Teacher's Perceptions Related to Principals' Creative Leadership Practices Towards School Effectiveness

Keetanjaly, ARIVAYAGAN,[a*] Zaidatol Akmaliah, LOPE PIHIE,[b]

[a,b]Faculty of Educational Studies, Universiti Putra Malaysia,
43400 Serdang, Selangor Darul Ehsan, Malaysia
[*]keetanjaly@gmail.com

Abstract – Recently research in creative leadership has ballooned to encompass the essential qualities in organizational leaders (Petrie, 2014). In this study, Generativity Theory was utilized to explore the concept of creativity in leaders. Epstein (1999) presented four main core skills and abilities that assist people in expressing creativity individually which are capturing, challenging, broadening and surrounding. Model of high performing school by Shannon and Bylsma (2007) was utilized to measure school effectiveness. The purpose of this study is to determine teacher's perceptions related to principals' creative leadership practices towards school effectiveness in secondary schools in Klang District. Simple random sampling was used to select ten secondary schools from three different clusters of schools in the Klang District. A total of 250 teachers from these ten schools participated in this study. The study used self-administered questionnaires. The data are collected and analyzed using descriptive statistics (mean, standard deviation) and inferential statistics (Pearson correlation and Multiple Regressions). This research endeavoured to answer the research questions through employing quantitative research method. This study discovered that the level of school effectiveness as practiced by secondary school teachers was overall high level. On the other hand, it was concluded that the level of creative leadership practiced by school leaders is at moderate level. This study also found out a moderate correlation between school principals' creative leadership practice and school effectiveness ($r = .617$, $p < .01$). Additionally, multiple regression analysis indicated creative leadership practices domain; Encourage Capturing received the strongest weight in the prediction ($\beta = 0.383$, $p < .05$). Implications of the findings and recommendations for developing school principals' creative leadership and school effectiveness are discussed.

Keywords: Creative leadership, generativity theory, high performing school, school effectiveness

Introduction

In today's world, education which is known as the heart of human progress has been rapidly transformed at an unprecedented rate (Cisco, 2011). In this context, leadership is seen as the linchpin of an effective school (Jacobson, 2011). Gradually, the fundamental role of school leaders in sprouting high-performing schools has been recognized by researchers, policymakers and practitioners (Darling-Hammond, LaPointe, Meyerson, Orr, & Cohen, 2007). Numerous research have been conducted in exploring the best leadership style as the key factor contributing towards the successful of school reform (Harding, 2010). According to the research done by Shannon & Byslma (2007), leadership is seen as the high expectations in forming students' achievement by reforming the school into various directions.

Objectives of the Study
Based on the above stated problem, the general objective of this study is to identify the relationship between creative leadership practices and school effectiveness among school principal through teachers perceptions.

a) What is the level of school effectiveness as perceived by teachers?
b) What is the level of creative leadership practices among secondary schools principals' in Klang district?
c) What is the relationship between creative leadership practices and school effectiveness?
d) What are the creative leadership factors that contribute towards school effectiveness?

Problem Statement
In a competitive world, school need leaders with novel ideas, who are willing to take risks, inspire and motivate as well come up with new strategies to address global education challenges and transformation (Puccio, Murdock, & Mance, 2011). In these endeavours, leaders need to incorporate creativity skills as it is the most essential leadership quality in this 21st century (Botha, 2013; Turnbull 2012; Puccio, Murdock, & Mance, 2011). This paper offers a dynamic perspective on the evolving role of creative leadership among school leaders in restructuring schools towards high performing school or known as school effectiveness.

In this 21st century creative leadership skills are practiced more in corporate organizations (Kuan Chen Tsai, 2012). It is essential to bring up this creative leadership practices in school organizations to overcome the challenging aspiration and demands on principals to increase the outcome of their teachers and students in achieving high performing school. In addition to that, Puccio, Murdock, & Mance, (2011) stated that school need creative skill as a catalyst to support the school leadership to achieve high performing school.

Literature Reviews
In the past decade, school effectiveness has drawn attention to numerous studies conducted in both western and eastern countries (Lazaridou & Iordanides, 2011). From the studies conducted, specific studies attempt to relate school effectiveness with leadership such as creative leadership (Botha, 2013). The main purpose of this study is to describe the relationship between creative leadership practices by school leaders and school effectiveness through teacher's perceptions. Creative leadership practices in this study are noted as the independent variable, which happens to be one of the important roles that contribute towards school effectiveness as dependent variable. Even though the studies that directly related to creative leadership practices with school effectiveness are very limited but studies that involve creativity in leadership factors are quite a number (Basadur, 2004; Petrie, 2014).

A few of the important studies relating creative leadership practices with school effectiveness were conducted by Ubben, Hughes, & Norris (2004), Turnbull, (2012); Azam Othman & Hamidon Rahman, (2013); Ashley & Reiter-Palmon, (2009); Sohmen, (2015). A study by Ubben, Hughes and Norris (2004) on creative leadership and effective school revealed that school leaders must be prepared and equipped with the knowledge and skills of problem solving in a practical way to enhance the development and professional growth of teachers. Turnbull (2012) in his study indicated that creative leadership seen as important aspect to enhance students learning. This noteworthy role is important as principals who learnt how to handle and direct changes effectively have succeeded compared to schools that are still mediocre (Azam & Hamidon, 2013). Ashley & Reiter-Palmon (2009) also acknowledged that creativity in leadership will fabricate a creative climate. Besides that, Sohmen (2015) opined that creative leadership as important elements in school as "*fuels vision, spawns novel ideas, crafts diverse methods, and produces innovative output*" (pg. 1).

Basadur (2004) and Petrie (2014) reviews wrapped up that creativity in leadership is an essential to initiate and sustain school improvement. The principal roles as the key player is broadly observed as the key factor contributing to a successful affiliation between school reform and school improvement (Botha, 2013). In his analysis of future leaders, McGuire (2001) stated that leaders must be a pillar to guide, build up and nurture teachers. Besides that, creative leader creates a platform by regulating the professional ethics and in the hunt for diverse perceptive (Rickards & Moger, 2000). Stoll (2011) anatomized that leaders not only enforces on building collaboration, standardizing work ethics and encouraging inventiveness and novelty but setting various prospects for the staff to employ their personal and professional development.

Creativity in leadership is not simply about the quality of individual leader although important, it is about the role that leaders play, their style of management, their relationship to the vision, values and goals of the school, and their approach to direct change (Chan Yuen Fook, 2009; Botha, 2013; Kuan Chen Tsai, 2012). According to Harris (2009), the prime mover of school effectiveness based on literature repeatedly refers to the necessity of a critical thinking principal leadership. By cultivating good values, focused and efficient learning, improvised teachers' professionalism and well maintained surroundings leads towards an effective school (Gumusluoglu & Ilsev, 2009; Oei Siok Fei, 2015; Philip, 2009; Scott, Parsley, & Fantz, 2014). In Harding (2010) findings, the essential work of curriculum planning, monitoring and developing pedagogy leads leader crying out for creative solutions. This remarkable role is important in leading groups of teachers to ensure that pedagogy are well developed, delivered, assessed, evaluated and teachers professional growth towards school effectiveness (Darling-Hammond, et al., 2007). Nevertheless, Turnbull (2012) opined that the hallmark of creative leadership serves as catalyst in resolving the problems by executing the outcomes.

Much of the studies in Malaysia on school effectiveness focus on the principal leadership style (Muhammad Faizal, 2014). According to Lezotte (1991), the quality of education in school strongly relates to effective leadership by optimizing the school outcomes. Darling-Hammond, et al., (2007) aslo stated that the principal plays a significant role in shaping the school into vibrant learning. Leadership is considered as essential in its relationship with school effectiveness because leadership factors can act as important buffer to form school effectiveness (Shannon & Bylsma, 2007). As a basic concept, leadership is about working collaboratively and building the school towards achieving a shared vision (Zaidatol Akmaliah & Afsaneh Bagheri, 2012). Incidentally, the focal point on grooming school leaders into high quality is pertinent in National Education Blueprint context as it relates robustly to the fifth shift of "The Malaysia Education Blueprint 2013-2025" (The Malaysia Education Blueprint 2013-2025, 2012). A strong commitment from the leader in resolving problems based on appropriate decision making, contributes in sustaining students educational excellence (The Malaysia Education Blueprint 2013-2025, 2012). In this sense, Stoll and Temperley (2009) believed that creative leadership focuses on seeing and doing things differently so as to improve the lives of each students as well as directing the school to a better prospect.

Nevertheless, Hoyle (2006) point out that "the mystery of why one leader's style is more effective than another's is unsolved". Hence, creative leadership will be viewed as great importance in the school educational transform. There is a need to focus in depth on creativity in leadership as an important subset of school effectiveness characteristics in Malaysia (Chan Yuen Fook, 2009). It also gives an idea how Malaysian Government policies play a role in synthesizing current characteristics of school effectiveness (The Malaysia Education Blueprint 2013-2025, 2012). In Malaysia, the role of school leaders is currently more focused on administrating schools (Kamaruddin, 2006). As the pillar of the school, it is the duty and responsibility of the school leader to ensure the success of the school. They have been entrusted with the accountability of realizing the country's vision and transformation of education in bring out the excellence of the school (Shahril@Charil, Rahimah, & Hussien, 2010). On that note, Malaysian schools need creative leaders in supporting the school leadership to achieve high performing school.

Methodology
Design and Sampling
In this study, quantitative correlational design are used because researcher was measuring the perceptions of the subjects without attempting to introduce a treatment but by collecting data on two variables (school principals' creative leadership practices and school effectiveness) to determine if they are related. This study was conducted at Klang District, Selangor. The sample size consist 250 teachers which were selected from 10 schools out of 29 schools using cluster random sampling.

Instrument
For school effectiveness questionnaires are obtained from Shannon & Bylsma (2007)'s High Performing School (HPS) Model with a total of 60 items which consisted 9 dimensions. For each item,

the response are modified by researcher into five point-Likert scale from strongly disagree (1) to strongly agree (5).

Meanwhile for creative leadership practices, Epstein Creativity Competencies Inventory for Managers (*ECCI-m*) was developed by Epstein, Kaminaka, Phan, & Uda, (2013) are used with a total of 48 items which consist 8 dimensions was to measure principals' creative leadership practices. The original format of this instrument has been modified by the researcher into five-point Likert scale from strongly disagree (1) to strongly agree (5). Three items was reversed coded as it stated in negative order. The questionnaires are adapted with permission from the author.

Overall both instrument showed a good internal consistency for creative leadership practices (Cronbach's α= .801) and excellent internal consistency for school effectiveness (Cronbach's α = .957) as supported by the George & Mallery (2001, p. 127) rule of thumb. The response rate of this study was 62.5% only.

Data analyses
In this study, both descriptive and inferential statistics is used. The descriptive statistics method such as mean, standard deviation and percentages are used to describe the profile of the respondents and variables of this study. The inferential statistic method includes the correlation analysis (Pearson Correlation) and multiple regressions. Pearson correlation is utilized to determine the relationship between the independent (creative leadership practices) and dependent variable (school effectiveness). Lastly, multiple regressions are used to explore the influence of creative leadership practices on school effectiveness. All data collected were analysed by using the Statistical Package for Social Science (SPSS) Version 21.0.

Findings and Discussion
Research Question 1: What is the level of school effectiveness as perceived by teachers?
The level of school effectiveness perceived by teachers in all the ten schools showed averagely high based on the descriptive statistic result as showed in Table 1. The result of this study showed that the dimensions of school effectiveness vision, standard and expectation, leadership, collaborative and communication, alignment with standards, monitoring teaching and learning, learning environment showed high level followed by professional development and family and community involvement showed moderate level.

Table 1: Level of School Effectiveness

Dimensions of School Effectiveness	Mean	SD	Level
Vision	3.89	.578	High
Standards & Expectations	3.83	.691	High
Leadership	3.72	.579	High
Collaboration & Communication	3.78	.530	High
Alignment with Standards	3.79	.501	High
Monitoring of Teaching & Learning	3.73	.508	High
Professional Development	3.57	.570	Moderate
Learning Environment	3.70	.537	High
Family & Community Involvement	3.65	.627	Moderate
OVERALL	3.74	.423	High

Vision is the most important factor for producing schools effective. In fact, a goal oriented school is reflected as to what extent the school vision is clearly devised and disseminated among school members (Bezirtzoglou, 2004). From this study, it suggests that schools leaders set a high expectation for teachers as well as for students by strengthening the instructional programs to develop intellectual, knowledge, skills and abilities needed in the 21st teaching and learning. The findings are in accordance with the earlier local research by Sharil (1997), Sailesh Sharma, (2010) and Muhammad Faizal (2014) on school effectiveness that they have stressed the importance of leadership influences in school effectiveness by highlighted the role of leadership in moulding school towards effective

school. Communication is as essential device in cultivating collaborative practices in schools whereby implies joint decision-making among teachers, school members and stakeholders with sufficient information (Mestry & Grobler, 2007). In order for true collaboration to exist in school, school principals and management must ensure information is vitally communicated. Another interesting finding in this present study is school leaders ensure that teachers' pedagogy is aligned with the curriculum enforcement to cater the 21st century learning skills as well to compete with competitive society. In this case, both PISA and TIMSS have been used by many countries for benchmarking (Fensham, 2007). TIMSS assesses the curriculum attainment through student's achievement in schools. Meanwhile, PISA assesses how well students are prepared for the outside world. As a result, the ministry is updating the curriculum of primary and secondary schools to be in line with international standards by introducing Standard Curriculum for Primary Schools (SCPC) and Secondary School Curriculum Standard (SSSM).

Besides that, this revealed that frequent monitoring teaching and learning is one of the key aspects in school effectiveness. According to Lezotte (2001), the make use of technology will assist teachers to perform better in monitoring students' progress. However, several studies (e.g: Ghavifekr Simin & Ibrahim, 2015; Afzaal, 2012) supported the claim that in order to merge ICT and instruction, leadership factor contributes a significant role in the integration of ICT in pedagogy. Another factor that contributes school effective is a safely and orderly environment. The learning environment includes the necessary to educate and nurture student's positive attitude to make the school safely and orderly environment (Lezotte, 2001). In this respect, the findings from this research indicated that today schools in Malaysia has be place with counselling services and disciplinary board to curb disciplinary issues to maintain an orderly and safely school climate (Kammaruddin, 2006). Furthermore, the findings of this study showed that effective school principal will be the prime mover in developing school towards effective school. This statement was in line with the empirical study of Waters and Marzano (2006), which found that there was a significant relationship between the effectiveness of school leadership and the performance of student learning.

Nevertheless, Harris, et al., (2003) has opined that teachers are the backbone of implementing changes in classroom. In this sense, this study reveals the effectiveness of professional development must be evaluated in relation to improve student learning and teaching performance, not just for the sake to document levels of participant satisfaction. A study conducted by Khar Thoe, Yoon Fah, Areepattamannil, Treagust, & Chandrasegaran (2012) examined the relationship between affect and achievement in Science and Mathematics in Malaysia and Singapore showed that educators in both countries are significantly different and they suggest that teacher education programs should reform always in order to meet the quality of an international level. This research also supported Fazalur, Nabi, Yasmin, Saeed, & Muhammad Ajmal (2011) findings about the relationship between trained teachers and effective teaching revealed that a well trained teachers likely to be all rounded in the practice of instruction. In essence, one of the crucial roles of the school principal is to amplify individual teacher's efficacy in their ability to influence students learning (Herrera, 2010). Studies indicated that not only the classroom environment can be an indicator of students' outcome but a vast proportion of this classroom level can be explained by the activities done by the teachers in classroom (Muijs & Reynolds, 2010). Therefore, if a teacher fails to acquire the sweeping reform in education development then the teacher is considered out-of-date could hamper learning.

Studies by Khalid and Mohd Hanafi (2013) on communication strategies for parents and community involvement in integrated special education, indicated that parental and community involve in school are still poor. Moreover, a research done by Siti Munawirah (2009) indicated that schools seemed to involve parents more in activities that are non-academic such as informing their child's misconduct, inviting parents to school functions and requesting parents for donations and funds. This viewpoint is consistent with the finding of this research. Moreover, Jennifer Wee, Sharifah, Zakaria & Foo Say Fooi (2001) revealed that communication is the key propeller to improve parental and community involvement in school. This statement is in support with Khalid and Mohd Hanafi (2013) findings as they emphasized the importance of regular and clear communication about student success between

family members and schools. They opined that children will improvement academically with the support of parents' involvement in school activities (Khalid and Mohd Hanafi, 2013).

Research Question 2: What is the level of creative leadership practices among secondary schools principals' in Klang district?

On the other hand, the level of principals' creative leadership practices perceived by teachers showed moderate level as exhibited in Table 2. All the eight dimensions: provide resources, manage surroundings, provide feedback and recognition, model core competencies of creative expression, challenges subordinates, encouraging broadening, encouraging capturing and manage teams showed moderate practices by the school leaders. The findings from this indicated that school leaders are lacking in creativity skills. Thus, school leaders must practice creative leadership in order to overcome the unmanageable issues as stated in the problem statement of this study.

Table 2: Level of Creative Leadership

Dimensions of Creative Leadership	Mean	SD	Level
Provides resources	3.23	.704	Moderate
Manages Surrounding	2.63	.696	Moderate
Provide feedback & Recognition	3.17	.829	Moderate
Model Core Competencies of Creative Expression	3.15	.657	Moderate
Challenges Subordinates	3.06	.706	Moderate
Encourage Broadening	3.32	.689	Moderate
Encourage Capturing	3.05	.766	Moderate
Manages Teams	3.22	.564	Moderate
OVERALL	3.10	.701	Moderate

Additionally in this study, it is seen that the school principals have not clearly cultivate and navigate their teachers and school staffs to provide adequate resources and manage surroundings. In Murillo & Roman's (2011) findings, it is found that school resources provide a significant contribution towards students' outcome with the basic availability of teaching materials such as board, globe, calculators and etc. Epstein et al., (2013) identified that with appropriate school resources, it will enable to stimulate teachers and school staffs creativity and high order thinking skills as well students. This statement is supported by Puccio, Murdock, & Mance (2011) as today's school leader need a process formula and adequate tools to make the formula work towards establishing an effective school. Papa (2014) also stated that technology literacy leaders is one of the essential skilled need in this 21st century leadership whereby it enable to inspire and stimulate students, teachers and school staffs in transforming school into a digital era with robust school resources.

The findings of this study also revealed that school leaders are lacking in expressing creativity competencies and efforts taken to provide feedback and recognition is insufficient. OECD (2009) conducted a study on school evaluation, teacher appraisal and feedback, found out that there is positive correlation between principals feedback and teachers appraisal. Moreover, in their findings it is stated that school principals are accounted for their school teachers and staffs esteem needs by offering appraisal and recognition when the teachers and staffs do well. Simultaneously, school leaders are integrated with assiduous teachers and school staffs in giving credit and recognition to reflect principal's belief that they are a valued and being treated as an asset to the school (Tiffany-Morales, Wechsler, Greenwald, & Radcliffe Escobar, 2013). On the other hand, many teachers have opined that such stipends even though relatively small compared to the amount of workload teachers took on; however, it still mattered in terms of recognition (OECD, 2009). Ololube, (2006) also indicated in his study that the responsibility of school leader lies primarily in offering sufficient and constructive feedback as well definite recognition based on their performance. This statement was supported by Epstein, et al., (2013) studies which pointed out that school leaders interact and offers incentives to staff by encouraging them to think creatively in developing new ideas with regards to school effectiveness.

Besides that, the findings from this study indicated that school leaders have deficiency in challenging their teachers and school staffs to stimulate creative thinking as well as school leaders are insufficiency of encouraging broadening and capturing among teachers. The concept of teaching creatively has been accentuated numerous times by the Ministry of Education (The Malaysia Education Blueprint 2013-2025, 2012). It is very essential for teachers to be stimulated at workplace to work creatively by involving a divergent pattern to challenge ideas and embrace creativity as part of learning (Brown, 2006; Puccio, Murdock, & Mance, 2011; Epstein, Kaminaka, Phan, & Uda, 2013). Consequently, studies by Hare (2010) emphasise the import of encouraging broadening and capturing among teachers. When a school leaders able to broaden teachers knowledge and skills outside of their expertise, this will create a smooth pathway for teachers preserve new ideas in their instructional practices (Hare, 2010). Janson and McQueen (2007) also stated that it is important for school leaders to encourage capturing and broadening in teachers to ensure proper adaption to the complexity and context of teaching and learning. Moreover, the findings from this also indicated that school leaders have less skill in managing teams. This indicated that school leaders must have a joint effort with teachers and school staffs to increase student learning by optimize creativity output (Epstein, Kaminaka, Phan, & Uda, 2013). This view is supported by Afshari, Siraj, Muhammad Faizal and Afshari (2011). They opined that school leaders must be able to explore teachers and school staffs who able to chip in variety ideas and has potential skills in deciding a team.

Research Question 3: What is the relationship between creative leadership practices and school effectiveness?
The heart of the analysis in this study is to determine the relationship between principals' creative leadership practices towards school effectiveness based on teacher's perceptions in selected secondary schools in Klang District. The findings from this study indicated that the relationship of creative leadership practices by school principals towards school effectiveness as perceived by the teachers showed moderate significant correlation ($r = .617, p < 0.01$) as illustrated in Table 3. This result indicates that there is lacking of creativity skill applied in school leadership to mould school into effective school. This finding was in line with Botha, (2013) reviews which was found that there was a substantial relationship between creative leadership towards school improvement.

The correlation matrix between dependent variable (school effectiveness) and independent variables (creative leadership) are exhibited in Table 4. Findings also indicated statistically significant correlations among all the eight dimensions of creative leadership practices with school effectiveness. However, the multiple regressions between each creative leadership dimensions and school effectiveness showed interesting findings. The results exhibited Encourage Capturing received the strongest weight in the prediction. In addition, the finding of this study illustrated that school effectiveness significantly correlated with the dimensions of encourage capturing. If we take a closer look in this dimension, it is evidently showed there is a connection. The ultimate aim of principal in encouraging preservation of new ideas among teachers is to provide an appropriate supplies or software which permits them to reflect and create innovate teaching methods as well implementing those innovations (Gulamhussein, 2013; Epstein, Kaminaka, Phan, & Uda, 2013). This demonstrated that the school leaders are in favour of creative solutions, fresh ideas and exploring innovative ways to equip students and teachers towards school improvement and school effectiveness.

Table 3: Correlation between school principals' creative leadership practices and school effectiveness.

Variables		Practices	School Effectiveness
Practices of creative leadership by school principals	Pearson Correlation	1	.617** (.000)
School effectiveness	Pearson Correlation	.617** (.000)	1

Table 4: Pearson product-moment correlation coefficients among the creative leadership dimensions and school effectiveness variables ($n = 250$)

	Y	X_1	X_1	X_3	X_4	X_5	X_6	X_7	X_8
Y	1								
X_1	0.439*	1							
X_2	0.413*	0.623*	1						
X_3	0.545*	0.644*	0.641*	1					
X_4	0.577*	0.504*	0.582*	0.575*	1				
X_5	0.451*	0.564*	0.659*	0.618*	0.687*	1			
X_6	0.563*	0.598*	0.550*	0.585*	0.675*	0.598*	1		
X_7	0.604*	0.501*	0.616*	0.656*	0.680*	0.645*	0.501*	1	
X_8	0.482*	0.586*	0.534*	0.603*	0.681*	0.695*	0.583*	0.533*	1

Where:
Y = School Effectiveness
X1 = Provides resources
X4 = Model Core Competencies of Creative Expression
X5 = Challenges Subordinates
X6 = Encourage Broadening

X2 = Manages Surrounding
X3 = Provide feedback & Recognition

X7 = Encourage Capturing
X8 = Manages Teams

Research Question 4: What are the creative leadership factors that contribute towards school effectiveness?
The findings from this study further clarifies that, the domain Encourage Capturing in the creative leadership practices received the strongest weight in the prediction (Standardized $\beta = 0.383$, $p < .05$), followed by Model Core Competencies (Standardized $\beta = 0.278$, $p < .05$) and Encourage Broadening (Standardized $\beta = 0.191$, $p < .05$) as portrayed in Table 5. These three variables showed statistically significant relationship in making a significant unique contribution to the prediction of school effectiveness. It can be concluded that 43% of the variance in school effectiveness can be explained by creative leadership practices. However, there are still 56.6% variation of school effectiveness can be explicated by other variables which is not carried out in this research. The regression analysis showed that creative leadership practice was partially related to school effectiveness.

Table 5: Estimates of Coefficients for School Effectiveness

Dimensions	Unstandardized Coefficients		Standardized coefficients			Collinearity Statistics	
	B	Std. Error	Beta	t	p-value	Tolerance	VIF
Constant	2.468	.130					
Provides resources	.110	.048	.184	2.291	.023	.354	2.822
Manages Surrounding	.010	.045	.016	.216	.829	.423	2.364
Provide feedback & Recognition	.077	.042	.151	1.832	.068	.335	2.988
Model Core Competencies of Creative Expressions	.179	.063	.278	2.832	.005	.237	4.226
Challenges Subordinates	.034	.048	.056	.704	.482	.360	2.782
Encourage Broadening	.117	.045	.191	2.616	.009	.426	2.347
Encourage Capturing	.211	.049	.383	4.296*	.000	.287	3.487
Manages Teams	.026	.060	.035	.439	.661	.358	2.795

More broadly, this findings highlights that there is an urge to practice creative leadership competencies as the 21st century leadership skills to facilitate schools towards high performing school. This requires the leaders to have new mindsets and master the critical thinking skills by unlocking the creativity practices (Zacko-Smith, Puccio, & Mance, 2010). From this finding, it shows that teachers are aware of the important school principals practising creative leadership in leading their school

towards effective schools. Most importantly, school leaders must have the willing to discover creative leadership approaches and keep innovating in how they lead successful. Clearly, this findings are consistent with the reviews of previous research (e.g. Ubben, 2000; Turnbull, 2012; Azam Othman & Hamidon Rahman, 2013; Ashley & Reiter-Palmon, 2009; Sohmen; 2015) as noted in the literature review of this study.

Conclusion

In a nutshell, the level of school effectiveness as practiced by normal secondary school teachers is overall high in spite of moderate level noted for professional development and family and community involvement. It was concluded that the level of creative leadership practiced by school leaders is at moderate level. Nevertheless, there is moderate significant relationship between principals' creative leadership practices towards school effectiveness through teachers' perceptions. This study implies that school leaders should heavily facilitate and employ Encourage Broadening in leading school towards high performing school as it received the strongest weight in the prediction. Moreover, gender and age group perceives the similar perception towards the principals' creative leadership practices. The idea of creative leadership is the stark departure from a conventional role of a principal as an administrative leader to imaginative and resourceful leadership (Thomson, 2011). Creative leadership is seen as an ability to solve problems and develop creative solutions to increase productivity, engage teachers in problem solving and encourage growth (Botha, 2013). Creative leaders have the capacity to come up with new ideas to solve problems and exploiting opportunities (Petrie, 2014). School leaders should facilitate teachers' professional growth by coaching teachers towards the 21st century teaching and learning, in order for them to perform better by offering incentives, remunerations and certificates upon their excellence. It is essential for school leaders to practice effective communications as a tool, in order to promote school-family-community collaboration in shaping students to excel and achieve. The leaders must be a part and parcel of a school organization that has the capability in producing the conditions that enables students, teachers and communities to work together to generate ideas. These ideas will help the organization to move forward towards the transformations and schools are aware that they need to adapt to the rapidly changing times. This will be an essential dimension for the 21st century principals, as they will counterpart world-wide and increasingly expected to lead in inspired ways to keep up with the new challenges, expectations and demands of modern-day society.

References

Adams, J. W. (2013, March). A Case Study: Using Lesson Study to Understand Factors that Affect Teaching Creative and Critical Thinking in the Elementary Classroom. Philadelphia, PA, United States: Doctor of Education Educational Leadership and Management, Drexel University. Retrieved April 27, 2015, from https://idea.library.drexel.edu/islandora/object/idea%3A4131

Afshari, M., Ghavifekr, S., Parhizkar, S., & Ayoufu, W. (2013). Relationship between Transformational Leadership Behaviours of Lecturers and Students' Creativity. *Malaysian Online Journal of Educational Management, 1*(2), 33-40.

Afshari, M., Siraj, S., Muhammad Faizal, A. G., & Afshari, M. (2011). Leadership and Creativity. *Australian Journal of Basic and Applied Sciences, 50*(1), 1591-1594.

Afzaal, H. S. (2012). A Preliminary Investigation of School Principals' Use of ICT: Evaluating Demographic Factors. *Jurnal Pendidikan Malaysia, 37*(1), 25-36.

Ahmad Zabidi, A. R. (2006). Ciri Iklim Sekolah Berkesan: Implikasinya terhadap Motivasi Pembelajaran. *Jurnal Pendidikan Malaysia, 31*, 3-19.

Amabile, T. M. (2012). *Working Papers: Componential Theory of Creativity.* UK: Harvard Business School.

Ashley, G. C., & Reiter-Palmon, R. (2009, May). Review of Creative Leadership: Skills that Drive Change. *Psychology Faculty Publications. Paper 53, 3*(2), 124-125. Retrieved May 28, 2015, from http://digitalcommons.unomaha.edu/psychfacpub/53/

Asmah, b. A. (2014). School Leadership and School Management. *UNISEL Journal of Social Sciences and Humanities, 1*(1), 1-14.

Azam Othman, & Hamidon Rahman. (2013). Innovative Leadership: Learning from Change Management among Malaysian Secondary School Principals. *World Applied Sciences Journal, 23*(2), 167-177.

Bartlett, J. E., Kotrlik, J. W., & Higgins, C. C. (2001). Organizational Research: Determining Appropriate Sample Size for Survey Research. *Information Technology, Learning and Performance Journal, 19*(1), 43-50.

Basadur, M. (2004). Leading Others to Think Innovatively Together: Creative Leadership. *Leadership Quarterly*, 103-121.

Bezirtzoglou, M. (2004, September 22-25). *Reconsidering School Effectiveness Research for the Needs of the Future School*. (Paper presented at the European Conference on Educational Research, University of Crete) Retrieved March 2015, 27, from Education-line Database: http://www.leeds.ac.uk/educol/documents/00003706.htm

Botha, R. J. (2013). The Need for Creative Leadership in South African Schools. *African Studies,, 72*(2), 307-320. doi:http://dx.doi.org/10.1080/00020184.2013.812876

Brown, J. S. (2006, September/October). New Learning Environments for the 21st Century: Exploring the edge. *Change*, pp. 18-24. Retrieved from http://www.johnseelybrown.com/Change%20article.pdf

Chan Yuen Fook. (2009). Leadership Characteristics of An Excellent Principal in Malaysia. *International Education Studies, 2*(4), 106-116.

Cisco. (2011). *Transforming Education, Transforming Lives: A Path Toward Next Generation Teaching and Learning.* USA: Cisco and/or its affiliates. Retrieved March 2015, 20, from www.cisco.com/go/education

Darling-Hammond, L., LaPointe, M., Meyerson, D., Orr, M. T., & Cohen, C. (2007). *Preparing School Leaders for a Changing World: Lessons from Exemplary Leadership Development Programs.* Stanford: The Wallace Foundation. Retrieved March 6, 2015, from http://www.wallacefoundation.org/knowledge-center/school-leadership/key-research/Documents/Preparing-School-Leaders.pdf

Delia Bosiok. (2013). Leadership Styles and Creativity. *Online Journal of Applied Knowledge Management, 1*(2), 64-77.

Epstein. (1999). Generativity Theory. *Encyclopedia of Creativity, 1*, 759-766.

Epstein, J. K. (2008). Improving Family and Community Involvement in Secondary Schools. *The Education Digest, 73*(6), 9-12.

Epstein, R., Kaminaka, K., Phan, V., & Uda, R. (2013). How is Creativity Best Managed? Some Empirical and Theoretical Guidelines. *Creativity and Innovation Management, 22*(4), 359-374.

Fazalur, R., Nabi, B. J., Yasmin, A., Saeed, u. H., & Muhammad Ajmal. (2011). Relationship between Training of Teachers and Effectiveness Teaching. *International Journal of Business and Social Science, 2*(4), 150-160.

Fensham, P. J. (2007). Context or Culture: Can TIMSS and PISA Teach Us About What Determines Educational Achievement in Science? *Internationalisation and Globalisation in Mathematics and Science Education*, 151-172.

Gehani, R. R. (2011). Individual Creativity and the Influence of Mindful Leaders on Enterprise Innovation. *Journal of Technology Management & Innovation, 6*(3), 82-92.

George, D., & Mallery, P. (2001). *SPSS for Windows Step by Step: A Simple Guide and Reference 10.0 Update* (3rd Edition ed.). USA: Allyn & Bacon.

Ghavifekr, S., & Ibrahim, M. S. (2015). Effectiveness of ICT Integration in Malaysian Schools: A Quantitative Analysis. *International Research Journal for Quality in Education, 2*(8), 1-12.

Gulamhussein, A. (2013). *Teaching the Teachers: Effective Professional Development in an Era of High Stakes Accountability.* US: The Center for Public Education.

Gumusluoglu, L., & Ilsev, A. (2009). Transformational Leadership, Creativity, and Organizational Innovation. *Journal of Business Research, 62*, 461–473.

Harding, T. (2010). Fostering Creativity for Leadership and Leading Change. *Arts Education Policy Review, 111*(2).

Hare, J. (2010). *Holistic Education: An Interpretation for Teachers in the IB Programmes.* Cardiff, UK: International Baccalaureate Organization. Retrieved October 24, 2015, from

http://www.godolphinandlatymer.com/_files/IB/5814BF78BFFF6064F25D143FBB622152.p
df

Harris, A. (2009). Creative Leadership: Developing Future Leadership. *Management in Education, 23*(1), 9-11.

Harris, A., Day, C., Hopkins, D., Hadfield, M., Hargreaves, A., & Chapman, C. (2003). *Effective Leadership for School Improvement.* New York: RoutledgeFalmer.

Heng Hui Tuan. (1998). Kepimpinan Pengetua dan Keberkesanan Sekolah (Principal Leadership and School Effectiveness). *Thesis: B.Ed.* Bangi: University Kebangsaan Malaysia (UKM).

Herrera, R. (2010, May). Principal Leadership and School Effectiveness: Perspectives from Principals and Teachers. *Graduate College at ScholarWorks, Western Michigan University.* Kalamazoo, Michigan , United States: ProQuest LLC.

Hoyle, J. R. (2006). Leadership Styles. *Encyclopedia of Educational Leadership and Administration*, 595-598. Retrieved March 5, 2015, from SAGE Reference Online: http://www.sagepub.com/northouse6e/study/materials/reference/reference4.1.pdf

Ishak, S., & Nor Asikin, S. (2003). Era Globalisasi: Pendidikan dan Cabaran. *Jurnal Pengurusan dan Kepimpinan Pendidikan, 13*(1), 19-28.

Janson, A., & McQueen, R. J. (2007). Capturing Leadership Tacit Knowledge in Conversations with Leaders. *Leadership & Organization Development Journal, 28*(7), 646 - 663.

Kamaruddin, K. (2006). *Management of Effective Schools in Malaysia: Issues and Challenges.* Retrieved October 2014, 25, from http://www.jgbm.org/page/21%20%20Kamaruddin.pdf

Kerle, R. (2010). *Educating For Creativity in Organizations.* NSW Australia: CommunicateThe Creative Leadership Forum.

Khalid, G. B., & Mohd Hanafi, M. Y. (2013). Communication Strategies for Parents and the Community involvement at Integrated Special Education School. *International Journal of Humanities and Social Science Invention, 2*(4), 2319 – 7714.

Khar Thoe, N., Yoon Fah, L., Areepattamannil, S., Treagust, D., & Chandrasegaran, A. L. (2012). Relationship between Affect and Achievement in Science and Mathematics in Malaysia and Singapore. *Research in Science and Technological Education, 30*(3), 225-237.

Kuan Chen Tsai. (2012). Creative Leadership for Directing Changes. *Business Management and Strategy, 3*(2), 76-84.

Lai, T. T., Luen, W. K., Chai, L. T., & Ling, L. W. (2014). School Principal Leadership Styles and Teacher Organizational Commitment among Performing Schools. *The Journal of Global Business Management, 10*(2), 67-75.

Lazaridou, A., & Iordanides, G. (2011). The Principal's Role in Achieving School Effectiveness. *International Studies in Educational Administration, 39*(3), 3-19.

Lei Mee Thien, & Nordin, A. R. (2012). A Proposed Framework of School Organization from Open System and Multilevel Organization Theories. *World Applied Sciences Journal, 20*(6), 889-899.

Lezotte, L. (1991). *Correlates of Effective Schools: The First and Second Generation.* Okemos, MI: Effective Schools Products, Ltd.

*Malaysian Education Blueprint Annual Report 2013 (*2014). Malaysian: Ministry of Education Malaysia. Retrieved from http://www.padu.edu.my/files/AR/PADU_AR_2013_ENG.pdf

Matthews, P. (2009). *How Do School Leaders Successfully Lead Learning?* Great Britain: National College for School Leadership (NCSL).

McGuire, K. (2001, December). Do You Have What it Takes to be an Effective School Leader? *Curriculum Review, 41*(4), 14-17. Retrieved December 8, 2014

Mestry, R., & Grobler, B. (2007). Collaboration and Communication as Effective Strategies for Parent Involvement in Public Schools. *Educational Research and Review, 2*(7), 176-185.

Ministry of Education Malaysia. (2014). Retrieved October 2014, 31, from Official Website Ministry of Education Malaysia: http://www.moe.gov.my/

Mohd Rozi Ismail. (2012). Dissertation: Teachers' Perceptions of Principal Leadership Style and How They Impact on Teacher Job Satisfaction. *Degree of Doctoral Dissertation.* Fort Collins, Colorado: Colorado State University. Retrieved March 28, 2015, from http://digitool.library.colostate.edu///exlibris/dtl/d3_1/apache_media/L2V4bGlcmlzL2R0bC9 kM18xL2FwYWNoZV9tZWRpYS8xNjkzNjk=.pdf

Molly, N. L. (1999). Education in Malaysia: Towards Vision 2020. *School Effectiveness and School Improvement: An International Journal of Research, Policy and Practice, 10*(1), 88-98.

Mortimore, P., Sammons, P., Stoll, L., Lewis, D., & Ecob, R. (1988). *School Matters.* Great Britain: The University Of California Press.

Mourshed, M., Chijioke, C., & Barber, M. (2010). *How The World's Most Improved School Systems Keep Getting Better.* London: McKinsey & Company.

Muhammad Faizal, A. G. (2014). Development of Effective School Model for Malaysian School. *Middle-East Journal of Scientific Research, 19*(10), 1334-1346.

Muijs, D., & Reynolds, D. (2010). *Effective Teaching. Evidence and Practise.* London: Sage.

Murillo, F. O., & Roman, M. (2011). School Infrastructure and Resource Do Matter: Analysis of the Incidence of School Resource on the Performance of Latin American Students. *Effectiveness and School Improvement: International Journal of Research Policy and Practice, 22*(1), 29-50.

Ndiritu, A., Gikonyo, N., & Kimani, G. (2015). Preaching and Drinking Wine: A necessity for Transformational Leaders in Effective Schools. *International Journal of Education and Research*, 1-10.

OECD. (2009). *Creating Effective Teaching and Learning Environments: First Results from TALIS.* Paris: International Teaching and Learning Survey (TALIS). Retrieved October 2015, 12, from http://www.oecd.org/dataoecd/17/51/43023606.pdf

Oei Siok Fei. (2015). The Role of School Principal in Transforming an Indonesian. *International Journal of Research Studies in Management, 4*(1), 15-35.

Ololube, N. P. (2006). *Teachers Job Satisfaction and Motivation for School Effectiveness: An Assessment.* Finland: Essays in Education (EIE). Retrieved October 2015, 12, from http://www.usca.edu/essays/vol182006/ololube.pdf

Pallant, J. (2001). *SPSS Survival Manual.* Buckingham: Open University Press.

Papa, R. (2011). *Technology Leadership for School Improvement.* Thousand Oaks, CA: SAGE Publications, Inc.

Petrie, N. (2014). *Future Trends in Leadership Development.* UK: Center for Creative Leadership.

Philip, H. (2009). *Leadership for 21st Century Schools: From Instructional Leadership to Leadership for Learning.* Hong Kong: The Hong Kong Institute of Education.

Puccio, G. J., Murdock, M. C., & Mance, M. (2011). *Creative Leadership: Skills That Drive Change* (2nd ed.). UK: Sage Publications.

Rajathilagam, K. (1999). *The Relationship between School Effectiveness and Headteachers' Leadership Styles in SRK, SJK(C) and SJK (T) Schools in Teluk Intan.* Malaysia: Management Centre International Islamic University. Retrieved October 2014, 27, from http://lib.iium.edu.my/mom2/cm/content/view/view.jsp?key=kR6PvhwXz7Iid2PvlMaaNFjcd YKZTC9G20070215084430953

Rickards, T., & Moger, S. (2000). Creative Leadership in Project Team Development. *British Journal of Management, 11*(4), 273–283.

Robinson, K. (2011). *Out of Our Minds: Learning to be Creative* . UK: Capstone Publishing Ltd.

Ruzanna, M. N. (2014). *Hubungan antara Beban Tugas dan Kemudahan Sumber dengan Kepusaan Kerja dalam Kalangan Guru Teknikal di Sekolah Menengah Pendidikan Khas Vokasional (SMPKV).* Selangor: University Putra Malaysia.

Sailesh Sharma. (2010). Perceived Leadership Capacities of Malaysian Principals. *International Journal of Educational Administration, 2*(3), 335-348.

Scott, C., Parsley, D., & Fantz, T. (2014). *Connections Between Teacher Perceptions of School Effectiveness and Student Outcomes in Idaho's Low-achieving Schools.* Institute of Education Sciences (IES), U.S. Department of Education. Washington:DC: The National Center for Education Evaluation and Regional Assistance (NCEE). Retrieved from http://ies.ed.gov/ncee/edlabs

Shahril@Charil, M., Rahimah, A., & Hussien, A. (2010). *Kepimpinan Pengetua: Menjana Modal Insan di Sekolah Berkesan.* Kuala Lumpur: PTS Profesional Publishing Sdn Bhd.

Shannon, G. S., & Bylsma, P. (2007). Nine Characteristics of High-Performing Schools: A research-based resource for schools and districts to assist with improving student learning. *OSPI* (pp. 1-146). Washington: Superintendent of Public Instruction.

Siti Munawirah. (2009). *Parent Involvement in Students' Education.* Batu Pahat: IPGM Campus Tun Hussein Onn .

Sohmen, V. S. (2015). Reflections on Creative Leadership. *International Journal of Global Business, 8*(1), 1-14. Retrieved June 18, 2015, from http://www.gsmi-ijgb.com/Documents/IJGB%20V8%20N1%20P01%20Victor%20Sohmen%20%E2%80%93 Reflections%20on%20Creative%20Leadership.pdf

Stoll, L. (2011). Creative Harmony: Songlines for Changing Learning Landscapes. *The Australian Educational Leader, 33*(3), 10-15.

Stoll, L., & Temperley, J. (2009). Creative Leadership: A Challenge of Our Times. *School Leadership and Management, 29*(1), 65-78.

The Malaysia Education Blueprint 2013-2025. (2012). Malaysia: Ministry of Education.

Thomson, P. (2011). Creative Leadership: A New Category or More of the Same? *Journal of Educational Administration and History, 43*(3), 249-272.

Tiffany-Morales, J., Wechsler, M., Greenwald, E., & Radcliffe Escobar, J. (2013). *Evaluation of the High School Leadership Initiative Year 3: Final Evaluation Report.* Menlo Park, CA: SRI International. Retrieved October 2015, 12, from http://www.sri.com/sites/default/files/publications/hsli_final_evaluation_report.pdf

Turnbull, J. (2012). *Creative Educational Leadership: A Practical Guide to Leadership as Creativity.* USA & UK: Bloomsbury Academic.

Ubben, G. C., Hughes, L. W., & Norris, C. J. (2004). *The Principal: Creative Leadership for Excellence in Schools* (5th ed.). UK: Pearson/A and B.

Waters, T., & Marzano, R. (2006). *A Working Paper: School District Leadership that Works.The Effect of Superintendent Leadership on Student Achievement .* Denver: McREL.

Wee Beng Neo, J., Sharifah, M. N., Kasa, Z., & Foo Say Fooi. (2001). Models of School-Family Partnerships: The Malaysian Context. *Perlanika J. Soc. Sci. & Hum, 9*(1), 35-47.

West-Burnham, J. (2008). *Creative Leadership.* Bali: Paper presented at the International Symposium on the Art of Creative Leadership.

Zacko-Smith, J. D., Puccio, G. J., & Mance, M. (2010). Creative Leadership: Welcome to the 21st Centrury. *Academic Exchange Quarterly, 14*(4), 133-138.

Zaidatol Akmaliah, L. P., & Afsaneh Bagheri. (2012). *Educational Leadership: Performance & Improvement.* Serdang: Penerbit Universiti Putra Malaysia.