



TRANSFORMING TEACHER CAPACITY THROUGH PROFESSIONAL DEVELOPMENT, MOTIVATION, AND ORGANIZATIONAL SUPPORT

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Abstract: This study examines teacher capacity transformation through professional development, work motivation, and organizational support in the context of 21st-century education. A quantitative approach was employed using Partial Least Squares Structural Equation Modeling (PLS-SEM) to analyze the relationships among variables. Data were collected from economics teachers at senior high schools and vocational schools in Pontianak City who are members of the Subject Teacher Forum. The results reveal that professional development exerts the strongest influence on teacher capacity transformation, followed by organizational support and work motivation. Work motivation partially mediates the relationship between organizational support and teacher capacity transformation but does not mediate the effect of professional development on teacher capacity transformation. These findings indicate that professional development is the primary driver of teacher capacity enhancement, while organizational support contributes both directly and indirectly through increased motivation. The study offers an integrated Human Resource Management (HRM)-based model and provides practical implications for educational policymakers in strengthening teacher development strategies.

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INTRODUCTION

The transformation of education in the 21st century has significantly altered the role of teachers from knowledge transmitters to adaptive professionals who are expected to continuously develop their competencies, integrate digital technologies, and facilitate student-centered learning. Consequently, teacher capacity has become a strategic form of human capital that directly influences educational quality and learning outcomes (Reinius et al., 2024; Hai & Xuan, 2025). However, despite the growing emphasis on teacher professionalism, many developing countries continue to face challenges in establishing sustainable systems that effectively support teacher capacity development. This situation creates a theoretical and practical gap because existing educational reforms often focus on improving teacher competencies without adequately explaining the mechanisms through which capacity transformation occurs (Wagner & Gerholz,

2026). Therefore, understanding how individual and organizational factors interact to shape teacher capacity has become an increasingly important research agenda.

Empirical observations among economics teachers in Pontianak City reveal that teacher capacity development is characterized by diverse professional learning activities facilitated by schools and the Subject Teacher Forum, including workshops, peer teaching, lesson study, and collaborative training programs. These initiatives have contributed to the enhancement of pedagogical and professional competencies while encouraging reflective learning practices (Kaewnoparat & Ounvichit, 2025; Rada & Smalley, 2025). Nevertheless, the implementation of innovation remains uneven and largely dependent on individual teacher initiatives. The integration of digital technologies, innovative teaching approaches, and financial literacy instruction has not yet been systematically institutionalized within school systems or Subject Teacher Forum structures. As a result, teacher capacity transformation tends to occur partially rather than through a coherent and sustainable developmental process. This condition indicates the need for a more comprehensive understanding of the factors that drive and sustain teacher capacity transformation in real educational settings.

Previous studies have identified professional development, work motivation, and organizational support as important determinants of teacher performance and professional growth. Professional development has been found to improve teacher competencies and instructional quality (Kholifah et al., 2024), while work motivation significantly influences teacher engagement and performance improvement (Hyseni Duraku et al., 2025). Similarly, organizational support, including managerial assistance, conducive working conditions, and professional learning communities, has been shown to strengthen teacher motivation and professional participation (Ofstad et al., 2025). However, most existing studies examine these variables independently or focus primarily on direct relationships among them. Limited attention has been given to understanding how professional development, motivation, and organizational support interact simultaneously within an integrated framework to explain teacher capacity transformation. Consequently, the underlying mechanisms linking these factors remain insufficiently explored.

Drawing upon the Ability-Motivation-Opportunity (AMO) framework and Strategic Human Resource Management (SHRM) perspective, this study argues that teacher capacity transformation is a multidimensional process shaped by the interaction of ability, motivation, and opportunity. Professional development represents the ability dimension by enhancing teachers' knowledge and skills; work motivation reflects the willingness to apply and expand those competencies; and organizational support provides the opportunities and resources necessary for professional growth. The novelty of this study lies in the development of an integrated Human Resource Management (HRM)-based model that simultaneously examines the direct effects of professional development, work motivation, and organizational support on teacher capacity transformation, while

also investigating the mediating role of work motivation. By integrating these variables into a unified analytical framework, this study extends previous research that has largely examined them in isolation.

Therefore, this study aims to develop and empirically test an integrated HRM model explaining the transformation of economics teachers' capacity in Pontianak City. Specifically, the study investigates the influence of professional development, work motivation, and organizational support on teacher capacity transformation and examines the mediating role of work motivation in these relationships. The central argument of this study is that teacher capacity transformation cannot be adequately explained by a single factor but rather emerges from the synergistic interaction between individual capabilities, motivational processes, and organizational conditions. By providing empirical evidence from the Indonesian educational context, this study contributes to the advancement of teacher development literature and offers practical insights for policymakers and educational leaders in designing more effective and sustainable capacity-building strategies.

RESEARCH METHOD

This study employs a quantitative approach to examine the relationships among professional development, work motivation, organizational support, and teacher capacity transformation. The research was conducted in Pontianak City, West Kalimantan, Indonesia, focusing on teachers who are members of the Subject Teacher Forum. The population includes all economics teachers at the senior high school and vocational high school levels who actively participate in Subject Teacher Forum activities as well as professional development programs both within and outside the school.

Sampling was carried out using a purposive sampling technique, with the criteria that respondents are economics teachers actively involved in Subject Teacher Forum activities and various professional development programs. The total sample in this study consisted of [insert N] respondents, which is considered adequate for multivariate analysis, particularly for the use of Structural Equation Modeling (SEM). Data were collected using structured questionnaires distributed to respondents in both printed and online formats. Prior to full-scale deployment, a pilot test was conducted with a small group of teachers to ensure clarity, readability, and contextual relevance of each item. The results of the pilot test were used to make minor revisions to improve content validity and ensure that the instrument was easily understood by respondents.

The research instrument was developed based on theoretically validated constructs from previous studies and adapted to the Indonesian educational context. Professional development was measured using indicators such as participation in training, workshops, lesson study, peer teaching, and reflective practice. Work motivation was measured through indicators including achievement motivation, professional recognition, self-efficacy, and commitment to the teaching profession. Organizational support was measured based on perceptions of support from Subject Teacher Forum and schools, access to

resources, opportunities for collaboration, and leadership support. Meanwhile, teacher capacity transformation was measured using indicators such as pedagogical innovation, digital literacy, adaptive teaching ability, continuous professional development, and collaborative skills. All items were measured using a five-point Likert scale ranging from strongly disagree to strongly agree.

Content validity of the instrument was assessed through expert judgment, while construct validity was analyzed using factor analysis techniques. Instrument reliability was tested using Cronbach’s Alpha, with a minimum threshold of 0.70 indicating acceptable internal consistency. The collected data were analyzed using Structural Equation Modeling (SEM) (Lyu, 2025; Wang et al., 2025). The analysis was conducted in several stages, including evaluation of the measurement model to ensure construct validity and reliability, evaluation of the structural model to examine relationships among variables, and testing of direct effects among constructs. In addition, mediation analysis was conducted to examine the role of work motivation in the relationship between professional development and teacher capacity transformation, while moderation analysis was performed to assess the role of organizational support in strengthening or weakening this relationship. Model fit was evaluated using indices such as R-square, Q-square, and SRMR.

RESULT AND DISCUSSION

This study analyzes the relationships among variables using the Partial Least Squares Structural Equation Modeling (PLS-SEM) approach. The analysis is conducted in stages to obtain a more comprehensive understanding of the relationship patterns formed within the research model. The first stage involves testing the direct effects model. This stage aims to identify the influence of each independent variable on Teacher Capacity Transformation without involving any mediating variables. The second stage involves testing the model by incorporating Work Motivation as a mediating variable (mediation model). This stage aims to examine whether the relationship between independent variables and the dependent variable occurs directly or through an indirect mechanism. This stepwise approach allows for a more in-depth analysis of the structural relationships among the variables examined in this study.

Result

Outer Model Evaluation

Indicator Validity (Outer Loading)

At the initial stage, an evaluation of the measurement model (outer model) was conducted to ensure that the instruments used possess adequate validity and reliability.

Table 1. Outer Model Evaluation Summary Table

Variable	Item	Outer Loading	AVE	Description
PDP (Professional Development)	PDP0119	0.786	0.611	Valid
	PDP0220	0.821		Valid
	PDP0321	0.678		Valid
	PDP0422	0.760		Valid

	PDP0523	0.809		Valid
	PDP0624	0.773		Valid
	PDP0725	0.804		Valid
	PDP0826	0.732		Valid
	PDP0927	0.824		Valid
	PDP1028	0.707		Valid
	PDP1129	0.874		Valid
	PDP1230	0.793		Valid
	PDP1331	0.816		Valid
	PDP1432	0.776		Valid
	PDP1533	0.821		Valid
	PDP1634	0.798		Valid
	PDP1735	0.708		Valid
	PDP1836	0.769		Valid
WM (Work Motivation)	WM0137	0.779	0.646	Valid
	WM0238	0.736		Valid
	WM0339	0.843		Valid
	WM0440	0.839		Valid
	WM0541	0.862		Valid
	WM0642	0.832		Valid
	WM0743	0.724		Valid
	WM0844	0.778		Valid
	WM0945	0.810		Valid
	WM1046	0.814		Valid
	WM1147	0.861		Valid
	WM1248	0.696		Valid
	WM1349	0.870		Valid
	WM1450	0.792		Valid
	WM1551	0.772		Valid
	WM1652	0.849		Valid
	WM1753	0.817		Valid
	OS (Organizational Support)	WM1854	0.767	
OS0115		0.761	0.609	Valid
OS0216		0.707		Valid
OS0317		0.799		Valid
OS0418		0.813		Valid
OS0519		0.803		Valid
OS0620		0.811		Valid
OS0721		0.695		Valid
OS0822		0.829		Valid
OS0923		0.785		Valid
OS1024		0.719		Valid
OS1125		0.792		Valid
OS1226		0.705		Valid
OS1327		0.803		Valid
OS1428	0.742		Valid	
OS1529	0.836		Valid	
OS1630	0.832		Valid	
OS1731	0.799		Valid	
OS1832	0.788		Valid	
TCT (Teacher Capacity Transformation)	TCT0101	0.736	0.607	Valid
	TCT0202	0.853		Valid
	TCT0303	0.804		Valid
	TCT0404	0.732		Valid

TCT0505	0.841	Valid
TCT0606	0.770	Valid
TCT0707	0.812	Valid
TCT0808	0.862	Valid
TCT0909	0.718	Valid
TCT1010	0.850	Valid
TCT1111	0.799	Valid
TCT1212	0.841	Valid
TCT1313	0.744	Valid
TCT1414	0.760	Valid
TCT1515	0.716	Valid
TCT1616	0.814	Valid
TCT1717	0.700	Valid
TCT1818	0.627	Valid

The test results indicate that all indicators have loading factor values above the required minimum thresholds (>0.50 and >0.70). In addition, each indicator shows a higher correlation with its respective construct compared to other constructs. This suggests that the indicators used are able to adequately represent the measured latent variables.

Reliability and Convergent Validity

This analysis aims to evaluate the extent to which each construct demonstrates internal consistency and its ability to adequately explain the variance of its indicators. This assessment is based on three main criteria, namely Composite Reliability, Cronbach's Alpha, and Average Variance Extracted (AVE), which are commonly used in PLS-SEM to ensure the quality of the measurement model, as shown in the table below.

Table 2. Results of Construct Reliability and Convergent Validity (AVE) Testing

Test	TCT	PDP	WM	OS
Composite Reliability	0.965	0.966	0.970	0.965
Cronbach's Alpha	0.961	0.962	0.967	0.962

The results of construct reliability testing show that all variables have very high Composite Reliability and Cronbach's Alpha values, exceeding 0.90. These values indicate a very strong level of internal consistency. Furthermore, the Average Variance Extracted (AVE) values for all constructs are above 0.50, indicating that the latent variables are able to explain more than half of the variance of their indicators. Therefore, it can be concluded that the measurement model in this study meets the criteria for validity and reliability, and is suitable for further structural model testing.

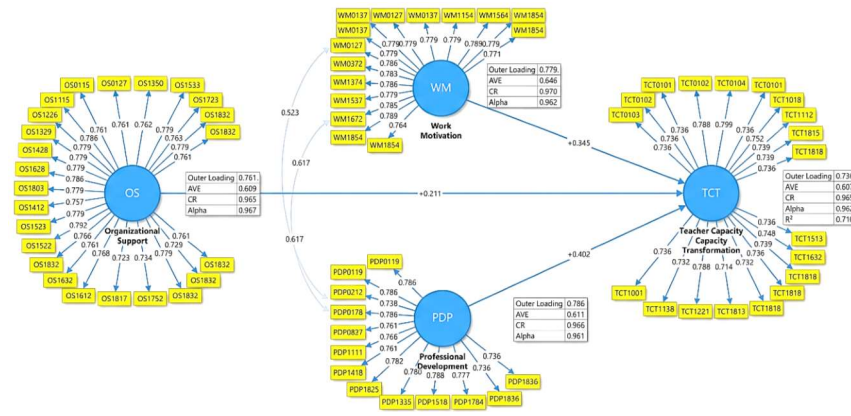


Figure 1. Valid & Reliable Model

Inner Model Evaluation

After the measurement model was confirmed to be adequate, the first stage of structural model evaluation was conducted, namely the direct effect model.

Model Fit Test (Direct Effect Model)

Table 3: Results of Model Fit Test (Direct Effect Model)

Test	TCT
R-square	0.409
Q-square	0.303

The results show that the R-square value for the Teacher Capacity Transformation (TCT) variable is 0.409. This indicates that 40.9% of the variation in TCT can be explained by Professional Development Programs (PDP), Work Motivation (WM), and Organizational Support (OS), while the remaining variance is influenced by other factors outside the model. The Q-square value of 0.303 indicates that the model has adequate predictive relevance.

Direct Effect Test

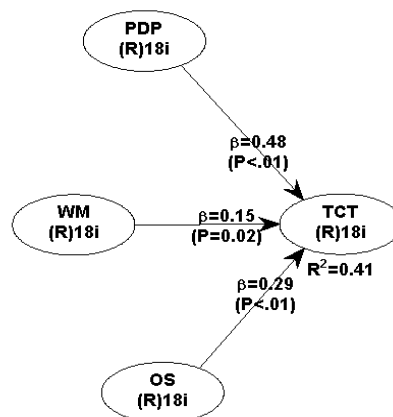


Figure 2. Result of Direct Effect Test

The results of the direct effect analysis indicate that all independent variables have a significant effect on TCT. The Professional Development Program (PDP) has the strongest influence on TCT, with a coefficient of 0.481 and a significance level of $p < 0.001$. Organizational Support (OS) also has a significant effect, with a coefficient of 0.295 and $p < 0.001$. Meanwhile, Work Motivation (WM) shows a significant but relatively smaller effect, with a coefficient of 0.153 and $p = 0.023$. These findings suggest that although all three variables contribute to teacher capacity transformation, the strongest influence comes from professional development programs, followed by organizational support, and then work motivation.

Mediation Analysis

In the next stage, the model was tested by incorporating Work Motivation as a mediating variable.

Mediation Test

Table 5. Results of Mediation Model

Path	Indirect Effect	P-Value
PDP → WM → TCT	0.035	0.265
OS → WM → TCT	0.120	0.014

The results of the indirect effect test show that the influence of Professional Development Programs (PDP) on TCT through Work Motivation (WM) is not significant ($\beta = 0.035$; $p = 0.265$). This indicates that work motivation does not mediate the relationship between professional development programs and Teacher Capacity Transformation (TCT). In other words, the effect of professional development programs on teacher capacity transformation is primarily direct. In contrast, the effect of Organizational Support (OS) on TCT through work motivation is significant ($\beta = 0.120$; $p = 0.014$). However, since the direct effect of organizational support on TCT also remains significant, it can be concluded that work motivation acts as a partial mediator in this relationship. This means that organizational support influences teacher capacity transformation both directly and indirectly through the enhancement of work motivation.

Total Effects

Table 6. Results of Total Effects

Path	Total Effect
PDP → TCT	0.516
OS → TCT	0.414
WM → TCT	0.153

The total effect analysis indicates that Professional Development Programs (PDP) remain the variable with the strongest influence on teacher capacity transformation ($\beta = 0.516$), followed by Organizational Support (OS) ($\beta = 0.414$), and Work Motivation (WM) ($\beta = 0.153$). These findings reinforce the previous results that professional development programs play the most dominant role in explaining changes in teacher capacity. Overall, the results of this study show that all three variables contribute to teacher capacity transformation, although with different roles. Professional development programs serve as the primary factor with a strong direct effect, organizational support plays both direct and indirect roles through work motivation, while work motivation contributes as a supporting variable with a relatively smaller effect.

Discussion

The Role of Professional Development in Teacher Capacity Transformation

The findings of this study indicate that professional development is the most dominant factor in enhancing teacher capacity transformation. This suggests that teachers' involvement in various activities such as training, workshops, lesson study, and peer teaching not only improves their technical teaching skills but also fosters the development of reflective, adaptive, and innovative mindsets in instructional practices.

Professional development is essentially a lifelong learning process that enables teachers to continuously update their knowledge, skills, and professional attitudes in response to the dynamic changes in education. In this context, teacher capacity transformation does not occur instantly but rather through a cumulative process influenced by the intensity and quality of professional learning experiences gained by teachers.

These findings are consistent with the study by Ezel Acar & Erozan (2024), which states that professional development is a continuous process that directly contributes to improving teaching quality and teacher competence. Furthermore, Silempa et al (2025) emphasize that professional development not only enhances technical skills but also strengthens teachers' capacity to adapt to changes in curriculum, technology, and students' needs.

In addition, professional development plays a significant role in fostering professional learning communities (PLC) that encourage collaboration among teachers. Through structured activities such as lesson study, peer teaching, and collaborative inquiry, teachers do not only learn individually but also engage in shared professional practices. These include exchanging best practices, conducting collective reflection on instructional strategies, and developing joint solutions to classroom challenges. Such collaborative processes strengthen collegial relationships and create a culture of continuous improvement within schools. Recent research by Gamliel et al (2025) highlights that PLCs contribute significantly to teacher capacity by promoting shared responsibility, reflective dialogue, and collective efficacy.

Furthermore, studies by Shen et al (2025) emphasize that collaborative professional development models enhance instructional quality more effectively than isolated training approaches, as they allow teachers to contextualize knowledge within their own teaching environments. This indicates that professional development has a strong social dimension in building teacher capacity collectively, where learning is constructed through interaction, collaboration, and shared experience.

From a broader perspective, professional development is also closely related to the enhancement of digital literacy and instructional innovation. In the context of 21st-century education, teachers are increasingly required to integrate digital technologies into pedagogical practices. Professional development programs that focus on technology integration enable teachers to develop competencies in using digital tools, designing interactive learning media, and implementing innovative, student-centered approaches. According to Hogan & Bae (2025), effective

professional development in digital pedagogy must combine technological knowledge, pedagogical strategies, and content understanding to support meaningful classroom integration.

In addition, research by Reeves & Eaker (2025) demonstrates that continuous training in digital competence significantly improves teachers' confidence and ability to adopt innovative teaching practices, particularly in technology-rich learning environments. This suggests that professional development is not only a means of improving individual competence but also a strategic instrument for transforming instructional practices in response to evolving educational demands. Thus, professional development serves as a crucial bridge between modern educational expectations and classroom realities. It supports teachers in adapting to technological advancements, fostering collaborative learning cultures, and sustaining innovation in teaching (Barghani, 2021). Ultimately, well-designed professional development contributes not only to individual teacher growth but also to the collective advancement of educational quality.

Moreover, the dominant influence of professional development in this study indicates that it has a stronger direct effect compared to other factors. This suggests that improving teacher capacity is more effectively achieved through structured and systematic interventions, such as training and development programs, rather than relying solely on psychological factors like motivation. In other words, when teachers are provided with adequate access to high-quality professional development programs, capacity transformation can occur more rapidly and significantly.

However, the effectiveness of professional development largely depends on the relevance of the programs to teachers' needs and the support of the working environment. Programs that are top-down and lack contextual relevance tend to have limited impact on changing instructional practices. Therefore, it is essential to design professional development programs that are need-based, contextually relevant, and sustainable.

The Role of Work Motivation in Teacher Capacity Transformation

Work motivation has been proven to have a significant effect on teacher capacity transformation, although its contribution is relatively smaller compared to professional development. This indicates that motivation functions as an internal factor that encourages teachers' active involvement in self-development processes, competency improvement, and adaptation to various changes in the educational landscape.

Conceptually, work motivation can be understood as a psychological drive that influences the intensity, direction, and persistence of individuals' behavior in performing their professional duties. In the educational context, motivation is not only related to the willingness to work but also encompasses commitment to the profession, enthusiasm for continuous learning, and readiness to innovate in teaching practices. Teachers with high levels of motivation tend to be more proactive in participating in professional development activities, more open to change, and more consistent in improving the quality of instruction.

The findings of this study are supported by Shi et al (2026), who demonstrated that work motivation has a direct influence on teacher performance. High motivation encourages teachers to work more effectively, improve teaching quality, and achieve more optimal learning outcomes. In addition, research by Yıldızoğlu & Topcu (2025) shows that motivation also functions as a mediating variable that strengthens the relationship between organizational factors and teacher performance. This highlights that motivation not only plays a direct role but also serves as an internal mechanism that bridges the influence of external factors on educational outcomes.

These findings are further reinforced by Stumbrienė et al (2024), who found that teacher motivation significantly influences the successful implementation of technology-based learning, particularly when supported by organizational factors. Their study emphasizes that motivated teachers are more likely to adopt innovative teaching practices and integrate digital tools effectively into classroom instruction. Moreover, research by Abbato (2023) indicates that human resource management practices influence employee performance through psychological mechanisms such as well-being and motivation, confirming the mediating role of internal factors in translating organizational support into performance outcomes.

Furthermore, teacher motivation can be categorized into intrinsic and extrinsic motivation. Intrinsic motivation arises from within the teacher, such as satisfaction in teaching, a sense of professional calling, and the desire to contribute to students' development. Meanwhile, extrinsic motivation originates from external factors such as rewards, incentives, professional recognition, and supportive working environments (Douglass et al., 2021; Yskak et al., 2025). These two types of motivation complement each other in driving teacher capacity transformation. However, intrinsic motivation is often more sustainable, as it is closely related to personal values and commitment to the teaching profession. In the context of capacity transformation, motivation acts as a driving force that determines the extent to which teachers utilize available development opportunities. Although professional development programs may be provided, without strong motivation, teachers are less likely to maximize the benefits of these programs. Conversely, highly motivated teachers are more likely to actively seek learning opportunities, experiment with new methods, and engage in reflective teaching practices.

The results of this study indicate that work motivation does not mediate the relationship between professional development and teacher capacity transformation. This finding suggests that professional development exerts a very strong direct effect, such that its impact does not heavily depend on the motivational condition of teachers. In other words, when professional development programs are well-designed, contextually relevant, and aligned with teachers' instructional needs, their influence on teacher capacity can occur directly without requiring motivational mediation. This argument is supported by research conducted by Dogan & Arslan (2026), which emphasizes that the quality, coherence, and content focus of professional development are the primary determinants of its effectiveness in improving teacher competence.

Similarly, recent findings by Ross (2025) indicate that effective professional development characterized by active learning, collaboration, and sustained duration has a direct and significant impact on instructional improvement and teacher capacity, regardless of variations in individual motivation. This reinforces the notion that structural and programmatic quality in professional development plays a dominant role in shaping teacher outcomes. Nevertheless, motivation still plays an important role in strengthening the effects of other external factors, particularly organizational support. In this regard, motivation serves as a bridge connecting organizational policies and resources with changes in teacher behavior and performance. Effective organizational support can enhance teacher motivation, which in turn promotes greater engagement in professional activities. This is consistent with the findings of Echeverria (2025), who highlights that work motivation and engagement are significantly influenced by contextual resources such as organizational support, leadership, and work environment.

Furthermore, motivation also contributes to sustaining teacher capacity transformation over time. Transformation requires not only initial change but also consistency in maintaining and further developing acquired competencies. Teachers with high motivation are more likely to sustain innovative practices, engage in continuous self-directed learning, and adapt to ongoing educational changes. Supporting this view, a study by Larsen et al (2025) shows that motivated teachers demonstrate stronger commitment to lifelong learning and are more resilient in implementing pedagogical innovations in dynamic educational contexts.

In addition, research by Başdal & Özen (2025) confirms that intrinsic motivation plays a crucial role in maintaining long-term professional growth, particularly in fostering reflective practice and continuous improvement among teachers. Thus, although motivation may not function as a mediator in the relationship between professional development and teacher capacity transformation, it remains a critical factor in ensuring the sustainability and long-term impact of teacher development processes. However, it is important to note that work motivation is not static but dynamic, influenced by various factors such as the work environment, school leadership, organizational culture, and reward systems. Therefore, efforts to enhance teacher motivation cannot be partial; they must involve a comprehensive approach, including the creation of a supportive work environment, the provision of fair recognition and incentives, and the strengthening of teachers' professional identity.

The Role of Organizational Support and the Mediating Role of Work Motivation in Teacher Capacity Transformation

Organizational support, particularly through the Subject Teacher Forum and school institutions, has been proven to have a significant influence on teacher capacity transformation. This support encompasses the provision of resources, opportunities for collaboration, supportive policies, and a conducive work environment. Such conditions enable teachers to engage more actively in

professional development activities and enhance their competencies in a structured and sustainable manner.

These findings are consistent with the study by Hogan & Bae (2025); Shen et al (2025), which demonstrates that organizational climate and reward systems significantly influence teachers' participation in collaborative professional forums such as Subject Teacher Forum. Furthermore, research by Lyu (2025) highlights that institutional support plays a crucial role in enhancing teacher motivation and work engagement, particularly in the context of integrating technology into teaching and learning processes. This indicates that organizational support not only provides structural facilitation but also creates an enabling environment for innovation and professional growth.

The results of this study further reveal that organizational support exerts both direct and indirect effects on teacher capacity transformation. The direct effect indicates that when organizations provide adequate facilities, policies, and support systems, teachers are more capable of improving their competencies and adapting to educational changes. This finding is consistent with recent studies indexed in Scopus, such as research by Rada & Smalley (2025), which demonstrates that perceived organizational support significantly enhances teachers' professional competence and instructional adaptability. Meanwhile, the indirect effect occurs through work motivation, suggesting that organizational support can enhance teachers' motivation, which in turn contributes to capacity transformation. This aligns with the findings of Reinius et al (2024), who reports that supportive school environments foster higher levels of teacher motivation, engagement, and well-being, ultimately improving professional performance.

Furthermore, this study reinforces the perspective that organizations do not merely act as facilitators but also serve as psychological enablers that strengthen teachers' professional engagement and commitment. According to Kaewnoparat & Ounvichit (2025), organizational support plays a crucial role in shaping teachers' emotional and motivational states, which are closely linked to their professional development.

In line with this, the mediation analysis shows that work motivation functions as a partial mediator in the relationship between organizational support and teacher capacity transformation. This implies that organizational support influences teacher capacity both directly and indirectly through the enhancement of motivation. Supporting this argument, a study by Wang et al (2025) highlights that teacher motivation mediates the relationship between contextual factors and professional outcomes, emphasizing the importance of internal psychological processes in educational improvement. In other words, while structural support is essential, its effectiveness is amplified when it is accompanied by increased teacher motivation. This is further supported by Hyseni Duraku et al (2025), who found that the integration of organizational support and motivational factors leads to more sustainable teacher capacity development and long-term educational effectiveness.

This finding aligns with recent research by Gamliel et al (2025); Silempa et al (2025), which indicates that motivation and professional development mediate the

influence of managerial support on teacher performance. These results highlight the importance of internal mechanisms, such as motivation, in bridging external organizational factors and educational outcomes. Consequently, effective organizational support should not only focus on providing resources and infrastructure but also aim to foster teachers' intrinsic and extrinsic motivation.

Overall, the integration of organizational support and work motivation demonstrates a synergistic relationship in shaping teacher capacity transformation. Organizational support creates the necessary opportunities and conditions, while motivation ensures that teachers actively utilize these opportunities to develop their competencies. Therefore, policies aimed at improving teacher capacity should consider both structural and psychological dimensions to achieve optimal and sustainable outcomes.

CONCLUSION

This study shows that teacher capacity transformation is influenced by the combined roles of professional development, work motivation, and organizational support. Professional development is the most dominant factor, as structured learning activities significantly enhance teachers' competencies and instructional practices. Work motivation also has a significant, though smaller, contribution by encouraging teachers to actively engage in continuous improvement. Organizational support plays both direct and indirect roles by providing resources, collaborative opportunities, and a supportive environment that strengthens teacher motivation. Motivation is found to act as a partial mediator in the relationship between organizational support and teacher capacity transformation. Overall, effective teacher capacity transformation requires an integrated approach that combines strong professional development programs, supportive organizational environments, and sustained teacher motivation.

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