaluations indicate that overall performance falls within the good category; however, variations in achievement among individual teachers suggest that there remains room for continuous performance improvement. This condition underscores the importance of identifying the factors that contribute to improving teacher performance in private school environments.

Previous research has shown that transformational leadership, organisational culture, readiness to change, and innovative work behaviour are factors with the potential to influence teacher performance (Pervaiz et al., 2021). However, the findings of existing research remain inconsistent: some studies have found positive and significant effects, while others have yielded insignificant results (Agbarakwe et al., 2021; Fitriana et al., 2021; Ismail & Mydin, 2018). Furthermore, most previous studies have focused primarily on testing direct relationships between variables, while research examining innovative work behaviour as a mechanism bridging the relationship between organisational factors and teacher performance remains relatively limited. These gaps are particularly pronounced in the context of private schools operating under educational foundations, which have rarely served as research settings (Ferdinan & Lindawati, 2021; Mardianah et al., 2022). This situation points to an empirical, conceptual, and contextual gap that warrants further investigation.

The novelty of this study lies in its examination of innovative work behaviour as a mediating variable that explains the mechanism through which transformational leadership,

organisational culture, and readiness to change influence teacher performance. In contrast to previous research that has generally positioned innovative work behaviour as an independent or dependent variable, this study treats it as an intermediary mechanism through which leadership, organisational culture, and individual readiness are translated into performance improvement. Furthermore, this research is conducted in the context of private schools under the management of an educational foundation, thereby offering a perspective that differs from that of most prior studies.

Based on this background, this study aims to analyse the influence of transformational leadership, organisational culture, and readiness to change on innovative work behaviour and teacher performance, as well as to examine the mediating role of innovative work behaviour in the relationships among these variables among senior high school teachers within the Prayoga Riau Foundation.

Theoretically, this research is expected to enrich the study of organisational behaviour and educational management by providing a more comprehensive understanding of the mechanisms that influence teacher performance. Practically, the findings are expected to provide a basis for school principals and foundation managers in formulating strategies to improve teacher performance through strengthening organisational culture, increasing readiness to face change, and developing innovative work behaviours. This research thus aims to contribute to the development of educational organisations that are more adaptive, innovative, and sustainable.

METHOD

This study employs a quantitative approach with an explanatory research design to examine the causal relationships between transformational leadership, organisational culture, readiness to change, innovative work behaviour, and teacher performance. The research was conducted among senior high school teachers under the auspices of the Prayoga Riau Foundation, encompassing six schools: Santa Maria High School Pekanbaru, Santo Yosep High School Duri, Santo Yosep Arnoldi High School Bagan Batu, Santo Tarcisius High School Dumai, Bintang Laut High School Bagansiapiapi, and Santa Theresia High School Air Molek.

The research population comprised 131 teachers. Given that the population is relatively small and all members can be reached, this study employs a saturated sampling technique, whereby the entire population serves as research respondents.

The research instrument took the form of a closed questionnaire using a five-point Likert scale (1 = strongly disagree to 5 = strongly agree), consisting of 48 statement items. The measurement of transformational leadership draws on the dimensions developed by Bass and Avolio (1994); organisational culture refers to the organisational culture model of Robbins and Judge (2017); readiness to change refers to Holt et al. (2007); innovative work behaviour refers to Janssen (2000); and teacher performance refers to teacher competency indicators based on Permendiknas Number 16 of 2007. Prior to deployment, the instrument was tested for validity and reliability through preliminary testing to ensure measurement quality.

Data collection was conducted online using Google Forms. Before completing the questionnaire, respondents received information regarding the purpose of the research, the confidentiality of their data, and their right to participate voluntarily. All respondents provided informed consent prior to completing the questionnaire. This study guarantees the anonymity and confidentiality of respondents' identities and uses data exclusively for academic purposes.

To minimise the potential for Common Method Bias (CMB), the study applied an anonymous response procedure, informed respondents that there are no right or wrong answers, and separated the presentation of items across constructs within the questionnaire. Statistical testing was additionally conducted using Harman's Single Factor Test. The results indicated that a single factor did not account for the majority of the data variance (less than 50%), confirming that Common Method Bias was not a significant concern in this study.

Data analysis was carried out using Partial Least Squares–Structural Equation Modelling (PLS-SEM) with the assistance of SmartPLS 3 software. PLS-SEM was selected because it is well suited to prediction-oriented research and theory development, is capable of accommodating complex research models involving multiple latent constructs and mediating variables, and still yields robust estimates with relatively small sample sizes. The analysis was conducted in two stages: evaluation of the measurement model (outer model), encompassing tests of convergent validity, discriminant validity, and construct reliability; and evaluation of the structural model (inner model), encompassing assessment of path coefficients, the coefficient of determination (R^2), predictive relevance (Q^2), and the significance of relationships between variables using a bootstrapping technique with 5,000 subsamples.

In addition to significance testing, this study also evaluated effect size (f^2) to identify the magnitude of each exogenous construct's contribution to the endogenous construct. Interpretation of f^2 values follows the thresholds proposed by Hair et al. (2022): 0.02 indicating a small effect, 0.15 a moderate effect, and 0.35 a large effect.

Respondent Characteristics

A total of 131 teachers participated in this study. Based on gender, the majority of respondents were women at 73%, while men were at 27%. In terms of age, most of the respondents were in the age range of 26–35 years (33%) and 36–45 years (34%), which indicates that the majority of teachers are in productive age. Based on the level of education, almost all respondents had a Strata 1 (S1) educational qualification of 96%, while respondents with Strata 2 (S2) education were 4%. In terms of working period, most respondents had 0–10 years of work experience (53%), followed by 11–20 years of work (32%), and above 20 years (15%).

Table 1. Characteristics of Respondents (N = 131)

Characteristics	Categories	Percentage (%)
Age	22–25 years old	12
	26–35 years old	33
	36–45 years old	34
	46–65 years old	21
Gender	Male	27
	Women	73
Education	S1	96
	S2	4
Tenure	0–10 years	53
	11–20 years	32
	> 20 years old	15

Source: Primary Data Processed (2025)

The characteristics of the respondents show that teachers in the Prayoga Riau Foundation are dominated by women with undergraduate education qualifications and are at a productive age. This condition indicates that respondents have a good enough potential to adapt to change, develop professional competencies, and engage in innovative work behaviors (Arifiani & Rumijati, 2022; Kondakci et al., 2015). In addition, the dominance of teachers with a working period of 0–10 years shows a combination of adequate work experience and enthusiasm to develop more innovative learning practices in accordance with the demands of current education.

RESULTS AND DISCUSSION

Descriptive Statistics of Variables

Table 2. Descriptive Statistics of Research Variables (N=131)

Variable	Red	SD	Categories
Transformational Leadership	4.211	0.682	Excellent
Organizational Culture	4.331	0.598	Very Powerful
Readiness to Change	4.209	0.615	Highly Prepared
Innovative Work Behavior	3.995	0.702	Height
Teacher Performance	4.342	0.742	Very High

Data source: Primary survey data from 131 teachers of Prayoga Riau Foundation High Schools (2024), analyzed using SmartPLS 3.0.

Outer Model Analysis Results

Evaluation of the outer model shows that all indicators of each research variable have met the criteria of validity and reliability. The loading factor results showed a value of >0.60, with the highest average in transformational leadership (0.935-0.948) and lowest in organizational culture (0.878-0.923). The Average Variance Extracted (AVE) value of all variables is above 0.5, indicating good convergent validity. The results of the reliability test showed Cronbach's Alpha in

the range of 0.893-0.958 (all >0.70) and a Composite Reliability of 0.904-0.970, proving the instrument's excellent reliability.

Results of Internal Model Analysis and Hypothesis Testing

Table 3. Research Hypothesis Testing Results ($\alpha = 0.05$)

Yes	Relationships Between Variables	Koef Path	P-value	Conclusion
H1	TL → IWB	-0.038	0.663	Rejected
H2	OC → IWB	0.382	0.000	Accepted
H3	RFC → IWB	0.458	0.000	Accepted
H4	TL → Perf	-0.028	0.700	Rejected
H5	OC → Perf	0.498	0.000	Accepted
H6	RFC → Perf	0.146	0.059	Rejected
H7	IWB → Perf	0.323	0.000	Accepted
H8	TL → IWB → Perf	-0.012	0.676	Rejected
H9	OC → IWB → Perf	0.124	0.007	Accepted
H10	RFC → IWB → Perf	0.148	0.007	Accepted

Data source: Primary questionnaire data from 131 teachers of Prayoga Riau Foundation High Schools (2024), processed using PLS-SEM analysis with 5,000 bootstrap resampling.

The R-squared value of the Teacher Performance variable was 0.746 (adjusted R-squared: 0.738), indicating that transformational leadership, organisational culture, readiness for change, and innovative work behaviour collectively explained 74.6% of the variance in performance, with the remaining 25.4% attributable to other factors. The R-squared value for Innovative Work Behaviour was 0.581, indicating a moderate degree of influence from the independent variables. The Q² predictive relevance value for Teacher Performance was 0.694 and for Innovative Work Behaviour was 0.559, both exceeding 0, indicating that the model possesses good predictive relevance. Model fit indicators show an SRMR of 0.054 (< 0.08) and an NFI of 0.866 (approaching 1), indicating an adequate fit between the model and the empirical data.

The results of this study reveal an interesting phenomenon in the dynamics of private educational organisations. First, organisational culture demonstrated the strongest influence on both innovative work behaviour (coefficient: 0.382, $p < 0.001$) and teacher performance (coefficient: 0.498, $p < 0.001$). This indicates that strong organisational values — particularly in terms of shared meaning and work ethics — are capable of encouraging teachers to generate and realise creative ideas in their learning practices. The organisational culture of the YPR senior high schools, which emphasises the alignment of vision, ethical values, and collaboration, has succeeded in fostering high levels of professional integrity and commitment among teachers.

Second, readiness for change also had a significant effect on innovative work behaviour (coefficient: 0.458, $p < 0.001$), reflecting that teachers who are open to change are more receptive to innovation. Teachers in these schools demonstrate openness in social interaction, active involvement in change processes, and high enthusiasm for sharing knowledge with colleagues.

However, readiness for change did not show a significant direct effect on performance (coefficient: 0.146, $p = 0.059$), indicating that the intention or commitment to change must be translated into concrete actions in the form of innovative behaviours in order to improve performance.

Third, the most noteworthy finding is that transformational leadership does not exert a significant influence on either innovative work behaviour (coefficient: -0.038 , $p = 0.663$) or teacher performance (coefficient: -0.028 , $p = 0.700$). These findings diverge from the theoretical assumptions commonly reported in the literature. Further analysis reveals that the individualised consideration dimension of transformational leadership was the least optimally developed, recording the lowest average score (4.153) relative to the other dimensions. This suggests that school principals have not yet provided sufficient personal support, adequate attention to teacher welfare, or optimal facilitation of career development.

Fourth, innovative work behaviour has been shown to be an important mediating variable (direct effect: 0.323, $p < 0.001$) linking both organisational culture and readiness for change with teacher performance. The mediating effect of organisational culture on performance through innovative work behaviour was 0.124 ($p = 0.007$), while the mediating effect of readiness for change was 0.148 ($p = 0.007$). These findings indicate that in order to improve teacher performance, school organisations need to strengthen a culture that supports creativity and fosters a work climate oriented towards change, so that teachers are motivated to develop and implement innovative ideas in their teaching. Innovative behaviour must not remain at the level of thinking or planning, but must be embodied in concrete actions that make a measurable contribution to performance.

These findings are consistent with Goal Setting Theory, which emphasises that optimal performance is achieved when individuals pursue specific, challenging, and meaningful goals. In the context of this study, organisational culture helps teachers establish clear goals, while readiness for change provides the flexibility needed to pursue them. Innovative behaviour then functions as a concrete mechanism for translating goals into tangible achievements. The practical implications of these findings suggest that transformational leadership needs to be strengthened — particularly in the individualised consideration dimension — through the establishment of more structured knowledge-sharing forums, the provision of consistent and specific feedback on teachers' innovative contributions, and the design of a performance-based reward system that links innovation with meaningful incentives.

CONCLUSION

This study concludes that improving the performance of senior high school teachers within the Prayoga Riau Foundation is more effectively achieved through strengthening organisational culture and increasing readiness to change, both of which foster the development of innovative work behaviours. An organisational culture that emphasises alignment of vision, shared values, collaboration, and continuous learning has proven to be an important factor in enhancing both innovative work behaviour and teacher performance. In addition, readiness to change plays a role in encouraging teachers' capacity to accept, develop, and implement new ideas in the learning

process. The findings also demonstrate that innovative work behaviour serves as an important mechanism bridging the influence of organisational culture and readiness to change on teacher performance. By contrast, transformational leadership did not demonstrate a significant direct influence on innovative work behaviour or teacher performance, suggesting that performance improvement in the context of private schools is more strongly influenced by organisational culture and individual readiness than by leadership style alone.

Theoretically, this study enriches the fields of organisational behaviour and educational management by providing empirical evidence on the role of innovative work behaviour as a mediating mechanism linking organisational and individual factors with teacher performance. These findings support Goal Setting Theory, which holds that an organisational environment capable of establishing shared goals, providing clear direction, and fostering commitment to change will promote goal-oriented and performance-oriented behaviours. The findings are also consistent with Self-Determination Theory, which emphasises the importance of autonomy, competence, and social connectedness in nurturing intrinsic motivation and innovative behaviour. This study thus provides a more comprehensive understanding of the mechanisms through which teacher performance is enhanced within educational organisations.

Practically, the findings point to the need for a paradigm shift in school human resource management — from a leader-centred approach toward the strengthening of organisational systems that support innovation and adaptability to change. Schools need to cultivate a work culture that is collaborative, flexible, and oriented toward continuous learning, as well as strengthen teachers' readiness for change through training, mentoring, and active involvement in change processes. Innovative work behaviour should additionally be integrated into human resource development systems through competency enhancement programmes, good practice sharing forums, recognition of learning innovations, and performance evaluation systems that encourage creativity. From an educational standpoint, these findings affirm that improving the quality of education requires a school ecosystem that supports innovation, professional collaboration, the utilisation of technology, and continuous learning, in order to produce a more effective learning process that is relevant to the demands of 21st-century education. Further research is recommended to develop models that incorporate individual psychological dimensions and broader organisational contexts, so as to deepen understanding of innovative work behaviour in educational settings.

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