

## The Influence of Creative Self-Efficacy and Emotional Intelligence on Teachers' Innovative Behavior with Professional Commitment as a Mediating Variable among Teachers of Public Senior High Schools in Padang Pariaman Regency

Widyamunasril<sup>1</sup>, Rino<sup>2\*</sup>

Fakultas Ekonomi dan Bisnis, Universitas Negeri Padang

**Corresponding Author:** Rino [rinopekong@fe.unp.ac.id](mailto:rinopekong@fe.unp.ac.id)

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### ABSTRACT

This study aims to examine the relationship between teachers' innovative behavior, creative self-efficacy, emotional intelligence, and professional commitment in Padang Pariaman Regency's public high school teachers. Educators from Padang Pariaman Regency's public high schools were the subjects of this quantitative survey study. Both Creative Self-Efficacy and Emotional Intelligence positively and significantly impact Teacher Innovative Behavior, according to this study's findings. This influence is observed both directly and indirectly through Professional Commitment. The results of this study are expected to contribute to the development of strategies to improve teacher innovative behavior by strengthening creative self-efficacy, emotional intelligence, and professional commitment.

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## INTRODUCTION

The challenges of the education sector in the era of digital transformation and the Merdeka Belajar policy require educators to continuously improve teaching standards and introduce innovation into the learning process. Teachers are the primary actors determining the success of educational transformation in schools. All lecturers and instructors are required by Law 14 of 2005 to have certain skills in the areas of education, personal development, social work, and professional competence. One concrete manifestation of such professionalism is teachers' willingness and ability to engage in innovative behavior (teacher innovative work behavior).

Teachers' innovative behavior encompasses all individual actions aimed at generating ideas (idea generation), promoting ideas (idea promotion), and implementing new ideas (idea implementation) in classroom learning practices and school organizations. Nevertheless, empirical phenomena indicate that the level of teachers' innovative behavior in Indonesia remains uneven, particularly in public schools, which tend to operate within bureaucratic structures and conventional work cultures.

Based on a preliminary survey conducted among teachers of public senior high schools in Padang Pariaman Regency involving 35 initial respondents, 57.2% of teachers were found to be reluctant to try new methods and more comfortable using conventional teaching approaches. Furthermore, 71.4% of teachers expressed doubts about their ability to persist in facing difficulties when developing innovations, while 51.4% of teachers felt unprepared to adapt to changes in the curriculum and technology. A recapitulation of teachers' achievements at the provincial level over the past three years also recorded that only 5 out of a total of 835 public senior high school teachers throughout Padang Pariaman Regency had received provincial-level awards. This indicates the need for an in-depth examination of the factors that encourage teachers' innovative behavior.

Tierney and Farmer (2002) state that teachers' imaginative conduct is influenced by internal cognitive traits such as Creative Self-Efficacy (CSE), which is defined as an individual's belief in their capacity to produce creative ideas. In addition, emotional regulation factors such as Emotional Intelligence (EI), as proposed by Goleman (1995), play an important role in managing work-related stress and the uncertainty associated with innovation challenges. However, the presence of cognitive factors (CSE) and emotional factors (EI) is believed to require a binding mechanism in the form of Professional Commitment (PC), namely an affective and moral attachment, as well as full dedication to the teaching profession (Mowday et al., 1982).

This study is grounded in Social Cognitive Theory (Bandura, 1997), particularly the mechanism of triadic reciprocal determinism, in which personal factors (CSE and EI) interact with professional commitment to shape productive and innovative behavior. This study aims to examine the structural model of the influence of CSE and EI on Teachers' Innovative Behavior, with Professional Commitment serving as a mediating variable among teachers at public senior high schools throughout Padang Pariaman Regency.

The results of this study are expected to increase awareness of the importance of Creative Self-Efficacy and Emotional Intelligence in carrying out professional responsibilities innovatively. Based on the foregoing, this study aims to analyze the influence of Creative Self-Efficacy and Emotional Intelligence on Teachers' Innovative Behavior, with Professional Commitment as a mediating variable among teachers of public senior high schools throughout Padang Pariaman Regency.

## **THEORETICAL REVIEW**

### ***Social Cognitive Theory (Bandura, 1997)***

*Social Cognitive Theory* (SCT) developed by Bandura (1997) explains that human behavior is shaped by the dynamic interaction of personal/cognitive, behavioral, and environmental factors through *triadic reciprocal determinism*. Self-efficacy is a central component that influences individuals' actions, persistence, and achievement. In this study, SCT explains how teachers' *Creative Self-Efficacy* (CSE) and Emotional Intelligence (EI), supported by social interaction and environmental factors, contribute to Professional Commitment and ultimately to Innovative Behavior. Teachers with positive creative self-efficacy and good emotional intelligence are expected to possess stronger psychological and social resources to develop professional commitment and engage in innovative behavior.

### ***Teachers' Innovative Behavior***

Teachers' innovative behavior refers to a series of actions involving the generation, promotion, implementation, evaluation, and improvement of new ideas in teaching and school activities. Innovative teachers act not only as information providers but also as agents of change who create adaptive and meaningful learning. This behavior is influenced by internal factors such as motivation, self-efficacy, professional values, and emotional intelligence, as well as external factors including the work environment, organizational culture, and leadership. In practice, teacher innovation may involve digital learning media, *problem-based learning*, *project-based learning*, and competency-oriented assessment.

### ***Creative Self-Efficacy***

*Creative Self-Efficacy* (CSE) refers to an individual's belief in their ability to generate effective and relevant creative ideas, based on the self-efficacy concept of Bandura (1997) and developed in the context of creativity by Tierney and Farmer (2002). Teachers with high CSE tend to be more confident in designing new learning strategies, adopting digital technologies, solving instructional problems, and experimenting with new approaches, whereas those with low CSE tend to avoid risks and maintain conventional routines. CSE is influenced by mastery experiences, social persuasion, and positive emotional arousal, while supportive school environments can strengthen teachers' confidence to innovate.

### ***Professional Commitment***

Professional commitment describes an individual's emotional, moral, and intellectual attachment to their profession. For teachers, it involves loyalty to professional values, responsibility for students' development, continuous self-development, participation in professional activities, and involvement in educational innovation. Teachers with strong professional commitment tend to participate more actively in training and adopt new teaching methods because commitment functions as an internal motivation to provide high-quality educational services. Professional commitment therefore serves as an affective factor that strengthens teachers' sustained involvement in educational innovation.

### ***Emotional Intelligence***

The ability to recognize, understand, and manage one's own and other people's emotional states is known as emotional intelligence (EI). Among the traits that make up emotional intelligence, according to Goleman (1995), are the following: motivation, empathy, self-awareness, and social skills. In the teaching profession, emotional intelligence helps teachers manage work-related stress, build healthy interpersonal relationships, communicate effectively, and create a positive classroom environment. Teachers with high EI are better able to remain calm under pressure, collaborate with colleagues, adapt to changes, and maintain creativity when facing challenges such as curriculum changes or limited resources.

### ***Relationships Among Variables***

According to the study's correlation analysis, instructors' innovative practices are significantly correlated with their levels of creative self-efficacy, emotional intelligence, and professional commitment. *Creative Self-Efficacy* strengthens teachers' confidence in generating and implementing creative ideas, which can increase their professional dedication and encourage innovative teaching practices. Similarly, Emotional Intelligence helps teachers manage stress, maintain motivation, develop empathy, and communicate effectively, thereby strengthening Professional Commitment and supporting innovative behavior. Professional Commitment itself serves as an important affective factor that encourages teachers to remain dedicated to their profession and continuously improve learning through innovation. Furthermore, Professional Commitment is proposed to mediate the effects of both *Creative Self-Efficacy* and Emotional Intelligence on Innovative Behavior, meaning that teachers' psychological resources can be transformed into sustained innovative actions through stronger professional commitment. Previous studies cited in the research generally support positive relationships among these variables, showing that self-efficacy, emotional intelligence, and professional commitment contribute to teachers' creativity, dedication, and innovative performance.

### ***Conceptual Framework***

The conceptual framework integrates *Creative Self-Efficacy* and Emotional Intelligence as independent variables, Professional Commitment as a mediating

variable, and Teachers' Innovative Behavior as the dependent variable. The framework proposes seven relationships: CSE with Professional Commitment, Emotional Intelligence with Professional Commitment, Professional Commitment with Innovative Behavior, CSE with Innovative Behavior, Emotional Intelligence with Innovative Behavior, and the mediating effects of Professional Commitment on the relationships between CSE and Innovative Behavior as well as between Emotional Intelligence and Innovative Behavior. Overall, the framework emphasizes Professional Commitment as a connecting mechanism through which teachers' psychological resources can be transformed into innovative actions.

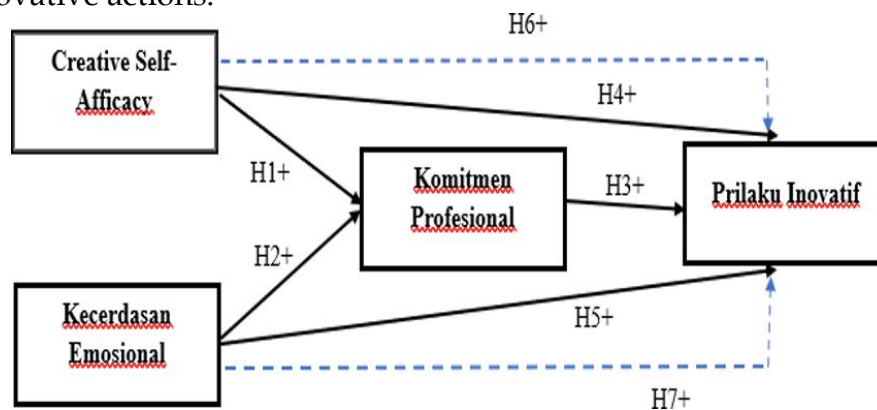


Figure. 1 Conceptual Framework

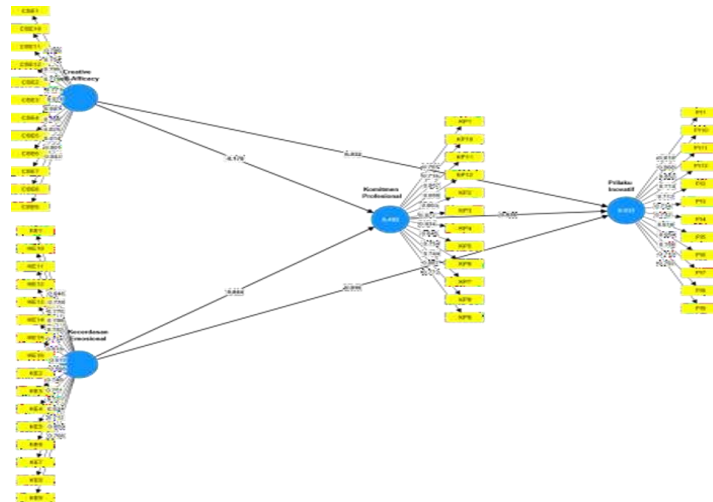
## METHODOLOGY

In order to determine how teachers' levels of creative self-efficacy, emotional intelligence, and professional dedication affect their inventive behavior, this study employed a descriptive-causal research design and a quantitative methodology. With the use of the Krejcie and Morgan table and proportionate stratified random selection, 260 respondents were selected from a population of 835 teachers from 21 public senior high schools in Padang Pariaman Regency. Primary data comes from surveys, while secondary data comes from school profiles and teacher distributions. Paper and online surveys were administered using Google Forms to collect data using a 5-point Likert scale. The research variables included independent elements such as creative self-efficacy and emotional intelligence, and a mediating variable that was professional passion. The dependent variable was imaginative conduct. Data was analyzed using SmartPLS in conjunction with Structural Equation Modeling Partial Least Squares (SEM-PLS). The following was covered: statistical analysis (both descriptive and inferential), testing of the outer model for reliability, discriminant validity, and convergent validity, and assessment of the inner model for  $R^2$  and hypothesis testing. At a significance level of 5%, the hypotheses were tested via bootstrapping. When the T-statistic was greater than 1.96, the hypothesis was deemed supported.

## RESULTS

### *Convergent Validity*

In this study, indicators with a load of less than 0.5 will be removed in the instrument validity test and then re-evaluated. In this study, the loading factor limit used was 0.7. After data processing using SmartPLS 4, the loading factor results can be shown as below:



**Figure 2. Results of the Initial Convergent Validity Model**

From the loading factor image, it shows the initial shape of the inter-construct model. In the initial model, it was stated that there were some invalid constructs because they had a correlation value of  $< 0.7$ . This is due to the correlation value of the construct indicator which is not higher when compared to other construct indicators. Therefore, it is necessary to modify the initial construct model by removing indicators that do not meet the requirements of the outer loading value. Konstruk has a total of 12 statement items on the Creative Self-Afficiency (CSE) support variable, 16 Emotional Intelligence (KE) statement items, 12 Professional Commitment (KP) statement items and 12 Innovative Behavior (PI) statement items.

The following are the variable indicators that were issued because they did not meet the loading factor  $\geq 0.7$ .

Table 1. Variable indicators issued

| Code    | Emotional Intelligence | Code | Commitment Professional |
|---------|------------------------|------|-------------------------|
| KE1     | 0,648                  | FP5  | 0.645                   |
| THE 2ND | 0,586                  |      |                         |
| THE 8TH | 0,659                  |      |                         |
| KE15    | 0,681                  |      |                         |
| KE16    | 0,570                  |      |                         |

Source: Primary data processing results 2026

After these indicators are issued, the variable model is reestimated, and the final model form between variables can be seen in the following image:

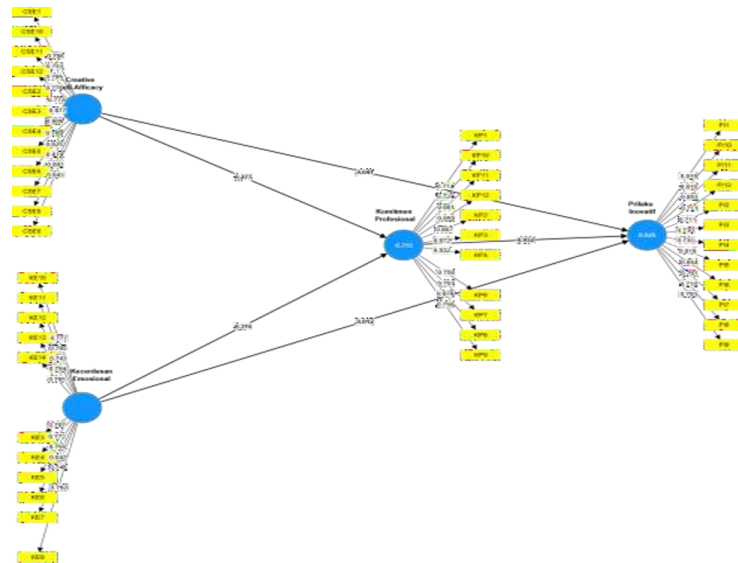


Figure 3. Convergent Validity Final Model Results

The image above is the final model of Structural Equation Modelling, it appears that the indicators of each variable provide a good convergent validity value, because all indicators have a loading factor above 0.7.

### *Discriminant Validity*

Table 2. Results of Cros Loading

| Creative Item | Self-Afficiency | Emotional Intelligence | Professional Commitment | Innovative Behavior |
|---------------|-----------------|------------------------|-------------------------|---------------------|
| CSE1          | 0,796           | 0,678                  | 0,337                   | 0,377               |
| CSE10         | 0,753           | 0,593                  | 0,393                   | 0,407               |
| CSE11         | 0,795           | 0,603                  | 0,422                   | 0,459               |
| CSE12         | 0,778           | 0,570                  | 0,351                   | 0,387               |
| CSE2          | 0,772           | 0,614                  | 0,423                   | 0,459               |
| CSE3          | 0,877           | 0,724                  | 0,491                   | 0,486               |
| CSE4          | 0,806           | 0,652                  | 0,336                   | 0,342               |
| CSE5          | 0,769           | 0,557                  | 0,379                   | 0,382               |
| CSE6          | 0,825           | 0,695                  | 0,489                   | 0,472               |
| CSE7          | 0,814           | 0,686                  | 0,434                   | 0,436               |
| CSE8          | 0,802           | 0,642                  | 0,465                   | 0,474               |
| CSE9          | 0,843           | 0,656                  | 0,500                   | 0,499               |
| KE10          | 0,628           | 0,777                  | 0,452                   | 0,437               |
| KE11          | 0,624           | 0,795                  | 0,476                   | 0,466               |
| KE12          | 0,546           | 0,743                  | 0,275                   | 0,306               |

|      |       |       |       |       |
|------|-------|-------|-------|-------|
| KE13 | 0,671 | 0,794 | 0,397 | 0,420 |
| KE14 | 0,595 | 0,765 | 0,434 | 0,434 |
| KE3  | 0,604 | 0,787 | 0,366 | 0,410 |
| KE4  | 0,647 | 0,772 | 0,410 | 0,455 |
| KE5  | 0,608 | 0,755 | 0,364 | 0,390 |
| KE6  | 0,677 | 0,842 | 0,529 | 0,517 |
| KE7  | 0,570 | 0,748 | 0,345 | 0,349 |
| KE9  | 0,643 | 0,792 | 0,459 | 0,420 |
| KP1  | 0,371 | 0,330 | 0,714 | 0,675 |
| KP10 | 0,375 | 0,347 | 0,724 | 0,684 |
| KP11 | 0,469 | 0,466 | 0,861 | 0,810 |
| KP12 | 0,440 | 0,481 | 0,859 | 0,789 |
| KP2  | 0,469 | 0,465 | 0,867 | 0,814 |
| KP3  | 0,456 | 0,504 | 0,872 | 0,806 |
| KP4  | 0,423 | 0,460 | 0,832 | 0,795 |
| KP6  | 0,414 | 0,410 | 0,758 | 0,796 |
| KP7  | 0,406 | 0,397 | 0,757 | 0,788 |
| KP8  | 0,465 | 0,462 | 0,876 | 0,842 |
| KP9  | 0,396 | 0,417 | 0,750 | 0,724 |
| PI1  | 0,443 | 0,433 | 0,767 | 0,819 |
| PI10 | 0,421 | 0,427 | 0,776 | 0,810 |
| PI11 | 0,485 | 0,492 | 0,883 | 0,853 |
| PI12 | 0,407 | 0,441 | 0,735 | 0,711 |
| PI2  | 0,406 | 0,376 | 0,676 | 0,711 |
| PI3  | 0,420 | 0,466 | 0,674 | 0,730 |
| PI4  | 0,352 | 0,322 | 0,612 | 0,732 |
| PI5  | 0,458 | 0,475 | 0,720 | 0,819 |
| PI6  | 0,463 | 0,453 | 0,856 | 0,854 |

|     |       |       |       |       |
|-----|-------|-------|-------|-------|
| PI7 | 0,386 | 0,398 | 0,772 | 0,761 |
| PI8 | 0,406 | 0,372 | 0,671 | 0,710 |
| PI9 | 0,407 | 0,404 | 0,756 | 0,793 |

Source: Primary Data 2026 (Processed)

Table 2 shows that all indicators have the largest loading values in the constructions they represent relative to other constructs, according to the Cross Loading test findings. To meet this criterion, each indicator must be able to represent a precisely measured latent variable that is more strongly correlated to its initial idea than any of the other research model elements. If each variable in the measurement model has distinct characteristics and can be reliably determined through experimentation, then the model can be said to have discriminant validity.

Furthermore, HTMT analysis has been shown to be superior among other methods. All HTMT ratios are lower than the  $< 0.85$  suggested by (Henseler, et al., 2015). Thus, this study uses HTMT analysis in assessing discriminant validity which can be reported in the following table.

Table 3. Discriminant Validity Test (HTMT Ratio)

| Variabel                                        | <i>Heterotrait-monotrait ratio</i><br>(HTMT) |
|-------------------------------------------------|----------------------------------------------|
| Kecerdasan Emosional <-> Creative Self-Afficacy | 0,842                                        |
| Komitmen Profesional <-> Creative Self-Afficacy | 0,549                                        |
| Komitmen Profesional <-> Kecerdasan Emosional   | 0,557                                        |

Source: Primary Data 2026 (Processed)

The results of the Heterotrait-Monotrait Ratio (HTMT) test are used to ensure that each construct in the research model has the ability to be empirically distinguished from other constructs. HTMT testing is performed by comparing the relationship values between latent variables, where HTMT values that are below the recommended limit indicate that the discriminant validity has been met.

#### *Average Variance Extract (AVE)*

Table 4. Average Variance Extracted (AVE) Value

| Variable                | Ave | Rage<br>Extracted<br>(AVE) |
|-------------------------|-----|----------------------------|
| Creative Self-Afficacy  |     | 0,645                      |
| Emotional Intelligence  |     | 0,608                      |
| Professional Commitment |     | 0,654                      |

Innovative Behavior      0,604

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Source: Primary Data 2026 (Processed)

The results of the Average Variance Extracted (AVE) test showed that all variables in the study had an AVE value above 0.50, so that they met the convergent validity criteria.

Composite Reliability

Table 5. Composite Reliability Value

| <b>Variable<br/>alpha</b> | <b>Cronbach's</b> | <b>Composite<br/>reliability<br/>(rho_a)</b> | <b>Composite<br/>reliability<br/>(rho_c)</b> |
|---------------------------|-------------------|----------------------------------------------|----------------------------------------------|
| Creative Self-0,950       |                   | 0,954                                        | 0,956                                        |
| Intelligence 0,935        |                   | 0,940                                        | 0,944                                        |
| Commitment0,946           |                   | 0,949                                        | 0,954                                        |
| Innovative Behavior0,940  |                   | 0,943                                        | 0,948                                        |

Source: Primary Data 2026 (Processed)

Based on the results of reliability testing using Cronbach's Alpha, Composite Reliability (rho\_a), and Composite Reliability (rho\_c), all constructs in this study show an excellent level of reliability. A construct is declared reliable if it has Cronbach's Alpha and Composite Reliability values above 0.70, which indicates that the construct building indicators have high internal consistency. The test results in this study show that all variables have met and even exceeded the required minimum limit, so that the research instrument can be trusted in measuring each construct consistently.

### ***R-Square (R2)***

Table 6. R-Square Value

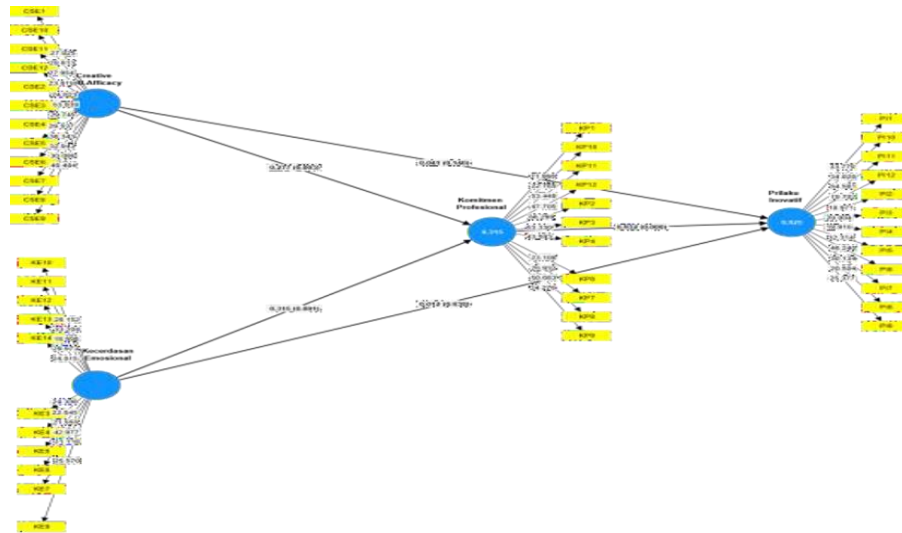
| <b>Variabel</b>      | <b>R-square</b> | <b>R-square adjusted</b> |
|----------------------|-----------------|--------------------------|
| Komitmen Profesional | 0,315           | 0,310                    |
| Prilaku Inovatif     | 0,925           | 0,924                    |

*Sumber: Data Primer 2026 (Diolah)*

To find out if external variables may explain internal ones in the study model, researchers use the R-Square ( $R^2$ ) and R-Square Adjusted (Adjusted  $R^2$ ) tests. Models with greater R-Square values are better equipped to account for variation in their dependent variables. In contrast, the Adjusted R-Square score provides a more accurate depiction because it takes into account the number of predictive features included in the research model.

### ***Hypothesis Test Results***

The test value of the hypothesis of direct influence and indirect influence can be seen as follows:



**Figure 4. Hypothesis Test Results**

Source: Primary Data, 2026 (processed)

## DISCUSSION

### *The Effect of Creative Self-Efficacy on Innovative Behavior*

The results of the study showed that Creative Self-Efficacy did not have a significant effect on teachers' Innovative Behavior, so the first hypothesis was rejected. Teachers' confidence in their creative abilities is not enough to encourage the emergence of innovative actions because innovative behavior is also influenced by organizational support, opportunities for experimentation, school culture, time constraints, administrative burden, and professional commitment. Based on Social Cognitive Theory, personal factors need to be supported by the environment and experiences so that they can be manifested in real behavior. These findings are different from some previous studies that showed a positive influence, which may be due to differences in respondent characteristics and organizational conditions.

### *The Influence of Emotional Intelligence on Innovative Behaviors*

Emotional Intelligence had no significant effect on teachers' Innovative Behavior, so the second hypothesis was rejected. Although teachers are able to manage emotions, build interpersonal relationships, and deal with work pressures, these skills do not automatically encourage the creation or application of new ideas in learning. This condition is influenced by other factors such as school policies, limited facilities, administrative burden, conventional work culture, and low opportunities for innovation. Based on Social Cognitive Theory, emotional intelligence as a personal factor requires environmental support in order to produce innovative behaviors.

### *The Influence of Creative Self-Efficacy on Professional Commitment*

Creative Self-Efficacy has a positive and significant effect on Professional Commitment, so the third hypothesis is accepted. The higher the teacher's confidence in his or her creative abilities, the higher the sense of responsibility, dedication, loyalty, and involvement in his or her profession. Teachers who are confident in facing challenges, developing ideas, using technology, and trying new

learning methods tend to have stronger professional commitments. These findings are supported by Social Cognitive Theory and previous research that shows that confidence in one's own abilities can encourage the development of teachers' competencies and work quality.

#### ***The Influence of Emotional Intelligence on Professional Commitment***

Emotional Intelligence has a positive and significant effect on Professional Commitment, so the fourth hypothesis is accepted. Teachers who are able to recognize and control emotions, motivate themselves, empathize, and build good social relationships tend to have higher responsibility and loyalty to their profession. Emotional intelligence also helps teachers cope with pressure, adapt to change, and maintain dedication in carrying out tasks. These results are in line with Social Cognitive Theory and previous research showing that emotional intelligence plays a role in increasing professional loyalty, responsibility, and commitment.

#### ***The Influence of Professional Commitment on Innovative Behavior***

Professional Commitment has a positive and significant effect on Innovative Behavior, so the fifth hypothesis is accepted. Teachers who have a high commitment to their profession are more encouraged to improve competence, utilize technology, develop learning media, try new methods, and evaluate the learning process. Professional commitment is an important factor that encourages teachers to not only carry out work as a routine, but also to generate and implement innovation. These findings are in line with previous research that states that loyalty and dedication to the profession increase openness to change and courage in implementing new ideas.

#### ***The Influence of Creative Self-Efficacy on Innovative Behavior through Professional Commitment***

Professional Commitment is able to mediate the influence of Creative Self-Efficacy on Innovative Behavior, so the sixth hypothesis is accepted. This means that teachers' confidence in their creative abilities can increase their commitment to the profession, which in turn encourages the emergence of innovative behaviors in learning. Teachers who have creative confidence and professional commitment are not only able to generate ideas, but are also more motivated to implement, evaluate, and refine those innovations. Thus, Professional Commitment becomes an important mechanism that strengthens the relationship between Creative Self-Efficacy and Innovative Behavior of teachers.

#### ***The Influence of Emotional Intelligence on Innovative Behavior through Professional Commitment***

Professional Commitment is able to mediate the influence of Emotional Intelligence on Innovative Behavior, so the seventh hypothesis is accepted. Emotional intelligence does not directly enhance innovative behavior, but the ability to manage emotions, empathize, self-motivate, and build good relationships can strengthen professional commitment, further encouraging teachers to be open to change and implement innovation. Thus, Professional Commitment becomes an important link between Emotional Intelligence and

Innovative Behavior, so strengthening emotional intelligence, professional coaching, and collaborative work culture are needed to support teacher innovation.

## **CONCLUSIONS AND RECOMMENDATIONS**

The results show that teachers' innovative behavior is unrelated to their emotional intelligence and creative self-efficacy. However, both variables have a positive and significant effect on professional commitment. Furthermore, professional commitment has a positive and significant effect on teachers' innovative behavior and represents the strongest influence in the research model. Professional commitment also mediates the effects of Creative Self-Efficacy and emotional intelligence on innovative behavior, indicating that teachers' creative confidence and emotional management abilities are more effective in fostering innovation when accompanied by strong professional commitment.

Overall, improving teachers' innovative behavior depends not only on individual abilities but also on strengthening their commitment to the profession. Schools are therefore encouraged to create supportive environments through professional training, academic supervision, learning communities, scientific activities, and recognition of teachers' innovations. Teachers are also expected to continuously improve their competencies, self-confidence, emotional management skills, and professional commitment. Future researchers are encouraged to examine other factors, expand the research scope, and apply longitudinal or mixed-method approaches to obtain more comprehensive findings.

## **FURTHER STUDY**

Further research is recommended to examine other factors that may influence teachers' innovative behavior, including transformational leadership, school organizational culture, intrinsic motivation, organizational support, knowledge sharing, and organizational learning. Future studies may also expand the research scope to different educational levels and regions to improve the generalizability of the findings. In addition, longitudinal or mixed-method approaches could provide deeper insights into how innovative behavior develops over time and how professional commitment functions as a mediating mechanism within different educational organizational contexts.

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