

Training, Innovative Behavior and Performance: Empirical Studies in Private School



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ABSTRACT: An immediate requirement exists for high quality human resources capable of providing a competitive edge to the organization. This quantitative descriptive study aims to examine the impact of training on teacher innovative behavior and performance. By practicing the stratified random sampling technique, 126 teachers from a private school in Jakarta, Indonesia became research respondents. Data collection using a questionnaire. Data was processed and analyzed using Structural Equation Modeling (SEM) with SmartPLS software. The results revealed that there was a positive effect of training on teacher innovative behavior and performance. Thus, training can be used as an effort to develop human resources in organizations, especially innovation and performance.

KEYWORDS: training, innovative behavior, performance, teachers, private schools

INTRODUCTION

The demands of society and industry for quality human resources and rapid social change make educational institutions always in the dynamics of growth. This is needed to meet the expectations of the younger generation who are competent in knowledge, skills and virtuous character. With the market and competition becoming more intense, innovation has emerged as a vital catalyst for the survival and growth of organizations (Zhang, 2020), so it is important for organizations to seek various ways to inspire innovative behavior of employees. An essential challenge in present organizational practices revolves around fostering employee innovative behavior while sustaining organizational vitality amidst fierce competition (Zhang, 2020).

Teacher as the spearhead and determinant of the success of the process of learning and education for the nation's children should receive primary attention. Algethami (2022) highlights that educational institutions aim to enhance the quality of service and professionalism among teachers to elevate educational, research, and career performance. This is achieved through the implementation of specialized training programs. These training initiatives provide teachers with innovative techniques to facilitate the learning process and address potential challenges effectively. In today's evolving society, the education system necessitates substantial reforms that prioritize pedagogical knowledge and practice. This emphasis extends to individuals with diverse interests and abilities, as well as moral values, fostering creativity, critical thinking, integrated problem-solving skills, analytical proficiency, and decision-making abilities regardless of their chosen field of study or career path (Sultanova et al., 2021).

Teachers are a key element of education to give birth to innovative and creative generations (Yilmaz, 2021). Roles and responsibilities are not only transferring knowledge but are increasingly expanding along with the changing educational needs of students and advances in technology. Teachers play multifaceted roles that encompass encouraging, supporting, and facilitating learning situations, allowing students to explore their talents and unlock their physical and intellectual potential to the fullest. Additionally, teachers guide students in developing the desired character traits and instilling social and human values, ultimately shaping them into responsible and engaged citizens (Dahiya, 2019).

Teachers are a sustainable organizational resource, being the main driver of change, especially in a rapidly developing environment (Kazmi & Javaid, 2022). Teacher competency determines the quality of learning and school characteristics, which in turn influences the skills and quality of the future workforce and even influences economic development and the competitive power of science and technology (Zhaohongliu et al., 2018). Educational institutions and teachers at every level are anticipated to be proficient in innovating both in learning theory and practice, along with all other facets of complex organizations. This innovation is pointed at equipping pupils with the necessary skills and knowledge to thrive in a high-quality life and work environment (Serdyukov, 2017).

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Currently, educational institutions, especially schools, are experiencing changes in culture and civilization after more than two years of learning being carried out from home due to the covid-19 pandemic. Many teachers complain that students' behavior has changed since returning to school, such as being less disciplined, more selfish, and difficult to manage. Even though teachers have difficulty dealing with changes in student behavior, because of the demands of their duties and responsibilities as educators, teachers never give up. Teachers need to find new creative and breakthrough ways to educate, serve, and assist students so they can grow and develop according to educational goals. In other words, teachers need to improve knowledge, skills, behavior and performance to improve service delivery (Mpofu & Hlatywayo, 2015) of quality education to students.

To meet challenges and expectations, teachers need intensive training in various aspects related to new innovations (Dahiya, 2019). Teacher training is undeniably one of the most crucial and essential elements for promoting, enhancing, and advancing education. A well-designed and effective teacher training system has the potential to produce high-quality teachers who are dedicated, pedagogically skilled, and deeply invested in the learning and development of their students (Siddiqui et al., 2021). To increase innovative service behavior and provide appropriate services, employees need a series of training and development (Luthuli et al., 2019). Qualified teacher training plays an important role in nation-building (Siddiqui et al., 2021). Ongoing professional training makes it possible to adapt educational trends, learning technologies, and scientific approaches to teaching (Velychko et al., 2022). Mpofu & Hlatywayo (2015) emphasized the significance of quality worker training, which can be achieved through well-designed programs and skilled facilitators. This focus on quality training contributes to enhanced employee performance and positively impacts service improvements within an organization.

During the school year 2022/2023, a prominent private school in Jakarta, Indonesia, conducted extensive training programs focusing on enhancing both hard and soft skills of their teachers. These training initiatives involved reputable experts from both local and international sources. The topics covered a wide range of areas, including technology integration in learning, problem-solving, literacy improvement, integrated learning approaches, leadership development, reinforcement of school core values, and customer service excellence.

The purpose of these comprehensive training sessions is to equip teachers with better preparedness to effectively teach, support, and serve their students, particularly concerning character development and behavioral aspects. The researchers hypothesize that the extent of training received by teachers will influence their work patterns and approaches to serving students, and this study aims to validate this assumption. By assessing the impact of these training programs on teachers' attitudes and practices, the school seeks to improve the overall educational experience and service quality for its students.

Training is an integral part of HR practices that significantly contributes to the development of any organization, including educational institutions such as schools. Previous researchers have extensively explored the significance of training in improving employee performance (Dabale et al., 2014; Razak, 2021), particularly within specific sectors like health (Shahbaz & Hadi, 2021), construction (Misra & Mohanty, 2021), and various other fields. Studies by Ocean et al. (2017) and Muleya et al. (2022) have highlighted the positive impact of training on increasing employee affective commitment. Additionally, Jalil et al. (2021) have focused on training's role in enhancing the innovative behavior of manpowers in small and medium enterprises.

This current research is valuable both theoretically and practically, as it is conducted in private educational institutions and aims to investigate the effects of training on innovative behavior and performance. By examining the influence of training on these specific outcomes, this study can provide valuable insights for enhancing the effectiveness of training initiatives in educational settings and contribute to the broader concept of training, performance and employee behavior.

LITERATURE REVIEW AND HYPOTHESIS DEVELOPMENT

Training

Training plays a vital role in employee development by enhancing their knowledge and skills, leading to improved and transformed performance (Sheeba & Christopher, 2020). It involves teaching specific skills and practical knowledge in the workplace, enabling employees to acquire competence in their roles (Sartori & Tacconi, 2017). Training serves as the foundation for increasing efficiency within an organization and serves as a source of inspiration and motivation for employees. By highlighting the significance of their work and providing essential data, training empowers employees to generate better output (Halawi et al., 2018). This emphasis on continuous learning and skill improvement is essential for nurturing a skilled and motivated workforce, leading to increased productivity and overall organizational success.

Training serves as a means to create awareness and impart essential information necessary for performing specific job roles effectively. It equips employees with the knowledge and expertise required to enhance their performance in their respective tasks (Sheeba & Christopher, 2020). By providing the appropriate skills and capabilities, training enables employees to demonstrate their competency and potential in the workplace. The effectiveness of training lies in its ability to bridge knowledge and skill gaps among employees. When training successfully addresses these gaps, it prepares the workforce with new and

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relevant skills, ensuring they remain well-equipped to tackle future challenges and evolving demands (Sheeba & Christopher, 2020). In this way, training serves as a powerful tool for personal and professional growth, not only benefiting the employees but also contributing to the overall success and adaptability of the organization.

Trained and knowledgeable employees are a valuable asset to any organization, as they enhance effectiveness and efficiency in task performance. Attaining organizational goals is expected through positive behavioral changes resulting from learning experiences during training (Misra & Mohanty, 2021). Using various training methods, organizations seek to promote positive behavioral changes in their employees (Neck et al., 2017). Effectiveness of training hinges on three elements: organizational support, employee enthusiasm, and satisfaction with the training attended (Demiral, 2017). Training and development are crucial for both organizational success and individual employee career growth (Luthuli et al., 2019) and significantly contribute to productivity (Demiral, 2017). In the context of teacher training, the focus should be on reflection and processes that foster projects promoting the effective use of pedagogical tools, resources, programs, services, and environments (Hepp et al., 2015).

Various types of training programs are effective in cultivating diverse competencies. Regardless of differences in methods, objectives, and aspects, training activities directly and indirectly impact workers and organizations (Demiral, 2017). To ensure the success of training and development programs, employees selected to participate must exhibit great enthusiasm for the program. This enthusiasm is instrumental in developing employee competencies, fostering affective commitment, and promoting innovative behavior in the workplace (Batmomolin et al., 2022). Well-planned training programs with obvious goals prove highly powerful in boosting both affective and calculative commitment among employees. Individuals who are devoted and committed are likely to be highly motivated to surpass the expectations outlined in their job description. This motivation drives them to make extra efforts and contribute significantly towards achieving the company's objectives (Jalil et al., 2021).

Innovative Behavior

Innovation can be described as the act of introducing a novel and valuable concept, which involves the adoption of fresh or modified approaches, methods, practices, products, and services (Dahiya, 2019). It is regarded as a crucial and positive catalyst for necessary changes (Serdyukov, 2017). Innovation represents the pathway to progress, and the future of a nation lies in its classrooms (Dahiya, 2019). The evaluation of innovation is based on its novelty, originality, and potential impact. Since inventions often require significant time and financial investment, it becomes essential to assess the costs and both short-term and long-term consequences associated with an innovation. In various ways, innovation can bring about transformative changes in educational services and other fields (Serdyukov, 2017).

Innovating involves breaking away from existing practices and generating fresh ideas that enable the execution of tasks in novel ways. The primary objective of any invention is to introduce something distinct from what has been previously accomplished, be it in terms of quality, quantity, or both. For innovation to have a significant transformative impact, it needs to be put into action through rapid diffusion and widespread implementation (Serdyukov, 2017). In this way, innovative ideas can lead to substantial positive changes and advancements across various domains, benefiting society as a whole.

The innovative behavior of employees plays a crucial role as a driving force for innovation within an organization, contributing to its success and overall business continuity in a competitive environment (Al-Omari et al., 2019; Muchiri et al., 2020). This behavior encompasses generating ideas, products, processes, or services that start from identifying problems and finding creative solutions (Al-Omari et al., 2019). The outcome of such behavior leads to improved organizational performance (Ranasinghe & Samarasinghe, 2019). To promote innovative behavior, managers must invest in employee growth by establishing personal relationships with employees to understand their capacities and abilities (Opoku et al., 2019). This understanding enables managers to encourage and foster innovation effectively. Innovation is increasingly recognized as a primary strategy for organizational survival in today's competitive economy (Al-Omari et al., 2019), and it is positively associated with organizational sustainability (Islam et al., 2018). Innovative behavior empowers employees to find creative solutions, update processes, and adopt innovative mindsets to enhance performance, excellence, and overall effectiveness (Javed et al., 2021).

Innovative behavior encompasses various actions, such as actively seeking new alternative solutions and introducing fresh ideas to captivate clients (Stock et al., 2017). This behavior serves a functional role by fulfilling dual purposes: first, it enhances the individual's image within the group, and second, it helps to maintain the individual's status within the group (Opoku et al., 2019).

Schools are inevitably impacted by rapid changes, making innovation a critical priority to ensure their continued existence (Hepp et al., 2015). Both schools and teachers can embrace innovation and experimentation across various aspects related to learning and school management. This approach aims to enhance institutional efficiency and address challenges encountered in daily educational practices (Dahiya, 2019). Innovation in education can be directed at progress in different dimensions, including

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theory and practice, curriculum, teaching and learning methods, policy, technology integration, institutional management, organizational culture, and teacher professionalism (Serdyukov, 2017). The process of innovation involves three key steps: generating ideas, implementing those ideas, and evaluating the results obtained from the changes brought about by these ideas. The goal of educational innovation is to enhance productivity, efficiency, and the overall quality of learning experiences (Serdyukov, 2017). By continually seeking new and creative approaches to education, schools can adapt to the evolving needs of learners and educators, ultimately fostering an environment of continuous improvement and development.

Performance

Employee performance refers to the effective and efficient implementation of duties and activities by employees. It enacts a critical part in contributing positively to the measurable performance of an organization (Saleem et al., 2019). Employee performance is a combination of employee behaviors and results achieved through the application of specific competencies while completing tasks (Imran & Tanveer, 2015).

For the survival of any organization, employee performance serves as a driving force, representing the level of work productivity in meeting the organization's standards (Imran & Tanveer, 2015). Several factors influence employee performance, including financial benefits, training programs, non-monetary incentives, supervision, organizational support, and capacity-building opportunities (Kazmi & Javaid, 2022).

Organizations dedicate considerable efforts to fulfill employees' needs and raise performance to assure workplace productivity and effectiveness (Kazmi & Javaid, 2022). The level of employee performance is positively influenced by their abilities, motivation, and a supportive work environment that encourages participation (Pahos & Galanaki, 2019). High-performing employees significantly contribute to an organization's efficiency and success, underscoring the importance of developing performance improvement strategies and regularly assessing performance (Imran & Tanveer, 2015).

Training and Innovative Behavior

Training and development programs are vital pillars in the context of personal and professional development, serving as essential structures and functions that enlighten employees in various scenarios, improving their skills, performance, efficiency, and overall excellence. These programs offer valuable learning experiences, equipping workers with the obligatory knowledge and competencies to outpace in their jobs. The benefits extend not only to individuals but also to the organization, as trained and developed employees become more productive, leading to overall success. Investing in employee growth fosters a positive work environment and enhances engagement and retention. Emphasizing such initiatives demonstrates a commitment to continuous learning and improvement, nurturing a culture of development within the organization (Misra & Mohanty, 2021). Participation in training has a positive influence on cultivating innovative work behavior among employees (Anjum et al., 2016; Batmomolin et al., 2022). Employees who actively engage in training activities are more inclined to demonstrate innovative behavior (Susomrith et al., 2019).

As highlighted by Shahbaz & Hadi (2021), training and development programs serve as valuable opportunities for employee learning, especially when employees feel a strong psychological commitment to the organization. By involving employees in these programs, organizations demonstrate their appreciation and prioritization of their workforce, leading to a reciprocal response and fostering a higher level of affective commitment to the organization (Grund & Titz, 2021). Encouraging employee participation in training programs is pivotal for promoting the elevation of innovative behaviors, ultimately contributing to the achievement of optimal organizational performance (Jalil et al., 2021).

H1 Training has a positive effect on innovative behaviour

Training and Performance

Training is an important role in maximizing employee performance, enhancing their efficiency, productivity, job satisfaction, motivation, and innovation in the workplace. By identifying appropriate learning opportunities for employees, organizations can acquire a competitive position in the global market (Rodriguez & Walters, 2017). Training equips employees with essential skills required to perform various tasks, such as critical thinking, leadership, teamwork, and building positive relationships beneficial for the organization (Halawi et al., 2018).

Improving skills through training and developing high-quality employees leads to increased employee performance, as supported by research conducted by Mpofu & Hlatywayo (2015) and Abugre & Nasere (2020). Otoo et al. (2019) emphasize that training positively influences both employee and organizational performance by enhancing knowledge, skills, abilities, competencies, and behavior.

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Additionally, training and development programs contribute to improved productivity and customer service. Workers who participate in various training programs experience enhanced performance, leading to increased productivity (Imran & Tanveer, 2015). This, in turn, positively affects customer service and overall organizational success.

H2 Training has a positive effect on performance

Innovative Behavior and Performance

Innovative behavior displayed by employees leads to improved individual performance through more efficient and effective methods. This behavior also provides organizations with a competitive advantage (Nasir et al., 2018). The presence of innovative behavior can positively influence individual mindsets, consequently enhancing overall organizational performance (Chan & Rasli, 2014).

Studies, such as the one by Al Wali et al. (2022), highlight the importance of employee innovative behavior in improving overall performance. Workers who exhibit a upper rank of innovation also tend to have better job performance. Innovative employees actively seek new ideas to address pressing problems and continuously seek new information to enhance their job performance (Vuong et al., 2022).

Awan & Javed (2015) and Sofiyan et al. (2022) suggest that increased performance can be achieved by fostering innovation in various forms, including product, process, marketing, and organizational innovations, all of which impact employee performance. Teachers who possess an inventive growth mindset believe that their skills can be improved by commitment, hard work, and feedback from others (Sofiyan et al., 2022). Empirical evidence from studies by Chan & Rasli (2014) and Nasir et al. (2018) further supports the significant impact of innovative behavior on overall performance.

H3 Innovative behavior has a positive effect on performance

The Effect of Training on Performance is mediated by Innovative Behavior

Innovative behavior can be successful if the ideas initiated are actually implemented. To implement an idea, the support of other people and organizations is needed (Al-Ghazali & Afsar, 2021). According to Vuong et al. (2022), employees who feel supported by superiors and colleagues including the organization, can implement new ideas to improve performance. Training is a form of organizational support for employee self-development. Workers are encouraged to be creative and innovative, and their participation in training activities plays a vital role in developing and honing their skills (Jalil et al., 2021). So, innovative behavior tends to be a mediator in the effect of training on performance.

H4 Innovative behavior mediates the effect of training on performance

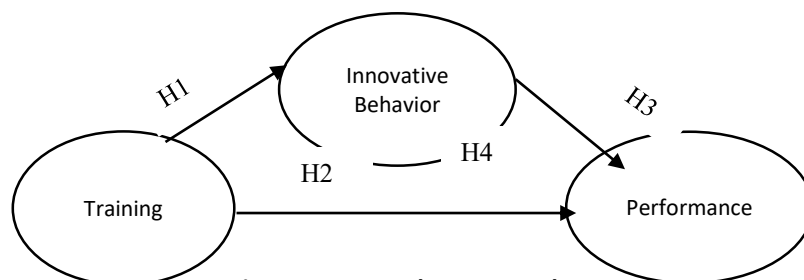


Figure 1. Research Framework

METHOD

This quantitative descriptive study was conducted to find out the effect of training on teacher innovative behavior and performance. The population in the study was 144 persons of Kindergarten Playgroup, Elementary School, Junior High School, Senior High School and Vocational High School teachers from a private educational foundation in Jakarta. By using stratified random sampling, 126 teachers participated as respondents. This number is in accordance with the criteria proposed by Hair et al. (2014) that the number of samples should be 5-10 times the questionnaire items. Research questions were inputted into a Google form which was distributed online to the chairman of the foundation to then be given to school principals to be distributed to teachers in each school to fill them out. The data collected was subjected to analysis using Structural Equation Modeling (SEM) through the utilization of SmartPLS software.

To measure training, a questionnaire constructed by (Demiral, 2017) was used consisting of three dimensions, namely institutional support for training 4 items, enthusiasm for training 4 items and employee satisfaction with training 4 items. Innovative behavior measurement uses a 6 items questionnaire adopted from the study (Hu et al., 2009). To measure employee performance, 6 items developed by (Koopmans et al., 2012) were used. The results of the validity and reliability tests indicated that the values of all questionnaires were feasible to use as research instruments.

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RESULTS

Descriptive statistics

Respondents were mostly women 71.4%, 37.3% aged 46-55 years, 90.5% had undergraduate education, 34.1% worked for less than 5 years, 73.8% as permanent employees of foundations, and 62.7% had educator certificates.

The average value of the training variable is 4.30. This indicates that teacher training and development is paid close attention to both foundations and schools, the training is well planned, there are opportunities for teachers to attend training so they can adapt to change, and teachers are interested in personal and professional development. Teachers see training as an effort to develop themselves, teachers are proactive in looking for ways to improve their quality, teachers are looking for opportunities to learn and design learning objectives for themselves to improve the quality of their learning and services. Teachers are satisfied with the number and methods of training attended, the training is according to needs, and the results of the training can be used to develop their professional skills as educators.

The teacher's innovative behavior average is 4.14. It means that the teacher considers himself as a creative team member, the teacher has innovative and creative ideas, the teacher has planned and tried to propose creative ideas and convince his colleagues, the teacher has been looking for new techniques, methods or ways of service, available resources and sufficient funds to implement innovation.

The average performance is 4.07, meaning that the teacher can complete all the assignments given, fulfill all the requirements set, be actively involved in all activities that affect his performance, have creative ideas, be able to do the job quickly and precisely and achieve the targets set.

Validity and Reliability Testing

The value of factor loading, Cronbach's Alpha, composite reliability and AVE from training, innovative behavior and performance variables is above 0.6. This indicates that the research instrument is valid and reliable to use based on suggestions from Hair et al. (2014).

Table 1. Validity and Reliability

Variable	Indicator	Loading Factor	AVE	Cronbach's Alpha	Composite Reliability	Result
Training	OST1	0.864	0.607	0.941	0.949	Valid & Reliable
	OST2	0.888				
	OST3	0.853				
	OST4	0.877				
	EET1	0.847				
	EET2	0.913				
	EET3	0.844				
	EET4	0.806				
	EST1	0.868				
	EST2	0.865				
	EST3	0.869				
	EST4	0.825				
Innovative Behavior	ISB1	0.819	0.635	0.884	0.912	Valid & Reliable
	ISB2	0.832				
	ISB3	0.787				
	ISB4	0.829				
	ISB5	0.744				
	ISB6	0.765				
Performance	PF1	0.731	0.618	0.876	0.906	Valid & Reliable
	PF2	0.817				
	PF3	0.792				
	PF4	0.790				
	PF5	0.799				
	PF6	0.785				

Source: processed data

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Discriminant Correlation Testing

To determine the validity of a construct, researchers calculate the square root of the average Variance Extracted (AVE) value for each construct. When the square root of the mean AVE value for a construct is higher than the correlation value with other constructs in the model, it provides evidence of discriminant validity, confirming that the construct is distinct and valid in the research context.

Table 2. Discriminant correlation test results

	Training	Performance	Innovative behavior
Training	0.779	0.786	0.795
Performance		0.670	0.550
Innovative behavior			0.797

Source: processed data

Structural Model Testing

The structural model testing involved examining the relationships between different constructs, assessing the significance value, and calculating the R-square values. The R-square values are useful for understanding the impact of training variables on both innovative behavior and performance variables. For the performance variable, the R-square value is 0.450, indicating that 45% of the variance in performance can be attributed to the combined influence of the foundation/school support variable, teacher enthusiasm in training, and teacher satisfaction in training. The remaining 55% of the variance in performance is influenced by other variables not included in this study. In contrast, the R-square value for the innovative behavior variable is 0.63, indicating that 63% of the variance in innovative behavior is influenced by the training variable. From these findings, it can be concluded that the effect of training on teacher innovative behavior is stronger (63%) when compared to the effect of training on improving teacher performance (45%).

Hypothesis testing

Hypothesis testing using the Bootstrapping function on SmartPLS 3.0. According to Hair et al. (2014), a hypothesis is accepted when the significance level is less than 0.05 ($p < 0.05$) or when the t-value exceeds the critical value. Based on the results presented in Table 3, two of these hypotheses were supported (accepted) because their significance levels were less than 0.05 or their t-values exceeded the critical value. On the other hand, two hypotheses were not supported (rejected) because their significance levels were greater than 0.05 or their t-values did not surpass the critical value.

Table 3. Hypothesis Testing Results

	Original Sample	Sample Mean	Standard Deviation	Statistics	P Values	Decision
Training -> Performance	0.633	0.631	0.102	6.207	0.000	H1 Supported
Training -> Innovative behavior	0.795	0.800	0.039	20,395	0.000	H2 Supported
Innovative behavior -> Performance	0.046	0.054	0.116	0,399	0.690	H3 Not supported
Innovative Behavior mediates Training -> Performance	0.037	0.044	0.094	0.392	0,696	H4 Not supported

Source: Data processed with SmartPLS

The P-value coefficient for the effect of training on performance is $0.00 < 0.05$. Thus H1 is supported. The P-value for the influence of Training on Innovative Behavior is $0.00 < 0.05$. Then H2 is supported. The P-value coefficient for the effect of innovative behavior on performance is $0.690 > 0.05$, which means that H3 is not supported. Likewise, the p-value coefficient for the effect of training on performance mediated by innovative behavior is $0.696 > 0.05$ so H4 is not supported.

DISCUSSION

The empirical test results indicate that training has a positive effect on innovative behavior. Thus, teachers who have participated in various trainings can make them more creative and innovative both in preparing various learning methods and services for

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students. Indeed, in the field of education, innovation can manifest as various forms, including new pedagogic theories, methodological approaches, teaching techniques, learning equipments, learning processes, or institutional structures. When these innovative ideas and practices are implemented in the educational process, they lead to substantial changes that ultimately result in better student learning outcomes (Serdyukov, 2017). This confirms the findings of Anjum et al. (2016), Jalil et al. (2021), and Susomrith et al. (2019), which indicate that training plays a significant role in influencing employee innovative behavior.

This finding asserts the importance of giving chances for workers to learn and grow their skills. By equipping employees with new knowledge and abilities through training, organizations can foster a more innovative and creative workforce. This, in turn, can lead to the adoption of novel approaches and practices, ultimately benefiting the organization's performance and competitiveness. Therefore, investing in training and encouraging a culture of innovation can be pivotal in driving positive changes and achieving success in various fields, including education and the broader workforce.

The findings affirm that training has a positive effect on teacher performance. The substantial number of training initiatives implemented by foundations and private schools in this research significantly contributed to improving teacher performance. The support provided by foundations and schools for training, along with teacher enthusiasm and satisfaction with the training they attended, had a positive impact on scholar learning and enhanced service delivery. These results are consistent with previous researcher (Guan & Frenkel, 2019; Abugre & Nasere, 2020; Saudi et al., 2021; Mahmood et al., 2021). The collective evidence from these studies reaffirms the importance of training as a valuable tool for enhancing employee performance across various contexts and industries.

In the educational setting, providing teachers with ample training opportunities can lead to improvements in their teaching skills, classroom management techniques, and pedagogical knowledge, ultimately resulting in better student outcomes. Moreover, when organizations invest in the professional development of their employees, including teachers, it demonstrates a commitment to their growth and advancement, fostering a more motivated and engaged workforce.

The finding that innovative behavior has no direct effect on performance may indeed be surprising and contradictory to previous research conducted by Chan & Rasli (2014) and Nasir et al. (2018), which suggested a positive impact of innovative behavior on performance. One potential explanation for this inconsistency could be attributed to the distinctive characteristics of the sample used in the present study. The fact that 34.1% of the teachers had worked at the school for less than five years may play a role in the observed results. According to Liu et al. (2016), an employee's tenure in an organization can have an interactive influence on their innovative behavior. Employees with shorter tenure and higher status hierarchies may be negatively related to innovative behavior. On the other hand, Chan & Rasli (2014) found that longer tenure leads to higher employee innovative work behavior.

In the current study, the shorter tenure of a significant portion of teachers could be a contributing factor to the lack of a direct effect of innovative behavior on performance. It is possible that innovative behavior takes time to manifest its impact on performance, and longer tenure may be required for teachers to fully integrate their innovative ideas and behaviors into their work practices, leading to improved performance.

CONCLUSIONS

There is a positive effect of training on both innovative behavior and performance. Between the two dependent variables, the effect of training on innovative behavior is stronger than the effect of training on performance. Thus, educational foundations, schools and other organizations need to invest in training because during training, employees are equipped with various knowledge and skills needed to grow and develop employee innovative behavior. Training can be a means to improve employee performance.

The results of this study can theoretically contribute to the enrichment of the literature on training, innovation and performance especially in formal educational institutions. In addition, it also has practical implications for foundations, schools, organizations and leaders that training in the framework of developing innovative behavior and improving performance can be planned based on a clear and precise analysis of needs, then the implementation of training using interesting methods and expert sources can enable teachers and other employees to improve their abilities to carry out the tasks and responsibilities given to them.

Limitations and Future Research

This research has limitations, namely it was only carried out in a private school, further research can be carried out using a larger sample involving private schools and public schools. Future research can also be conducted in other organizations by adding the variables of job satisfaction and leadership as the dependent and or mediating variables.

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The results highlight as well the importance of considering contextual factors, such as tenure and organizational hierarchies, when exploring the influence of innovative behavior on performance. It also emphasizes the need for further research to better understand the complexities and nuances of this effect in different settings and with diverse samples.

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