



ISSN: 0975-833X

RESEARCH ARTICLE

THE STUDY OF CREATIVE LEADERSHIP OF ELEMENTARY SCHOOL PRINCIPALS IN KHON KAEN PRIMARY EDUCATIONAL SERVICE AREA OFFICE

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ARTICLE INFO

Article History:

Received 23rd January, 2016
Received in revised form
14th February, 2016
Accepted 16th March, 2016
Published online 26th April, 2016

Key words:

Creative Leadership,
Principals,
Elementary School.

ABSTRACT

This research aims to study the behavior which reflects the creative leadership of elementary school principals. Comparing and analyzing creative leadership behavior by genders, work experiences and levels of education. The survey methodology was applied. The population sample is primary school principals in KhonKaen Primary Educational Service Area Office. The results showed that (1) the behavior of elementary school principals in KhonKaen Primary Educational Service Area Office reflects the creative leadership is in a high extent. (2) With different genders, work experiences and levels of education, the creative leadership of elementary school principals in KhonKaen Primary Educational Service Area Office reflects that there is no different.

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Citation: Paisan Suwannoi, Akkharadet Neelayothin, Pataraphorn Arunmala, Nikanchala Lonlua, Akchatree Suksen and Suphachai Subhakicco. 2016. "The study of creative leadership of elementary school principals in khon kaen primary educational service area office", *International Journal of Current Research*, 8, (04), 29934-29937.

INTRODUCTION

Creative leadership is based on the idea of the leader who can face the present complex situation. Realizing the potential in management of their own and members of an organization. Effectively in Communication, recognize the initiatives that have been audited and know how to use the process of learning to find new ideas. (Palus and Horth, 2002) In accordance with the opinion of Raelin (2002) said that the creative leadership is a creative mind leader who are trusted by everyone in organization and know how to share the power with members of their organizations or communities willingly. Moreover, the creative leadership is the imaginative response and thinks carefully through the challenging issues in order to enhance the opportunities for all involved (Stoll and Temperley, 2009). From those definitions, the creative leadership is the concepts that school principals should have to manage the school effectively with dynamic and progressive all the time. The creative school principals will be ready to take risk, have ability to tackle the complex and find best solutions. Additionally, the creative leadership can motivate them-self to become more effective leaders by using their imagination, flexibility and vision.

Sanrattana (2014) has said that creative leadership is not just about talent or necessary skills but it also about the way of choosing decision. Consistent with the view Robert (2004), creative leadership is about creating goals and the vision. Full of decisiveness, analytical thinking and having the trust of associates which leads the contribution of high performance in the schools. The attitudes toward creative features that were criticized to the 21st century leadership, especially for school principals is as perceived Coste (2009), creative leadership consists of a challenge and participate, freedom with trust and openness, idea-time, playfulness and humor, reducing a conflict, idea supporting, debating and risk-taking.

Dubrin (2010) has defined the characteristics of creative leadership which have to consist of knowledge, cognitive abilities, personality, and passion for the task. Besides, Isaksen, Dorval and Treffinger (2011) have set certain attributes of creativity that consists of flexibility, imagination and independence which are important for current leadership dimension. In accordance with Patipan (2012) said that the creative leadership refers to the expression of leadership that responds to the needs of personnel and the ability to stimulate creativity and innovation by consisting behaviors; 1) imagination 2) flexibility 3) vision.

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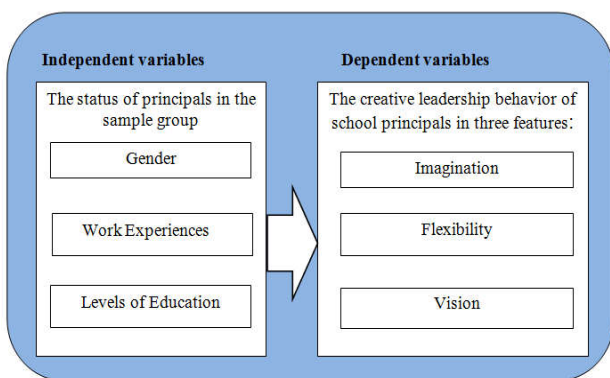
Purpose

The circumstances have changed according to the social contexts and economic aspects. The political, environmental and technological which must be managed wisely, timely vision especially creative that based on prior knowledge. Analyzing information by eliminate the weakest and add strength to the maximum. Leadership is a process by which a leader who directs incentives to induce the powers that made colleagues listens and commits willingly. This paradigm change requires the creative leadership behavior of school principals, both in terms of being able to imagine (imagination), flexible, vision.

As in the present, the Ministry of Education issues a policy of educational reform which focused on raising the quality of basic education to higher level. The school administration is important mechanism to drive this reforming policy to success. Thus, this research aims to study the behavior of the school principles that reflects the creative leadership level and reflecting the difference result of the creative leadership behavior compare by genders, work experiences and level of education both overall and in each aspect of the study for guiding the development by using the empirical data support to the elementary school principals

Hypothesis

The results of the research on the leadership of school principals of some scholars, such as researches of Seangmanee (2010), Wongphakdee (2013), Rakwong (2013), and Anpranit (2014) found that the differences in gender, work experiences and levels of education of school principals have not behavior difference that reflects the creative leadership with statistically significant on the level of 0.05. Thus, it implies to the hypothesis of this research will be the elementary school principals in KhonKaen province who differ in genders, work experiences and levels of experiences will have behavior that reflects the creative leadership are not statistically significant difference at the 0.05 level.



Conceptual Framework

This result of the literature related to the creative leadership behavior of school principals in three features: 1) being able to imagine (imagination), 2) flexible, and 3) vision. Researcher determined that three areas were dependent variables. The study of literature also related to research in the years 2010 – 2014 which researchers found that most of the variables of

gender, work experiences, and levels of education were identified as the independent variables. A conceptual framework for research is planned as an illustration.

Methodology

This study used survey research. The population was 1,007 primary school principals in Primary Educational Service Area Office, KhonKaen province, Thailand. To determine the sample size by using the formula Yamane (1973) by 95% and an accuracy 5% ($e = .05$) on a sample of 286. Using the questionnaire titled "leadership creative" developed by Patipan (2012) which has a scale of 5 levels, translating respectively value of more for less is as 5 = highest, 4 = high, 3 = moderate, 2 = less, 1 = least. The overall reliability of the questionnaire is 0.925. There liability aspect of the imagination = 0.918, flexibility = 0.930, and vision = 0.927. Collecting data from a sample by simple random sampling method. In data collection, received 232 copies of questionnaires were returned, representing 81.11 percent of all queries sent. The information received was analyzed by using SPSS program to determine the mean, the standard deviation, t-test, and F-test. (Tabacnick and Fidell, 2001)

Finding

- Considering the criteria of the mean was between 4:51 to 5:00 = highest, 3:51 to 4:50 = high, 2:51 to 3:50 = moderate, 1:51 to 2:50 = less, and 0:01 to 1:50 = least. The results found the primary School principals in Primary Educational Service Area Office, KhonKaen province had overall behavior that reflects creative leadership as at a high level (mean = 4.35, S.D. = 0.53) as well as in all aspects. In descending order from the highest to the lowest as follow; 1) flexibility (mean = 4.37), vision (mean = 4.36), and imagination (mean = 4.34).
- No difference was found between male and female elementary school principals; opinion on their behavior that reflects the creative leadership. This hypothesis is based on the set as indicated in Table 1.

Table 1. Comparison of the behavior that reflects the creative leadership of elementary school principals in KhonKaen province by gender

Male			Female			t
n	mean	S.D.	n	mean	S.D.	
159	4.32	0.47	73	4.43	0.39	-1.690

- Behavior that reflects the creative leadership of elementary school principals in Primary Educational Service Area Office, KhonKaen province was three groups of working differences which are less than 5 years, 5-15 years, and more than 15 years. There were not differences statistically significant at the 0.05 level, thus accepting the assumption set of hypothesis as indicated in Table 2.
- Comparing by levels of education, behavior that reflects the creative leadership of elementary school principals in Primary Educational Service Area Office, KhonKaen province was not different between master's degree and

bachelor's degree. This hypothesis is based on the set. The results are showed in Table 3.

with dependent administrative. The imagination into action is a substantial lack of clarity, accordance with research of

Table 2. Comparison of the behavior that reflects the creative leadership of elementary school principals in Primary Educational Service Area Office, KhonKaen province by work experience

Years of work experience, sample size, and mean			Sources of variance	df	SS	MS	F
less than 5 years	5 - 15 years	more than 15 years					
50	102	80					
4.27	4.43	4.31	Between group	2	1.164	0.58	2.847
			Within group	229	46.82	0.20	
			Total	231	47.69	-	

*statistically significant at the 0.05 level

Table 3. Comparison of the behavior that reflects the creative leadership of elementary school principals in Primary Educational Service Area Office, KhonKaen province by levels of education

Education Level						t
bachelor's degree			master's degree			
n	mean	S.D.	n	mean	S.D.	
48	4.25	0.40	184	4.38	0.46	-1.870

* statistically significant at the 0.05 level.

DISCUSSION

- The results showed that the elementary school principals in Primary Educational Service Area Office, KhonKaen province with overall behavior that reflects the creative leadership at "high" level. That is consistent with the finding of Podapol (2013) made a research on "Creativity Leadership of Sub-district Municipality Administrators in Roi-Ed Province." This may due to school principals require a leadership and creativity in effectively school administration with all the time developing in the 21st century. Corresponding to section 2542 of the Education Act; the role of school administrators. The Ministry of decentralized academic management with the concept that is "The administrators have to initiative. This will enable the organization to move to the right direction and the right to lay the foundations of a sustainable organization with change and competition occur." In accordance with the definitions and concepts used in this research is that "The creative leadership is the ability to motivate and leading others with the vision, imagination and flexibility."
- The study found elementary school principals in Primary Educational Service Area Office, KhonKaen province, with behavior that reflects the creative leadership in "flexibility" higher than the others. This may be due to the current administration need collaboration and interdependent than ever before. Sharing knowledge and skills is required to achieve initiative or work on a solution. This is consistent with research about creative leadership by Harris (2009) have given their views on the flexibility and the ability to lead other people solving the problem with a new approach. Accordance with the opinion of Sanrattana (2012) said that in order to achieve what is expected of you, the flexibility is required.
- The study found the elementary school principals in Primary Educational Service Area Office, KhonKaen province, with behavior that reflects the creative leadership in "imagination" lower than the others. This may be due to the elementary school principals do work under the policy

Siguljoy (2015) which found that the behavior of the imagination, school administrators are below average in all aspects.

- The comparison showed that the elementary school principals in Primary Educational Service Area Office, Khon Kaen province, male and female, with behaviors that demonstrate creative leadership are no different which is based on the assumption. That it may because the current female and male administrators have effectively and efficiently equality of the knowledge and skills. Moreover, female administrators were to be honored and recognized as same as males. This result is consistent with research of Patipan (2012) which showed the empirical study of the current success in managing of female and male administrators. They both are equally competent in managing and operating efficiently, effectively and are highly recognized as well.
- The comparison of 3 different working group; less than 5 years, 5-15 years, and more than 15 years showed that the elementary school principals in Primary Educational Service Area Office, KhonKaen province with behavior that reflects creative leadership is no different which is based on the assumption. That it may because the principals need to work and think creatively every day to achieve the required figure. Changing the work design is necessary for school administrators to follow up the higher administration. In order to achieve the school goal, wisdom, vision, knowledge skills and ideas is required. Accordance with the Office of the Basic Education Commission of Thailand (2010) has determined the performance of school administrators that is "Quality and accuracy with completeness idea, initiatives, bringing innovation to optimize the use of their work and commit to continue work development."
- Comparison by levels of education, behavior that reflects the creative leadership of the elementary school principals in Primary Educational Service Area Office, KhonKaen province is not different between master's degree and bachelor's degree which is based on the assumption. It may because the school principals focus on creativity which is a

key factor for success in management. Thus, school principals would be necessary to study the knowledge, creativity and personal development over time in order to be achieving desire goal. Comply with the research of Seangmanee (2010), Wongphakdee (2013), Rakwong (2013), and Anpranit (2014) found that school administrators with different levels of education have no different behavioral expressions on creative leadership.

Recommendation

Although the research has found that the overall behaviors that reflect the creative leadership of the elementary school principals in Primary Educational Service Area Office, KhonKaen province is in high level, self-development in of school principals is always necessary through creativity and innovative management. The education leadership should create the new policies to enhance the creative leadership such as the imagination development, creative thinking development and humor in the workplace all the times as well. The elementary school principals should be able to flexible to find solution in different situations with open mind for new ideas freely. Additionally, the elementary school principals should set the goal with clear vision, looking at the future and then leading to a change towards excellence.

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