THE RELATIONSHIP BETWEEN SUPERVISOR SUPPORT, TEAM KNOWLEDGE SHARING AND AUTONOMY SUPPORTS WITH TEACHER-CREATIVITY IN PRIMARY SCHOOL

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ABSTRACT

The perception of teachers towards creative teachers and pupils is an essential pre-requisite for research concerning creativity in teaching, its assessment and promotion in the school context for teaching and learning in present time require a new model for education. This means that an interactive and creative education based on individual needs and abilities is essentially needed in order for the new model of education to function. The new education strategy also needs freedom in learning and teaching as an active mode of learning influences innovative personality development, which creates something unique; turning mundane lessons into lessons which are filled with creative activities. This study aims to determine the relationship between supervisor support, team knowledge sharing and autonomy support with teacher-creativity. This study also explains the significance of teacher-creativity in primary schools since the early stages in primary school is a critical phase for children's development. The respondents for this study consist of primary teachers within two districts which are Kota Setar and Kuala Muda/Yan. The total population in which this study is concerned is 7729 while the sample size taken for this research is 364. Data collection was done using questionnaires that were written in Bahasa Melayu and English. Questionnaires have been distributed by utilizing the proportionate sampling technique for both districts. In Kota Setar, the questionnaires have been distributed using 160 questionnaires while in Kuala Muda /Yan with 220 questionnaires. Thus, 380 questionnaires have been distributed with only 200 usable questionnaires. The data has been analyzed by using Statistical Package for the Social Sciences by IBM (or more commonly-known SPSS). The software version of SPSS is version 22. Correlation and regression analysis were used to analyze all data, thus the findings show that all the relationships are significant. Consequently, all the hypotheses are also supported by previous researches regarding teacher-creativity. In conclusion, the findings of this study provide useful information to the teacher, school administrators, and Education Department regarding teacher-creativity.

Keywords: Employee creativity, Supervisor Support, Team Knowledge Sharing, Autonomy Support.

ABSTRAK

Persepsi guru mengenai guru dan murid kreatif adalah prasyarat penting untuk penyelidikan mengenai kreativiti, penilaian dan promosi dalam konteks pengajaran dan pembelajaran sekolah hari ini memerlukan pendidikan model baru. Ini bermakna pendidikan interaktif dan kreatif berdasarkan keperluan dan kebolehan individu. Strategi pendidikan baru juga memerlukan kebebasan dalam pembelajaran dan pengajaran dan mod pembelajaran aktif mempengaruhi perkembangan personaliti inovatif, yang mencipta sesuatu yang unik dan mengubahnya menjadi aktiviti kreatif. Kajian ini bertujuan untuk menentukan hubungan antara sokongan penyelia, perkongsian pengetahuan pasukan dan sokongan autonomi dengan kreativiti guru. Kajian ini juga menerangkan pentingnya kreativiti guru di sekolah rendah berikutan peringkat sekolah rendah merupakan fasa kritikal untuk pembangunan kanak-kanak. Responden untuk kajian ini terdiri daripada guru di dalam dua daerah iaitu Kota setar dan Kuala Muda / Yan. Jumlah populasi dalam kajian ini adalah 7729 manakala saiz sampel adalah 364. Pengumpulan data dikumpul dengan menggunakan soal selidik yang ditulis dalam Bahasa Melayu dan Bahasa Inggeris. Soal selidik telah diedarkan dengan menggunakan teknik pensampelan berkadar, untuk soal selidik Kota Setar telah diedarkan dengan 160 soal selidik manakala Kuala Muda / Yan dengan 220 soal selidik.oleh yang demikian, sebanyak 380 kaji selidik telah diedarkan tetapi soal selidik yang boleh digunakan hanya 200. Data telah dianalisis dengan menggunakan Perisian SPSS 22. Analisis korelasi dan regresi digunakan untuk menganalisis semua data, sehingga penemuan menunjukkan bahawa semua hubungan adalah penting dan semua hipotesis juga disokong seperti penyelidikan sebelumnya mengenai kreativiti guru. Kesimpulannya, penemuan kajian ini memberikan maklumat berguna kepada guru, pentadbir sekolah, dan Jabatan Pelajaran mengenai kreativiti guru.

Kata kunci: Kreativiti Pekerja, Sokongan penyelia, Perkongsian Pengetahuan Pasukan, Sokongan autonomi.

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TERIMA KASIH

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

CHAPTER 1

INTRODUCTION

1.0 Introduction

This study presents an overview of the relationship between supervisor support, team knowledge sharing and autonomy support with teachers' creativity at the primary schools in Kota Setar and Kuala Muda/Yan. This chapter contains six parts which are background of the study, problem statement, objective of the study, research question, scope of study and definitions of key terms.

1.1 Background of study

Creativity is an essential theme in hierarchical conduct as it incorporates the age of new and valuable items, practices, administrations, or strategies (Amabile, 1996). Oldham (2014) argued that creativity is the key to innovation, growth, and survival, especially when organizations need to accommodate to quick changing environment conditions and to exploit the rise of new opportunities. Creativity has become a major concern in recent years. Scholars in the arts, psychology, business, education, and science are all working to gain a deeper understanding of this abstract concept. According to Cole et al. (1999) as our society grows increasingly complex and the amount of information generated continues to evolve, society's problems require more creative solutions. Hence, creativity is an important component of this additional skill set that students need in relation to education and societal growth.

For half a century, authors such as Rhodes (1961) and Torrance (1963) have stressed on the importance and urgency for teachers to be creative. School and, in

particular, the classroom has been seen as a privileged context for promoting creativity in order to enhance social and individual progress (Cropley, 2009). The creativity research has grown to become an important and popular topic among the researchers in psychology, organizational behavior and in the management field. Research on creativity in management and psychology has exponentially increased for the last three decades (Joo et al., 2013). Many research have examined the effects of individual characteristics such as personality, cognitive style, creativity relevant skill, experience and motivation (Amabile, 1983).

According to a new report from the World Economic Forum (2016), the report states that creativity at work is going to be one of the most important and in demand skills in the next 5 years, and the report also make a comparison of the top 10 skills that companies want from employees on 2015 and 2016. On 2015, creativity was listed at the 10th place, while on 2016 creativity moved up to the 3rd place (Davos, 2016). This shows that creativity is becoming an important skill which is seen as growing in value for the new challenging age.

How organizations can energize creativity in their employees is an administration question that must be tended to in the new century (Simpson & Weiss, 2001). At the school level, the issue is more prominent in light of the fact that administrators need to discover approaches to energize teachers' creativity and additionally discover approaches that will guarantee that teachers can consequently empower creativity to their students.

In the school context teachers are a source of information but teachers also act as relevant role models for their students with respect to strategies and behaviors. Teachers have the responsibility for transmitting declarative and procedural knowledge (Runco &

Nemiro, 1994). A creative teacher is the person who encourages reasonable risks and unpredictable situations, while reinforcing creative activities. A close relationship with students and a motivating class environment should also be in harmony with a good scientific background of the teacher and with teacher's capacity to challenge at the cognitive level. To encourage self-confidence and self-regulation of students (as well as their multiplicity of ideas and their active role in defining and redefining problematic points) is also important (Fautley & Savage, 2007). Huang et al. (2010) indicated that students' learning processes were changed currently, and old teaching methods could no longer be effective, therefore, teachers must develop more creative teaching methods to instruct students. In short, students could better stimulate the learning interests and motivation.

The emphasis on creativity in Malaysia is also clearly outlined in the curriculum specification for English language. It is stated in this document that students should be able to express themselves creatively and imaginatively. Thus, teachers are encouraged to use various stimuli to develop learners' imagination and creativity (Curriculum Specifications for English Language, 2003).

Education in Malaysia is overseen by two government ministries. The Ministry of Education handles matters pertaining to pre-school, primary school, secondary school and post-secondary school education. Matters regarding higher education are dealt with by the Ministry of Higher Education. Even though education is the responsibility of the federal government, each state has an Education Department to coordinate educational matters in its region. The main legislation governing education is the Education Act of 1996. For public primary schools, it can be divided into two categories based on the medium of

instruction. The first category is Malay-Medium National Schools and the second category is Non-Malay medium National Type Schools also known as Vernacular schools. The second category can be divided into two type which is National Type School (Chinese), Mandarin medium and simplified Chinese writing known as SRJK (C) (an abbreviation for Chinese Primary School). Another subdivision under the second category is National Type Schools (Tamil), Tamil medium known as SRJK (T) (Tamil Primary Schools).

The Ministry has realized that it is also important to ensure that teaching and learning itself are framed to foster creativity. Because of that, based on the Malaysia Education Blueprint 2013-2025, the Ministry has identified 11 shifts needed to deliver the change in outcomes as envisioned by all Malaysians. Each shift will address at least one of the five system outcomes of access, quality, equity, unity, and efficiency, with quality as the common underlying focus across all shifts as this is the aspect requiring utmost attention. Some of these shifts represent a change in strategy and direction. Others represent operational changes in how the Ministry and schools have historically implemented existing policies. Regardless of whether it is a strategic or operational shift, they all represent a move-away from current practices. Collectively, these shifts address every stakeholder and the main concerns of the public. The Ministry hopes that this inclusiveness will provide the basis for a common focus that can be embraced by all Malaysians (Ministry of Education, 2011).

Malaysia has established a visionary policy, titled Vision 2020 to transform the country into a developed nation by 2020 (Government of Malaysia, 2008). As Malaysia pursues its vision 2020, access to quality education, human quality development and educationally-competitive Malaysian schools' ranks are among its most important

challenges. Hence, to ensure that its intentions are not derailed, the Ministry of Education (MOE) has a crucial role to play in the professional development of her teachers. Working towards these criteria, the MOE's effort to prepare quality teachers is guided by the National Philosophy of Education (NPE) and Philosophy of Teacher Education (PTE) (Ministry of education, 2011).

Students' disinterest in historical subjects is attributable to teachers. Being less creative and unskilled in teaching history are some of the main teaching problems persisting today. Some claim that these teachers are less creative, lacking in skills for effective teaching techniques, being over-dependent on textbooks and overly pursuing syllabus, leading to failure in giving an overview of historical events concordantly making students become unable to understand what is being said, which "kills" their interest in the subject. It means that teachers nowadays need more creativity while teaching to ensure they can successfully deliver knowledge to their students, at the same time gaining back interest in learning among their students (Bernama, 2014)

In enhancing effective teaching and learning of creativity, teachers in various parts of the world tend to choose the easy way to accomplish the goal. Supervisor's support is one of the ways to become more creative. Supervisors, department heads, instructional lead teachers and principals must take on the difficult task of changing those characteristics of the teaching environment that stifle the improvement of instruction (Glickman, 1985). To create a professional environment in schools, the supervisor needs to provide opportunities for teachers to make choices, observe each other, discuss their work, and help new teachers ease into their responsibilities. One of the support that employees wish is supervisory support, since the act of supervisors equipping their employees with creativity-

relevant feedback and data, may inspire employees to be inventive on the grounds that they see creativity to be esteemed and supported by their supervisor (Amabile, 1997).

Second part is team knowledge-sharing as educational workers also have the need for knowledge-sharing. Mc Andrew et al. (2004) indicated that fellow teachers in their school "want to know what colleagues are currently thinking, what methods and approaches are currently being used and they want the opportunity to discuss ideas with colleagues in their school. When teachers come together with their peers to solve problems, share best practices, and exchange helpful resources, students reap the benefits.

Autonomy support is also one of the ways to make teachers become more creative. Scholars have studied varying aspects of teachers' working conditions to identify areas that may improve teachers' experiences and reduce attrition rates (Ingersoll, 2006). One element of working conditions is teachers' control over classroom activities, also called teacher autonomy (Ingersoll & May, 2012).

1.2 Problem Statement

Creativity is an energizing point in school education for some reasons. Among those is researchers' acceptance of the assumption that creativity can be educated (Heindel & Furlong, 2000). Teachers cannot practice the same teaching as 10 or 20 years ago as students today are wiser and knowledgeable. Therefore, the teacher must be willing to make this change. Today, teacher needs creativity to ensure that the teaching session can attract students' attention. It is because, nowadays, students are more interested in something interesting. Teacher must complete the preparation with a wide range of knowledge covering various fields and must dare to make changes towards creativity and innovation.

The decreasing result of Ujian Penilaian Sekolah Rendah (UPSR) is not a new issue in the education field, it has been happening since 2013 and is on-going until today. The overall achievement of the 2014 UPSR candidates dropped by 0.02 Gred Purata Nasional (GPN) from 2013. The achievement also decreased by 1.26 percent compared to 2013 which recorded 42, 646 candidates getting excellent results of all straight-As. In 2016, many parents, teachers and students were surprised when only 4,896 people or 1.11 percent of the students managed to get straight As. This result is believed to be related to the new format of the exam which has a direct impact on the achievement of Ujian Penilaian Sekolah Rendah (UPSR). Due to the decreasing achievement in UPSR, the government should be concerned on teachers' creativity because teachers' creativity can be one of the factors that can increase achievement among students. Creative teachers can use creative approaches to develop a new format of the examination.

Many studies have been done on creativity in Malaysia, especially in Mathematics. For example, Ananda (1994) investigated creativity and academic achievement among Form Four Malaysian students. Alias (1995) and Ahmad (1997) investigated creativity management and innovation in Mathematics education. Later, Ching (2000) focused on creative thinking among Mathematics teachers in Malaysian primary schools. Others research on creativity focused on the involvement of the Integrated Curriculum in knowledge development (Aminurrashid, 1997). It was found that very few studies have been done to understand better the conceptions of creativity among the stakeholders (Huzaini, 2013). In education, the term stakeholder typically refers to anyone who is invested in the welfare and success of a school and its students, including administrators, teachers, staff members, students, parents, families, community members, local business leaders, and elected officials such as school board members, city councilors, and state representatives. This study will focus on teachers' creativity itself which means how they create something new and different to attract students' interests.

Another study was conducted among creative teachers (Horng, 2005) to look at the factors that influence creative teaching and effective strategies. The study found that factors influencing creative teaching include personality traits (such as self-confidence, perseverance, desire to learn, humor, openness to experience, fantasy oriented, imagination, emotional sensitivity, drive and ambition, norm doubting, nonconformity, attraction to complexity, aesthetic orientation, flexibility of thoughts and risk-taking). Other factors are devotion to creative instructions (developing ideas, designing curricula, arranging activities, revising teaching plans, preparing materials and reflecting on their performance and the students' feedback), motivations (dedication to students leading to

adoption of interesting lesson plans to create an enjoyable learning environment; love for students; perception that teaching is interesting, involving, satisfying, enjoyable and a personal challenge; competitions and awards not perceived as major goals) and organizational environment (teamwork is emphasized, networking encouraged, opportunity to contribute and experiment with new ideas, open discussion within the organization).

Additionally, a lot of the studies done in the past tend to focus on outstanding creativity performance for those who are expected to be creative such as Research and Development professionals, consultant and media and advertising employees with only a few studies considering creative performance for those job types with lower creativity characteristic (Eric Doctor MSLOC, 2013).

Therefore, knowing teachers' perceptions about creativity can help to understand needs, misconceptions or even prejudice ideas, and to discern positive beliefs that should be reinforced; evaluating teachers' conceptions of creativity can help consequently to establish better practices to foster creativity in classroom (Newton & Newton, 2009).

Professional teacher development has become an increasingly challenging task for Malaysia's younger generation which has a higher set of values and greater expectations from life. With the growing need and expectations of the society, teachers are not only expected and seen as imparters of knowledge but also to shoulder the responsibility of molding and shaping a better citizenry.

The primary school years are a critical period of kid's education (Ministry of Education Singapore, 2016). At this stage it is essential to build every child's confidence

and willingness to learn and the educational programs intend to give youngsters a wide scope of learning encounters that will help them to find their abilities. At primary school, the quality of teaching influences both kids' social conduct and mental improvement. At a young age, children explore new things, come up with many thoughts and ideas and have unique and original thoughts. Once established, these attitudes tend to be continued (Craft & Duffy, 2002).

Therefore, any related parties such as government, school administration, and Ministry of Education should be concerned on teachers' creativity since the teachers become the factors to create an intelligent generation in the future. Thus, this study attempts to examine the relationships between supervisor support, team knowledge sharing, autonomy support and teachers creativity.

1. 3 Objective of the study

The objective of this study is:

i. To examine the relationship between supervisor support and teachers' creativity
ii. To investigate the relationship between team knowledge sharing and teachers' creativity
iii. To examine the relationship between autonomy support and teachers' creativity

1.4 Research Question

This study attempts to answer the following questions:

i. Does supervisory support have a significant relationship with teachers' creativity?

ii. Does team knowledge sharing have a significant relationship with teachers' creativity?

iii. Does autonomy support have a significant relationship with teachers' creativity?

1.5 Scope of the study

This study examined the relationship between supervisor supports, team knowledge sharing and autonomy support with teachers' creativity in primary school from two districts: Kota Setar and Kuala Muda/Yan. The selection of these two districts is due to a high number of teachers in primary school. Nineteen schools between these two districts were selected to answer the questionnaire. Eight schools are from Kota Setar while eleven schools are from Kuala Muda/ Yan. The schools from Kota Setar are Sekolah Kebangsaan Langgar, Sekolah Kebangsaan Taman Uda, Sekolah Kebangsaan Jabi, Sekolah Kebangsaan Telaga Mas, Sekolah Kebangsaan Teluk Jamat, Sekolah Kebangsaan Tualang, Sekolah Kebangsaan Pokok Sena and Sekolah Kebnagsaan Nawa. Meanwhile, schools that represent Kuala Muda Yan district are Sekolah Kebangsaan Guar Cempedak, Sekolah Kebangsaan Bandar Pulai Jaya, Sekolah Kebangsaan Laguna Merbok, Sekolah Kebangsaan Sungai Limau, Sekolah Kebangsaan Teroi, Sekolah Kebangsaan Haji Hussin Dol, Sekolah Kebangsaan Ulu Sedaka, Sekolah Kebangsaan Bukit Selambau, Sekolah Kebnagsaan Ladang Harvard, Sekolah Kebangsaan Tikam Batu, and Sekolah Kebangsaan

Seri Kuala. The main reason for choosing these schools is all of these schools are Malay-Medium National Schools that have decreasing achievement on Ujian Penilaian Sekolah Rendah (UPSR) from 2013 until 2015.

1.6 Significance of Study

This study has important implications for the practices of the leaders and organizations across the school system in identifying, supporting and encouraging creativity among teachers. It is also important to improve the teaching and learning process between teachers and students this will attract interest in learning among students.

Other than that, the expectations from this study determine which factor among supervisor support, team knowledge sharing and autonomy support has a strong influence on teachers' creativity. By identifying the relationship, each party such as school administrators, school leaders, education department and teachers can motivate themselves to be more creative and be of quality while delivering knowledge to their students.

This research is expected to provide information and findings that can be used to help school principals, educational supervisors, team members and teachers to provide a better way in guiding teachers in their teaching delivery. The study is also expected to have a positive impact on teachers' creativity as influenced by supervisor support, team knowledge sharing and autonomy support.

1.7 Definitions of Key Terms

1.7.1 Teachers' creativity

Creative teachers are autonomous professionals, who actively model their own creative engagement in the classroom and seek to nurture this in children (Cremin, 2014).

1.7.2 Supervisor support

Supervisor support in the context of educational supervision is the provision of guidance and feedback on matters of personal, professional and educational development in the context of a trainee's experience of providing safe and appropriate patient care (Kilminster, 2007)

1.7.3 Team knowledge sharing

Knowledge sharing is the process by which individuals exchange tacit and explicit knowledge in order to create new knowledge (Van den Hooff & De Ridder, 2004).

1.7.4 Autonomy support

Autonomy in the context of the organization is the freedom to try things without having to ask permission, and without fearing the consequences of failure (Amabile, 1988).

1.8 Conclusion

The present chapter deals with the review of background of the study and problem statement which lead to the development of research objectives and research questions that are related to this study. Moreover, this chapter has also provided the explanations on the scope of study, significance of study and finishing with definitions of key terms. This study was concentrated on teachers' creativity in primary school which is influenced by supervisor support, team knowledge sharing and autonomy support.

CHAPTER 2

LITERATURE REVIEW

2.0 Introduction

This chapter includes literature review of teachers' creativity (DV) and all three independent variables (IV) namely supervisor support, team knowledge sharing and autonomy support. Next, underlying theory, theoretical framework and hypothesis development will be discussed.

2.1 Teachers' Creativity

According to Shartanu Narayan, Adobe President and CEO (2013), creativity is the embodiment of development and motivation, and a thing that fills our economy. Undoubtedly, global research conducted by Adobe in 2012 demonstrated that 8 of every 10 individuals feel that unlocking creativity is basic to financial development and almost 66 percent of respondents feel creativity is significant to society (Shartanu Narayan, 2013). Creativity is viewed as one of the fundamental supporters of the associations' survival and ability, and inventive representatives can propose new thoughts, create novel items, and execute methods to enhance the associations' and people's viability (Coelho & Augusto, 2010).

Among the psychological determinants of creativity, effective states stand out as elements that have been widely discussed and consistently linked to creativity (Bledow, Rosing, & Frese, 2013). It is possible that worker's creative performance can be cultivated

by a strong setting that is steady with the hierarchical inventiveness writing. Recent research in organizational creativity has shown that organizational contexts and practices can play a huge part in promoting or inhibiting teachers' creativity (Ambile, 1988; Oldham & Cummings, 1996; Scott & Bruce, 1994; Shalley, 1991, 1995; Woodman et al, 1993). The organizational context may facilitate creative performance by directing employee's attention and cognitive energy towards the generation of new and useful ideas (Scott & Bruce, 1994; Shelley, 1991)

Moreover, employee's creativity has been presented as the establishment for organizational innovation in order to achieve competitive advantage (George, 2007; Zhang & Bartol, 2010). The critical element for encouraging organizational innovation (Amabile, 1988; Woodman, Sawyer & Griffen, 1993), individual creativity generally expresses the implementation of ideas which are creative and is essential for the organization to survive and succeed in the long-term (Kanter, 1983; Utterback, 1994; Amabile et al., 1996; Tushman & O'Reilly, 1997).

The perceptions of teachers concerning creative teachers and pupils are an essential prerequisite for research concerning creativity, its assessment and promotion in the school context. A creative teacher is the person who energizes sensible dangers and unpredictable circumstances, while strengthening inventive exercises. Close relationship with students and a motivating class environment must work in harmony; combined with a decent scientific knowledge of the teacher and with her/his capacity to challenge at the psychological level. To promote the self-confidence and self-regulation of students, and additionally their variety of thoughts and their dynamic part in characterizing and reclassifying dangerous focuses, is likewise vital. Additionally, the teacher ought to

likewise be tolerant of ambiguities, condemning of his/her practices and expressive of creative abilities (Fautley & Savage, 2007; Sanchez, Martinez, & Garcia, 2003).

Teachers should encourage students to repeatedly tackle objects and ideas and develop their tolerance for new ideas as well as to teach them how to test ideas (Meador, 2001). The development of teachers' creativity has turned into a front-line issue in the zone of workforce instruction and improvement, especially in career and technical education (CTE) at the secondary school level (Levy & Murnane, 2005). A study was conducted by Reilly et al (2011) in Canada for a few times to recognize creative teaching and its effect on students and colleagues. This study depends on the idea that creative teachers comprehend that a class is a piece of the framework in a school, in a district, under the consideration of a bigger group. Creative teachers comprehend that every understudy is an open learning framework comprising of physical, psychological and socio emotional development in a culture that could conceivably be helpful for the educational environment. Creative teachers ought to know about this reality and after that ponder their teaching.

Morais (2011) did a study on the perception of instructors about creativity. His study showed that by understanding the perceptions of instructors about the meaning of creativity can help produce practical methods to foster creativity in the classroom. As indicated by Morais (2011), creative teaching is one that empowers suitable hazard and unforeseen circumstances, and continuously tries to enhance students' creativity. Close relationships with students and classroom condition that advances learning should move paired with teachers' experience and his/her capacity to improve the students' cognitive level.

Creative instructors are not only necessary to achieve the complex educational goals, but they are also necessary to inculcate skills of the students so that they can act more effectively in today's globalized world. Of the studies that have been conducted around the world, creative teachers share many similar characteristics, such as student-centered, fostering students' interest in the classroom, showing a high awareness and interpersonal skills, have internal motivation that is based on values, and willing to take risks while still within the compounds of their safe environment (Afida,Aini & Rosadah, 2013).

Creative teaching may be known as the development and use of novel, original, or inventive teaching methods, referring to teachers applying the creativity to instructions, rather than developing learners' creativity. Atalay et al. (2013) pointed out creative teaching as teachers, in teaching processes, is being able to apply active and creative teaching methods with diverse and rich teaching contents to stimulate students' intrinsic learning interests in order to cultivate the learning attitudes and promote learning abilities.

2.2 Supervisor support

Supervisor support is characterized as the degree to which leaders appreciate their workers' commitments and think about their prosperity (Rucha Bhate, 2013). Supervisor support through encouragement further enhanced the interactive effect of proactive personality and job creativity requirement on creativity (Tae-Yeol Kim, Alice H. Y. Hon & Deog-Ro Lee, 2010). A leader with high supervisor support is one that influences employee to feel heard, cared about and appreciated. Occasionally, it sounds essential. However, giving this sort

of support is one of the hardest changes to make which is to elevate the status from employee to supervisor. Know that supervisors need to consider them to be more than a piece of more prominent machine, look at them without flinching when conversing with them, get some information about their work and tune in to what employees need to state without interfering. The objective here is to demonstrate that supervisor thinks about the employees' feeling. Supervisor support for creativity alludes to the degree to which a supervisor gives acknowledgment, regard, and strong conduct to his or her subordinates with respect to creativity, for example, giving creativity pertinent criticism and data (Madjar et al., 2002).

Supervisors act as agents in the institution who have responsibility for leading and assessing employees' performance, employees would outlook their supervisor's favorable or unfavorable orientation toward them as suggestive of the organization's support (Eisenberger ET. Al., 1986; Levinson, 1965). Mostly the employees already know that supervisors' evaluations of subordinates are often conveyed to upper management and influence upper management's views. The same goes to the education system, supervisors act as agents to the Ministry of Education to evaluate the performance of the teacher especially in creativity performance while delivering knowledge to the students.

Creativity is one of the most interesting areas of interest among not only business managers but also education leaders. In recent years, teachers have become more aware of the role of creativity in improving educational achievement of students as well as in promoting the effectiveness of public schooling. Inside schools, the principal is in a one of a kind position to impact the usage of these controlling standards and to influence the general nature of teacher's professional development. One of the essential tasks of school

principals is to make and look after positive, healthy teaching and learning environments for everyone in the school, including the professional staff (Paul & Olof, 2006). Supervision acts a process of guiding, directing and stimulating growth with the overall view of improving teaching and learning process better for the learner. The foregoing definitions could be summarized by stating that supervision of instruction materials is an educational process that focuses on the improvement of teaching and learning in a good system (Figueroa, 2004).

A supervisor is any person such as head teacher, deputy head teacher, experienced teacher, inspector of schools or any other qualified person entrusted with direct supervisory responsibilities to oversee subordinates and help them improve school and classroom instruction (Nzabonimpa Buregeya, 2011). Basically, in the education sector, the main purposes of supervision are to improve classroom instruction and to promote professional growth and development of teachers. Supervision can be thought of as the glue of successful school‖ and "behind every successful school is an effective supervision program" (Fleming & Steen, 2004:18). The supervisor must watch the teacher's work, ask the teacher questions about why the teacher used certain teaching methods and provide information on the best teaching practices, enabling teacher to improve.

Supervision is a formative process that focuses upon professional development and the improvement of instruction. It is characterized by a collegial, helping relationship between administrators or teachers in a climate of trust and mutual understanding (Figueroa, 2004). Supervision encourages professional growth and development of staff and high quality classroom performance that promotes improved student learning.

Among the different relevant variables, leadership is accepted to be one of the essential factors that can impact creativity (Mumford, Scott, Gaddis & Strange, 2002; Tierney, Farmer & Graen, 1999). However, almost all the researches concerned on the impacts of leadership on creativity have focused on leadership functions (transformational leadership, leader support, delegation, and empowerment). The research of direct and substantial impact of the presence of leader creativity was limited. Except exerting the leadership functions, leaders can be creative themselves. In fact, the influence of creative role models has drawn some attentions. According to social cognitive theory (Bandura, 1986), at the point when an individual watch a few practices from others, they tend to display similar practices. So, it would be reasonable to expect that employees will engage in creative behaviors if they have observed the role model exhibiting creativity at work especially observation from their supervisor. In addition, supervisor trust is one-part of the supervisory support because at the point when employees have insight based trust in their supervisors, they trust that their supervisors are proficient, devoted, educated and skilled (Lewis & Wiegert, 1985; McCallister, 1995). Trust in a supervisor support promote employees to face the obstacle in creativity. When employees trust their supervisors, they will have confidence that their supervisor will be responsive to creative ideas and will have the competence and knowledge to evaluate their feasibility and the dedication to implement them. In the education field, supervisor support is important for teachers to create creative environment in learning. In terms of trust, teacher need the supervisor support such as trust to make decisions while learning. For example, teachers prefer to use another approach in learning rather than follow the teaching guideline that is provided by the ministry. If the

supervisor does not trust their employee or teacher to use different approaches while delivering knowledge, it may disturb the creativity of the teacher in classroom.

One of the supports that employees wish is supervisory support since when supervisors provide employees with creativity relevant feedback and data, the employees may endeavor to be inventive on the grounds that they see creativity to be esteemed and supported by their supervisor (cf. Amabile, 1997)

2.3 Team Knowledge Sharing

Knowledge sharing is the act of making knowledge available to others within the organization. It is a conscious, voluntary action by an employee who is involved in the process of knowledge exchange (Davenport & Prusak, 1998). In other words, team knowledge sharing can be alluded to the colleague's helping a worker with his or her assignments when required, by sharing learning and skills, or giving consolation and support, when needed. Colleagues may share their understanding when one of the representatives is presented with troublesome and novel endeavor for which arrangements are not promptly accessible (Scott & Bruce, 1994). Same goes to the education field, the teachers may share experiences, knowledge and information between themselves. This is because their teams are exposed to the same work environment.

Erikssom and Dickson (2000) concluded four preliminary elements for knowledge sharing. Firstly, shared knowledge creation process where it is the process of creating and distributing knowledge. Secondly, IT (information technology) infrastructure which is the system and tools that support information dissemination. Thirdly, the catalysts where

media that facilitate and promote knowledge sharing. Fourthly is values, standard and procedure which is social and cultural values that influence personal mind set. Abili et al. (2011) showed that message being given implications would move toward becoming data, while data was moved into learning in the wake of being sorted out. As it were, information was produced from individuals' cognizance and learning.

Particularly, if the team members are helpful and supportive, it would be relatively easy for him or her to use team members as a sounding board for new ideas (Far, 1990; Scott & Bruce, 1994). The employees may likewise get important information and ability from team members, which may cause making better approaches for doing things conceivable (Woodman et al., 1993). At the point when an employee is included by colleagues who are able and willing to share expertise and give support, the employee may assume that creativity is most likely going to be practical with assistance of different employee, there is a decent possibility that supportive new thoughts will be created, heard and viably realized (Far & Ford, 1990).

Team knowledge sharing may be known as an indicator of open communication in team members, may have a cross level impact on the relationship between individual skill development and creativity. Clearly, when sharing knowledge, team members are exposed to various point of views and multiple alternatives, which may mutually inspire individual team members (Hirst, Van Knippenberg, & Zhou, 2009). In alternate words, team sharing gives colleagues more productive information and the discourse of shared learning can help them to develop new bits of information and frameworks for dealing with issues. Colleagues can develop others' sense of duty regarding supplementing their current assets and help in conveying their own specific creativity alternative. Hence, whereas one's skills

and knowledge comprise the basic building blocks for individual creativity, team knowledge sharing helps individual members to better utilize their existing knowledge in generating novel ideas (Zhou, Shin, Brass, Choi, & Zhang, 2009). Gong et al. (2013) showed that through exchanges with other team members and being interested in different opinions, an individual team member may enhance employees' diverse imagining that is useful for creativity. They are contended that getting the hang of sharing may be particularly basic for Research and Development groups in light of the way that those colleagues need to rely upon great data exchange to deal with complex issues and develop new things and organizations on a typical base.

Knowledge sharing is a basic part of knowledge management. Knowledge management is generally alluded to as the way an association makes, holds and offers learning. Knowledge sharing is the procedure by which people exchange tacit and explicit knowledge with a specific end goal to make new information (Van den Hooff & De Ridder, 2004). There are several researches about the idea that cognitive resources available within a team will be underutilized if knowledge is not shared. Knowledge sharing occurs between individuals, within a team and across the organization. (Argote, 1999). Therefore, knowledge sharing is a critical team process that involves members interacting to share ideas, information and suggestions relevant to the team's task at hand. (Srivastave, Bartol & Locke, 2006).

Referring to Lee (2012), four dimensions for teachers' knowledge sharing are utilized. Firstly, sharing motivation where teachers, through intrinsic or extrinsic motivation, are willing to actively share personal knowledge, teaching skills, and instructional resources for effective communication. Secondly, personal knowledge which

stresses on sharing personal teaching skills or practical teaching experiences with others through languages, texts, and physical movements or actively providing opinions when participating in interactive discussions to help demanders. Thirdly, is teaching skills where it focuses on teachers being willing to share teaching experiences and skills with community members, proceeding instructional discussion and communication through article publication, and promoting teaching innovation and learning with information technology application platforms (Lee, 2012).

Furthermore, Zahari et al. (2013) found out the predictive power of teachers' knowledge share on teachers' innovative teaching, partially mediating effects of teachers' knowledge share on principal's transformational leadership and teachers' innovative teaching, as well as direct and indirect effects of principal's transformational leadership and teachers' knowledge share strategies on teachers' teaching innovation.

2.4 Autonomy Support

According to the Preliminary Report Malaysia Education Blueprint (2013-2025), the transformation of the Malaysian education system has said that teachers will have the support that they have to succeed (Ministry of Education. 2011). They will have access to more school-based professional development opportunities. They will participate in constructive feedback discussions and dialogue that focus not on blame and punishment, but on learning and development so that areas for improvement can become areas of strength.

Autonomy is one of the strongest factors to the creativity (Amabile, Eknall, Burgkeman, 1996). Autonomy with regards to the association is the opportunity to attempt things without asking consent, and without dreading the outcomes of disappointment. The more autonomy is given to employees, the more will the employees endeavor to take care of issues themselves and the more creative and gainful they will move toward success (Yoram Solomon, 2015). Autonomy is an individual's ability to determine their work method, controlling their work schedule and selection of work targets (Chung, 1977). According to Nicholson (1984), autonomy is related to three aspects, namely, ability to choose goals, ways to accomplish these goals and timing to achieve these goals. Moreover, Zhou (1998) stated that if an association gives high task autonomy to the employees, it will build the age of new and clever thoughts in their task performance.

Teaching is an interesting occupation in its accentuation of setting up long haul, important association with the understudies of the workplace at a profundity that may not be found in different professions. For teachers, autonomous motivation for educating is emphatically connected with a feeling of individual achievement and is additionally, decidedly connected with student's autonomous motivation for learning (Roth,Assor,Kanat Maymon, & Kaplan, 2007). Autonomy support from school principals can promote teacher's autonomous motivation by encouraging teacher to be involved in decision making, delegating authority to teacher and fostering a school climate that support teacher's basic needs of relatedness and competence (Roth et al. 2007).

A theory of human motivation over 30 years is a core principle underlying sustainable motivation called Self-Determination Theory (SDT) (Deci EL. & Ryan, 1985). According to Self Determination Theory, humans have three basic psychological needs

such as autonomy, competence and relatedness. Autonomy concerns the experience of acting with the sense of choice, volition, and self-determination. Competence is the belief that one has the ability to influence important outcomes. Relatedness is the experience of having satisfying and supportive social relationships. Whereas, self-determination theory posits that under autonomy supportive conditions, people internalize the value of doing activities that are not initially interesting. This theory is not just concerning understanding the nature and outcomes of autonomy, yet additionally in enumerating how autonomy creates, and how it can be either lessened or encouraged by social conditions, for example, working environments and authority impacts (Maryle`Ne Gagne, Edward L. Deci, 2005).

Previously, much of the research has been done on peak performance, via autonomy support undertaken in the sports and education environment, where organization support has been described as autonomy supportive, as this can involve providing choice, encouragement for personal initiatives and support for employee's competence, in a climate of relatedness (Deci, Ryan, Gagne, Leone, Usunov & Kornazheva, 2001). Each of the employee is significant to having an autonomy. Some researchers found that autonomy was related to a higher level of job satisfaction and commitment and fewer thoughts of quitting.

There are two parts to this, one needs to do with the teacher's autonomy, and the other with a set of teaching skills relevant for developing autonomy. There has been an expanding consideration given to teacher autonomy (Lamb & Reinders, 2008). Teacher autonomy has been defined as the ability to improve one's own teaching through one's own efforts (see Lam & Reinders, 2008). It, in this manner incorporates both the teacher's ability to settle on choices about educating and their own particular professional

development. In alternate words, teachers ought to have the flexibility to settle on such choices and learning of themselves as teachers and as students, so as to know how to settle on such choice. Teacher autonomy is likewise for the most part imagined as including the capacity to comprehend the students adapting needs and the capacity to support teacher in their improvement towards autonomy (Reinders & Balcikanli, (2011).

Componential theory for creativity traditionally emphasized the role of work environment autonomy in improving one's creativity (Amabile's, 1996). Oldham and Cummings (1996) found that autonomous jobs and a supportive, rather than a controlling, supervisory style has had positive influence on subordinate creative ideas. These findings are consistent with self-determination theory, which maintains that employees become more creative in an autonomy supportive environment that incorporates employees' perspectives, recognizes their feelings, and minimizes the use of pressure and demands (Ryan &Deci, 2000).

Furthermore, work autonomy is characterized as the flexibility related with the work exercises and decision-making. The assignment relating with decision-making and execution procedures by the employees will specifically impact their creative results. Work autonomy also might be characterized as how much an individual is given opportunity and carefulness in doing an undertaking (Breaugh, 1985). The work-related freedom not only build up employees' creative performance but also support to pace their work-related activities. Loher, Noe, Moeller and Fitgerald (1985) argued that, work autonomy directly affects employees' job satisfaction. Autonomy provides better choices for the application of their work and it helps them to explore their ideas freely. Employees' work autonomy helps them to make decisions freely about their task.

2.5 Underlying theory

2.5.1 Social Exchange Theory (SET)

The theory that was used in this study is Social Exchange Theory. The social exchange theory proposes that social behavior is the result of an exchange process. The purpose of this exchange is to maximize benefits and minimize costs. According to this theory, people weigh the potential benefits and risks of social relationships. When the risks outweigh the rewards, people will terminate or abandon that relationship (Kendra, 2017).

Social Exchange Theory (SET) is among the most powerful influential ideal models for understanding work environment conduct. Its venerable roots can be traced back to at least the 1920s (Mauss, 1925), bridging such disciplines as anthropology (Sahlins, 1972), social psychology (Gouldner, 1960), and sociology (Blau, 1964). One of the essential principles of SET is that connections develop after some time into trusting, faithful, and shared duties. To do as such, parties must keep certain "rules" of exchange. Standards of exchange frame a "regulating meaning of the circumstance that structures among or is received by the members in an exchange connection" (Emerson, 1976). Thus, the use of SET in models of organizational behavior is framed on the basis of the exchange rule or principle. A number of other exchange rules have been outlined in SET.

The model of SET stipulates that certain workplace antecedents lead to interpersonal connections, referred to as social exchange relationships (Cropanzano, Byrne, Bobocel, & Rupp, 2001). Social exchange relationships evolve when employers "take care of employees," which thereby engenders beneficial consequences. In other words, the social exchange relationship is a mediator or intervening variable which is

advantageous and fair transactions between strong relationships, and these relationships produce effective work behavior and positive employee attitudes. Blau (1964) also outlined exchange relations as causally related, although the direction of the causal arrow is somewhat ambiguous. For example, he argued that the character of the relationship between exchange partners might affect the process of social exchange, meaning that the relationship influences the type of exchange. Yet, he also indicated that successful exchanges can cause one individual to become committed to another suggesting that an exchange may sometimes affect a relationship (Blau's, 1964).

Generally, when researchers discuss relationships, they are referring to an association between two interacting partners (whether individuals or institutions) (Cropanzano, 2005). The general presumption is that workers can form distinguishable social exchange relationships, however operationalized, with their immediate supervisor (Liden et al., 1997), coworkers (Flynn, 2003), employing organizations (Niehoff, 1998), customers (Sheth, 1996), and suppliers (Perrone, Zaheer, &McEvily, 2003). These distinct relationships have implications for behavior. Specifically, because individuals return the benefits they receive, they are likely to match goodwill and helpfulness toward the party with whom they have a social exchange relationship (Goldman & Taylor, 2000).

Through this study, there are three relationships that can be discussed using Social Exchange Theory. The first relationship is relationship between supervisor support and teachers' creativity. When supervisor or school principal gives their support to do creative activities, then their teachers will repay with giving the good quality teaching and giving good achievement among students due to creative approach that the teachers used in classroom.

The second relationship is relationship between team knowledge sharing with teachers' creativity. Knowledge sharing among teachers is important since each teacher in primary school has different knowledge and experiences. So, each of them may share their knowledge with others thus other teachers can change their knowledge also. Apart from that, in today's world, it is easy to get information through technology but in education most of the knowledge and information come from courses and training. Nevertheless, not all teachers have the opportunity to join those courses. Therefore, the teachers who join the courses can share knowledge with others.

The third relationship is relationship between autonomy support and team knowledge sharing. Supervisor or school principal gives support to do creative activities such as using all facilities provided while teaching, then teacher will repay with increasing achievement among students at the same time increasing interest among students.

2.6 Theoretical Framework

Based on the background of study, problem statement and theory there is a literature review of study variables which consist of dependent variable (teacher creativity) and independent variables (supervisory support, team knowledge sharing, and autonomy support). Figure 2.6 shows the theoretical framework of the research, and variables that need to be examined according the objective, research question of the study.

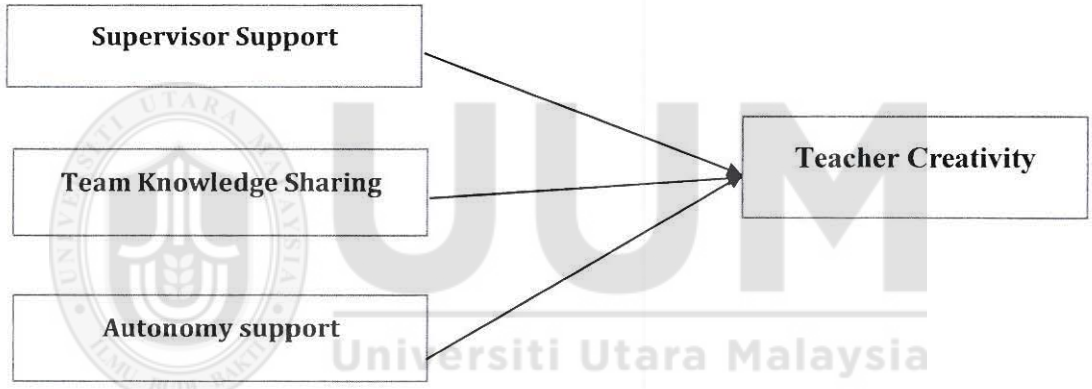

Figure 2.6: Research Model

2.7 Hypotheses Development

2.7.1 Relationship between supervisory support and teacher creativity.

Supervisory support for creativity alludes to the degree to which a supervisor gives acknowledgment, regard, and strong conduct to his or her employees with respect to creativity, for example, giving creativity-relevant feedback and information (Madjar et al., 2002). The support from supervisors and coworkers was significantly and positively correlated with teachers' creativity (Wang et.al, 2010).

Past studies indicate that supervisory support increases the employees' creativity and recommended that a supporting director would emphatically impact the employees' creativity (Amabile et al, 1996). A supporting supervisor focuses on what the employees feel and need (Oldham & Cumming, 1996). Besides, positive commitment to the employees' creativity would come when a supervisor concentrates on the employees' need and capacity by giving support, compassion, enunciation, and individual encouragement (Deci & Ryan, 1985).

The more supervisors were supportive of employees, the more creative ideas they proposed to an association's recommendation program (Frese et. al., 1999). Additionally, Andrews and Farris (1967) showed that teams of researchers created the most creative result when their supervisors contribute substantial freedom at work and many opportunities to influence important decisions. According to Madjar, Oldham and Pratt (2002) examined the relations between creative performance and the extent to which employees received support for creativity from work (supervisor and coworkers) and non-work (family and friends) sources. The result demonstrated that work and non-work

support made significant to creative performance. Based on the above discussion, the following hypothesis is formulated:

H 1: There is a significant relationship between supervisor support and teacher creativity.

2.7.2 Relationship between team knowledge sharing and teacher creativity.

Knowledge sharing raise creativity-relevant skills and thus raise the tendency of employees to be more creative and innovative in their works and roles (Perry-Smith & Shalley, 2003). It is also reported that pathway for knowledge sharing in an organization can raise probability of idea generation and creativity among the employees (De Jong & Den Hartog, 2007).

A study by Reychav, Stein, Weisberg, and Glezer (2012), found a positive interceding some portion of tacit knowledge sharing in translating creativity into undertaking related creativity. Since joint cultural value set a phase, where colleagues can drag learning and encounters by distinguishing information sources, along these lines these individuals learn approaches to perform exercises in novel ways (Chow, 2012).

From one perspective, a few researchers contended that creativity need to be surrounded as an intricate and dynamic procedure to include different task-related and social trades in a team context, rather than basically being forced upon employees by top administration (Unsworth, 2001; Woodman, Sawyer, & Griffin, 1993). Previous researchers have identified a significant impact of knowledge sharing behaviors on creativity (Gilson, Lim, Luciano, & Choi, 2013) and organizational performance (Law &

Nagi, 2008). A study by Liou, Chen (2016) provides support for the positive influence of employee and team knowledge share on teachers' creativity, which supports the idea that the development of knowledge sharing behavior should be encouraged in teams striving for creativity.

Opfer et al. (2011) finished up the exceptional impacts of knowledge sharing network and transparency propensity on creative teaching and eminently beneficial outcomes of information shared on teachers' efficacy. In addition, creative teaching showed significant moderating effects on knowledge sharing network and teachers' efficacy. Thus, teachers were encouraged to establish knowledge sharing network for delivering knowledge or teaching experiences and further promote teachers' creative teaching and the development of teacher efficacy. Lee (2012) brought up the moderately positive correlation between teachers' virtual community knowledge share and knowledge innovation and the predictive power of teachers' virtual community knowledge share on knowledge innovation.

From the above discussion, the following hypothesis is proposed:

H 2: There is a significant relationship between team knowledge sharing and teacher creativity.

2.7.3. Relationship between autonomy support and teacher creativity.

With regard to creativity, scholars have defined that freedom from outside pressures improve creativity because outside control and pressure tend to decrease interest in the task itself, which is basic for creative performance (Amabile et al., 1996). Studies of psychological strengthening in which employees' impression of autonomy, effect, and capability are analyzed have delivered findings that clearly indicate these task-related perceptions are important indicators for creative performance (Spreitzer, 1995).

Mageau and Vallerand (2003) proposed a group activity of autonomy-supportive behaviors in which they recommended that abstaining from controlling practices, for example, overt control, criticism and controlling statements, and tangible rewards equates to autonomy support in the sense that controlling behaviors harm basic psychological needs. The observers had to fill a rating sheet which included bipolar items with autonomy-supportive behaviors at one end and their corresponding controlling behaviors at the other end. Their results showed that trained teacher used more autonomy-supportive behaviors while teaching compared to a control group. Then, as predicted, the more teacher show autonomy-supportive behaviors, the more students' engagement in class increased.

Moreover, scholars have examined varying aspects of teacher working environment to identify areas that may improve their experiences and reduce attrition rates (Ingersoll 2006; Liu & Meyer 2005; Pearson & Moomaw 2005). One element of working environment is teacher's control over classroom activities, also called teacher autonomy (Ingersoll &May 2012). Amabile's (1988, 1996) componential theory of creativity traditionally emphasized the role of work environment autonomy in improving one's creativity. Oldham and Cummings (1996) found that autonomous jobs and a supportive

supervisor had positive influence on subordinate's creative performance. Zhou (1998) demonstrated that a high-task-autonomy context facilitated the generation of creative ideas. Based on the above discussion, the following hypothesis is formulated:

H 3: There is a significant relationship between autonomy support teacher creativity.

2.8 Conclusion

This chapter describes the literature review of the study which consists of the teacher's creativity, supervisor support, team knowledge sharing and autonomy support in order to support this research paper. The literature review is constructed from having understanding of the literature reviews of previous research on this topic and citing other research work. Other than literature reviews, this chapter also consists of underlying theory, theoretic framework that were created based on literature review and hypothesis development.

CHAPTER 3

METHODOLOGY

3.0 Introduction

This chapter will illustrate in detail the research methodology for this study. The chapter consists of explanations about research design, research subject (population, sample size, sampling technique), data collection procedure, research instrument and statistical analysis.

3.1 Research Design

This research design is distinguished as a guide for the researcher to ensure that all details about ideas, data and analysis procedure can support this study (Creswell, 2003).

One of the most common and well-known study designs is the cross-sectional study design. In this type of research study, either the entire population or a subset thereof is selected, and from these individuals, data are collected to help answer research questions of interest. It is called cross-sectional because the information about respondents that is gathered represents what is going on at only one point in time. Thus, this study used cross sectional design to collect data of teachers' creativity at only one point in time.

Moreover, the quantitative research design was used for this study. The data collected from the questionnaire were used to test the hypothesis. The process of distributing and collecting questionnaire took three days. In this study, the primary data were collected in a self-administrated way and then the data were analyzed by using the statistics application which is SPSS software version 22.

3.2 Research Subject

This section will discuss about the population, sample size and sampling technique

3.2.1 Population and Sampling

As defined by Sekaran (2003), population refers to the integrated group of people, events or things of interest which the researcher is interested to investigate in.

Table 3.2.1 Number of teachers in primary school within Kota Setar and Kuala Muda/Yan district.

No	Pejabar Pendidikan Daerah (PPD)	No. of Population
1	Kota Setar	3269
2	Kuala Muda / Yan	4460

The population in this study are teachers working at primary schools under two districts which is Kota Setar and Kuala Muda/Yan. These two districts are selected because both districts have high populations compared to the other district in Kedah State. For Kota Setar district, it has 3269 teachers while Kuala Muda/Yan has 4460 teachers. Therefore, the total population combining these two districts are 7729 teachers in primary school.

Sample is referred as a subset of the population (Hair, Anderson, Tatham and Black, 2006). To determine the sample size, Krejcie and Morgan (1970) have been used in this study to ensure results can be generalizable. Based on the table, the number of sample size that was used in his study is 364 teachers.

3.2.2 Sampling Technique

This study were used stratified random sampling. Stratified random sampling is a method of sampling that involves the division of a population into smaller groups known as strata. In stratified random sampling, or stratification, the strata are formed based on members' shared attributes or characteristics. Stratified random sampling is also called proportional random sampling or quota random sampling.

Population on Kota Setar = 3269

Population on Kuala Muda / Yan = 4460

Total population = 3260 + 4460 = 7729

Kota Setar:

$$\frac{3269}{7729} \times 364 = 153 \text{ Questionnaires}$$

Prepared extra questionnaires = 160 questionnaires

Kuala Muda / Yan:

$$\frac{4460}{7729} \times 364 = 210 \text{ Questionnaires}$$

Prepared extra questionnaires = 210 questionnaires

Total Questionnaires 160 + 220 = 380 questionnaires

Based on the calculation above, here is the summary of sampling technique that has been used in this study.

Table 3.2.2 Sampling Technique

No	Pejabar Pendidikan Daerah (PPD)	No. of Population	No of Sample	Distributed questionnaire
1	Kota Setar	3269	153	160
2	Kuala Muda / Yan	4460	210	220

3.3 Data Collection Procedure

An optimal data collection method is characterized as the best strategy, given the research question and given certain confinements (Biemer & Lyberg, 2003). The first step before collecting data is to request permission to collect the data in the primary schools. The letter will be send to Jabatan Pendidikan Negeri Kedah (JPN) and Pejabat Pendidikan Daerah (PPD) to inform them about this research paper. Once getting permissions from both departments, and making appointments with the school principals for each school involved. After confirming the date, the process of distribution of the questionnaires and getting the data began. The questionnaires are written in both languages, Bahasa Melayu and English to ensure the respondents can fully understand what has been asked. This procedure may take only three days.

3.4 Research Instrument

In this study, the questionnaires were utilized to collect data. It consists of 3 sections. Section A covers the construct of employees' creativity and is comprised of 10 items. Section B consists of 3 measurements: supervisor support (7 items), team knowledge sharing (6 items) and autonomy support (7 items). Meanwhile, section C consists of 6 items regarding demographic information such as gender, age, marital status, race, academic qualification and working area which means the vicinity of the PPD area. Respondents responses are based on a Likert-scale ranging from 1 = strongly disagree to 5 = strongly agree.

1	2	3	4	5
Strongly Disagree/ Sangat tidak bersetuju	Disagree/ Tidak Bersetuju	Uncertain/ Tidak Pasti	Agree / Bersetuju	Strongly Agree / Sangat Bersetuju

3.4.1 Section A: Teacher creativity

This section comprised of dependent variables which is employees' creativity. This instrument consists of 10 items adopted from V.K Kumar (1997).

1.	**I consider myself to be creative person.** *Saya beranggapan diri saya sebagai seorang yang kreatif*
2.	**I have been able to use many ideas for creativity work that have occurred in my dreams.** *Saya dapat menggunakan banyak idea bagi kerja-kerja kreatif yang saya impikan*
3.	**I have to be in the right mood or feeling to do creative work.** *Saya perlu berada dalam suasana yang betul, emosi dan perasaan yang sesuai untuk melakukan kerja kreatif.*
4.	**I believe that creativity comes from hard work and persistence** *Saya percaya bahawa kreativiti hasil daripada kerja keras dan ketekunan.*
5.	**My creativity comes from careful planning and forethought.** *Kreativiti adalah hasil daripada pemikiran dan perancangan yang teliti*
6.	**I typically create new ideas by combining existing ideas.** *Saya biasanya mencipta idea-idea secara menggabungkannya dengan idea-idea yang sedia ada*
7.	**I often let my mind wander to come up with new ideas.** *Saya membiarkan fikiran saya melayang-layang bagi menghasilkan idea baru*
8.	**I practice to be creative** *Saya melatih diri saya untuk menjadi kreatif*
9.	**I usually have a lot of both workable and unworkable ideas** *Selalunya, saya mempunyai banyak idea idea yg boleh dilaksanakan dan tidak boleh dilaksanakan*
10.	**I often look for new ideas outside of my own field, and try to apply them to my own.** *Saya sering mencari idea idea baru di luar bidang saya dan cuba mengaplikasikan dengan idea saya sendri.*

3.4.2 Supervisor Support

Supervisor support consists of 7 items developed by Oldham and Cummings (1996) with reliability of 0.92 was utilized for this study.

1.	**My supervisor gives me helpful feedback about my performance** *Penyelia saya memberikan maklumbalas yang sangat membantu ttentan prestasi saya*
2.	**My supervisor assigns tasks that offer opportunities to develop skills.** *Penyelia saya memberikan tugas yang mampu meningkatkan kemahiran saya*
3.	**My supervisor cares about whether or not I achieve my career goals.** *Penyelia saya mengambil berat terhadap pencapaian matlamat saya*
4.	**My supervisor makes sure I get the credit when I accomplish something.** *Penyelia saya memastikan saya mendapat penghargaan /pujian yang sepatutnya setelah selesai sesuatu tugasan* .
5.	**My supervisor often asks for my opinion before making important decisions.** *Penyelia saya sering meminta pendapat saya sebelum membuat keputusan yang penting*
6.	**My supervisor gives me clear instructions.** *Penyelia saya memberikan arahan yang jelas terhadap apa yang perlu dilakukan*
7.	**Supervisor suggest new ways of performing work tasks.** *Penyelia saya mencadangkan cara baru untuk membuat tugasan.*

3.4.3 Team Knowledge Sharing

A scale developed by Chuang, Chih-Hsun, Jackson, Susan Jiang, and Yuan (2016) with reliability of 0.90 and 6 items was used in this study.

1.	**Members of our team share their special knowledge and expertise with one another.** *Ahli kumpulan berkongsi kelebihan pengetahuan dan kepakaran antara satu sama lain*
2.	**If a member in our team has some special knowledge about how to perform the team task,** **He/she will tell other members about it.** *Jika seorang ahli didalam kumpulan mempunyai sesuau pengetahuan yang khusus tentang bagaimana untuk menjalankan tugas pasukan, dia akan memberitahu ahli ahli yang lain tentangmya.*
3.	**More knowledgeable team members freely provide other members with hard-to-find knowledge or specialized skills.** *Ahli kumpulan yang lebih berpengetahuan tidak lokek berkongsi pengetahuan dan kemahiran yang sukar diperolehi dengan ahli ahli kumpulan.*
4.	**Members of our team provide a lot of work-related suggestions to each other.** *Ahli kumpulan sentiasa memberikan cadangan yang membina berkaitan dengan bidang kerja yang dilakukan.*
5.	**There is a lot of constructive discussion during team meetings.** *Ahli kumpulan banyak menyumbang kepada perbincangan yang membina semasa mesyuarat kumpulan*
6.	**Members in our team provide their experience and knowledge to help other members find solutions to their problems.** *Ahli kumpulan berkongsi pengalaman dan pengetahuan mereka bagi membantu ahli yang lain mencari jalan penyelesaian terhadap masalah dihadapi.*

3.4.4 Autonomy support

Autonomy support was measured using 7 items Sense of Teacher Work Autonomy Measurement developed by Charters' (1974). The reliability of this variable is 0.83.

1.	**I am free to be creative in my teaching approach.** *Saya bebas untuk menjadi kreatif dalam pengajaran saya*
2.	**The selection of student-learning activities in my class is under my control.** *Saya mengawal sendiri pemilihan aktiviti pembelajaran pelajar di dalam kelas*
3.	**In my teaching, I use my own guidelines and procedures.** *Saya menggunakan garis panduan dan prosedur saya sendiri semasa proses pengajaran*
4.	**My teaching focuses on those goals and objectives I select myself.** *Saya memfokuskan pengajaran saya berdasarkan matlamat dan objektif yang telah ditetapkan oleh saya sendiri*
5.	**I have little control over how classroom space is used.** *Saya kurang menguasai penggunaan ruang di dalam kelas*
6.	**The materials I use in my class are chosen for the most part by myself.** Saya menggunakan bahan pengajaran yang dipilih oleh saya sendiri
7.	**I select the teaching methods and strategies I use with my students.** Saya memilih sendiri cara dan strategi pengajaran bersama pelajar saya

3.4.5 : Respondents Demographic

Several demographic information was requested, namely gender, age, marital status, academic qualification and working area either Kota Setar or Kuala Muda / Yan.

1. Gender/ ***Jantina :***	**Male: /** ***Lelaki***		**Female/** ***Perempuan***	
2. Race/ ***Bangsa*:**	Malay/ *Melayu*		Chinese/ *Cina*	
	Indian/ *India*		Others/ *Lain-Lain*	
3. Age/ ***Umur***	25 years old and below *25 Tahun dan kebawah*			
	26-30 years old *26-30 Tahun*			
	31-35 years old *31-35 Tahun*			
	36-40 years old *36-40 Tahun*			
	41-45 years old *41-45 Tahun*			
	46 years old and above *46 Tahun dan keatas*			

4. Marital Status/ ***Status Perkahwinan***	Single/ *Bujang:*		Married/ *Berkahwin*		Others/ *Lain-lain*	
5. Education Level/ Taraf Pendidikan:	SPM		Bachelor/ Degree		PHD	
	Diploma/ STPM		Master/ Sarjana			

The summary of instruments is shown in the table below:

Table 3.4 Research Instrument

BIL	MEASUREMENT	NO OF ITEMS	RELIABILITY	SOURCES
1	Employee creativity	10	0.81	V.K Kumar (1997)
2.	Supervisor Support	7	0.92	Oldham and Cummings (1996)
4.	Team Knowledge Sharing	6	0.90	Chuang, Chih-Hsun, Jackson, Susan E. & Jiang, Yuan. (2016).
5.	Autonomy Support	7	0.83	Charters' (1974) Sense of Teacher Work Autonomy Measurement.
6.	Respondents Demographic	6		James A. Breaugh, (1985)

3.5 Statistical Analysis

In analyzing data, this study will use the Statistical Package for Social Science (SPSS) version 22. After collecting data from respondents of the data will be analyzed by using SPSS Software. This method will help to determine the result of reliability test, normality test, descriptive analysis, Pearson Correlation analysis and Multi regression analysis.

3.6 Conclusion

This chapter discussed the methodology that was used in this study. All method including research design, research subject (population, sample size, and sampling technique), data collection method, research instrument and at last statistical analysis was laid out in this chapter. These methods are very important to ensure results can be generalized the right way.

CHAPTER 4

FINDINGS

4.0 Introduction

In this chapter, all the data analysis and the finding will be described. This chapter consists of result of Normality Test, Descriptive Analysis, Pearson Correlation analysis, Multi regression analysis

4.1 Rate of Return

Table 4.1: Rate of return

No	Pejabar Pendidikan Daerah (PPD)	No. of Population	No of Samples	Distributed questionnaires	Return Questionnaires
1	Kota Setar	3269	153	160	114
2	Kuala Muda / Yan	4460	210	220	86

Returned questionnaires = 200

Response rate = 200 / 380

= 52.63%

The 380 questionnaires were distributed to the respondents in primary schools within three days. Among 380 questionnaires that were distributed, only 200 questionnaires can be used to analyze which left 180 of the questionnaires unreturned. Therefore, the percentage of response rate is 52.63%. Meaning that, with 52.63% of respondents are answering the questionnaires.

4.2 Normality Test

Normality refers to the shape of the data distribution to an individual metric variable and its correspondence to the normal distribution (Hair and Samouel, 2007)

Table 4.2: Normality result

Variables	N	Mean	Std Deviation	skewness		Kurtonis	
	statistic	statistic	statistic	statistic	Std deviation	Statistic	Std Deviation
Teacher Creativity	200	3.995	0.534	-0.722	0.172	1.254	0.342
Supervisor Support	200	4.182	0.425	-0.604	0.172	1.280	0.342
Team Knowledge Sharing	200	3.989	0.360	-0.437	0.172	1.787	0.342
Autonomy Support	200	4.128	0.418	-0.025	0.172	0.451	0.342

The table 4.1 shows the result for normality test, this result is used to measure the data to identify whether it is normally distributed or not. For normality test, there are many methods to measure normality which are histogram, boxplots, normal probability plots, skewedness, kurtosis and determent normal plot (Coakes & Steed, 2007).

According to Hair, Black, Babin, & Anderson (2010), the normal distribution is only accepted when the skewness and kurtosis values are in the range of +/-3. Therefore, based on the Table below, the data was normally distributed since the value of skewedness and kurtosis is in the range of +/-3.

Based on Hair and Samouel (2007), the data of this study are considered to be normality distributed as it follows the diagonal line closely and does not appear to have a non-linear pattern.

4.3 Reliability Analysis

The purpose of reliability test is to measure items of dependent variable and independent variables. Alpha values must be equal to or more than 0.7 to be considered as a sufficient condition (Nunnally, 1978). Other researchers proposed that the relevant value for reliability is 0.5 to 0.6 to be sufficient (Hair et.al.2000 & Sekaran 2003). For this study, the Cronbach's Alpha for all variables were more than 0.7 and indicate inter-item consistency. Hence, it can be inferred that these measures possess sufficient reliability. The summary of the reliability is shown in Table 4.3.

Table 4.3 Result of Reliability Analysis

Variables	Number of items	Item deleted	Cronbach Alpha
Teacher creativity	10	-	0.805
Supervisor Support	7	-	0.902
Team Knowledge Sharing	6	-	0.839
Autonomy Support	7	-	0.767

4.4 Descriptive Statistic

Descriptive analysis was performed to depict, evaluate and conclude the principle highlights of gathered quantitative data (Cokes & Steed 2007). In this research, descriptive statistics is useful to obtain respondent's demographic information such as gender, race, age, marital status, education level, and working area.

4.4.1 Respondents' Demographic Profile

A total of 380 respondents participated in this study. The respondent's data were analyzed using descriptive statistic. The respondents were teachers in primary schools within two Pejabat Pendidikan Daerah (PPD) area which are PPD Kota Setar and Kuala Muda/Yan.

From the result, more than half of the respondents are female with the percentage of 69.5 percent, while male respondents come out with 30.5 percent. In term of race, majority of the respondents were Malay with 98.5 percent, followed by Chinese with 0.05 percent, Indian 0.05 percent and others with 0.05 percent. Regarding marital status, most of the respondents are married with the percentage of 94.0 percent, while the remaining 5.5 percent are single and 0.5 percent (others).

For education level, majority of the respondents were degree holders (75.5%), followed by diploma (18.0%), masters holder (5.5%) and remaining 1 percent (SPM). On the working area part, most of the respondents were from PPD Kota Setar (57%) and 43 percent for PPD Kuala Muda/ Yan. In terms of age of the respondents, the sample range from 25 to 46 and above with a mean age of 4.84.

Table 4.4.1 Demographic Profile of Respondents

Variable	Frequency	%
Gender	61	30.5 %
Male	139	69.5%
Female		
Race		
Malay	197	98.5%
Chinese	1	0.5%
Indian	1	0.5%
Others	1	0.5%
Age		
25 and below	4	2.0%
26-30	3	1.5%
31-35	18	9.0%
36-40	44	22.0%
41-45	58	29.0%
46 and above	73	36.5%
Mean	4.84	
SD	5.00	
Min	25	
Max	46	
Marital Status		
Single	11	5.5%
Married	188	94.0%
Others	1	0.5%
Education level		
SPM	2	1.0%
Diploma/STPM	36	18.0%
Bachelor/Degree	151	75.5%
Master/Sarjana	11	5.5%
PHD	0	0%
Working Area		
Kota Setar	114	57%
Kuala Muda/ Yan	86	43%

4.5 Intercorrelation between Variable

A correlation analysis is conducted to describe the relationship between all variables in this study. Pearson correlation will explain it through analysis to assess the relationship between dependent and independent variables. It is also to identify the strength of relationship for all variables. There are different values of Pearson correlation coefficients. The value +1 is considered as a perfect positive correlation, while -1 is identified as a perfect negative correlation. The 0 value indicates there is no relationship at all (Pallant, 2003).

The intercorrelation between all variables were considered low to moderate, ranging from 0.293 ($p < 0.01$) to 0.423 ($p < 0.01$). The summary of the inter correlation of variable is shown in Table 4.5.

Table 4.5: Intercorrelation between variables

	Supervisor Support	Team Knowledge Sharing	Autonomy Support	Teacher-creativity
Supervisor Support	1			
Team Knowledge Sharing	.293**	1		
Autonomy Support	.305**	.319**	1	
Teacher-creativity	.343**	.336**	.423**	1

**. Correlation is significant at the 0.01 level (1-tailed).

4.6 Multiple Regression Analysis

Regression analysis was conducted to identify the relationship between dependent variable (teacher-creativity) and independent variables (supervisor support, team knowledge sharing and autonomy support). In this study, there are 3 hypotheses (H1, H2, and H3) that are examined to determine relationship between independent variables and dependent variable. Based on the table below, it shows the result of regression analysis.

Table 4.6 Result of Multiple Regression Analysis

	Dependent Variable: Teacher-creativity Standardized Beta
Independent variables :	
Supervisor Support	0.197**
Team Knowledge Sharing	0.180**
Autonomy Support	0.306**
R^2	0.258
Adjusted R^2	0.246
F Value	22.661

*p<0.05, **p<0.01

R^2 was obtained in order to indicate the percentage of variance in the dependence variable that can be explained from analyzing all independent variables. From the table above, the value of R^2 is 0.258 (R^2=0.258, F value = 22.661, p<0.01). It indicated that, 25.8% of the variance of employees' creativity can be explained by all independent variables, which are supervisory support, team knowledge sharing and autonomy support. From these three independent variables, autonomy support has the highest value (0.306) followed by supervisor support (0.197) and team knowledge sharing (0.180).

The hypothesis can be concluded that H1, (There is a significant relationship between supervisor support and teacher-creativity) was supported. This hypothesis is supported since the value of beta is, β=0.197 ($p<0.01$), t=2.981, sig=0.003. For H2 (There is significant relationship between team knowledge sharing and teacher-creativity), this hypothesis is supported since the value of beta is, β=0.180($p<0.01$), t=2.711, sig=0.007. Hypothesis 3, there is significant relationship between autonomy support and teacher-creativity. This hypothesis is supported since the value of beta is, β=0.306 ($p<0.01$), t=4.575, sig=0.000.

Hence, all independent variables (supervisor support, team knowledge sharing, autonomy support) have significant relationships with dependent variable (teacher-creativity) since the sig. value is less than 0.01 ($p<0.0$). Meanwhile, all hypotheses were supported due to the value of $p<0.01$.

4.7 Conclusion

This chapter consists of the result from the test that has been done. The test included normality test, descriptive analysis, Pearson correlation analysis and also regression analysis. The result from this chapter can be used to answering the research question in chapter two. This chapter is also important in order to identify the relationship between independent variables with dependent variables.

CHAPTER 5

CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This chapter is concentrated on discussions, conclusions and recommendations based on the interpretation of the findings on chapter 4. All the analyzed data that have been done were used by the organization in order to build strategies on how to improve creativity among teachers. This chapter is a summary of the study's result, discussion, limitation, recommendation for future researches and finally the conclusion.

5.1 Recapitulation of the study's results

The main objective of this study is to determine the relationship between supervisor support, team knowledge sharing and autonomy support with teacher-creativity in primary schools at two districts which are Kota Setar and Kuala Muda/Yan. These research questions were proposed to attain the main objective of the study:

1. Does the supervisor have a significant relation with teacher-creativity?
2. Does team knowledge sharing have a significant relationship with teacher creativity?
3. Does autonomy support have a significant relationship with teacher-creativity?

The result of the demographic analysis shows that, a majority of the respondents are female compared with male respondents. Almost all respondents are Malay and about 75.5% respondents are degree holders within the 2 PPD area. In terms of reliability

analysis, all three variables are reliable with a value more than 0.70 and for normality test the result shows that the questionnaire are normally distributed since the value of skewedness and kurtosis in the range of +/-3. The intercorrelation between all variables were considered low to moderate, ranging from 0.293 ($p < 0.01$) to 0.423 ($p < 0.01$). Regarding multi regression analysis, all independent variables (supervisor support, team knowledge sharing, autonomy support) have significant relationships with dependent variable (teacher-creativity) since the sig value is less than 0.01 ($p<0.0$). Meanwhile, all hypothesis was supported due to the value of $p<0.01$.

5.2 Discussion

5.2.1 Relationship between supervisor support and teacher-creativity

By referring to the research question, does supervisory support have a significant relationship with employees' creativity among teachers? The data has been analyzed and the result shows that there is a significant relationship between supervisor support and teacher-creativity among teachers. Since the result of regression analysis for supervisor support is $\beta=0.197$ ($p<0.01$), sig = 0.003.

Based on the results, it can be concluded that, there is a significant relationship between supervisor support and teacher-creativity since the sig. value is less than 0.01 ($p<0.01$). Then, hypothesis 1 is supported. Due to the no significant relationship between supervisor support and employee creativity, it can be summarized that teachers are still depending on encouragement from supervisors to become creative. It is because when supervisors provide employees with creativity-relevant feedback and information, the

employees may attempt to be creative because they perceive creativity to be valued and supported by their supervisor. If supervisors fail to provide support for creativity, this may signal that the potential risk associated with creative performance was not important and that the effectiveness of new ideas was perceived to be low.

Several past studies indicated that supervisory support increases the employees' creativity (e.g., Amabile et. al., 1996; Oldham and Cumming, 1996). The more supervisors become supportive of employees, the more creative will the ideas proposed to an association's recommendation program be (Frese et. al., 1999).

5.2.2 Relationship between team knowledge sharing and teacher-creativity

The research question is, does team knowledge sharing have significant relationship with employee creativity? By referring to the regression analysis result, the value of Beta (β) = 0.180 and sig. value is 0.007. It shows that sig. value is less than 0.01, so this hypothesis shows significant relationship between team knowledge sharing and employee creativity.

This result indicates that the intention to share and disseminate work-related knowledge among team members can improve employee creativity among teacher. It is because not all the information regarding education system can easily be retrieved from the internet. Some of the information in education are disseminated through training, seminar or attending any courses provided by the education department. However, not all teacher has an opportunity to join courses, so that those who can join the courses may spread the knowledge between their team members.

Knowledge sharing raise creativity-relevant skills (Perry-Smith & Shalley, 2003) and thus raise the tendency of employees to be more creative and innovative in their works and roles.

5.2.3 Relationship between Autonomy Support and teacher-creativity.

According to the research question, does autonomy support have a significant relationship with teacher-creativity? The result shows beta value for autonomy support at $\beta = 0.306$ stronger than supervisor support (0.197) and team knowledge sharing (0.180). Then sig. value for autonomy support is 0.000 and it can be considered as having significant relation since the sig. value is less than 0.01.

From that, it can be concluded that the respondents prefer autonomy support to make them more creative rather than supervisory support and team knowledge sharing. The more autonomy is given to employees the more will employees endeavor to take care of issue themselves and the more creative and gainful they will move toward becoming. (Yoram Solomon, 2015). Teachers prefer to get autonomy from the school or the organization they are in while learning session, so that they are free to do creative activities. In other words, when given the autonomy, teachers feel that they are qualified authorities in the instructional process because they have considerable expertise in specialized fields and they feel that they have a right to organize the learning process according to their own choosing. Therefore, teachers can create their own creative activities during the learning session without being too dependent on abiding standards and formats.

In regard to creativity, scholars have formulated that freedom from outside pressures improve creativity because outside-control and pressure tend to decrease interest in the task itself, which is necessary for creative performance (Amabile et. al., 1996).

5.3 Limitation

5.3.1 Limitation of study

The first limitation is, in recent years, researchers and educational writers have extended the general meaning of creativity to incorporate ideas about inventiveness and imagination. There are some differences in definition, but the definition seems to be broad and to some extent flexible, so there is significant overlap and commonality. The issue does not, in this manner, appear to be one of contrasts, in definition, however of contrasts in the settings that impact how that definition is connected by and by. These distinctions affect creativity promotion and policy implementation in schools. Every scholar has their own thoughts on creativity, so, finding the main meaning on teacher-creativity is hard.

Second limitation is sample size. Based on Krejcie and Morgan (1970) the sample size that is needed in this study is 364. Unfortunately, the only usable sample size comprises of 200 respondents. The rest cannot be used to generate any viable results. Thus, it can be considered that the sample size (200 respondents) is too small to generate any results.

Third limitation is lack of time which results in the difficulties to investigate in-depth on teacher-creativity. It is because teacher-creativity is the broad definition and there

are many factors which influence teacher-creativity either at primary schools or secondary schools.

5.4 Recommendation for future research

The outcome in this study provides empirical evidence for the factor that influences teacher-creativity. However, the findings of the research cannot be generalized for the whole teacher-creativity situation in the Kedah state. This is because this study is only conducted within two districts. The findings of this research paper hopefully will help to create new opportunities for future researches. There are several approaches that can be implemented in future studies:

5.4.1 Find other factors which influences teacher-creativity

Future researches could also be carried out at other factors that may influence implementation of creative teaching and learning. The researcher can find another factor that influences teacher-creativity such as rewards, cognitive style, personal characteristics and others. It is because there are many factors that can influence teacher-creativity, and this is based on education-level.

5.4.2 Change the population

This study has examined the population of teachers who are working at the primary school. As an alternative, it is recommended for future researches in the same area to consider changing the sample population from teachers at primary schools to teachers from secondary schools. It is because at the secondary school level, students are exposed to peer-influences and at this level students as teenagers are seeking their own identity. In this age,

teenagers become easily influenced by their peers through the copying act, behavior, values and attitudes of his/her schoolmates.

5.4.3. Expand population area

In this research, the population area only involved two districts which are Kota Setar and the Kuala Muda/Yan district. These districts were selected because both districts have the highest number of teacher population compared to other districts. Therefore, a suggestion for future research is to expand the population area all around Kedah State such as Langkawi, Pendang, Kulim, Padang Terap, Baling/Sik, and Kubang Pasu. By involving all these areas, it can help the researcher to get better results because it covers a larger area of the Kedah state.

5.5 Conclusion

Creativity can mean different things to different people. For some, it means being imaginative or inventive, taking risks or challenging convention. For others, it is about original thinking or producing something that nobody has come up with before.

The objective of the study is to examine the relationship between supervisor support, team knowledge sharing, and autonomy support with teacher-creativity. Based on the result shown, all variables have a significant relationship with teacher-creativity. Moreover, the findings gathered in this study suggest that autonomy support is the stronger factor that influences teacher-creativity. It means that teachers are easily influenced by autonomy support that is given by the organization. The teacher feels free to plan their creative approaches in learning sessions. Teaching will no longer be a top-down approach

and teachers do not need to follow the prescribed packages anymore. They can come up with their own approaches with help from the schools.

This finding provides additional evidence to the organization and teachers itself to understand about the importance of variables (supervisor support, team knowledge sharing and autonomy support) that affect teacher-creativity. The organization can design new strategies to create creative teachers that can help to attract interest in learning among students. In additional, educational department should participate to enhance creativity among teachers by providing educational facilities, training, support and others. Not only should the Education Department be involved but PPD and school administrators should also participate to encourage creativity among teachers at the same time to sustain all variables (supervisor support, team knowledge sharing, autonomy support) to ensure that teachers at primary schools, especially, are always being motivated.

In conclusion, teachers must be aware of the significance of creativity while delivering lessons since today's students are more interested towards entertainment. They must also know what factors can help teachers to be creative. In addition, teachers can also adopt advanced technology to build the relationship with students because they are a generation who are advanced in technology. Research on teacher-creativity should be done in Malaysia to assess whether the teachers in Malaysia have creative elements in themselves and after that can be integrated in their teaching in the classroom. With this, more creative students will be created and along these lines, we may be able to subsequently achieve the national goal to increase innovation.

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APPENDIX A

QUESTIONNAIRE

Universiti Utara Malaysia

THE RELATIONSHIP BETWEEN SUPERVISOR SUPPORTS, TEAMKNOWLEDGE SHARING AND AUTONOMY SUPPORT WITH TEACHER-CREATIVITY IN PRIMARY SCHOOL.

Dear Sir/Madam,

My name is Nur Atiqah Bt Ramli, I'm a student of Master Science (Management) in Universiti Utara Malaysia. Currently, I'm conducting research on The Relationship between supervisor support, team knowledge sharing and autonomy supports with Teacher-creativity in primary school. Thank you upon agreeing to participate in this study. Your participation will present a valuable contribution to this study. This study is to find response on employees' creativity among teachers especially in Kedah.

I would be grateful if you could take some of your time to complete this questionnaire. Your cooperation is highly appreciated.

Please be informed that all collected and analyzed data will be treated as strictly confidential and are used for this study only. The result will not in any way to be prejudicial or detrimental to the image of any individuals or groups.

Any further enquiries or clarifications regarding this questionnaire, kindly contact provided numbers below

Thank you very much for your time and cooperation.

NUR ATIQAH BT RAMLI
Master in Science (Management)
Othman Yeop Abdullah School, Universiti Utara Malaysia
Phone : 013- 5184588
Email : iqah_21@yahoo.com

HUBUNGAN ANTARA SOKONGAN PENYELIA, BERKONGSI MAKLUMAT DIDALAM PASUKAN DAN SOKONGAN KEBEBASAN DENGAN KREATIVITI GURU DI SEKOLAH RENDAH.

Tuan/ puan,

Nama saya Nur Atiqah Bt Ramli, saya seorang pelajar Sarjana Sains (Pengurusan) di Universiti Utara Malaysia. Pada masa ini, saya sedang menjalankan penyelidikan mengenai Hubungan antara Motivasi Ekstrinsik dan Kreativiti Pekerja di kalangan Pengajar di Jabatan Pendidikan Kedah. Kajian ini adalah untuk mencari maklumbalas berkaitan kreativiti pekerja dikalangan pendidik terutamanya di Negeri Kedah.

Saya amatlah bersyukur sekiranya saudara/i dapat meluangkan masa dalam melengkapkan soal selidik ini. Budi baik saudara/i amatlah saya hargai.

Untuk makluman, semua data yang dikumpul dan dianalisa adalah sulit serta digunakan untuk kajian ini sahaja. Hasil kajian ini tidak akan menjadi prejudis atau menjatuhkan maruah seseorang atau kumpulan.

Untuk sebarang pertanyaan atau pencerahan berkaitan soal selidik ini, saudara/i boleh hubungi nombor dibawah.

Terima kasih atas kerjasama dan masa yang diluangkan.

NUR ATIQAH BT RAMLI
Sarjana Sains (Pengurusan)
Othman Yeop Abdullah School, Universiti Utara Malaysia
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SECTION A: TEACHER-CREATIVITY AMONG TEACHER
BAHAGIAN A: KREATIVITI PEKERJA DALAM KALANGAN PENDIDIK

The following are self-descriptive statement regarding perception on teacher creativity among educator.

Please indicate your responses by circling the number stated below.

Penyataan berikut menjelaskan diri anda tentang persepsi anda terhadap kreativit pekerja dalam kalangan pendidik.

Sila nyatakan maklum balas anda dengan membulatkan nombor yang berkenaan.

1	2	3	4	5
Strongly Disagree/ Sangat tidak bersetuju	Disagree/ Tidak Bersetuju	Uncertain/ Tidak Pasti	Agree / Bersetuju	Strongly Agree / Sangat Bersetuju

1.	**I consider myself to be creative person.** *Saya beranggapan diri saya sebagai seorang yang kreatif*	1	2	3	4	5
2.	**I have been able to use many ideas for creativity work that have occurred in my dreams.** *Saya dapat menggunakan banyak idea bagi kerja-kerja kreatif yang saya impikan*	1	2	3	4	5
3.	**I have to be in the right mood or feeling to do creative work.** *Saya perlu berada dalam suasana yang betul, emosi dan perasaan yang sesuai untuk melakukan kerja kreatif.*	1	2	3	4	5
4.	**I believe that creativity comes from hard work and persistence** *Saya percaya bahawa kreativiti hasil daripada kerja keras dan ketekunan.*	1	2	3	4	5
5.	**My creativity comes from careful planning and forethought.** *Kreativiti adalah hasil daripada pemikiran dan perancangan yang teliti*	1	2	3	4	5
6.	**I typically create new ideas by combining existing ideas.** *Saya biasanya mencipta idea-idea secara menggabungkannya dengan idea-idea yang sedia ada*	1	2	3	4	5
7.	**I often let my mind wander to come up with new ideas.** *Saya membiarkan fikiran saya melayang-layang bagi menghasilkan idea baru*	1	2	3	4	5
8.	**I practice to be creative** *Saya melatih diri saya untuk menjadi kreatif*	1	2	3	4	5
9.	**I usually have a lot of both workable and unworkable ideas** *Selalunya, saya mempunyai banyak idea idea yg boleh dilaksanakan dan tidak boleh dilaksanakan*	1	2	3	4	5
10.	**I often look for new ideas outside of my own field, and try to apply them to my own.** *Saya sering mencari idea idea baru di luar bidang saya dan cuba mengaplikasikan dengan idea saya sendri.*	1	2	3	4	5

SECTION B/BAHAGIAN B:
Part 1: Supervisor Support / Sokongan Penyelia/Ketua

Please indicate your responses by circling the number stated below.

Sila nyatakan maklum balas anda dengan membulatkan nombor yang berkenaan.

1	2	3	4	5
Strongly Disagree/ Sangat tidak bersetuju	Disagree/ Tidak Bersetuju	Uncertain/ Tidak Pasti	Agree / Bersetuju	Strongly Agree / Sangat Bersetuju

1.	**My supervisor gives me helpful feedback about my performance** *Penyelia saya memberikan maklumbalas yang sangat membantu ttentan prestasi saya*	1	2	3	4	5
2.	**My supervisor assigns tasks that offer opportunities to develop skills.** *Penyelia saya memberikan tugas yang mampu meningkatkan kemahiran saya*	1	2	3	4	5
3.	**My supervisor cares about whether or not I achieve my career goals.** *Penyelia saya mengambil berat terhadap pencapaian matlamat saya*	1	2	3	4	5
4.	**My supervisor makes sure I get the credit when I accomplish something.** *Penyelia saya memastikan saya mendapat penghargaan /pujian yang sepatutnya setelah selesai sesuatu tugasan* .	1	2	3	4	5
5.	**My supervisor often asks for my opinion before making important decisions.** *Penyelia saya sering meminta pendapat saya sebelum membuat keputusan yang penting*	1	2	3	4	5
6.	**My supervisor gives me clear instructions.** *Penyelia saya memberikan arahan yang jelas terhadap apa yang perlu dilakukan*	1	2	3	4	5
7.	**Supervisor suggest new ways of performing work tasks.** *Penyelia saya mencadangkan cara baru untuk membuat tugasan.*	1	2	3	4	5

SECTION B/ BAHAGIAN B

Part 2: Team Knowledge Sharing / Berkongsi Maklumat didalam Satu Pasukan

Please indicate your responses by circling the number stated below.

Sila nyatakan maklum balas anda dengan membulatkan nombor yang berkenaan.

1	2	3	4	5
Strongly Disagree/ Sangat tidak bersetuju	Disagree/ Tidak Bersetuju	Uncertain/ Tidak Pasti	Agree / Bersetuju	Strongly Agree / Sangat Bersetuju

1.	**Members of our team share their special knowledge and expertise with one another.** *Ahli kumpulan berkongsi kelebihan pengetahuan dan kepakaran antara satu sama lain*	1	2	3	4	5
2.	**If a member in our team has some special knowledge about how to perform the team task,** **He/she will tell other members about it**. *Jika seorang ahli didalam kumpulan mempunyai sesuau pengetahuan yang khusus tentang bagaimana untuk menjalankan tugas pasukan, dia akan memberitahu ahli ahli yang lain tentangmya.*	1	2	3	4	5
3.	**More knowledgeable team members freely provide other members with hard-to-find knowledge or specialized skills.** *Ahli kumpulan yang lebih berpengetahuan tidak lokek berkongsi pengetahuan dan kemahiran yang sukar diperolehi dengan ahli ahli kumpulan.*	1	2	3	4	5
4.	**Members of our team provide a lot of work-related suggestions to each other.** *Ahli kumpulan sentiasa memberikan cadangan yang membina berkaitan dengan bidang kerja yang dilakukan.*	1	2	3	4	5
5.	**There is a lot of constructive discussion during team meetings.** *Ahli kumpulan banyak menyumbang kepada perbincangan yang membina semasa mesyuarat kumpulan*	1	2	3	4	5
6.	**Members in our team provide their experience and knowledge to help other members find solutions to their problems.** *Ahli kumpulan berkongsi pengalaman dan pengetahuan mereka bagi membantu ahli yang lain mencari jalan penyelesaian terhadap masalah dihadapi.*	1	2	3	4	5

SECTION B/ BAHAGIAN B

Part 3: Autonomy Support/ Sokongan Kebebasan

Please indicate your responses by circling the number stated below.

nyatakan maklum balas anda dengan membulatkan nombor yang berkenaan.

1.	**I am free to be creative in my teaching approach.** *Saya bebas untuk menjadi kreatif dalam pengajaran saya*	1 Strongly Disagree/ Sangat tidak bersetuju	2 Disagree/ Tidak Bersetuju	3 Uncertain/ Tidak Pasti	4 Agree / Bersetuju	5 Strongly Agree / Sangat Bersetuju
2.	**The selection of student learning activities in my class is under my control.** *Saya mengawal sendiri pemilihan aktiviti pembelajaran pelajar di dalam kelas*	1	2	3	4	5
3.	**In my teaching, I use my own guidelines and procedures.** *Saya menggunakan garis panduan dan prosedur saya sendiri semasa proses pengajaran*	1	2	3	4	5
4.	**My teaching focuses on those goals and objectives I select myself.** *Saya memfokuskan pengajaran saya berdasarkan matlamat dan objektif yang telah ditetapkan oleh saya sendiri*	1	2	3	4	5
5.	**I have little control over how classroom space is used.** *Saya kurang menguasai penggunaan ruang di dalam kelas*	1	2	3	4	5
6.	**The materials I use in my class are chosen for the most part by myself.** Saya menggunakan bahan pengajaran yang dipilih oleh saya sendiri	1	2	3	4	5
7.	**I select the teaching methods and strategies I use with my students.** Saya memilih sendiri cara dan strategi pengajaran bersama pelajar saya	1	2	3	4	5

SECTION C: RESPONDENT DEMOGRAPHIC
BAHAGIAN C: LATARBELAKANG REPONDEN

The following section are regarding respondent demographic information .Please answer the question by tick (/) only one suitable and relevant answer for the question below.

Bahagian berikut adalah mengenai maklumat demografik responden yang merangkumi Jantina, Bangsa. Umur, Status Perkahwinan, Peringkat Pendidikan dan Kawasan Kerja. Sila jawab soalan ini dengan tandakan (/) hanya satu jawapan yang sesuai dan relevan untuk soalan di bawah

1. Gender/ *Jantina :*	Male: / *Lelaki*		Female/ *Perempuan*	
2. Race/ *Bangsa:*	Malay/ *Melayu*		Chinese/ *Cina*	
	Indian/ *India*		Others/ *Lain-Lain*	

3. Age/ *Umur*	25 years old and below *25 Tahun dan kebawah*	
	26-30 years old *26-30 Tahun*	
	31-35 years old *31-35 Tahun*	
	36-40 years old *36-40 Tahun*	

41-45 years old ☐

41-45 Tahun

46 years old and above ☐

46 Tahun dan keatas

4. Marital Status/ *Status Perkahwinan*

Single/ *Bujang:* ☐ Married/ *Berkahwin* ☐ Others/ *Lain-lain* ☐

5. Education Level/ Taraf Pendidikan:

SPM ☐ Bachelor/ Degree ☐ PHD ☐

Diploma/ STPM ☐ Master/ Sarjana ☐

6. Working Area/ Kawasan Bekerja

Kota Setar ☐ Kuala Muda / Yan ☐

APPENDIXES B

I. NORMALITY TEST

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Supervisor Support	200	100.0%	0	0.0%	200	100.0%
Team Knowledge Sharing	200	100.0%	0	0.0%	200	100.0%
Autonomy Support	200	100.0%	0	0.0%	200	100.0%
Employee Creativity	200	100.0%	0	0.0%	200	100.0%

Descriptives

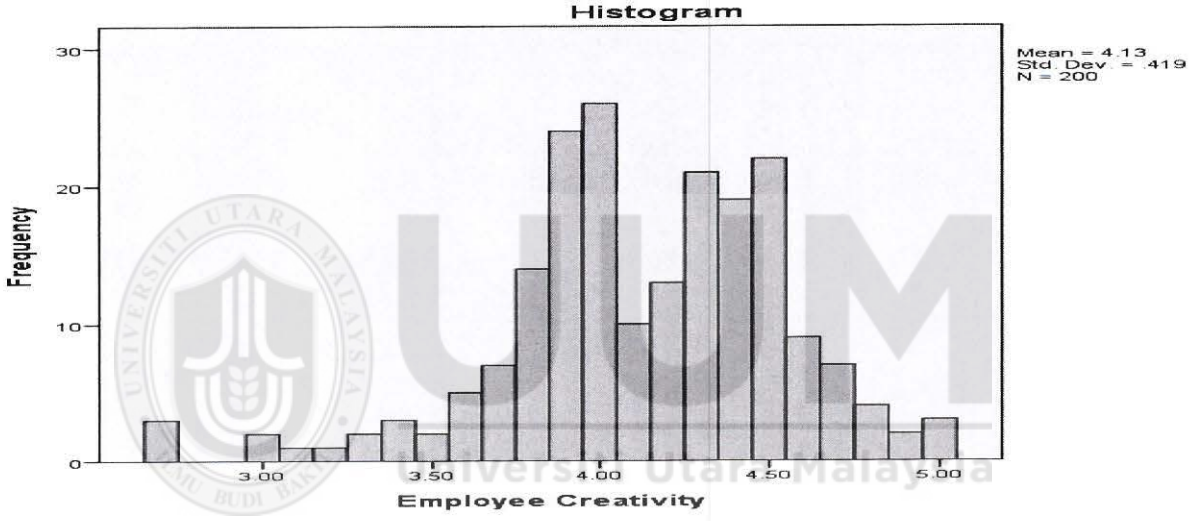
			Statistic	Std. Error
Supervisor Support	Mean		3.9950	.03779
	95% Confidence Interval for Mean	Lower Bound	3.9205	
		Upper Bound	4.0695	
	5% Trimmed Mean		4.0095	
	Median		4.0000	
	Variance		.286	
	Std. Deviation		.53440	
	Minimum		1.71	
	Maximum		5.00	
	Range		3.29	
	Interquartile Range		.57	
	Skewness		-.604	.172
	Kurtosis		1.280	.342
Team Knowledge Sharing	Mean		4.1825	.03011
	95% Confidence Interval for Mean	Lower Bound	4.1231	
		Upper Bound	4.2419	
	5% Trimmed Mean		4.1954	
	Median		4.1667	
	Variance		.181	
	Std. Deviation		.42585	
	Minimum		2.33	
	Maximum		5.00	
	Range		2.67	
	Interquartile Range		.50	
	Skewness		-.439	.172
	Kurtosis		1.787	.342
Autonomy Support	Mean		3.9893	.02550
	95% Confidence Interval for Mean	Lower Bound	3.9390	
		Upper Bound	4.0396	
	5% Trimmed Mean		3.9937	
	Median		4.0000	
	Variance		.130	
	Std. Deviation		.36059	
	Minimum		3.00	
	Maximum		5.00	
	Range		2.00	
	Interquartile Range		.43	
	Skewness		-.025	.172
	Kurtosis		.451	.342
Employee Creativity	Mean		4.1285	.02962
	95% Confidence Interval for Mean	Lower Bound	4.0701	
		Upper Bound	4.1869	
	5% Trimmed Mean		4.1478	
	Median		4.1500	
	Variance		.175	
	Std. Deviation		.41883	
	Minimum		2.70	
	Maximum		5.00	
	Range		2.30	
	Interquartile Range		.50	
	Skewness		-.722	.172
	Kurtosis		1.254	.342

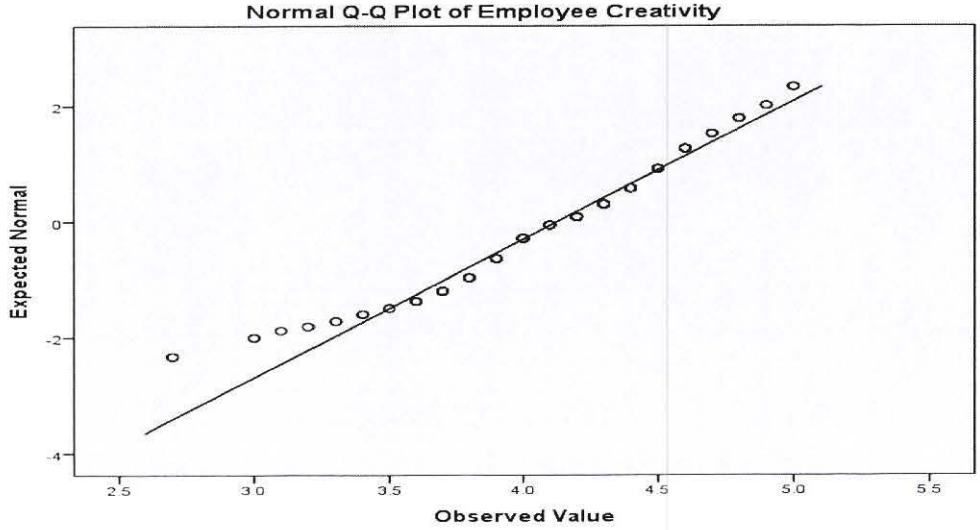
1. Teacher-creativity

Tests of Normality

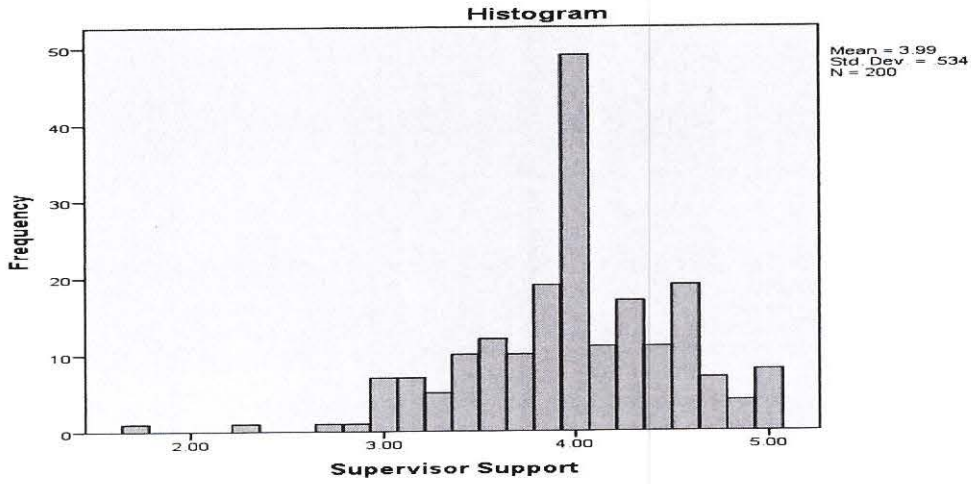
	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Supervisor Support	.134	200	.000	.961	200	.000
Team Knowledge Sharing	.161	200	.000	.929	200	.000
Autonomy Support	.110	200	.000	.975	200	.001
Employee Creativity	.094	200	.000	.958	200	.000

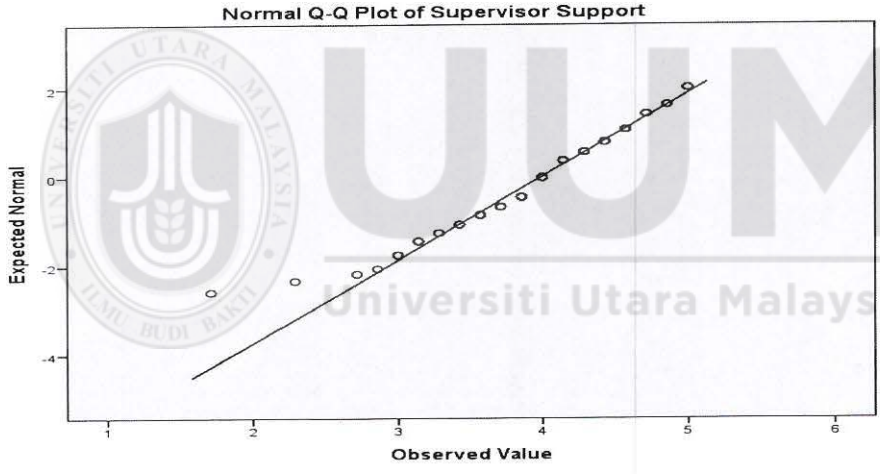
a. Lilliefors Significance Correction

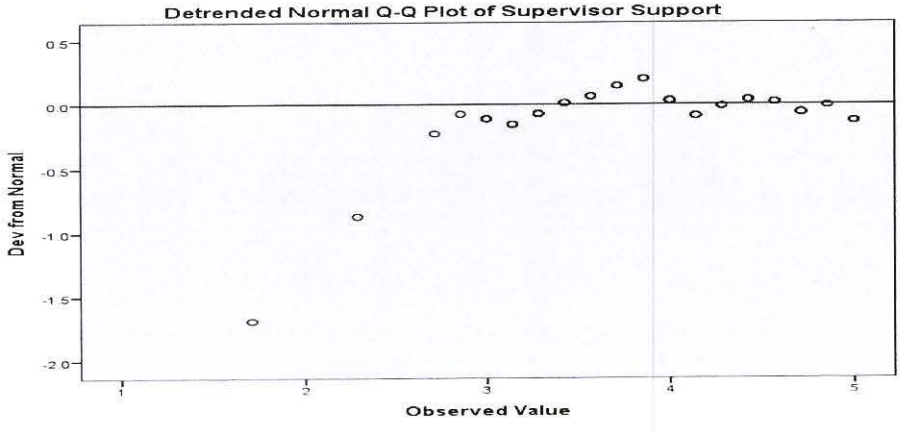




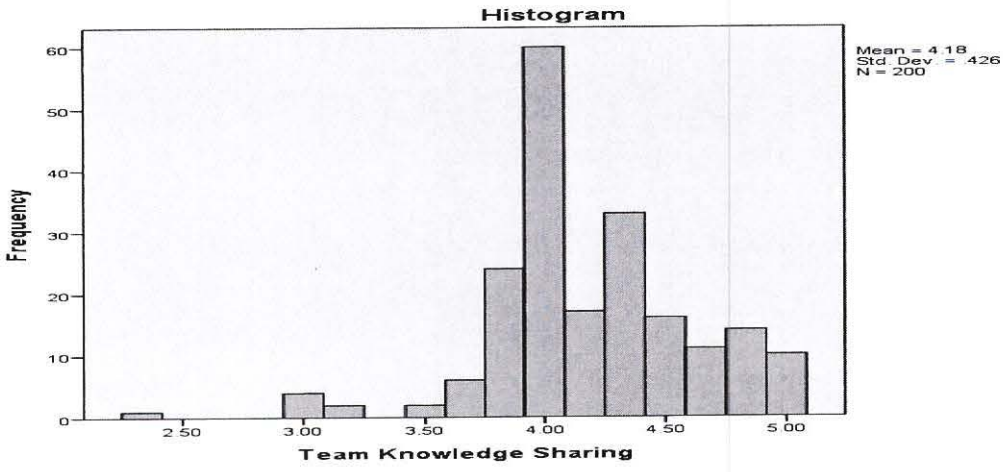
2. Supervisor Support

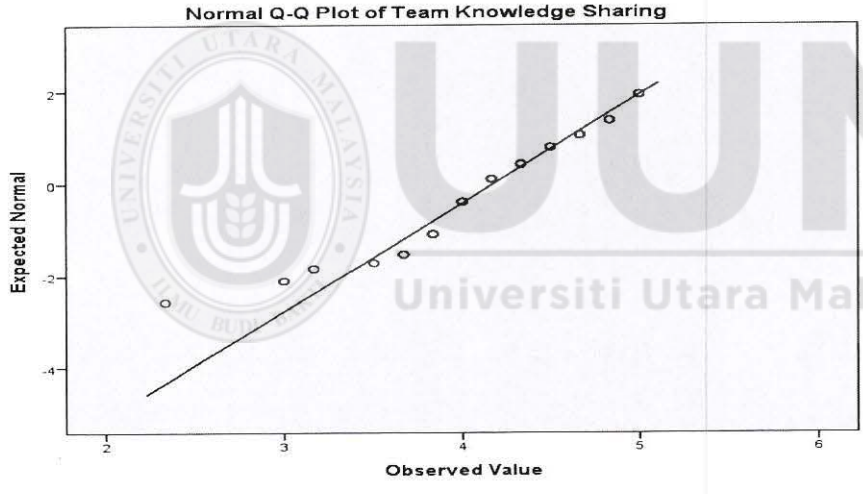


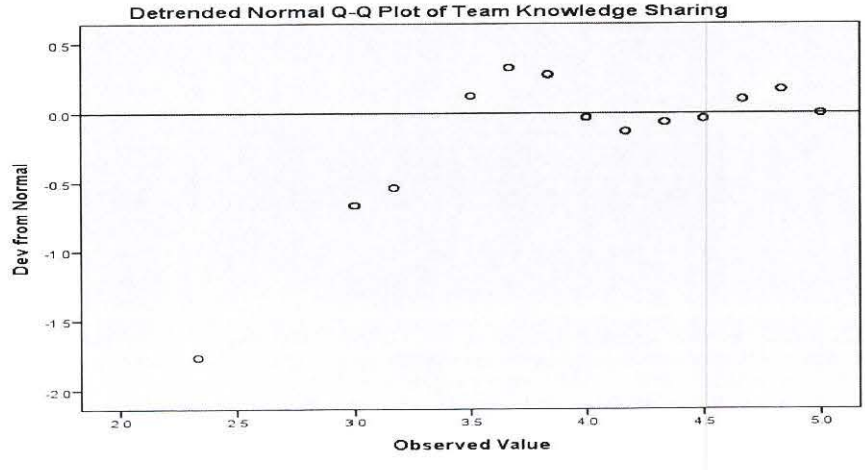




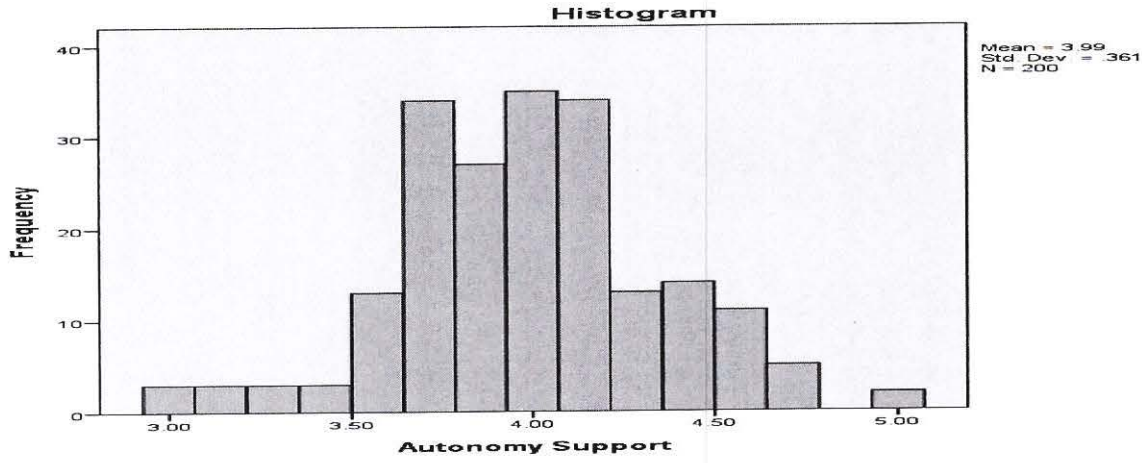
3. Team Knowledge Sharing

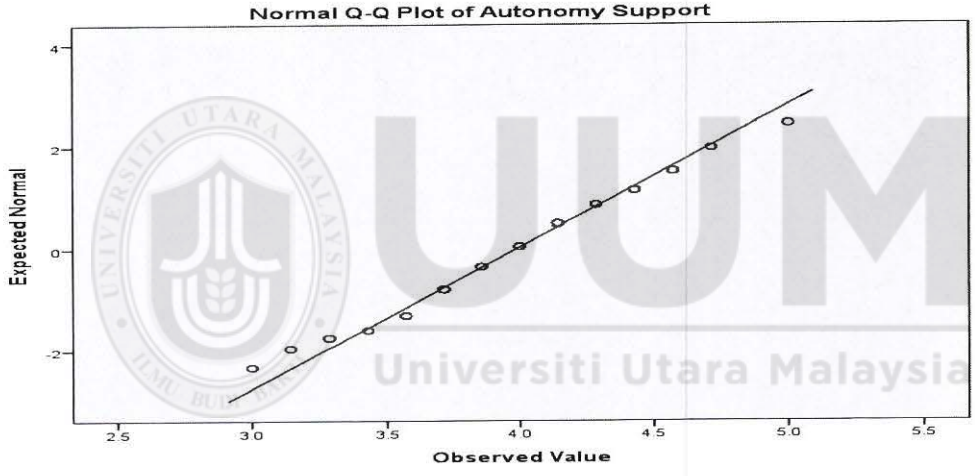


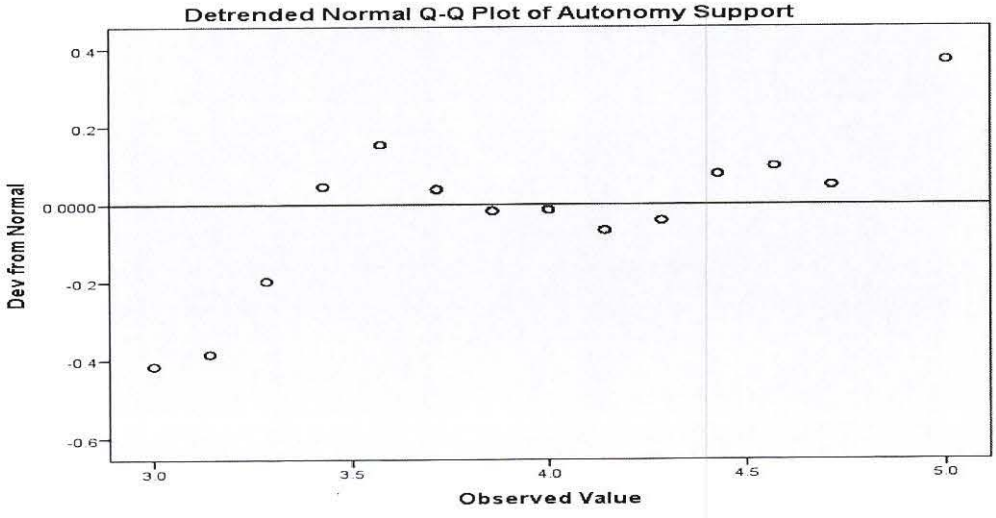




4. Autonomy Support







II. RELIABILITY ANALYSIS

1. Teacher-creativity

Case Processing Summary

		N	%
Cases	Valid	200	100.0
	Excluded[a]	0	.0
	Total	200	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.805	.817	10

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
I Consider myself to be creative person	37.18	14.420	.590	.489	.778
i have been able to use many ideas for creativity work that have occured in my dreams	37.16	14.899	.542	.474	.784
i have to be in the right mood or feeling to do creative work	36.90	15.875	.287	.194	.807
I believe that creativity comes from hard work and Persistence	37.00	14.628	.429	.552	.794
My Creativity comes from careful planning and forethought	36.83	15.097	.365	.492	.801
I typically create new ideas by combining existing ideas	37.11	15.351	.451	.399	.792
I often let my mind wander to come up with new ideas	37.71	13.616	.384	.334	.812
I practice to be creative	37.10	13.598	.675	.577	.766
I usually have a lot of both workable and unworkable ideas	37.35	14.167	.607	.510	.775
I often look for new ideas outside of my own field, and try to apply them to my own	37.24	13.510	.627	.563	.770

2. Supervisor Support

Case Processing Summary

		N	%
Cases	Valid	200	100.0
	Excluded[a]	0	.0
	Total	200	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.902	.904	7

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
My supervisor gives me helpful feedback about my performance	23.92	11.296	.651	.436	.895
My supervisor assigns tasks that offer opportunities to develop skills.	23.94	10.937	.666	.473	.893
My supervisor cares about whether or not I achieve my career goals.	23.90	10.669	.733	.564	.886
My supervisor makes sure I get the credit when I accomplish something.	24.13	10.114	.732	.544	.885
My supervisor often asks for my opinion before making important decisions.	24.08	10.034	.689	.510	.892
My supervisor gives me clear instructions.	23.86	10.141	.779	.646	.880
Supervisor suggest new ways of performing work tasks	23.94	9.952	.753	.602	.883

3. Team Knowledge Sharing

Case Processing Summary

		N	%
Cases	Valid	200	100.0
	Excluded[a]	0	.0
	Total	200	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.839	.840	6

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
Members of our team share their special knowledge and expertise with one another.	20.87	4.831	.520	.308	.832
If a member in our team has some special knowledge about how to perform the team task, he/she will tell other members about it	20.98	4.884	.565	.336	.822
More knowledgeable team members freely provide other members with hard-to-find knowledge or specialized skills.	20.97	4.632	.646	.467	.807
Members of our team provide a lot of work-related suggestions to each other.	20.85	4.765	.660	.493	.805
There is a lot of constructive discussion during team meetings.	20.97	4.466	.640	.481	.808
Members in our team provide their experience and knowledge to help other members find solutions to their problems	20.85	4.500	.673	.549	.801

4. Autonomy Support

Case Processing Summary

		N	%
Cases	Valid	200	100.0
	Excluded[a]	0	.0
	Total	200	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.767	.826	7

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
Autonomy Support	24.04	7.843	.983	.970	.681
The selection of student-learning activities in my class is under my control.	23.78	8.789	.430	.677	.751
In my teaching, I use my own guidelines and procedures	24.05	7.735	.519	.757	.731
My teaching focuses on those goals and objectives I select myself.	24.02	7.792	.535	.685	.728
I have little control over how classroom space is used.	24.86	7.054	.343	.821	.815
The materials I use in my class are chosen for the most part by myself.	23.99	8.257	.576	.667	.726
I select the teaching methods and strategies I use with my students.	23.82	8.471	.471	.692	.743

III. DESCRIPTIVE STATISTIC OF DATA

Demographic Profile of Respondents

Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	61	30.5	30.5	30.5
	Female	139	69.5	69.5	100.0
	Total	200	100.0	100.0	

Race

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Malay	197	98.5	98.5	98.5
	Chinese	1	.5	.5	99.0
	Indian	1	.5	.5	99.5
	Others	1	.5	.5	100.0
	Total	200	100.0	100.0	

Working Area

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Kota Setar	114	57.0	57.0	57.0
	Kuala Muda/ Yan	86	43.0	43.0	100.0
	Total	200	100.0	100.0	

Age

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	25 years old and below	4	2.0	2.0	2.0
	26-30 years old	3	1.5	1.5	3.5
	31-35 Years old	18	9.0	9.0	12.5
	36- 40 years old	44	22.0	22.0	34.5
	41-45 years old	58	29.0	29.0	63.5
	46 years old and obove	73	36.5	36.5	100.0
	Total	200	100.0	100.0	

Marital Status

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Single	11	5.5	5.5	5.5
	Married	188	94.0	94.0	99.5
	Others	1	.5	.5	100.0
	Total	200	100.0	100.0	

Education Status

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SPM	7	3.5	3.5	3.5
	Diploma	32	16.0	16.0	19.5
	Bachelor	150	75.0	75.0	94.5
	Master	11	5.5	5.5	100.0
	Total	200	100.0	100.0	

IV. MEAN AND STANDARD DEVIATION

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
Supervisor Support	200	1.71	5.00	3.9950	.53440	-.604	.172	1.280	.342
Team Knowledge Sharing	200	2.33	5.00	4.1825	.42585	-.439	.172	1.787	.342
Autonomy Support	200	3.00	5.00	3.9893	.36059	-.025	.172	.451	.342
Teacher-creativity	200	2.70	5.00	4.1285	.41883	-.722	.172	1.254	.342
Valid N (listwise)	200								

Supervisor Support

Descriptive Statistics

	Mean	Std. Deviation	N
Teacher-creativity	4.1285	.41883	200
Supervisor Support	3.9950	.53440	200

Correlations

		Teacher-creativity	Supervisor Support
Pearson Correlation	Teacher-creativity	1.000	.343
	Supervisor Support	.343	1.000
Sig. (1-tailed)	Teacher-creativity	.	.000
	Supervisor Support	.000	.
N	Teacher-creativity	200	200
	Supervisor Support	200	200

Team Knowledge Sharing

Descriptive Statistics

	Mean	Std. Deviation	N
Teacher-creativity	4.1285	.41883	200
Team Knowledge Sharing	4.1825	.42585	200

Correlations

		Teacher-creativity	Team Knowledge Sharing
Pearson Correlation	Teacher-creativity	1.000	.336
	Team Knowledge Sharing	.336	1.000
Sig. (1-tailed)	Teacher-creativity	.	.000
	Team Knowledge Sharing	.000	.
N	Teacher-creativity	200	200
	Team Knowledge Sharing	200	200

Autonomy Support

Descriptive Statistics

	Mean	Std. Deviation	N
Teacher-creativity	4.1285	.41883	200
Autonomy Support	3.9893	.36059	200

Correlations

		Teacher-creativity	Autonomy Support
Pearson Correlation	Teacher-creativity	1.000	.423
	Autonomy Support	.423	1.000
Sig. (1-tailed)	Teacher-creativity	.	.000
	Autonomy Support	.000	.
N	Teacher-creativity	200	200
	Autonomy Support	200	200

V. INTECORRELATION BETWEEN VARIABLES

Correlations

		Supervisor Support	Team Knowledge Sharing	Autonomy Support	Teacher-creativity
Supervisor Support	Pearson Correlation	1	.293**	.305**	.343**
	Sig. (1-tailed)		.000	.000	.000
	N	200	200	200	200
Team Knowledge Sharing	Pearson Correlation	.293**	1	.319**	.336**
	Sig. (1-tailed)	.000		.000	.000
	N	200	200	200	200
Autonomy Support	Pearson Correlation	.305**	.319**	1	.423**
	Sig. (1-tailed)	.000	.000		.000
	N	200	200	200	200
Teacher-creativity	Pearson Correlation	.343**	.336**	.423**	1
	Sig. (1-tailed)	.000	.000	.000	
	N	200	200	200	200

**. Correlation is significant at the 0.01 level (1-tailed).

VI. MULTIPLE REGRESSION

Descriptive Statistics

	Mean	Std. Deviation	N
Teacher-creativity	4.1285	.41883	200
Supervisor Support	3.9950	.53440	200
Team Knowledge Sharing	4.1825	.42585	200
Autonomy Support	3.9893	.36059	200

Correlations

		Teacher-creativity	Supervisor Support	Team Knowledge Sharing	Autonomy Support
Pearson Correlation	Teacher-creativity	1.000	.343	.336	.423
	Supervisor Support	.343	1.000	.293	.305
	Team Knowledge Sharing	.336	.293	1.000	.319
	Autonomy Support	.423	.305	.319	1.000
Sig. (1-tailed)	Teacher-creativity	.	.000	.000	.000
	Supervisor Support	.000	.	.000	.000
	Team Knowledge Sharing	.000	.000	.	.000
	Autonomy Support	.000	.000	.000	.
N	Teacher-creativity	200	200	200	200
	Supervisor Support	200	200	200	200
	Team Knowledge Sharing	200	200	200	200
	Autonomy Support	200	200	200	200

Variables Entered/Removed [a]

Model	Variables Entered	Variables Removed	Method
1	Autonomy Support, Supervisor Support, Team Knowledge Sharing[b]	.	Enter

a. Dependent Variable: Teacher-creativity
b. All requested variables entered.

Model Summary [b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.507[a]	.258	.246	.36364	1.951

a. Predictors: (Constant), Autonomy Support, Supervisor Support, Team Knowledge Sharing
b. Dependent Variable: Teacher-creativity

ANOVA [a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	8.990	3	2.997	22.661	.000[b]
	Residual	25.918	196	.132		
	Total	34.908	199			

a. Dependent Variable: Teacher-creativity
b. Predictors: (Constant), Autonomy Support, Supervisor Support, Team Knowledge Sharing

Collinearity Diagnostics [a]

Model	Dimension	Eigenvalue	Condition Index	Variance Proportions			
				(Constant)	Supervisor Support	Team Knowledge Sharing	Autonomy Support
1	1	3.978	1.000	.00	.00	.00	.00
	2	.011	18.682	.04	.99	.09	.04
	3	.006	24.954	.04	.01	.81	.38
	4	.004	32.101	.92	.00	.10	.58

a. Dependent Variable: Teacher-creativity

Casewise Diagnostics [a]

Case Number	Std. Residual	Teacher-creativity	Predicted Value	Residual
9	-4.073	2.70	4.1810	-1.48096
126	-3.600	3.00	4.3092	-1.30923
147	-4.073	2.70	4.1810	-1.48096
169	-4.073	2.70	4.1810	-1.48096

a. Dependent Variable: Teacher-creativity

Residuals Statistics [a]

	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	3.3696	4.7876	4.1285	.21254	200
Residual	-1.48096	.95190	.00000	.36089	200
Std. Predicted Value	-3.570	3.101	.000	1.000	200
Std. Residual	-4.073	2.618	.000	.992	200

a. Dependent Variable: Teacher-creativity

Coefficients

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	1.353	.342		3.955	.000		
	Supervisor Support	.155	.052	.197	2.981	.003	.865	1.157
	Team Knowledge Sharing	.177	.065	.180	2.711	.007	.856	1.168
	Autonomy Support	.355	.078	.306	4.575	.000	.849	1.177

a. Dependent Variable: Employee Creativity

Collinearity Diagnostics[a]

Model	Dimension	Eigenvalue	Condition Index	Variance Proportions			
				(Constant)	Supervisor Support	Team Knowledge Sharing	Autonomy Support
1	1	3.978	1.000	.00	.00	.00	.00
	2	.011	18.682	.04	.99	.09	.04
	3	.006	24.954	.04	.01	.81	.38
	4	.004	32.101	.92	.00	.10	.58

a. Dependent Variable: Employee Creativity

Casewise Diagnostics[a]

Case Number	Std. Residual	Employee Creativity	Predicted Value	Residual
9	-4.073	2.70	4.1810	-1.48096
126	-3.600	3.00	4.3092	-1.30923
147	-4.073	2.70	4.1810	-1.48096
169	-4.073	2.70	4.1810	-1.48096

a. Dependent Variable: Employee Creativity

Residuals Statistics[a]

	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	3.3696	4.7876	4.1285	.21254	200
Residual	-1.48096	.95190	.00000	.36089	200
Std. Predicted Value	-3.570	3.101	.000	1.000	200
Std. Residual	-4.073	2.618	.000	.992	200

a. Dependent Variable: Employee Creativity