

The Role of Supportive Leadership and Achievement Motivation in Fostering Teachers' Innovative Behaviors: A Literature Reviews

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ABSTRACT

This study aims to analyze the influence of principals' supportive leadership and teachers' achievement motivation on the innovative behaviors of teachers at Junior High School (JHS) IV Jurai, Pesisir Selatan Regency. A library research methodology was employed to systematically analyze data from scholarly sources such as peer-reviewed journals and academic books. The findings reveal that supportive leadership by principals, characterized by trust-building, constructive feedback, and encouragement of experimentation, creates an environment conducive to innovation. Simultaneously, teachers with high achievement motivation demonstrate a proactive drive to adopt new teaching practices, engage in professional development, and collaborate in learning communities, accelerating educational innovation. The synergy between these factors significantly enhances teachers' creativity and positively impacts student learning outcomes. This study concludes that fostering innovation in schools requires an integrated approach that empowers principals through leadership training and supports teachers with comprehensive professional development programs. Such initiatives can promote a positive school climate, align organizational goals with teacher motivation, and sustain long-term educational advancements.

Keywords: *Supportive leadership, Achievement motivation, Innovative behavior, Educational innovation, School leadership.*



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INTRODUCTION

In the era of globalization and rapid change, innovation serves as a critical element in enhancing the quality of education. The integration of innovative practices in teaching and school management largely depends on teachers' innovative behaviors, which play a pivotal role in the educational process. These behaviors do not emerge spontaneously but are shaped by a combination of internal and external factors, including the leadership style of the principal and the motivational levels of the teachers.

Supportive leadership, as demonstrated by principals, represents a key style of leadership that fosters a constructive and encouraging work environment. Such an environment enables teachers to feel valued and motivated to explore their creativity and drive innovation. Principals who exhibit supportive leadership often provide moral encouragement, acknowledge achievements, and offer professional development opportunities to their teaching staff. This approach, in turn, enhances the likelihood of teachers adopting innovative methods in their teaching practices and classroom activities (Bass & Riggio, 2006; Northouse, 2021). Conversely, achievement motivation plays a

significant role in influencing teachers' capacity to innovate. Highly motivated teachers tend to possess an intrinsic drive to excel, acquire new skills, and explore creative approaches to improve teaching outcomes. This motivation acts as a catalyst for embracing change and fostering innovation in their professional roles (Ryan & Deci, 2020).

The interplay between supportive leadership and achievement motivation creates an ideal atmosphere for the cultivation of innovative behaviors among teachers. When principals actively support their staff and teachers exhibit high levels of achievement motivation, the resulting synergy significantly enhances the potential for educational innovation (Leithwood *et al.*, 2019; Shanker *et al.*, 2020).

This study aims to analyze the influence of principals' supportive leadership and teachers' achievement motivation on the innovative behaviors of teachers at Junior High School (JHS) IV Jurai, Pesisir Selatan Regency. Through this investigation, the study seeks to uncover meaningful insights that can assist educational stakeholders in formulating strategies to promote innovation within the school environment. By understanding the dynamics of these variables, schools can implement targeted interventions to foster creativity and improve educational outcomes (Khasinah, 2017; Fullan, 2020).

METHODS

In this study, a library study methodology is utilized, as it enables the author to derive findings from textual analysis and the exploration of library-based data. This method involves systematic processes to collect, analyze, and synthesize information from a wide range of secondary data sources, including books, peer-reviewed journals, and other library resources. The aim is to ensure that the research is grounded in reliable and accessible materials that are relevant to the topic under study (Bowen, 2009; Snyder, 2019).

To obtain pertinent research findings, the author adopts a structured approach by identifying, retrieving, and critically evaluating scholarly literature and other secondary data sources. The process includes searching for data using established academic databases such as Scopus, Web of Science, and Google Scholar. These platforms provide access to credible publications that enhance the robustness of the analysis (Creswell, 2014; Okoli, 2015). One distinguishing characteristic of library research is its reliance on secondary data, which are both easily accessible and provide a comprehensive foundation for theoretical exploration. This type of research does not involve direct interaction with primary data but rather focuses on synthesizing existing knowledge to address the research questions. The findings are derived from the careful interpretation and integration of data collected from various sources (Boote & Beile, 2005; Hart, 2018).

To further enhance the study's credibility, the author incorporates a diverse array of scholarly perspectives by referencing recent and relevant studies. This ensures that the research remains current and reflective of advancements in the field. Notable references include studies on innovative leadership (Bass & Riggio, 2006; Northouse, 2021), motivation and behavior (Ryan & Deci, 2020; Leithwood *et al.*, 2019), and the role of educational environments in fostering creativity (Shanker *et al.*, 2020; Fullan, 2020).

FINDINGS

3.1 Principal's Supportive Leadership

The supportive leadership exhibited by school principals plays a crucial role in fostering teachers' innovative behaviors. This support involves recognizing teachers' achievements, providing constructive feedback, and ensuring access to necessary resources for professional growth. According to Leithwood *et al.* (2022), transformational leadership facilitates the creation of a vision that motivates teachers to exceed their expectations. Furthermore, Day and Sammons (2021) highlight the significance of trust-building and fostering a collaborative environment through supportive leadership. Fullan (2021) underscores the importance of principals adopting open communication and mentorship to enhance teachers' collective efficacy. Moreover, Sebastian *et al.* (2022) assert that leadership encouraging risk-taking and experimentation promotes innovative teaching practices. Miller (2023) adds that emotional intelligence in leadership is essential for identifying and nurturing teachers' innovations.

3.2 Teachers' Achievement Motivation

High achievement motivation among teachers drives them to set ambitious goals and continuously seek ways to improve the quality of their teaching. Ryan and Deci (2020) argue that environments fostering autonomy stimulate teachers' intrinsic motivation, which ultimately drives innovation. Hallinger and Wang (2023) found a positive correlation between instructional leadership and teachers' active participation in professional development. Additionally, Bandura (2021) emphasizes that self-efficacy beliefs significantly influence teachers' willingness to adopt new teaching methods. Klassen *et al.* (2022) note that highly motivated teachers are more likely to engage in collaborative learning communities, which accelerates innovation within schools.

3.3 Teachers' Innovative Behavior

Teachers' innovative behavior is characterized by creativity, problem-solving abilities, and a willingness to experiment with new approaches in teaching. Nguyen *et al.* (2023) indicate that visionary leadership by school principals fosters a culture conducive to innovation. Olivier *et al.* (2020) stress that supportive leadership is a key factor enabling teachers to experiment with new pedagogies. In the teaching context, Hattie (2021) points out that teachers' innovative practices significantly impact student engagement and learning outcomes. Darling-Hammond *et al.* (2020) suggest that ongoing professional development programs enhance teachers' creative problem-solving skills. Spillane and Seashore Louis (2023) highlight the importance of distributed leadership in promoting innovation across the school system.

3.4 Combined Effects

The combination of supportive leadership from school principals and teachers' achievement motivation creates a synergistic effect in fostering innovative behaviors. Robinson *et al.* (2021) reveal that collaborative leadership enhances teachers' confidence in taking initiatives and generating innovative ideas. McCormick *et al.* (2022) emphasize that a positive school climate shaped by principal leadership supports teachers' well-being and

nurtures their creativity. Moreover, Sahlberg (2021) points out that the integration of strong leadership and teacher motivation is a crucial element in the success of educational systems like Finland's. Sebastian *et al.* (2022) add that this synergy enhances teachers' academic optimism, directly impacting student learning outcomes.

3.5 Practical Implications

These findings underscore the critical role of school principals in establishing a supportive and motivating school culture for teachers. Bass *et al.* (2021) recommend developing leadership training programs to assist principals in facilitating teachers' innovative behaviors. Davis *et al.* (2023) reveal that effective instructional leadership significantly enhances teaching effectiveness and student learning outcomes. In this regard, Darling-Hammond *et al.* (2020) stress the importance of comprehensive professional development programs to align teachers' motivations with organizational goals. Meanwhile, Hargreaves and O'Connor (2023) advocate for establishing collaborative networks among teachers to share practices and innovative ideas. Nguyen *et al.* (2023) also highlight the importance of structured feedback and recognition to sustain teachers' enthusiasm for innovation.

CONCLUSION

The findings emphasize the pivotal role of supportive leadership by school principals and teachers' achievement motivation in fostering innovative behavior within schools. Supportive leadership, characterized by trust-building, open communication, and encouragement of risk-taking, creates an environment conducive to teacher creativity and experimentation. Simultaneously, teachers with high achievement motivation demonstrate a stronger drive to engage in professional development, adopt new teaching methods, and collaborate in learning communities, all of which accelerate innovation in education. The synergistic combination of principal leadership and teacher motivation proves instrumental in driving systemic improvements. This collaboration not only enhances teachers' self-efficacy and academic optimism but also significantly impacts student engagement and learning outcomes. The findings underline that fostering innovation in schools requires a dual focus: empowering principals with transformational leadership skills and supporting teachers through continuous professional development and recognition of their efforts. Practically, schools and educational institutions should prioritize creating a positive school climate, where leadership and motivation are aligned with organizational goals. Structured leadership training programs, collaborative teacher networks, and well-designed feedback mechanisms are essential strategies to sustain and amplify innovation across the education system.

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