Exploring Creative Leadership as a Concept: A Review of Literature

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ABSTRACT

Education leaders are responsible to create and cultivate an environment that encourages creativity among learners and assist students to reach their full potential by offering them the best learning experience. To suit the rapid technological and social changes in our society and transform and contribute to the success of the learning organisations, there is a growing need to identify the right leadership style. Creativity has become one of the most essential components in any organisations as it drives productivity and fosters success. It is the abandonment of rigid structures and leaders have the ability to face challenges or solve problems by developing new, creative solutions, a very desirable trait for the 21st century school leaders to manage schools successfully. Creative ledership is very relevant and suitable to be implemented because a creative school leader is able to bring significant changes in developing creativity and innovation and this is clearly demonstrated by them supporting and promoting these indispensable skills in their leadership and as an inherent part of students' learning. The scope of this paper is to review the literature on the concept of creative leadership. A total of 30 articles that are related to the topic of the study were chosen and reviewed carefully. Peer review was also done to ensure the validity, quality of the articles and the study. It can be highlighted that schools are in need of creative leaders in supporting the school leadership. This will ensure that the students are well equipped with the skills needed in this 21st century, able to able to think and act creatively and more importantly become creative citizens in the future. In order to truly transform students' learning outcome, change needs to happen at all levels—the Ministry, states, districts, schools, principals, and teachers.

Keywords: Creative Citizens, Creative Leaders, Creative Leadership, Leadership Style, Learning Organisations, Well Equipped

INTRODUCTION

Leadership is both an art and a science (Palus, 2007). It is an art of achieving goals through the involvement and collaboration of others. It also involves the leader's understanding of the needs of the situation at hand and adapting his or her leadership style from time to time in order to guide and lead people better (Blanchard, 2008; Grissom and Loeb, 2011). Many scholars have also agreed that Leadership is defined as a special ability of an individual to influence and motivate others which commands their respect, admiration or affection and causes them to follow him or her to achieve a particular vision, mission, objectives and task (Stogdill, 1950; Winston & Patterson, 2006; Ganta & Manukonda, 2014). This definition is similar to Northouse's (2015) definition — Leadership is a process whereby an individual with strong leadership ability will be an example or role model and influence others in achieving a shared goal.

Due to the increasingly interchanging organisational settings and complexities in this era of globalisation, leadership is not solely about having a set of leadership qualities, knowledge and skills to keep the organisation going (Day, 2001), but a leader needs to keep abreast of global development, innovation, and to nurture and develop value creation in order for the organisation to sustain and adapt in such complex environments, where change and uncertainty are paramount (Uhl-Bien & Arena 2018). The traditional focus on the qualities and personality traits of successful leaders based on the Great man and Trait theories of leadership is proven to be less effective and insufficient for organisations to identify and predict leader effectiveness in the 21st century (Hunt & Fedynich, 2019). However, Samad (2012) states that not everyone is born as a leader merely by virtue of the possession of some combination of traits, but it is a fact that anyone can develop their leadership qualities

and put them to positive use to become one where those qualities can really shine and be recognised. Every leader can be highly effective and can provide strong leadership, but there is a universal set of traits that a great leader must have on top of the basic knowledge and skills in order to make him or her a unique and strong leader (Germain, 2012). For example, a leader must have good interpersonal skills, able to solve complex problems, think rationally, always be open and willing to take risks and most importantly have integrity in whatever that he does. Other than that, there is also another way to define a leader that has strong leadership. Wasim and Imran (2010) state that an effective leader gives a clear direction to the followers, lead them to commit to their jobs and to work as a group to achieve the organization's goals and objectives.

An effective and strong leader is needed by organisations for optimum effectiveness as effective leadership is essential in providing direction to followers, helping them to understand the goals and objectives to be achieved and to encourage and motivate them to continuously make changes from time to time (Cabeza-Erikson, Edwards & Van Brabant, 2008). On the contrary, Atkinson (2015) states that if effective leadership is absent in an organisation, there will be no changes or improvements in the organisation over time. According to Jackson and Parry (2008), an effective leader is also responsible to direct the organisation in the desired direction in order to make it more systematic and organised in accordance to the goals and objectives set. In other words, a leader takes charge and controls the operations of an organisation and more importantly determines the direction, future and success of an organisation (Meraku, 2017). Thus, we can clearly see that having an effective leader is vital to the growth and success of an organisation as it can not only bring positive influence to the followers but also able to cultivate a positive environment (Ionescu, 2014).

In the recent years, the roles of the school leaders are changing in accordance with the demands and changes of the world, much of which are due to the pressure of globalisation and the rapid progress in the field of education (Shariffah Sebran Jamila & Mohammmed Sani, 2012). In view of such rapid developments, school leaders must be willing to equip themselves by establishing their qualities in terms of skills that are appropriate to face the changes and challenges of an increasingly complex field of education in this 21st century. Unfortunately, most of the school leaders in Malaysia placed more logical, systematic, consistency, analytic, precise and structured in their leadership but they did not focus on creativity, innovation and idea generation (Chua Yan Piaw & Ling Lay Ting, 2014). It is crucial for leaders to emphasis more on creativity in their leadership because an effective leader is creative and open towards new approaches and people, always encourage divergent thinking and innovativeness within the organisation and provides individual encouragement and support with individual consideration. (Popa, 2012; Noordin, et al., 2011).

Creative Leadership as a Concept in Education

In the field of education, a leader plays an important role that has the capability in producing the conditions that enables learners, teachers and communities to work together to provide a quality educational experience that produces creative citizens of the future. Leadership is an important ingredient that is vital to ensure that schools are on par with the current world that is more competitive, demanding and unpredictable (Trilling & Fadel, 2009). Leithwood, Harris & Hopkins (2008) highlight the need for successful leadership in driving educational institutions to achieve their goals and create a positive learning environment because there is not a single documented case of a school successfully turning around its pupil achievement trajectory without talented leadership. In the context of schools, school leaders are the central pillar in building a successful and conducive school environment. They take on the managerial role of working together with the other members in the school community, monitoring implementation of policies, evaluating policies and academic programme and more importantly overseeing the entire school's development and progress. School leaders are also responsible in making potential changes and improvements so that schools can continue moving forward and keep up with the new challenges, changes, expectations and demands of the modern-day society. Direction setting, developing people, and redesigning or reshaping the organisation were found to be practices common to successful school leaders (Jacobson, 2011). Hence, leadership is a critical variable that contributes to better student and school performance (Robinson, 2007; Bush, 2011; Walker & Hallinger, 2015; Harris & Jones, 2015; Hallinger, 2017; Adams, Raman Kutty & Mohd Zabidi, 2017). According to Bush and Glover (2014), it has a great impact on learners' learning and also to generate school improvement. So, it is clear that leadership influences the creation of an environment conducive to creative learning and practice (Stoudt, 2018).

As such, developing creativity among learners becomes an important responsibility of schools and it is the school leaders who are making important decisions and mananging schools to ensure that schools can produce learners that are well-equipped and well-prepared for the twenty-first century global world in which they live. Hence, the school leaders' role is not only to ensure the delivery of knowledge and information to learners, but also to go beyond the school walls in ensuring the development of the different aspects of an individual especially a child's creative competence after completing his or her basic education. As Beghetto (2010) notes, learners should not be afraid of doing things that are different from others as the only way for them keep up with the demands is to exercise their creative abilities and solve problems creatively (Carson, 2010).

In this era, machines control a rapidly increasing number of organisational activities, but they are not able to substitute humans especially in the creative functions of leadership. Creativity is an important quality that is vital to leadership and organisational success, requiring the introduction of unique and effective ideas (Baer & Kaufman, 2006; Mayer & Maree, 2018), thinking from different angles and the ability to switch between them (Glăveanu, 2015; Runco, 2015). An excellent leader demonstrates creativity to lead an organization effectively in order for learners to have access to invaluable and fulfilling learning experiences and able to adapt to changes and overcome the challenges in the 21st Century. It is the most essential and important leadership quality in this 21st century to ensure organisational success (Mumford et al., 2002; Sternberg, 2007; Puccio et al., 2011; Turnbull, 2012; Botha, 2013; Csikszentmihalyi, 2014), stimulate educational processes (Wyse & Ferrari, 2015) and provide a conducive school environment. To put it simply, a leader directly influences teachers' and learners' achievements or learning. In response to these challenges, school leaders need to be creative and innovative.

Creativity has become one of the most essential components in any organisations as it drives productivity and fosters success. It is the abandonment of rigid structures and leaders have the ability to face challenges or solve problems by developing new, creative solutions, a very desirable trait for the 21st century school leaders to manage schools successfully. Creative ledership is a new form of leadership that isn't top-down, it is about leading a team in such a way that it is not dictating and yet still scaffolding and supporting. This makes it very relevant and suitable to be implemented because a creative school leader is able to bring significant changes in developing creativity and innovation and this is clearly demonstrated by them supporting and promoting these indispensable skills in their leadership and as an inherent part of students' learning.

Research Gap in Creative Leadership

In today's global economy, a nation's success depends fundamentally on the knowledge, skills, and competencies of its people. To adequately prepare and produce students who are successful in the 21st century, school leaders and teachers must step out of their comfort zones, change their habits by proactively modelling and teaching students the skills they need beyond the school walls. Therefore, it is important for school leaders to be creative in order for transformation to take place and fundamental changes to be felt.

According to Stoll and Temperley (2009), creative leadership is an imaginative and thought-through response to opportunities and to challenging issues that inhibit learning at all levels. It's about seeing, thinking and doing things differently to improve the life chances of all students. Creative leaders also provide the conditions, environment and opportunities for others to be creative. The ultimate goal of being a creative leader is to make a positive difference. For instance, it means exploring different ways to lead a school as well as all the staffs in order to get the best out of students eventually. Being a creative leader requires an individual to be adventurous, flexible, willing to take risks exploring and trying things that are not necessarily the expected one, open to new ideas and also more importantly always look out for opportunities to improve and move forward (Sternberg, 2005; Puccio et al., 2011).

However, creative leadership is an area of research that is new and still under-researched. This has resulted in principals facing difficulties in coping with numerous changes and more importantly effectively managing schools in this increasingly competitive global environment. Many school leaders lack of the relevant knowledge and skills to lead schools effectively and this has had serious implications for learners' performance and poor academic standards (Bush & Oduro, 2006; Mestry & Singh, 2007; Heystek, 2016).

Bringing about deep and meaningful change to the current learning practices or norm is one of the greatest challenges for school leaders. They may struggle to step out of their comfort zone to change their leadership style and provide learners the opportunities to learn and develop creativity and innovative thinking. As Harding (2010) states, many research have been done over the past few decades to discover the best leadership style that is able to contribute to the success of a school reform. But existing literature suggests that there is no single optimal style of leadership which suits all purpose. It evolves and changes according to the current trends in order to be useful and practical for the school leaders in the 21st century (Graetz et al., 2010). So, school leaders need to be updated and aware of societal and global changes and trends, and have visions and ideas of their preferred learning futures (Beare, 2001).

As Mansaray (2019) writes, it was discovered in various literature reviewed that there are several leadership styles that can achieve positive outcomes and hence bringing changes and improvements to schools. It was learnt further that leadership is one of the leading factors in bringing affirmative change in organisations as the best way to succeed. For instance, leadership is when the leader guides employees towards the direction they desire them in order to achieve organisational goals. This article is done to examine and compare different leadership styles ranging from situational leadership, transactional leadership, transformational leadership, instructional leadership, distributed leadership to creative leadership. In the recent years, creativity has become

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an essential component for a successful change in any organization and a study done 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 and innovative way to enhance the development and professional growth of teachers. This noteworthy role is important as principals or school leaders who have the skill to handle and direct changes effectively have proven to be more successful compared to schools that are still mediocre (Azam & Hamidon, 2013).

Mumford and Licuanan (2004) state that the leadership of creative efforts is unusually complex and requires a new wave of research expressly intended to account for leadership in settings where creative people are working on significant innovations. Mumford et al. (2002) highlight that creative leadership differs substantially from other traditional forms of leadership and it requires fresh theoretical and empirical approaches (Epitropaki et al., 2019) and a unique repertoire of behaviours that are different compared to traditional forms of management and organisational functioning (Hunter et al., 2011). That said, the concept of creative leadership has a long history in organisational science but research on creative leadership has long struggled with lack of definitional clarity, shortage of nuanced theories and low contextual sensitivity (Mainemelis et al., 2015). Furthermore, previous researchers failed to capture creative leadership in traditional work settings due to limited need for creative contributions by the leaders (Mainemelis et al., 2015; Epitropaki et al., 2019). Dinh et al. (2014) also pointed out that majority of studies are lack of essential theoretical depth to investigate creative leadership thoroughly and therefore have failed to capture the dynamic nature of the intrapersonal and interpersonal processes associated with creative insight and performance. Thus, creativity has remained under researched and somewhat hidden among leaders in the educational arena (Sawyer, 2015; Mayer et al., 2018).

Without doubt, leadership is arguably one of the most observed, yet least understood phenomena on earth (Burns, 1978). Over time, researchers have been looking for one leadership style that is more effective than others but it seems that there is no particular style of leadership that can be considered universal (Yukl, 2011; Lussier & Achua, 2016). So, creative leadership is an important subset to ensure the success of schools as principals are able to implement it in order to achieve their full potential for the delivery of higher student outcomes. Creativity in leadership is not only about the qualities and characteristics of an individual leader, but more importantly it is 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, 2009; Botha, 2013; Kuan, 2012).

Following the gaps highlighted above, this article conceptualises Creative Leadership from the synthesis of existing literature found in the context of education so that it will provide a rich description of what it means to be a creative leader and that such a description will provide direction for leaders to improve or adapt their leadership so that it will be more suitable and relevant to this globalised world.

REVIEWING THE LITERATURE

According to Budgen & Brereton (2006), reviewing the literature requires the ability to juggle multiple tasks, from finding and evaluating relevant material to synthesising information from various sources, from critical thinking to paraphrasing, evaluating, and citation skills. The 3 main kinds of literature that were selected to be reviewed in this study were research papers, concept papers and review papers. This is a convenient way to start to learn and get to know more about the background of the subject. The key sources for finding suitable material are the major peer-reviewed journals indexed in the ISI and Scopus database that publish articles related to field of the study. The articles that are recent, relevant and most resemble the research interest were then identified. Some additional reference materials were also looked at on databases that are most suitable to the field of social science such as Google Scholar or the Directory of Open Access Journals (DOAJ). They were then downloaded and carefully reviewed to provide a rich and firm foundation of information for the study. All the articles selected are relevant to the subject and they are also recent studies that have been published within the last 10 years (i.e. 2011-2021).

Broad keywords such as creativity, innovative, leadership, school leaders and management were used for directing the literature search and they were used by search engines to construct and index their archived references. Later on these keywords were expanded to refine the search into specific subheadings and also identifying related areas that can be explored further. However, reviews which are written from someone else's viewpoint were only used as a reference and they were not used as the foundation of the literature review.

It is important to identify the right and relevant articles as they are essential in finding a direction for the research and defining the research path. First of all, all the available and possible sources that are matching or related to the topic were identified and categorised by using keywords. The articles were then peer-reviewed and evaluated their relevance and suitability to the study. This was done to ensure that only sources that are appropriate were taken into account. There were about 30 articles in total in the beginning. After that, all the 30 articles were read through and reviewed carefully, with the aim of filtering and determining the relevant sections

that are useful to the context of the study and can be used as a reference. 20 articles were finally used for this study. They were read and re-read, analysed in detailed, first on a document-by-document-basis and, secondly, across all the 20 articles selected, to identify both commonalities and unique areas that are relevant and meaningful to the study.

This was done to analyse and explore how creative leadership is different from other leadership styles and how it is more effective and suitable to be used in this era compared to the other leadership styles. The first step was critically reading and reviewing the relevant literature then identify and differentiate the theoretical or conceptual writing in the area and also the empirical data-based research studies that prior studies have done before. All the studies were arranged and discussed in a chronological manner to describe how research in the field has evolved over time and to highlight the progress in the field. Each of the leadership style, their characteristics and strengths and weaknesses are also identified as it helps to address the gaps that need to be worked upon.

This is essential for defining the problem statement of the study and highlighting the significance of creative leadership. In other words, this makes the idea of creative leadership stands as exploring different leadership styles and discussing the controversial aspects provides a different context, relevance, and background to the focus of the study. Figure 1 below shows the summary of the steps taken in this study.
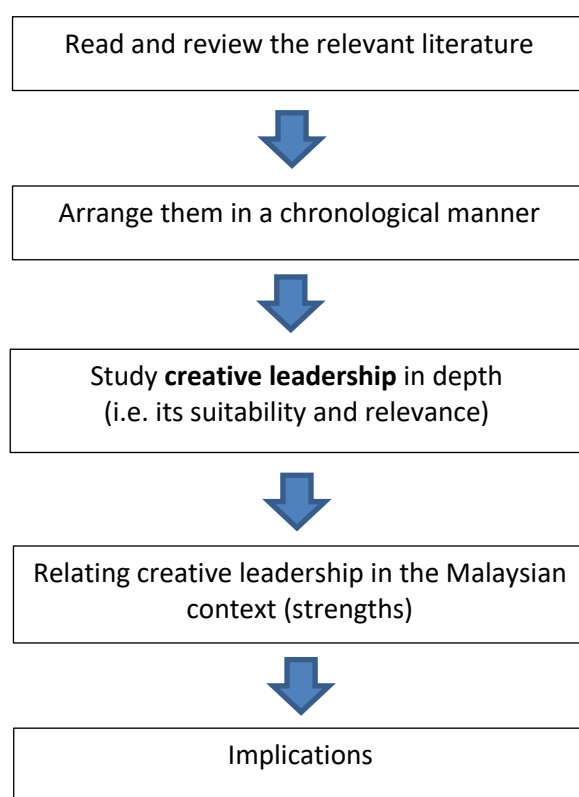
Read and review the relevant literature

⬇

Arrange them in a chronological manner

⬇

Study **creative leadership** in depth
(i.e. its suitability and relevance)

⬇

Relating creative leadership in the Malaysian
context (strengths)

⬇

Implications

Figure 1: Steps Taken, Process and Key Focus of the Study

As Erlingson and Brysiewicz (2017) notes, it is important to be open to the complexity in the data and utilise one's flow of creativity when doing an analysis or when reviewing articles. A Google Spreadsheet was used to analyse and work with a significant amount of data collected. It extracted the information and organised them into separate columns consisting of the abbreviation FITMEC (F-Focus, I-Impact, T-Theory, M-Method, E-Empirical findings, C-Context). This was done to sort ideas and thoughts better and it helped to clearly present the findings and information in a systematic and organised manner.

Morever, a thorough peer examination was done throughout the process of the research involving discussions with colleagues to critically discuss the methodology and unfolding research process. It was beneficial to have an expert either familiar with the research or one new to the topic to discuss the process of the research, the congruency of emerging findings with raw data and tentative interpretations and this allowed constructive feedback and recommendations to be taken into account to further improve the study at hand. By doing this, bias was reduced and at the same time ensuring the validity and significance of the study.

FINDINGS FROM THE REVIEW OF LITERATURE

In this 21st century, creative leadership skills are very common in corporate organisations (Kuan, 2012). Previous studies about school effectiveness consistently highlight the importance of leaders in providing effective leadership and supportive management. It is a fact that effective schools are often led by effective leaders. Smith et al.'s (1992) work described the impact an effective school leader could bring, but also how poorly schools functioned without an effective principal. The key to effective school reform leadership, what made most leaders successful, was their creativity—more specifically, their creative leadership (Sternberg, 2005; Jazzar &Algozzine, 2006; Puccio et al., 2011; Senge et al., 2012;). So, it is important for school leaders to be creative and implement creative leadership practices in schools or learning organisations so that they are able to cope well and develop learners equipped with the skills and strategies necessary to succeed in this era.

There is quite a number of studies related to implementing creativity in leadership and how it contributes to the development in learning organisations (Basadur, 2004; Petrie, 2014). Still, the concept of creative leadership in schools was something of a paradox, it is not a common leadership style or practice in Malaysian schools or learning organisations. In Malaysia, the role of school leaders is currently more focused on administrating schools (Kamaruddin, 2006) and strictly following policies and principles from authorities or external agencies therefore restricted in terms of creativity, freedom to make changes and being open to ideas from others. In other words, they are in the dilemma of trying to follow and implement the directives from the Ministry of Education and to meet the demands of parents and the community (Azlin Norhaini & Roselan, 2007). As Chan (2009) writes, there is a need to focus in depth on creativity in leadership as an important subset of developing schools that is capable of producing Malaysians who will be competitive in a globalised, 21st century world. This requires a reconsideration of what student learning means, and a re-articulation of the kinds of skills that the Malaysian education system wants to inculcate in its students. In order to truly transform students' learning outcome, change needs to happen at all levels—the Ministry, states, districts, schools, principals, and teachers. Therefore, it is clear that schools in the 21st century requires a creative leader in order to improve the existing system or pratices and bringing about creative change in schools.

School leaders 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). As the school innovative behaviour becomes significant and importance in sustaining educational quality and school performance, it is the duty and responsibility of the school leaders to implement creativity in their leadership to ensure the success and excellence of schools. On that note, Malaysian schools need creative leaders in supporting the school leadership to achieve high performing school. Afsar, Badir and Saeed (2014) highlight that having a creative and innovative leader is a good start for an organisation to foster innovation for success including education organization.

Robinson (2011) states that the elements and principles of creative leadership is applicable in education at every level. There are various ways that can be done by school leaders to implement creative leadership in schools such as introducing AI and robotics education programme in the school, conducting professional development or trainings for teachers and staffs to encourage them to be creative in their daily routines or in the teaching and learning process, integrating ICT in the classrooms to enhance the students' learning as well as communicating with the parents and help them keep up with what is happening in school from time to time. These initiatives can create and cultivate an environment that encourages creativity among learners and assist students to reach their full potential by offering them the best learning experience.

Contributing Factors of Creative Leadership

Anson (1992) states that societal expectations and assumptions are changing rapidly worldwide, which resulted in an increased pressure and the demands for change to the education system. Educational leaders who are the agents of change are responsible to truly shape the education system of the future. As Gronn (2000) writes, school leadership needs to be redefined or restructured from time to time in order to respond to these challenges and meet the demands for new system changes. Creativity is not merely a set of attributes, traits, or skills, but more of an application of creative practices and problem solving that rises above the ordinary. It is as an extraordinary quality that a successful and effective leader must demonstrate in promoting change (Shalley & Gilson, 2004; Sternberg, 2005). Nikrvan (2012) states that creativity is a central ability that outweighs other competencies such as global thinking and integrity and able to offer huge support to the leaders in determining the direction, future and success of an organisation.

What makes a good and effective leader? An effective leader needs to have certain qualities and characteristics such as ability to influence, motivate and encourage others, have good interpersonal skills, encourage risk taking and innovation, demonstrate integrity and honesty and more importantly making tough decisions in a wise manner. Furthermore, leaders need to be creative in leading and transforming a school culture. The role of the

creative leader is to develop capacity to create the conditions, culture, and structures, in which learning-focused creativity can be applied and thrive (Puccio, Mance, & Murdock, 2011). Thus, applying creativity is at the heart of being a creative leader.

Hoyle (2006) points out that the mystery of why one leader's style is more effective than another's is unsolved. Although there has been a lot of studies being carried out to figure out the best leadership style, it has yielded very vague responses that can be attributed to effective leadership. The complex problems brought about by changes and development in this era have led to the emergence of a more realistic concept which draws the fields of creativity and leadership together. Creative leadership is termed as such due to the nature of dealing with adaptive challenges and the action associated with developing solutions. Creativity is a critical factor in effective leadership, it aids leaders in solving problems (Mumford & Connelly, 1991), responding to opportunities (Shalley & Gilson, 2004) and maintaining a competitive advantage (Reiter-Palmon, 2004).

There are some important studies about creative leadership practices. Turnbull (2012) in his study stated that creative leadership enhances learners' learning and it serves as a catalyst in overcoming problems. Creative leadership is important in transforming schools as it fuels vision, spawns novel ideas, crafts diverse methods and produces innovative output (Sohmen, 2015). It is able to initiate and achieve a successful school improvement (Basadur, 2004; Petrie, 2014). Ashley & Reiter-Palmon (2009) & Bosiok (2013) highlighted that creativity in leadership fabricates and facilitates a creative climate. As Stoudt (2018) notes, creative leadership in schools is intended to stimulate creativity among educational colleagues, thus enhancing creative learning opportunities for learners.

Creativity is also an important element in stimulating educational processes (Wyse & Ferrari, 2015) and it aids the process of developing 'creative school' among school leaders (Naser, 2020). Davies et al. (2013) opined that a creative environment can not only promote creative skills development among learners but it can also develop a conducive and effective learning environment which promotes creative skills development. This enables learners to perform exceptionally well (Qureshi, & Niazi, 2013). A 'creative school' works creatively in organising the elements of educational processes, its material and human requirements and the school environment (Robinson & Aronica, 2015). It plays a significant role in learners' interests, developing 21st century skills, triggering creative energies, teaching creative thinking, adaptability to local and international surroundings, and in overcoming future challenges.

According to Puccio, Murdock, & Mance, (2011), creative leadership is about being able to guide or lead a group of people towards achieving a new goal, whose idea and direction were novel and of one's creation. In the context of a school, 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 the ability to solve problems by developing new, creative solutions to increase productivity, engage teachers in problem solving and encourage growth (Botha, 2013). In other words, it can support, develop and empower the capacities of others (Harris, 2009).

A creative leader has the capability in producing the conditions that enables learners, teachers and communities to work together to provide a quality educational experience that produces creative citizens of the future. Bosiok (2013) states that creative leaders facilitate the conditions, environment and opportunities for others to be creative. Therefore, creative leadership needs to be practiced and implemented by school leaders as it brings significant impact to the teachers and learners. This is an essential dimension for the 21st century school leaders to manage schools successfully. An example of creative leadership is by introducing Lego education in CCAs or in the classroom. Such an activity or initiative will definitely benefit the learners and help develop their creativity since they are at a young age.

In short, we can clearly see that creative leadership has many good characteristics that makes it suitable to be implemented in our current situation. It is suitable to be used for innovation and changes; turning challenges into opportunities. Creativity is needed to formulate new, high quality and appropriate ideas. It can also aid leaders to make and act upon decisions accordingly. These ideas will usually find currency among followers. So, creativity is an important aspect for effective leadership. Achieving the goal towards a 'creative school' that provides greater opportunities for creativity and innovation requires leaders that are adequately prepared for their leadership roles. A leader who is able to leverage the power of creativity may witness the greatest successes for learners, staffs, and for themselves as leaders.

Table 1 summarises the ways on how school leaders can be creative in their leadership from different dimensions.

TABLE 1
How School Leaders Apply Creative Leadership

Elements of creative leadership	Dimensions	Items (Application)
1. Interactive (Gardner, 1993)	Communicative (Agbor, 2008)	- brings out the creativity of others/ encourage others to be creative (Blanchard, 2010) - work together as a team (Burns, 1978; Amabile, 2001) - share problems; support or stimulate others (Amabile & Pillemer, 2012; Perry-Smith, 2006) - role model/positive influence (Hang & Bartol, 2010)
2. Think of new ideas and bring innovation when appropriate (Horth & Buchner, 2014)	Psychomotor (Sousa, 2016)	- focus on change (Mainemelis, 2010) - life-long learner/never stop learning (Sternberg, 2005) - able to adapt to changes in an environment quickly (Stenmark et al., 2011)
3. Able to accept ideas or critiques from others and willing to learn from others (Katz-Buonincontro, 2008)	Adaptive (Hersey, Johnson & Blanchard, 2013)	- take others' viewpoint into consideration and acknowledges good ideas (Nawrat, 2014) - open minded to new ideas (Stoll & Temperley, 2009) - ask for feedback and improve from time to time (Kolzow, 2014)
4. Willing to take sensible risk, be more confident, stay positive and patient (Isaksen et al., 2000)	Social-emotional (Goleman, 1995)	- able to manage emotions well especially in the face of a failure (Puccio et al., 2011) - willing to try new things and always ready for the unexpected (Lyman et al., 2005) - intrinsically motivated by own passion and beliefs (Runco, 2014)
5. Demonstrate independent thinking and have the ability to manage complex problems and situations (Rojanapanich & Pimpa, 2011)	Cognitive (Csikszentmihalyi, 2014)	- introducing new ideas (Baer & Kaufman, 2006; Mayer & Maree, 2018) - divergent thinking skills; ability to generate many and differing ideas (Williams, 2004) - flexibility in solving problems (Mumford et al. , 2000)

Comparison between Creative leadership with the different types of leadership styles in Education

Table 2 shows the comparison of the different types of leadership that are pertinent in the field of education.

TABLE 2
Comparison between the Different Types of Leadership Styles

Basis for Comparison	Situational Leadership	Transactional Leadership	Transformational Leadership	Instructional Leadership	Distributed Leadership	Creative Leadership
Meaning /Definition	Identifying appropriate leadership style according to situation at hand (Blanchard, Hersey & Johnson, 1988; Blanchard et al. 1993)	Social exchange between the leader and followers through rewards /punishment (Judge & Piccolo, 2004; Yukl, 2011)	Engaging with others to create a connection that increases motivation and morality (Northouse, 2001; Dean & Timothy, 2003)	Principals making a difference in learning, achievement and instruction (Reitzug & West, 2011)	Leadership is decentralised and spread among a group or network of individuals who are experts in relevant fields. (Gronn, 2000)	Imaginative and thought-through response to opportunities and challenging issues (Stoll and Temperley, (2009)
Nature of concept	Rational thinking and adapting the right response (Graeff, 1997)	A contractual agreement between the leader and his followers; cost-benefit exchange process (Avolio & Yammarino, 2013)	raising the capacity and commitment of organisation's members (Bush, 2007; Mirkamali et al., 2014)	strategy for principals; goal orientation (Hallinger & Heck, 1997)	Team-based leadership/ team-wide phenomenon (Stewart et al., 2011; Anderson & Sun, 2017)	seeing, thinking and doing things differently (Glăveanu, 2015; Runco, 2015)
Nature of relationship	win-win approach/mutual benefits (Will, 2015)	managerial/ task oriented; non-enduring (Mahdinezhad & Suandi, 2013)	dynamic; reciprocal (Burns, 1978)	appointed; formal power (Woods et al. 2004)	Emergent; informal influence (Bennett et al. 2003)	support, develop and empower others (Harris, 2009)
Works/ Best suited for	complexity of dynamic social situations (Mc Donagh, 1998)	existing organisational culture; rigid environment (Smith & Bell, 2011)	changing the existing organisational culture; democratic (Basham, 2010)	ensuring strong educational outcomes; crisis (Robinson, Lloyd & Rowe, 2008; Supovitz, Sirinides & May, 2010)	creating meaningful changes (Marzano et al. 2005)	Innovation and changes; turning challenges into opportunities (NACCE, 1999)
Style/ Role of leader	Task / relationship oriented (Bass & Bass, 2009)	Authoritative; bureaucratic (Bush, 2011)	Mentor; charismatic (Bass & Riggio, 2006)	Role modelling and mentorship (Horng & Loeb, 2010)	teachers (Wahlstrom, 2008)	imaginative and resourceful (Puccio, Murdock, & Mance, 2011)
Number of leader(s)	Not fixed (Daft, 2014)	one (Syed Talib Husain et al. 2017)	More than one; leadership is under one leader (Day, Gronn, & Salas, 2004)	One (Lambert, 2002; Harris, 2002)	more than one; a team (Jones et al. 2015)	one or more (Stoudt, 2018)

Focused on	situations (Dionne et al. 2014)	Tasks and goals (Yukl, 2012)	changes & innovation (Hallinger, 2003)	principal (Murphy, 1988)	mutual resposibility (Hartley, 2007)	creativity; new ideas (Botha, 2013)
Motivational tool	followers' ability/level of maturity (readiness) (Arora & Baronikian, 2013)	conformity; rewards and punishment (Zacher & Johnson, 2015)	principled morality (Sendjaya, 2005)	missions/goals (Blase & Blase, 2004)	shared responsibility (Spillane el al. 2001; Harris, 2011)	solve problems (Mumford & Connelly, 1991), responding to opportunities (Shalley & Gilson, 2004) and maintaining a competitive advantage (Reiter-Palmon, 2004)
Application/ Example	Teacher adapts an effective delivery style that matches student's needs and capabilities. (Baker, 1990)	Leader monitors a teacher's teaching performance and encouraging/correcting accordingly. (Barbuto, 2005)	Teachers work together in a project through a shared set of values and achieve goals and productivity. (Bush, 2011)	The principal works directly with teachers to develop, improve and enhance teaching and learning. (Hallinger, 2011; DiPaolo & Hoy, 2014)	A curriculum change in a school will involve a group of people having expertise and initiative to work together (Elmore, 2005)	Introducing Lego education in CCAs or in the classroom (Parker & Thomsen, 2019)

CONCLUSION

In a nutshell, it is undeniable that we are currently living in a world that is rapidly undergoing drastic, accelerating and consecutive changes. School leaders are the central pillar in building a successful and conducive school environment. They need to be flexible and ready to respond to the changing needs of the contexts accordingly. A creative leader has a significant influence on the development of creativity within the school and among the individuals who are working within it and this contributes to the development of a 'creative school'. A 'creative school' is an integrative system that secures a school environment that encourages creativity and inventiveness. It highly depends on modern technology in all its educational and administration processes, in addition to means of communication with learners and parents (Robinson & Aronica, 2015; Naser, 2020). Creative leadership is necessary in developing a 'creative school'. It can make a great difference in learners' learning, achievement and instruction in schools and also bring changes and improvements to schools as well. Hence, this makes creative leadership very relevant and suitable to be implemented in schools nowadays.

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