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Training for Innovation: The Role of Psychological Engagement Beyond Organizational Support

Theodorius Amelwatin[1], Anastasia M D Batmomolin[2]

[1]Lecturer, STFT Fajar Timur, Jayapura, Papua, Indonesia 99351
[2]Senior Lecturer, STPM Santa Ursula, Ende, Flores, NTT, Indonesia 86318

Abstract
Teacher innovation is a key factor in improving the quality of learning, particularly in private schools that are required to be adaptive and competitive. This study examines the influence of three dimensions of training: organizational support, teacher enthusiasm, and training satisfaction on innovative behavior. Data were collected through an online survey of 185 teachers from nine private schools in Malang City, East Java, and analyzed using Partial Least Squares Structural Equation Modeling (PLS SEM) via SmartPLS 3.0.
The results show that enthusiasm and satisfaction with training have a positive and significant effect on innovative behavior, while organizational support does not have a significant impact. These findings highlight the importance of individual psychological aspects in training effectiveness and the need for training approaches that are both personalized and motivating. The implication is that private schools should design training programs that go beyond structural elements to foster teachers' emotional engagement, thereby cultivating a culture of innovation.

Keywords: Innovative behavior, organizational support, private schools, training enthusiasm, training satisfaction

INTRODUCTION

Innovation in the field of education today has become a necessity rather than merely an option, especially amidst the rapid and complex dynamics of change. The role of teachers as the main drivers of the teaching and learning process demands more than just traditional instructional skills; they are expected to be creative in developing methods, approaches, and the use of technology in the classroom. This demand is even more pronounced in private schools, which often face high expectations regarding education quality, competition among institutions, and the hopes of parents and the broader community. Innovation can serve as a powerful engine of transformative change within the educational system (Serdyukov, 2017).
Al-Omari et al. (2019) stated that employees' innovative behavior is a key component in driving organizational innovation. However, as Sartori et al. (2018) reminded, skills alone are not sufficient to meet the challenges posed by rapid global change. Innovative behavior refers to an individual's ability to design new solutions to existing problems through creative thinking and a strong commitment to enhancing organizational performance, excellence, and sustainability (Javed et al., 2021).

One aspect believed to stimulate teachers' innovative behavior is training. Training can enhance both the personal and professional capacities of teachers, enabling them to generate and develop innovative ideas. According to Sheeba & Christopher (2020), training and development are strategic elements for the sustainability and growth of organizations in an ever-changing environment. Demiral (2017) and Jalil et al. (2021) also emphasized that teachers or employees who continually sharpen their competencies and skills through training tend to be more proactive in creating innovations, as they understand their strategic role within the institution. With solid knowledge and skills, they are more confident in proposing new ideas, improving work efficiency, and contributing to organizational advancement. Ongoing training not only improves technical competencies but also fosters an innovative mindset that strengthens institutional competitiveness.

However, the success of training is not solely determined by its content; it is also influenced by psychological factors and organizational context. From the perspective of work and organizational psychology, the impact of training is more significant when supported by factors such as institutional support, teachers' intrinsic motivation, and satisfaction with the training experience.

Support from school management reflects the extent to which the institution provides attention and resources that facilitate teachers' professional development. Teacher enthusiasm represents their psychological readiness to absorb new knowledge and experiences. Meanwhile, satisfaction with training reflects teachers' perceptions of the quality and relevance of the programs they attend. These three aspects are believed to be interrelated and contribute to the development of innovative behavior in the education sector.

Through training, teachers can enhance the knowledge, skills, and competencies necessary to work more effectively and creatively. Moreover, ongoing training plays a role in increasing engagement, job satisfaction, and strengthening the organization's competitive advantage. Investing in human resource development is a crucial step in preparing a workforce that is adaptive to future challenges while also fostering a dynamic and innovative work culture.

Although the relationship between training and innovation has been widely studied, there is still a lack of research that specifically explores the influence of three dimensions of training—organizational support, teacher motivation, and training satisfaction—on teachers' innovative behavior in private schools. Therefore, this study is significant not only for enriching the literature in the fields of educational psychology and human resource management but also as practical input for school and foundation administrators in designing training programs that foster an innovative culture. The aim of this study is to examine in depth the extent to which these three dimensions of training influence teachers' innovative work behavior, thereby providing a foundation for developing more impactful training initiatives within private school environments.

LITERATURE REVIEW AND HYPOTHESIS DEVELOPMENT

Training

Training is a strategic process aimed at enhancing employees' knowledge and skills to drive performance improvement and transformation. Through training, individuals acquire the foundational understanding necessary to carry out tasks, improve work capacity, and develop skills relevant to job demands. Training is effective when it successfully bridges competency gaps and prepares employees with the new skills required to face future challenges (Sheeba & Christopher, 2020). Sartori & Tacconi (2017 define training as the process of acquiring abilities through the teaching of practical and technical skills within the work

environment. Active participation in training plays a significant role in fostering the adoption of innovative behavior, which ultimately contributes to improved overall organizational performance (Susomrith et al., 2019; Jalil et al., 2021).

By providing access to relevant training, organizations not only enrich employees' knowledge and competencies but also foster a more creative and innovative workforce. This environment creates opportunities for new approaches to work and the implementation of more efficient and adaptive practices, ultimately having a positive impact on institutional performance and competitiveness. Therefore, investing in capacity development through training and cultivating an innovative culture are key to driving constructive change and ensuring long-term success, both in education and in the broader labor sector (Dalima et al., 2023).

Innovative Behavior

Innovation is the cornerstone of progress, and the future of a nation is fundamentally shaped by what takes place within its classrooms (Dahiya, 2019). Innovative behavior enables individuals to develop creative solutions, update work systems, and adopt a mindset oriented toward renewal in order to enhance performance, excellence, and overall organizational effectiveness (Javed et al., 2021). In the educational context, both schools and teachers have significant opportunities to implement innovative approaches and experiment with various aspects of learning and institutional management. These efforts are undertaken to address daily challenges while also improving operational efficiency (Dahiya, 2019).

Innovation in education can span a wide range of areas, including the development of learning theories and practices, curriculum, teaching strategies, educational policies, technology integration, school governance, and the strengthening of organizational culture and teacher professionalism (Serdyukov, 2017). This innovative process typically unfolds in three stages: idea generation, implementation, and evaluation of the impact of the applied changes. The ultimate goal is to improve productivity, efficiency, and the quality of students' learning experiences (Serdyukov, 2017). By continuously exploring new and creative methods in education, schools can better respond to the evolving needs of both students and teachers, while fostering a learning ecosystem that is adaptive and committed to continuous improvement.

The Influence of Training on Innovative Behavior

Employee participation in training programs fosters a sense of being valued and recognized by the organization, which in turn encourages the development of stronger affective commitment toward the company (Grund & Titz, 2021). Shahbaz & Hadi (2021) emphasize that training and development serve as effective learning platforms for employees, particularly when they are psychologically engaged and emotionally connected to the organization.

Training and development programs play a vital role in supporting both personal and professional growth. These programs not only provide a systematic framework for skill enhancement but also strengthen individual performance, efficiency, and competitiveness. Through well-designed learning experiences, employees are equipped with essential knowledge and competencies that enable them to exceed expectations in their roles. This impact is twofold: in addition to improving individual capacity, organizations also benefit from increased productivity and more effective goal achievement (Misra & Mohanty, 2021).

Furthermore, participation in training has been shown to positively contribute to the development of employees' innovative behavior. When employees acquire new knowledge and insights through training,

they tend to be more open to change and more willing to experiment with new approaches in problem-solving (Anjum et al., 2016; Susomrith *et al*., 2019; Jalil et al., 2021; Batmomolin et al., 2022; Dalima et al, 2023).

Based on this rationale, we propose the following hypothesis:

H1 Organizational support for training has a positive effect on innovative work behavior.

H2 Employee enthusiasm for training has a positive effect on innovative work behavior.

H3 Employee satisfaction with training has a positive effect on innovative work behavior.

As discussed earlier, the conceptual framework of this research is shown in Figure 1

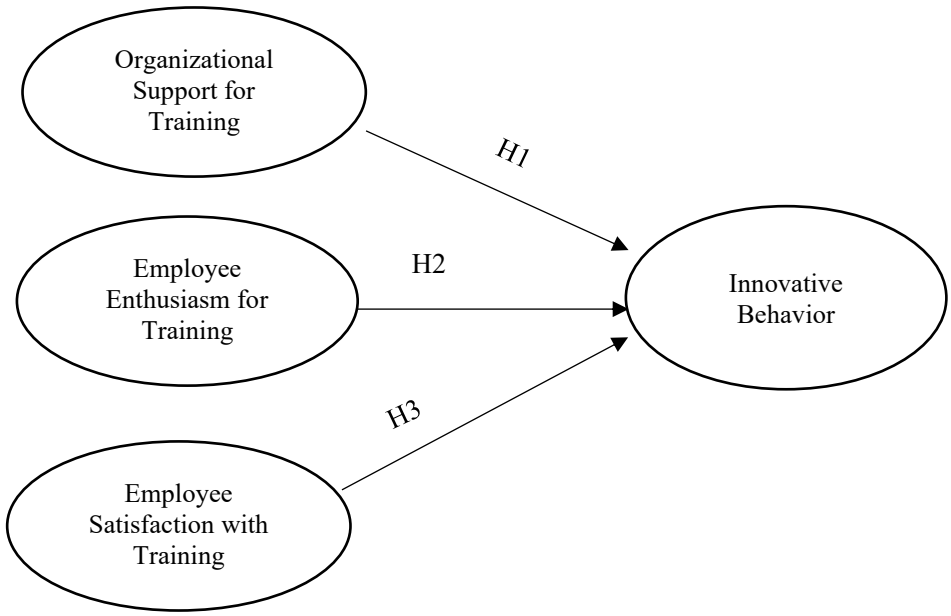

Figure 1. Research Framework

RESEARCH METHODS

This study employed a descriptive quantitative approach, with the research conducted in nine private schools under the management of two educational foundations in Malang City, East Java Province, Indonesia. The sampling technique used was convenience sampling, where respondent participation was voluntary and free from coercion. Out of a total target population of 221 educators, 185 participants completed the questionnaire in full. This number meets the recommended sample size as suggested by Hair et al. (2019), which is five to ten times the number of items in the research instrument. Data were collected online via Google Forms, which were distributed to respondents with the assistance of the Foundation Chairpersons and School Principals at each participating school.

The research instrument consisted of two main questionnaires. First, to measure the three dimensions of training, an instrument developed by Demiral (2017) was used, which includes: organizational support for training (4 items), employee enthusiasm for training (4 items), and employee satisfaction with training (4 items). Second, teachers' innovative behavior was measured using a questionnaire adapted from Hu et al. (2009), consisting of 6 statement items. All items in both questionnaires employed a 5-point Likert scale, ranging from 1 (strongly disagree) to 5 (strongly agree), to capture respondents' perceptions and attitudes in greater depth.

The collected data were analyzed using Structural Equation Modeling (SEM) with the Partial Least Squares (PLS) approach, processed with SmartPLS version 3.0 software. The SEM-PLS method was

chosen because it is suitable for examining relationships among latent variables in predictive models, particularly when the data are non-normally distributed and the sample size is moderate. Participation in this study was voluntary and anonymous, with strict confidentiality ensured; all data were used solely for academic purposes.

RESULT

Descriptive Statistics

Among the 185 respondents who took part in this study, the majority were female, aged between 45 and 54 years, held a bachelor's degree as their highest level of education, and had less than five years of work experience. These findings highlight the significant role of women as competent educators. In general, the respondents were in their productive age and possessed academic qualifications that align with the requirements of educational institutions. However, the relatively short length of service suggests that most teachers are still in the early stages of their professional careers, thereby requiring continuous guidance and support from school management and foundation administrators.

Table 1. Characteristics of Respondents

Characteristics	Frequency	Percentage
Gender		
Female	133	71.9
Male	52	28.1
Age		
Under 25 years old	16	8.6
25 – 34 years old	65	35.1
35 – 44 years old	29	15.7
45 – 54 years old	73	39.5
55 years old and above	2	1.1
Education		
Bachelor’s degree	167	90.3
Master’s degree	18	9.7
Length of Service		
Less than 5 years	62	33.5
5 – 10 years	27	14.6
11 – 20 years	47	25.4
Above 20 years	49	26.5

Source: Processed data

Validity and Reliability Testing

Instrument validity and reliability are essential prerequisites in quantitative research to ensure that the measurement tools accurately and consistently capture the intended constructs. In this study, construct validity was assessed through the values of factor loadings, Average Variance Extracted (AVE), and Composite Reliability (CR). The results of the validity and reliability tests are presented in Table 2.

The analysis results show that all indicators have factor loadings greater than 0.70 and AVE values above

0.60, indicating satisfactory convergent validity. Furthermore, the CR values for each construct exceed 0.90, reflecting a very high level of composite reliability. These findings align with the criteria recommended by Hair et al. (2019), which state that CR values above 0.70 and AVE values above 0.50 indicate good internal consistency and construct validity. In addition, Cronbach's Alpha values for all constructs are above 0.80, confirming a high level of internal consistency for each measured dimension. Thus, all indicators used in this instrument are proven to be valid and reliable, making them suitable for measuring the study's variables.

Table 2. Validity and Reliability

Variable	Indicator	Loading Factor	AVE	Cronbach's Alfa	Composite Reliability	Result
Organizational Support for Training	OST1	0.858	0.748	0.888	0.922	Valid & Reliable
	OST2	0.892				
	OST3	0.832				
	OST4	0.877				
Employee Enthusiasm for Training	EET1	0.839	0.713	0.865	0.908	Valid & Reliable
	EET2	0.914				
	EET3	0.845				
	EET4	0.774				
Employee Satisfaction with Training	EST1	0.861	0.726	0.874	0.914	Valid & Reliable
	EST2	0.878				
	EST3	0.857				
	EST4	0.811				
Innovative Behavior	IB1	0.835	0.631	0.882	0.911	Valid & Reliable
	IB2	0.825				
	IB3	0.757				
	IB4	0.831				
	IB5	0.740				
	IB6	0.771				

Source: processed data

Discriminant Validity Testing

Discriminant validity in this study was assessed using the Fornell-Larcker criterion. The analysis results indicate that the square root of the Average Variance Extracted (AVE) for each construct is greater than the correlations between that construct and any other constructs in the model. This finding suggests that each construct exhibits good discriminant validity. Specifically, the square root of AVE values for each construct are as follows: Organizational Support for Training = 0.865, Employee Enthusiasm in Training = 0.844, Employee Satisfaction with Training = 0.852, and Innovative Behavior = 0.794. All of these values exceed the inter-construct correlations as shown in Table 3. Accordingly, the training constructs which include Organizational Support for Training, Employee Enthusiasm in Training, and Employee Satisfaction with Training, as well as the Innovative Behavior construct, can be considered empirically and conceptually distinct. These results confirm that the model demonstrates adequate discriminant

validity.

Table 3. Results of Discriminant Validity Test

	Organizational Support for Training	Employee Enthusiasm in Training	Employee Satisfaction with Training	Innovative Behavior
Organizational Support for Training	0.865			
Employee Enthusiasm in Training	0.698	0.844		
Employee Satisfaction with Training	0.749	0.706	0.852	
Innovative Behavior	0.646	0.750	0.713	0.794

Source: processed data

Structural Model Testing

Structural model testing was conducted to evaluate the strength of relationships among constructs, assess the significance of path coefficients, and calculate the coefficient of determination (R^2). The R^2 value indicates the proportion of variance in the dependent variable that can be explained by the independent constructs in the model. The analysis revealed that the R^2 value for the Innovative Behavior construct is 0.626, meaning that 62.6% of the variance in educators' innovative behavior can be explained by the three dimensions of training: Organizational Support for Training, Employee Enthusiasm in Training, and Employee Satisfaction with Training. These findings confirm that training makes a significant contribution to fostering and enhancing innovative behavior among teachers in private schools. The remaining 37.4% is influenced by other factors not included in this research model.

Hypothesis Testing

Hypothesis testing was conducted using the bootstrapping procedure available in SmartPLS 3.0. Following the guidelines by Hair et al. (2019), a hypothesis is considered supported if the p-value is less than 0.05 ($p < 0.05$) or the t-statistic exceeds the critical value ($t > 1.96$ at the 5% significance level). Detailed results for each hypothesis are presented in Table 4.

Two out of the three hypotheses in the model were statistically significant, while one hypothesis was not empirically supported. The p-value for the effect of Organizational Support for Training on Innovative Behavior was 0.320, thus H1 is not supported. Conversely, the second hypothesis, which examines the influence of Employee Enthusiasm in Training on Innovative Behavior, yielded a p-value of 0.000, and the third hypothesis, testing the effect of Employee Satisfaction with Training on Innovative Behavior, yielded a p-value of 0.001. Therefore, both H2 and H3 are supported, as their p-values fall below the 0.05 significance threshold.

Table 4. Results of Hypothesis Testing

Hypothesis	Original Sample	Sample Mean	Standard Deviation	T-Statistics	P Values	Decision
OST ⇢ JB	0.077	0.076	0.078	0.996	0.320	H1 Not Supported
EET ⇢ JB	0.466	0.470	0.074	6.328	0.000	H2 Supported
EST ⇢ JB	0.326	0.326	0.098	3.328	0.001	H3 Supported

Source: Data processed with SmartPLS

DISCUSSION

Findings from the study reveal that Organizational Support for Training does not play a significant role in shaping teachers' innovative behavior. This suggests that although there may be perceived support from schools and foundations, such support is insufficient to encourage teachers to engage in innovative actions, such as designing new teaching methods or creatively utilizing technology. A possible explanation lies in the hierarchical and bureaucratic structure of private schools, along with the rigidity of the national curriculum. In such working environments, formal support often fails to translate into freedom to experiment or tolerance for risk-taking (Kheng & Mahmood, 2022).

This finding contradicts previous studies (Jong & Hartog, 2007; Iqbal et al., 2021), which emphasize the importance of organizational support in fostering psychological safety and triggering innovation. As highlighted by Nguyen et al. (2023), organizational support only becomes effective when accompanied by a collaborative and participatory work culture.

In contrast, teachers' enthusiasm for training was found to have a significant impact on their innovative behavior. Enthusiastic teachers tend to exhibit high levels of engagement in applying new ideas to their professional practice. This finding supports the work of Kim & Park (2021) and Kwon et al. (2023), who assert that affective involvement in training enhances intrinsic motivation to innovate. Engaging, relevant, and participatory training acts as a catalyst for motivation, courage, and confidence to experiment (Lee et al., 2024; Li & Zhang, 2023). Therefore, training programs that are designed to address real needs and encourage idea exploration have a far greater impact than formal, one-way instructional formats.

Additionally, satisfaction with training also demonstrates a positive influence on teachers' innovative behavior. When teachers are satisfied with the content quality, facilitators, and the relevance of the training, they are more inclined to improve their work processes and adopt new approaches in teaching. This result aligns with previous studies (Afsar & Umrani, 2020; Ahmad et al., 2022; Wang & Zhu, 2023), which highlight that satisfying training experiences contribute to increased self-efficacy and commitment to innovation. Training satisfaction is also reflected in the availability of space for reflection, discussion, and action planning, which reinforces the internalization and implementation of new ideas.

CONCLUSION AND IMPLICATIONS

This study highlights the importance of affective aspects in training as a key driver of teachers' innovative behavior in private schools. While organizational support for training did not show a significant influence on innovative behavior, teachers' enthusiasm and satisfaction with training demonstrated a positive and significant effect. These findings indicate that training programs that are merely formal and administrative in nature are insufficient to encourage innovation in teaching. In contrast, emotional engagement and

enjoyable, relevant training experiences play a greater role in fostering teachers' intrinsic motivation to innovate. Thus, the success of training is not solely determined by structural support, but more importantly by how training is designed and delivered to spark enthusiasm, active participation, and participant satisfaction.

These results reinforce the understanding that teachers' innovative behavior is more strongly influenced by psychological factors such as enthusiasm and satisfaction with training than by structural support alone. This underscores the need for training approaches that evoke intrinsic motivation and positive emotions. For private schools, the implication is the need to design training that is interactive, relevant, and personalized. Training should consider teachers' psychological states and offer space for appreciation and autonomy in personal development to promote sustained innovation.

LIMITATIONS AND FUTURE RESEARCH

Several constraints should be acknowledged in this study. The cross-sectional design does not allow for the examination of causal relationships or the dynamics of innovative behavior over time. The use of self-reported data also poses the risk of perceptual bias. Furthermore, the study's focus on three main variables within the context of private schools in Malang limits the generalizability of the findings.

Future research is encouraged to adopt a longitudinal design to observe behavioral changes over time and to include mediating variables such as intrinsic motivation or self-efficacy, as well as moderating variables such as leadership style or psychological safety. A mixed methods approach is also recommended to explore psychological processes more deeply. Further studies involving diverse organizational types and more comprehensive evaluations of training design are needed to broaden and strengthen the current findings.

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