

Transformational Leadership and Educators' Creative Performance: The Roles of Self-Efficacy and Intrinsic Motivation

Sherly Rosalina Tanoto ^{1*}, Antonieta Widya Dewanti ²
School of Business and Management, Universitas Kristen Petra
sherlytanoto@petra.ac.id

Received 02 February 2026 | Accepted 01 April 2026 | Published 05 May 2026

* Correspondence Author

Abstract

In digitally mediated and technology-intensive educational environments, educators are increasingly required to demonstrate creative performance to sustain learning quality and organizational competitiveness. Previous studies on the connection between transformational leadership and creative performance show inconsistent results. This study investigates the effect of transformational leadership, creative self-efficacy, and intrinsic motivation on creative performance within the education sector in Malang. This study uses a quantitative approach by collecting data from 202 educators. Partial Least Squares was implemented to examine the research model. The results showed that transformational leadership affected creative performance, creative self-efficacy, and intrinsic motivation. Creative self-efficacy significantly enhances creative performance and partially mediates the relationship between transformational leadership and creative performance, whereas intrinsic motivation does not demonstrate a significant direct or mediating effect. The model explains 62.4% of the variance in creative performance. These findings provide suggestions and practical implications for educators and leaders of educational institutions. It also offers theoretical insights that the association between transformational leadership, intrinsic motivation, and creative performance is complex.

Keywords: Creative Performance; Creative Self-Efficacy; Intrinsic Motivation; Transformational Leadership.

INTRODUCTION

Creativity now occupies a central position as a highly valued attribute within the organizational ecosystem. This is evident in its status as the most valuable employee skill and considered the most essential leadership quality, directly influencing industry growth (Mai et al., 2021). As emphasized by Chow (2018), innovation and creativity are key pillars behind superior organizational performance. Consistent with this, numerous empirical studies have consistently validated the role of creativity, with findings indicating a strong correlation between creativity and improved task performance, organizational citizenship behavior, and a positive workplace mood (Harari et al., 2016). These facts have sparked enthusiasm among academics and practitioners to explore the determinants that can awaken the latent creative potential of staff.

Facing rapid technological transitions, leaders are required to optimize their teams' creative potential to address the challenges of globalization and competition (Javed et al., 2018). Therefore, many academics now view employee creativity as a vital determinant of corporate survival (Liu et al., 2022). In particular, there is a strong consensus in the literature that supportive or benevolent leadership behaviors can effectively stimulate staff creativity (Gu et al., 2015). This is reinforced by the insights of Amabile et al. (2004) and Chua et al. (2015), who emphasized that a resilient organizational culture and appropriate leadership are a unity that forms a creative climate.

The urgency of creativity is particularly evident in the education sector. In the education sector, teaching and learning processes have increasingly shifted toward digital and technology-mediated formats. This transition requires educators to rapidly adapt to online platforms and develop innovative instructional approaches to maintain student engagement and learning quality. The expansion of e-learning and digital tools has intensified competition among educational institutions and raised expectations for educators' technological and pedagogical competence.

Beyond technical adaptation, digital transformation demands higher levels of creativity. Educators are expected to design interactive, flexible, and student-centered learning experiences that align with 21st-century skills. However, challenges such as technological readiness, diverse learner needs, and instructional complexity implement effective digital learning demanding (Barron et al., 2021). These conditions highlight the importance of creative performance among educators in digitally evolving educational environments.

This study will examine the creative performance of educators in the city of Malang. This research is expected to assist informal educational institutions in being more alert in adapting to technological developments, especially in digital learning applications. One factor that can trigger creative performance is transformational leadership. Transformational leadership, or in Indonesian, "transformational leadership," can be defined as a form/style of leadership that broadens and enhances the goals of subordinates and provides confidence to work beyond specified expectations (implicit or explicit). Leaders who execute transformational leadership are leaders who are able to build relationships, connections, solidarity, commitment, and work engagement with their employees based on self-motivation (Islam & Furuoka, 2020).

Transformational leadership is considered an ideal leadership style because it has a collective, organized relationship with the aim of changing, motivating, and enhancing the actions and ethical aspirations of subordinates (Alen, Gupta & Banerjee, 2017). This is supported by a survey conducted by Deloitte Indonesia Perspective (2019), which found that appreciation for employee ideas and work results held the highest percentage in a survey of millennial employee expectations in the workplace. Transformational leaders shift the focus of their followers from immediate personal interests to an isolated collective vision and inspire them to do something beyond their duties and capabilities (Mittal & Dhar, 2015). Transformational leadership is also oriented towards individual and organizational development, not just company targets and profits.

Previous studies have generally documented a positive relationship between transformational leadership and creative performance (Mittal & Dhar, 2015; Wadei et al., 2020). However, empirical findings remain inconsistent. For example, Iswanto et al. (2020) reported that transformational leadership did not significantly influence creative performance when tested directly. This finding suggests that transformational leadership alone may be insufficient to predict creative outcomes without considering additional explanatory mechanisms. Moreover, Ma et al. (2020) demonstrated that the relationship between transformational leadership and employee creative performance may follow an inverted U-shaped pattern, indicating that excessive transformational behaviors could reduce creativity due to psychological pressure and dependency effects. These findings collectively imply that the transformational leadership–creativity relationship may not operate as a simple, uniformly positive direct effect.

While prior research has examined contextual moderators such as job formalization and power distance (Ma et al., 2020), limited attention has been given to investigating internal psychological mechanisms that explain how transformational leadership translates into creative performance, particularly in educational contexts. Drawing on social cognitive theory and self-determination theory, this study proposes that creative self-efficacy and intrinsic motivation function as mediating mechanisms linking transformational leadership to educators' creative performance. By focusing on these psychological pathways, this research provides a mechanism-based explanation for previously inconsistent empirical findings.

Hypotheses Development

Various studies show that leadership style plays a crucial role in shaping employee behavior and performance, including in the context of creativity (Lei et al., 2021). Among various leadership styles, transformational leadership has consistently been identified as an approach capable of encouraging change, innovation, and individual capacity development. Conceptually, transformational leadership creates a work environment that supports the exploration of ideas through its four dimensions: intellectual stimulation, inspirational motivation, individualized consideration, and idealized influence. Intellectual stimulation encourages employees to question existing assumptions and seek alternative solutions to work problems. Inspirational motivation builds a shared vision that sparks emotional engagement and commitment to a higher purpose. Meanwhile, individualized consideration and idealized influence strengthen psychological support and a sense of security in experimenting with new

ideas. In the context of creativity, leadership support that provides freedom of thought and intellectual encouragement increases employees' cognitive flexibility, making them more capable of generating novel and useful ideas (Akbari et al., 2019; Alen et al., 2017). Thus, transformational leadership not only creates an environment conducive to creativity but also directly encourages increased creative performance through the intellectual stimulation and psychological support provided to subordinates. Based on these arguments, the following hypothesis is formulated:

H1: Transformational leadership has a positive effect on creative performance.

According to Social Cognitive Theory, self-efficacy refers to individuals' beliefs in their capability to organize and execute actions required to achieve specific outcomes (Bandura, 1986). These efficacy beliefs are developed through mastery experiences, vicarious learning, social persuasion, and psychological states. In the context of creativity, creative self-efficacy represents an individual's confidence in their ability to produce novel and useful ideas (Tierney & Farmer, 2002). Transformational leadership may enhance creative self-efficacy through several psychological mechanisms. Intellectual stimulation encourages employees to question assumptions and explore alternative solutions, thereby fostering mastery experiences. Inspirational motivation and individualized consideration provide emotional support and positive reinforcement, which strengthen employees' confidence in their creative capabilities. Furthermore, idealized influence enables subordinates to observe and emulate innovative behaviors demonstrated by leaders, consistent with the social learning component of Social Cognitive Theory (Bandura, 1986). Empirical studies have shown that transformational leadership is positively associated with employees' creative self-efficacy (Mittal & Dhar, 2015; Chaubey et al., 2018). By strengthening employees' belief in their creative abilities, transformational leaders create psychological conditions conducive to innovation. Based on the above theoretical reasoning, the following hypothesis is proposed:

H2: Transformational leadership positively influences creative self-efficacy.

Based on Self-Determination Theory (SDT), intrinsic motivation arises when an individual feels three basic psychological needs are met: autonomy (freedom to act), competence (a sense of ability), and relatedness (social connectedness) (Deci & Ryan, 2000). Intrinsic motivation reflects an individual's engagement in an activity due to internal interest, satisfaction, and drive, rather than external pressure or rewards. Transformational leadership has characteristics that align with the fulfillment of these three needs. Through intellectual stimulation, leaders encourage subordinates to think independently, explore ideas, and take initiative, thereby strengthening their sense of autonomy. Inspirational motivation and idealized influence create a meaningful shared vision and enhance a sense of relatedness between leaders and subordinates. Meanwhile, individualized consideration provides personal support and constructive feedback, which strengthens subordinates' sense of competence. When these basic psychological needs are met, subordinates tend to internalize organizational goals and demonstrate work engagement driven by intrinsic motivation. Several empirical studies support a positive relationship between transformational leadership and intrinsic motivation (Alen et al., 2017; Su et al., 2020). Therefore, transformational leadership is expected to increase the intrinsic motivation of subordinates by fulfilling their basic psychological needs. Based on these theoretical arguments, the following hypothesis is formulated:

H3: Transformational leadership has a positive effect on intrinsic motivation.

Within the framework of Social Cognitive Theory (Bandura, 1986), self-efficacy influences behavioral choices, effort levels, persistence, and individual responses to obstacles. Individuals with high levels of self-efficacy tend to set more challenging goals, demonstrate greater persistence, and persist in the face of difficulties. In the context of creativity, creative self-efficacy refers to an individual's belief in their ability to generate novel and useful ideas (Tierney & Farmer, 2002). This belief plays a crucial role in encouraging individuals to actively engage in creative thinking processes, including broader information exploration, cognitive flexibility, and the courage to take intellectual risks. Meta-analytic findings indicate that creative self-efficacy is a key predictor of creativity and innovation (Thundiyil et al., 2016). Psychologically, individuals with high creative self-efficacy will be more persistent in the face of obstacles inherent in creative tasks and more motivated to realize innovative ideas (Han & Bai, 2020; Zhang & Wang, 2020). Thus, creative self-efficacy not only reflects

self-confidence but also serves as a mechanism that motivates individuals to demonstrate creative performance in a work context. Based on these theoretical arguments, the following hypothesis is formulated:

H4: Creative self-efficacy has a positive effect on creative performance.

Within the framework of Self-Determination Theory (Deci & Ryan, 2000), intrinsic motivation is an internal drive that arises when individuals engage in an activity because of personal interest, satisfaction, and perceived value, rather than for external rewards. Intrinsically motivated individuals tend to demonstrate deeper engagement, greater persistence, and greater exploration in completing tasks. Furthermore, in the componential theory of creativity, intrinsic motivation is viewed as a key component that drives individuals to generate creative ideas. When individuals are driven by internal interest and satisfaction, they are more willing to take intellectual risks, explore alternative solutions, and invest time and energy in the creative process. Conversely, an orientation toward external rewards tends to limit exploration and flexibility of thought. Several empirical studies also show that intrinsic motivation is positively related to creativity and innovation (Su et al., 2020). Individuals with high levels of intrinsic motivation tend to be more proactive, demonstrate initiative, and generate more original solutions in work contexts. Based on these theoretical arguments, the following hypothesis is formulated:

H5: Intrinsic motivation has a positive effect on creative performance.

Within the framework of Social Cognitive Theory (Bandura, 1986), individual behavior is influenced not only by environmental factors but also by self-efficacy, a key cognitive mechanism. Transformational leadership creates an environment that supports the exploration of ideas, provides intellectual encouragement, and provides social support that strengthens subordinates' beliefs in their creative capacity. As previously explained, creative self-efficacy encourages individuals to demonstrate perseverance, courage to take intellectual risks, and active involvement in the creative problem-solving process. Thus, the influence of transformational leadership on creative performance occurs not only directly but also through increasing subordinates' beliefs in their creative abilities. Previous empirical findings support the mediating role of creative self-efficacy in the relationship between transformational leadership and creative performance (Chaubey et al., 2018; Han & Bai, 2020). Therefore, creative self-efficacy is thought to act as a psychological mechanism that mediates the influence of transformational leadership on creative performance. Based on these arguments, the following hypothesis is formulated:

H6: Transformational leadership has a positive influence on creative performance through the mediation of creative self-efficacy.

From the perspective of Self-Determination Theory (Deci & Ryan, 2000), intrinsic motivation develops when individuals feel supported in their needs for autonomy, competence, and social connectedness. Transformational leadership has characteristics that align with fulfilling these needs. Through intellectual stimulation and individualized consideration, leaders provide space for subordinates to think independently and develop their own capacities, thereby enhancing their sense of autonomy and competence. Inspirational motivation and idealized influence create a meaningful shared vision and strengthen the sense of relatedness between leaders and subordinates. Transformational leaders tend to empower subordinates rather than exert strict control, thus creating a work environment that supports the internalization of organizational goals. When subordinates feel autonomous and valued, they are more likely to demonstrate work engagement driven by intrinsic motivation. This intrinsic motivation then encourages individuals to invest greater effort, explore broader solutions, and demonstrate persistence in completing tasks that require creativity (Liu et al., 2020). Previous empirical findings also indicate that supportive leadership enhances intrinsic motivation, which in turn contributes to improved creative performance (Alen et al., 2017). Thus, intrinsic motivation is thought to act as a psychological mechanism that mediates the influence of transformational leadership on creative performance. Based on this argument, the following hypothesis is formulated:

H7: Transformational leadership has a positive effect on creative performance through the mediation of intrinsic motivation.

METHOD

This study used purposive sampling and set the following criteria for respondents: (1) Educators aged 25-58 years, (2) Educators domiciled in Malang City, East Java, (3) Educators who are bound to one formal educational institution (Elementary/Junior High/Senior High) (4) Educators who have the status of temporary workers with fixed income (not freelance) or have status as permanent employees, (5) Educators who have a minimum working period of 1 year and (6) Educators who are registered in the Primary Education Data of the Ministry of Education and Culture and have a Unique Number of Educators and Education Personnel (NUPTK). The total number of respondents was 202. The sample size of 202 respondents exceeds the minimum requirement for Partial Least Squares Structural Equation Modeling (PLS-SEM). Following the “10-times rule,” the minimum sample size should be ten times the maximum number of structural paths directed at any latent construct (Hair et al., 2019). In this study, the maximum number of paths pointing to a single construct is three, indicating a minimum requirement of 30 observations. Additionally, based on Cohen’s (1992) power analysis guidelines for detecting medium effect sizes at a statistical power of 0.80 with three predictors, the required minimum sample size is substantially lower than 202. Therefore, the sample size is considered adequate for PLS-SEM estimation.

The items for each variable were adopted from previous research. Sixteen items were adopted from Mittal and Dhar’s (2015) scale to assess transformational leadership. An example of the items was, “My leader told me how important to have a strong goal.” Creative performance was measured using Phuong and Takahashi’s (2021) scale with 13 items. Some items on the scale were “I can exhibit creativity on my job if I get a chance” and “I can be a good and creative source of ideas.” Carmeli and Schaubroeck’s (2007) scale of eight items assessed creative self-efficacy, such as “I will be able to overcome challenges creatively.” Finally, intrinsic motivation was measured using Ryan and Deci’s (2020) scale with five items. One example from the scale was “I enjoy my work.” The scales used a five-point Likert scale, ranging from (1) strongly disagree to (5) strongly agree. To analyze the data, this study used Partial Least Squares (PLS), consisting of 1) evaluation of the outer model, including validity and reliability tests, and 2) assessment of the inner model, including the coefficient of determination (R^2), prediction relevance (Q^2), path coefficient, and hypothesis testing. The research model of this research is shown in Figure 1. The research model of this research is shown in Figure 1.

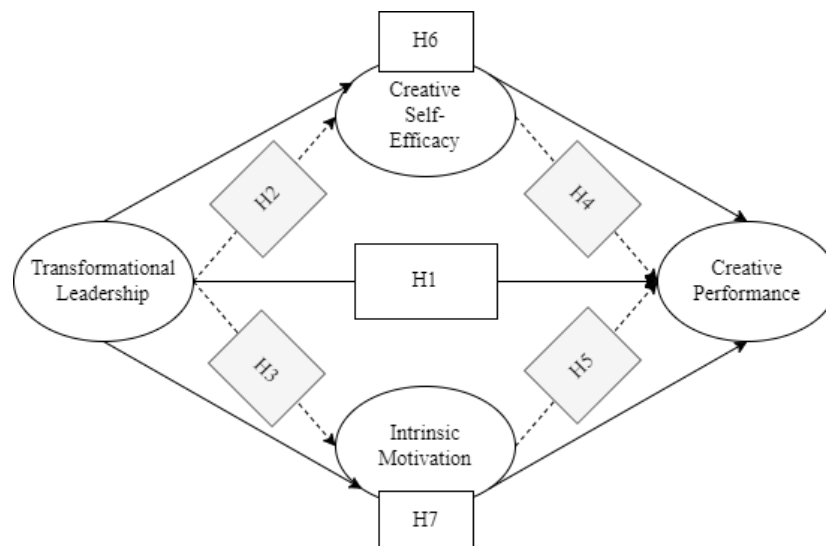


Figure 1. Research Model

RESULTS and DISCUSSION

Results

The data analyzed in this study were obtained from online questionnaires. Most respondents were women, with 118 respondents or 58.42%, followed by male respondents with 84 respondents or 41.958% of the total respondents. In addition, the majority of respondents who filled out the questionnaire were aged 47-58 years, with 88 respondents, or equivalent to 43.56%, followed by respondents aged 36-46 years, with 64 respondents, or equal to 31.68%, and respondents aged 23-35

years, with 50 respondents, or equivalent to 24.75% of the total respondents. More detailed explanations of the demographic characteristics of the respondents can be seen in Table 1.

Table 1. Respondent Profile

Demographic Profile		Total	Percentage (%)
Gender	Male	84	41.58%
	Female	118	58.42%
Age	25 – 35 years old	50	24.75%
	36 – 46 years old	64	31.68%
	47 – 58 years old	88	43.56%
Previous Education	Diploma 4	2	0.99%
	Bachelor	154	76.24%
	Postgraduate	46	22.77%
Working Period	1 – 2 years	4	1.98%
	2 – 4 years	7	3.46%
	4 – 6 years	18	8.91%
	> 6 years	173	85.64%
Institution	Elementary School	22	10.89%
	Junior High School	27	13.37%
	Senior High School	89	44.06%
	Vocational High School	64	31.68%

Table 2 shows the results of the convergent validity test obtained from the outer loading value. An item is valid if it meets the outer loading standard above 0.7 (Ghozali, 2018). While running the first outer loading value, it was found that four items did not meet valid standards, including TL10 and TL11 (Dimension: Individualized consideration), CP06, and IM05. Therefore, the four items must be eliminated and recalculated because they are invalid.

Table 2. Convergent Validity Test Results

Variable	Indicator	Outer Loading	Explanation
Transformational Leadership (TL)	TL ₀₁	0.757	Valid
	TL ₀₂	0.799	Valid
	TL ₀₃	0.765	Valid
	TL ₀₄	0.789	Valid
	TL ₀₅	0.809	Valid
	TL ₀₆	0.792	Valid
	TL ₀₇	0.780	Valid
	TL ₀₈	0.802	Valid
	TL ₀₉	0.787	Valid
	TL ₁₂	0.747	Valid
	TL ₁₃	0.787	Valid
	TL ₁₄	0.765	Valid
	TL ₁₅	0.786	Valid
	TL ₁₆	0.718	Valid
Creative Performance (CP)	CP ₀₁	0.800	Valid
	CP ₀₂	0.800	Valid
	CP ₀₃	0.767	Valid
	CP ₀₄	0.826	Valid
	CP ₀₅	0.776	Valid
	CP ₀₇	0.744	Valid
	CP ₀₈	0.748	Valid
	CP ₀₉	0.752	Valid
	CP ₁₀	0.777	Valid
	CP ₁₁	0.798	Valid
	CP ₁₂	0.745	Valid
	CP ₁₃	0.819	Valid
Creative Self-Efficacy (CSE)	CSE ₀₁	0.761	Valid
	CSE ₀₂	0.761	Valid

	<i>CSE₀₃</i>	0.816	Valid
	<i>CSE₀₄</i>	0.747	Valid
	<i>CSE₀₅</i>	0.834	Valid
	<i>CSE₀₆</i>	0.790	Valid
	<i>CSE₀₇</i>	0.711	Valid
	<i>CSE₀₈</i>	0.779	Valid
Intrinsic Motivation (IM)	<i>IM₀₁</i>	0.905	Valid
	<i>IM₀₂</i>	0.909	Valid
	<i>IM₀₃</i>	0.735	Valid
	<i>IM₀₄</i>	0.905	Valid

Discriminant validity was assessed using the Heterotrait–Monotrait (HTMT) ratio (Henseler et al., 2015). A conservative threshold of 0.85 was applied (Hair et al., 2019). All HTMT values ranged from 0.416 to 0.837, below the recommended threshold, indicating satisfactory discriminant validity. Hence, all variables are valid based on the data in Table 3.

Table 3. Discriminant Validity (HTMT values)

	CP	CSE	IM	TL
CP				
CSE	0.837			
IM	0.526	0.567		
TL	0.460	0.416	0.526	

A reliability test was also carried out on the outer model by examining the composite reliability and Cronbach's alpha values. A variable is reliable when the composite reliability value is above 0.6 and Cronbach's alpha is above 0.7 (Ghozali, 2018). Based on Table 4, the four variables meet the standard value to be reliable. The next test measures the influence of the exogenous variable (TL) on the inner model's endogenous variables (CP, CSE, and IM). This test is measured by looking at each variable's R-squared (R²) results. Based on the table, the variable that received the most significant influence from the TL variable was the CP variable, which was 0.624 or 62.4%, followed by IM and CSE at 26.1% and 15.4%. Each remaining effect is influenced by other factors or variables outside the variables studied.

Table 4. Reliability Test and R Square (R²)

Variable	AVE	Composite Reliability	Cronbach's Alpha	Explanation	R Square
TL	0.605	0.955	0.950	Reliable	
CP	0.608	0.949	0.941	Reliable	0.624
CSE	0.751	0.923	0.905	Reliable	0.154
IM	0.605	0.923	0.887	Reliable	0.261

The prediction relevance test (Q²) is also carried out to measure the inner model. The Q² test is used to see how compatible the predictions given to the construct variables are. This technique will be measured using a formula where the value of Q² is valid if the magnitude is above 0. The higher the value of Q², the higher the compatibility of the predictions measured. Based on the calculation of Q² above, the results of prediction relevance obtained are above 0. Thus, it can be concluded that the structural model used to explain the three variables (creative performance, creative self-efficacy, and intrinsic motivation) is fit and feasible to test the hypothesis.

$$Q^2 = 1 - (1 - R^2 Y) (1 - R^2 Z_1) (1 - R^2 Z_2)$$

$$Q^2 = 1 - (1 - 0.624) (1 - 0.154) (1 - 0.261)$$

$$Q^2 = 1 - (0.376) (0.846) (0.739)$$

$$Q^2 = 1 - (0.23507294)$$

$$Q^2 = 0.76492706$$

Table 5. Effect Size (f²) Results

Structural path	f ²	Effect Size
CSE → CP	0.824	Large
IM → CP	0.009	Negligible
TL → CP	0.037	Small
TL → CSE	0.176	Medium
TL → IM	0.338	Medium Large

The effect size (f^2) analysis further explains the magnitude of each structural relationship. As shown in Table 5, creative self-efficacy demonstrates a large effect on creative performance ($f^2 = 0.824$), while intrinsic motivation shows a negligible effect ($f^2 = 0.009$). Transformational leadership exhibits a medium effect on creative self-efficacy ($f^2 = 0.176$) and a medium-to-large effect on intrinsic motivation ($f^2 = 0.338$), but only a small direct effect on creative performance ($f^2 = 0.037$).

The last test performed was hypothesis testing. This test proves the significance of the effect between the research variables and the hypothesis. The accepted hypothesis has a t-statistic value higher than 1.96 or a p-value lower than 0.05. Table 6 shows the results of the hypothesis test. The direct hypothesis test measures the significance of the immediate effect between variables, while the indirect hypothesis test measures the importance of the role of the mediating variable. All hypotheses are accepted except for two hypotheses involving intrinsic motivation. Intrinsic motivation has not been proven to affect creative performance, either as an independent variable or as a mediating variable in the relationship between transformational leadership and creative performance.

Table 6. Hypothesis Test Results

Variable Relationship	t-statistics	P Values	Explanation
TL → CP	2.351	0.019	H_1 accepted
TL → CSE	6.792	<0.001	H_2 accepted
TL → IM	6.420	<0.001	H_3 accepted
CSE → CP	11.895	<0.001	H_4 accepted
IM → CP	1.346	0.179	H_5 rejected
TL → CSE → CP	5.680	<0.001	H_6 accepted
TL → IM → CP	1.362	0.174	H_7 rejected

Based on Table 6, model fit was evaluated using the Standardized Root Mean Square Residual (SRMR). The SRMR values for the saturated model (0.060) and the estimated model (0.079) were below the recommended threshold of 0.08, indicating a good model fit. These results suggest that the structural model adequately represents the empirical data.

Table 6. Model Fit (SRMR)

Model Type	SRMR
Saturated Model	0.060
Estimated Model	0.079

Discussion

The findings indicate that transformational leadership significantly influences educators' creative performance. This result supports prior studies showing that transformational leaders enhance creativity by fostering intellectual stimulation and inspirational motivation (Mittal & Dhar, 2015; Chaubey et al., 2019). Through intellectual stimulation, leaders encourage cognitive flexibility and challenge educators to explore alternative teaching approaches, which are essential for creative performance (Alen et al., 2017). Theoretically, transformational leadership functions as a contextual resource that shapes employees' psychological engagement and willingness to experiment. In the context of digital education, where educators must continuously adapt to technological changes, such leadership behaviors become increasingly critical. Thus, this study extends prior research by confirming the relevance of transformational leadership in fostering creativity within technology-adaptive educational settings.

The results show that transformational leadership affects creative self-efficacy. This finding is consistent with prior studies suggesting that transformational leaders strengthen followers' confidence in their creative capabilities (Mittal & Dhar, 2015; Chaubey et al., 2019). From the perspective of Social Cognitive Theory, self-efficacy develops through social persuasion, role modeling, and supportive feedback, elements that are central to transformational leadership behaviors. By providing intellectual stimulation and individualized consideration, transformational leaders cultivate educators' belief in their ability to generate innovative ideas, thereby reinforcing creative self-efficacy.

The findings also confirm that transformational leadership positively influences intrinsic motivation. This result aligns with previous research showing that supportive and empowering leadership behaviors enhance employees' internal drive (Alen et al., 2017; Su et al., 2020). Drawing on

Self-Determination Theory, intrinsic motivation increases when individuals experience autonomy, competence, and relatedness—conditions that are often fostered by transformational leaders. By emphasizing empowerment rather than control, transformational leadership strengthens educators' internal satisfaction and engagement in their work, which is essential in dynamic and innovation-driven environments.

The findings demonstrate that creative self-efficacy significantly influences creative performance. This result is consistent with prior studies indicating that individuals who believe in their creative capabilities are more persistent and cognitively engaged in creative tasks (Thundiyil et al., 2016; Han & Bai, 2020). From a Social Cognitive Theory perspective, self-efficacy enhances effort, resilience, and problem-solving engagement, which are critical mechanisms underlying creative performance. When educators possess strong confidence in their ability to generate innovative ideas, they are more likely to experiment with new instructional approaches and sustain effort despite challenges in digital learning environments. Thus, creative self-efficacy functions as a key psychological driver translating leadership support into tangible creative outcomes.

Contrary to expectations, intrinsic motivation did not significantly influence creative performance. While prior studies have reported a positive relationship between intrinsic motivation and creativity (Alen et al., 2017; Su et al., 2020), the present findings suggest that intrinsic motivation alone may not be sufficient to produce creative outcomes in this context. One possible explanation lies in the complexity of creative work in educational settings. Creativity may depend not only on internal enjoyment but also on cognitive resources, expertise, and contextual support. Previous research suggests that the relationship between intrinsic motivation and creativity can be contingent upon task complexity, individual capability, and situational factors (Baer & Oldham, 2006; Shalley et al., 2004). In technology-adaptive environments, creative performance may require structural support and self-efficacy more strongly than motivational enjoyment alone. This finding contributes to the literature by suggesting that intrinsic motivation may operate indirectly rather than directly in influencing creative performance, particularly when psychological mechanisms such as creative self-efficacy play a more dominant role.

The findings confirm that creative self-efficacy mediates the relationship between transformational leadership and creative performance. This result supports prior evidence suggesting that transformational leaders enhance creativity by strengthening followers' confidence in their creative capabilities (Chaubey et al., 2019). From a Social Cognitive Theory perspective, leadership behaviors such as intellectual stimulation and individualized support act as social persuasion mechanisms that build self-efficacy, which in turn enhances persistence, cognitive flexibility, and creative engagement (Han & Bai, 2020). Thus, transformational leadership does not merely exert a direct influence on creative performance but operates through a psychological mechanism that reinforces educators' belief in their ability to innovate. This finding highlights the central role of creative self-efficacy as a key explanatory pathway linking leadership to creative outcomes in technology-adaptive educational contexts.

In contrast, intrinsic motivation did not mediate the relationship between transformational leadership and creative performance. Although prior research suggests that supportive leadership enhances creativity through intrinsic motivation (Alen et al., 2017; Liu et al., 2020), the present findings indicate that intrinsic motivation alone may not function as a decisive mediating mechanism in this context. One possible explanation is that creative performance among educators may rely more heavily on cognitive confidence (self-efficacy) than on affective enjoyment of work. While transformational leadership can increase intrinsic motivation, such motivation may not automatically translate into creative output unless accompanied by the perceived capability to perform creatively. This suggests that motivational states may be necessary but insufficient conditions for creativity, particularly in environments requiring technological adaptation and pedagogical innovation. The findings contribute to the literature by demonstrating that the mediating mechanisms of transformational leadership are not uniform; rather, psychological competence (creative self-efficacy) appears to be a stronger explanatory pathway than intrinsic motivation in predicting creative performance.

CONCLUSION

This research investigates the association between transformational leadership and creative performance mediated by creative self-efficacy and intrinsic motivation. This research investigates the association between transformational leadership and creative performance mediated by creative self-

efficacy and intrinsic motivation. It can be concluded that creative performance can be triggered by transformational leadership. This effect is even more substantial when the relationship between transformational leadership and creative performance mediates creative self-efficacy. Creative self-efficacy also has a very significant influence on creative performance. It affects creative performance, and transformational leadership independently influences creative self-efficacy and intrinsic motivation. However, it turns out that intrinsic motivation is not proven to strongly influence creative performance as an independent and mediating variable.

Theoretically, this study contributes to the leadership and creativity literature by clarifying the psychological mechanisms underlying transformational leadership. Specifically, the findings highlight that psychological competence (creative self-efficacy) plays a more decisive mediating role than affective motivation in explaining creative performance within technology-adaptive educational environments. This suggests that belief in one's creative capability may be more critical than intrinsic enjoyment alone in translating leadership influence into creative outcomes. From a practical standpoint, the findings suggest that educational institutions should move beyond general motivational encouragement and implement structured leadership development programs focused on intellectual stimulation, coaching, and confidence-building strategies. For example, leadership training modules may incorporate mentoring systems, innovation-based performance evaluations, and workshops designed to strengthen educators' creative self-efficacy. Embedding such structured interventions into institutional policy may enhance long-term adaptability and innovation capacity.

There existed some limitations within this study. The use of self-report measures collected from a single source at one point in time may introduce common method bias and inflate observed relationships. Additionally, the geographical focus on educators in Malang limits generalizability. Future research may incorporate objective measures of creative performance, expand geographical scope, and explore additional contextual or psychological variables to further refine the understanding of leadership-driven creativity.

REFERENCES

- [1.] Akbari, M., Bagheri, A., Imani, S., & Asadnezhad, M. (2019). Does entrepreneurial leadership encourage innovation work behavior? the mediating role of creativity self-efficacy and support for innovation. *European Journal of Innovation Management*, 24(1), 1-22.
- [2.] Alen, E., Gupta, B., & Banerjee, B. (2017). Transformational leadership and creative performance: A dyadic analysis of salespeople and their supervisors. *Asian Journal of Business and Accounting*, 10(1), 201-233.
- [3.] Amabile, T. M., Schatzel, E. A., Moneta, G. B., & Kramer, S. J. (2004). Leader behaviors and the work environment for creativity: Perceived leader support. *The Leadership Quarterly*, 15(1), 5–32.
- [4.] Baer, M., & Oldham, G. R. (2006). The curvilinear relation between experienced creative time pressure and creativity: Moderating effects of openness to experience and support for creativity. *Journal of Applied Psychology*, 91(4), 963–970.
- [5.] Bandura, A. (1986). *Social foundations of thought and action: A social cognitive theory*. Prentice-Hall.
- [6.] Barron, M., Cobo, C., Munoz-Najar, A., & Sanchez Ciarrusta, I., (2021). The changing role of teachers and technologies amidst the COVID-19 pandemic: Key findings from a cross-country study, 18 February, World Bank, viewed 30 January 2022, <https://blogs.worldbank.org/education/changing-role-teachers-and-technologies-amidst-covid-19-pandemic-key-finding-cross>
- [7.] Carmeli, A., & Schaubroeck, J. (2007). The influence of leaders' and other referents' normative expectations on individual involvement in creative work. *The Leadership Quarterly*, 18(1), 35-48.
- [8.] Chaubey, A., Sahoo, C, C.K., & Khatri, N. (2019). Relationship of transformational leadership with employee creativity and organizational innovation. *Journal of Strategy and Management*, 12(1), 61-82.
- [9.] Chow, I. H. S. (2018). The mechanism underlying the empowering leadership-creativity relationship. *Leadership & Organization Development Journal*, 39(2), 202–217.

- [10.] Chua, R. Y. J., Roth, Y., & Lemoine, J.-F. (2015). The impact of culture on creativity. *Administrative Science Quarterly*, 60(2), 189–227.
- [11.] Cohen, J. (1992). A power primer. *Psychological Bulletin*, 112(1), 155–159.
- [12.] Deci, E. L., & Ryan, R. M. (2000). The “what” and “why” of goal pursuits: Human needs and the self-determination of behavior. *Psychological Inquiry*, 11(4), 227–268.
- [13.] *Deloitte Indonesia Perspectives | Deloitte Indonesia | About Deloitte | Publications*. (2019). Deloitte Indonesia
- [14.] Ghozali, (2018). Multivariate analysis application with the SPSS program. Badan Penerbit UNDIP, Semarang.
- [15.] Gu, Q., Tang, T. L.-P., & Jiang, W. (2015). Does moral leadership enhance employee creativity? Employee identification with leader and leader–member exchange (LMX) in the Chinese context. *Journal of Business Ethics*, 126(3), 513–529.
- [16.] Hair, J. F., Jr., Hult, G. T. M., Ringle, C. M., & Sarstedt, M. (2019). *A primer on partial least squares structural equation modeling (PLS-SEM)* (2nd ed.). Sage Publications.
- [17.] Han, G. H., & Bai, Y. (2020). Leaders can facilitate creativity: The moderating roles of leader dialectical thinking and LMX on employee creative self-efficacy and creativity. *Journal of Managerial Psychology*, 35(5) 405–417.
- [18.] Harari, M. B., Reaves, A. C., & Viswesvaran, C. (2016). Creative and innovative performance: A meta-analysis of relationships with task, citizenship, and counterproductive job performance dimensions. *European Journal of Work and Organizational Psychology*, 25, 495–511.
- [19.] Henseler, J., Ringle, C. M., & Sarstedt, M. (2015). A new criterion for assessing discriminant validity in variance-based structural equation modeling. *Journal of the Academy of Marketing Science*, 43(1), 115–135.
- [20.] Islam, M. N., & Furuoka, F. (2020). Transformational leadership and employee championing behavior during organizational change: The mediating effect of work engagement. *South Asian Journal of Business Studies*, 11(1), 1–19.
- [21.] Iswanto, Y., Hidayah, Z., & Mashithoh, H. (2020). Transformational leadership, creative leadership, and creative performance. *Advances in Economics, Business and Management Research*, 143, 83–87.
- [22.] Javed, B., Rawwas, M. Y. A., Khandai, S., Shahid, K., & Tayyeb, H. H. (2018). Ethical leadership, trust in the leader, and creativity: The mediated mechanism and an interacting effect. *Journal of Management & Organization*, 24(3), 388–405.
- [23.] Lei, S., Qin, C., Ali, M., Freeman, S., & Shi-Jie, Z. (2021). The impact of authentic leadership on individual and team creativity: A multilevel perspective. *Leadership & Organization Development Journal*, 9(1), 63–85.
- [24.] Liu, X., Baranchenko, Y., An, F., Lin, Z., & Ma, J. (2020). The impact of ethical leadership on employee creative deviance: The mediating role of job autonomy. *Leadership & Organization Development Journal*, 42(2), 219–232.
- [25.] Liu, F., Li, P., Taris, T. W., & Peeters, M. C. (2022). Creative performance pressure as a double-edged sword for creativity: The role of appraisals and resources. *Human Resource Management*, 61(6), 663–679.
- [26.] Ma, X., Jiang, W., Wang, L., & Xiong, J. (2020). A curvilinear relationship between transformational leadership and employee creativity. *Management Decision*, 58(7), 1355–1373.
- [27.] Mai, K. M., Welsh, D. T., Wang, F., Bush, J., & Jiang, K. (2022). Supporting creativity or creative unethicity? Empowering leadership and the role of performance pressure. *Journal of Business Ethics*, 179(1), 111–131.
- [28.] Mittal, S., & Dhar, R. L. (2015). Transformational leadership and employee creativity. *Management Decision*, 53(5), 894–910.
- [29.] Phuong, T. H., & Takahashi, K. (2021). The impact of authentic leadership on employee creativity in Vietnam: a mediating effect of psychological contract and moderating effects of subcultures. *Asia Pacific Business Review*, 27(1), 77–100.
- [30.] Ryan, R. M., & Deci, E. L. (2020). Intrinsic and extrinsic motivation from a self-determination theory perspective: Definitions, theory, practices, and future directions. *Contemporary Educational Psychology*, 61, 101860.

- [31.] Shalley, C. E., Zhou, j., & Oldham, G. R. (2004). The effects of personal and contextual characteristics on creativity: Where should we go from here? *Journal of Management*, 30(6), 933-958.
- [32.] Su, W., Lyu, B. Chen, H., & Zhang, Y. (2020). How does servant leadership influence employees' service innovative behavior? The roles of intrinsic motivation and identification with the leader. *Baltic Journal of Management*, 15(4), 571-586.
- [33.] Tierney, P., & Farmer, S. M. (2002). Creative self-efficacy: Its potential antecedents and relationship to creative performance. *Academy of Management Journal*, 45(6), 1137–1148.
- [34.] Thundiyil, T. G., Chiaburu, D. S., Li, N., & Wagner, D. T. (2016). Joint effects of creative self-efficacy, positive and negative affect on creative performance. *Chinese Management Studies*, 10(4), 726–745.
- [35.] Wadei, K. A., Lu, C., Wu, W. (2020). Unpacking the chain mediation process between transformational leadership and knowledge worker creative performance: Evidence from China. *Chinese Management Studies*, 15(2), 1-16.
- [36.] Zhang, Y., & Wang, M. (2020). Pay for performance and employee creativity: How does collectivism matter? *Academy of Management Proceedings*, 53(7), 1378-1397.