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



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NUR ATIQAHT BT RAMLI**

**Universiti Utara Malaysia**

**Thesis Submitted to  
Othman Yeop Abdullah Graduate School of Business,  
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In Partial Fulfillment of the Requirement for the Master of Sciences (Management**



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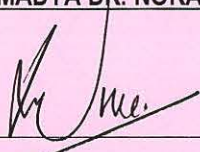
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## ABSTRACT

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 menyelidiki 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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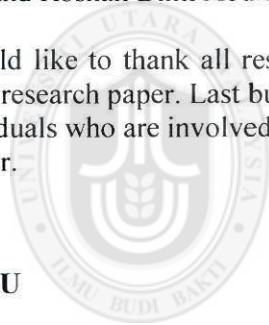
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**TERIMA KASIH**

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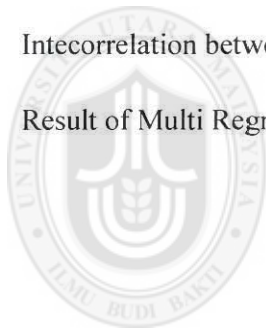
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## CHAPTER 1

### 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

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**APPENDIX A**  
**QUESTIONNAIRE**



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

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***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



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***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 ATIQAHT BT RAMLI  
Sarjana Sains (Pengurusan)  
Othman Yeop Abdullah School, Universiti Utara Malaysia  
Phone : 013- 5184588  
Email : iqah\_21@yahoo.com

**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 kreativiti 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.	<b>I consider myself to be creative person.</b> <i>Saya beranggapan diri saya sebagai seorang yang kreatif</i>	1	2	3	4	5
2.	<b>I have been able to use many ideas for creativity work that have occurred in my dreams.</b> <i>Saya dapat menggunakan banyak idea bagi kerja-kerja kreatif yang saya impikan</i>	1	2	3	4	5
3.	<b>I have to be in the right mood or feeling to do creative work.</b> <i>Saya perlu berada dalam suasana yang betul, emosi dan perasaan yang sesuai untuk melakukan kerja kreatif.</i>	1	2	3	4	5
4.	<b>I believe that creativity comes from hard work and persistence</b> <i>Saya percaya bahawa kreativiti hasil daripada kerja keras dan ketekunan.</i>	1	2	3	4	5
5.	<b>My creativity comes from careful planning and forethought.</b> <i>Kreativiti adalah hasil daripada pemikiran dan perancangan yang teliti</i>	1	2	3	4	5
6.	<b>I typically create new ideas by combining existing ideas.</b> <i>Saya biasanya mencipta idea-idea secara menggabungkannya dengan idea-idea yang sedia ada</i>	1	2	3	4	5
7.	<b>I often let my mind wander to come up with new ideas.</b> <i>Saya membiarkan fikiran saya melayang-layang bagi menghasilkan idea baru</i>	1	2	3	4	5
8.	<b>I practice to be creative</b> <i>Saya melatih diri saya untuk menjadi kreatif</i>	1	2	3	4	5
9.	<b>I usually have a lot of both workable and unworkable ideas</b> <i>Selalunya, saya mempunyai banyak idea idea yg boleh dilaksanakan dan tidak boleh dilaksanakan</i>	1	2	3	4	5
10.	<b>I often look for new ideas outside of my own field, and try to apply them to my own.</b> <i>Saya sering mencari idea idea baru di luar bidang saya dan cuba mengaplikasikan dengan idea saya sendiri.</i>	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.	<b>My supervisor gives me helpful feedback about my performance</b> <i>Penyelia saya memberikan maklumbalas yang sangat membantu ttentang prestasi saya</i>	1	2	3	4	5
2.	<b>My supervisor assigns tasks that offer opportunities to develop skills.</b> <i>Penyelia saya memberikan tugas yang mampu meningkatkan kemahiran saya</i>	1	2	3	4	5
3.	<b>My supervisor cares about whether or not I achieve my career goals.</b> <i>Penyelia saya mengambil berat terhadap pencapaian matlamat saya</i>	1	2	3	4	5
4.	<b>My supervisor makes sure I get the credit when I accomplish something.</b> <i>Penyelia saya memastikan saya mendapat penghargaan /pujian yang sepatutnya setelah selesai sesuatu tugas</i>	1	2	3	4	5
5.	<b>My supervisor often asks for my opinion before making important decisions.</b> <i>Penyelia saya sering meminta pendapat saya sebelum membuat keputusan yang penting</i>	1	2	3	4	5
6.	<b>My supervisor gives me clear instructions.</b> <i>Penyelia saya memberikan arahan yang jelas terhadap apa yang perlu dilakukan</i>	1	2	3	4	5
7.	<b>Supervisor suggest new ways of performing work tasks.</b> <i>Penyelia saya mencadangkan cara baru untuk membuat tugas.</i>	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.	<b>Members of our team share their special knowledge and expertise with one another.</b> <i>Ahli kumpulan berkongsi kelebihan pengetahuan dan kepakaran antara satu sama lain</i>	1	2	3	4	5
2.	<b>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.</b> <i>Jika seorang ahli didalam kumpulan mempunyai sesau pengetahuan yang khusus tentang bagaimana untuk menjalankan tugas pasukan, dia akan memberitahu ahli ahli yang lain tentangnya.</i>	1	2	3	4	5
3.	<b>More knowledgeable team members freely provide other members with hard-to-find knowledge or specialized skills.</b> <i>Ahli kumpulan yang lebih berpengetahuan tidak lokek berkongsi pengetahuan dan kemahiran yang sukar diperolehi dengan ahli ahli kumpulan.</i>	1	2	3	4	5
4.	<b>Members of our team provide a lot of work-related suggestions to each other.</b> <i>Ahli kumpulan sentiasa memberikan cadangan yang membina berkaitan dengan bidang kerja yang dilakukan.</i>	1	2	3	4	5
5.	<b>There is a lot of constructive discussion during team meetings.</b> <i>Ahli kumpulan banyak menyumbang kepada perbincangan yang membina semasa mesyuarat kumpulan</i>	1	2	3	4	5
6.	<b>Members in our team provide their experience and knowledge to help other members find solutions to their problems.</b> <i>Ahli kumpulan berkongsi pengalaman dan pengetahuan mereka bagi membantu ahli yang lain mencari jalan penyelesaian terhadap masalah dihadapi.</i>	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.	<b>I am free to be creative in my teaching approach.</b> <i>Saya bebas untuk menjadi kreatif dalam pengajaran saya</i>	1	2	3	4	5
2.	<b>The selection of student learning activities in my class is under my control.</b> <i>Saya mengawal sendiri pemilihan aktiviti pembelajaran pelajar di dalam kelas</i>	1	2	3	4	5
3.	<b>In my teaching, I use my own guidelines and procedures.</b> <i>Saya menggunakan garis panduan dan prosedur saya sendiri semasa proses pengajaran</i>	1	2	3	4	5
4.	<b>My teaching focuses on those goals and objectives I select myself.</b> <i>Saya memfokuskan pengajaran saya berdasarkan matlamat dan objektif yang telah ditetapkan oleh saya sendiri</i>	1	2	3	4	5
5.	<b>I have little control over how classroom space is used.</b> <i>Saya kurang menguasai penggunaan ruang di dalam kelas</i>	1	2	3	4	5
6.	<b>The materials I use in my class are chosen for the most part by myself.</b> <i>Saya menggunakan bahan pengajaran yang dipilih oleh saya sendiri</i>	1	2	3	4	5
7.	<b>I select the teaching methods and strategies I use with my students.</b> <i>Saya memilih sendiri cara dan strategi pengajaran bersama pelajar saya</i>	1	2	3	4	5

SECTION C: RESPONDENT DEMOGRAPHIC  
 BAHAGIAN C: LATARBELAKANG REPENDEN

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	<input style="width: 100%; height: 100%;" type="checkbox"/>	Female/ Perempuan	<input style="width: 100%; height: 100%;" type="checkbox"/>
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2. Race/  
 Bangsa:

Malay/ Melayu	<input style="width: 100%; height: 100%;" type="checkbox"/>	Chinese/ Cina	<input style="width: 100%; height: 100%;" type="checkbox"/>
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Indian/ India	<input style="width: 100%; height: 100%;" type="checkbox"/>	Others/ Lain-Lain	<input style="width: 100%; height: 100%;" type="checkbox"/>
------------------	---	----------------------	---

3. Age/  
 Umur

25 years old and below 25 Tahun dan kebawah		<input style="width: 100%; height: 100%;" type="checkbox"/>
26-30 years old 26-30 Tahun		<input style="width: 100%; height: 100%;" type="checkbox"/>
31-35 years old 31-35 Tahun		<input style="width: 100%; height: 100%;" type="checkbox"/>
36-40 years old 36-40 Tahun		<input style="width: 100%; height: 100%;" type="checkbox"/>

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

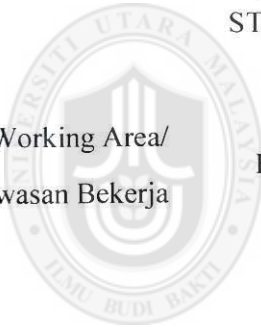
Diplom  
a/  
STPM

Master/  
Sarjana

6. Working Area/  
*Kawasan Bekerja*

Kota Setar

Kuala Muda / Yan



Universiti Utara Malaysia

## 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**

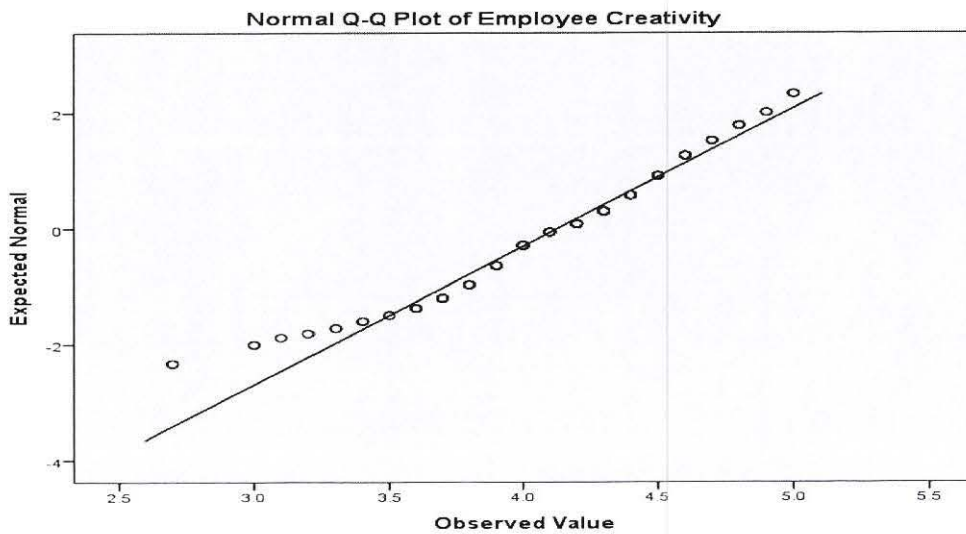
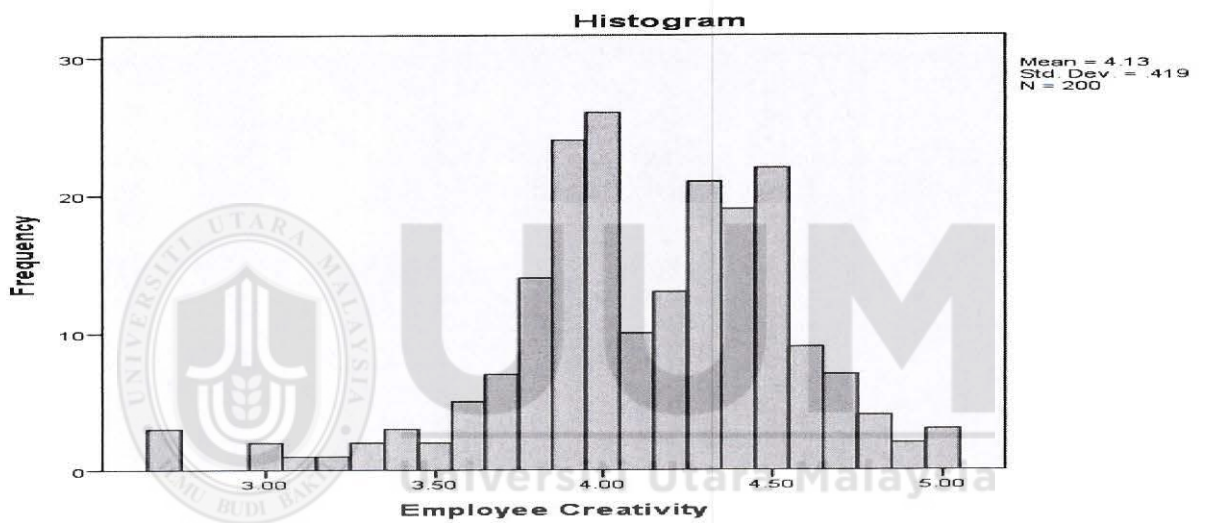
		Statistic	Std. Error	
Supervisor Support	Mean	3.9950	.03779	
	95% Confidence Interval for Mean	Lower Bound	3.9205	
		Upper Bound	4.0695	
	5% Trimmed Mean	4.0095		
	Median	4.0000		
	Variance	.286		
	Std. Deviation	.53440		
	Minimum	1.71		
	Maximum	5.00		
	Range	3.29		
	Interquartile Range	.57		
	Skewness	-.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

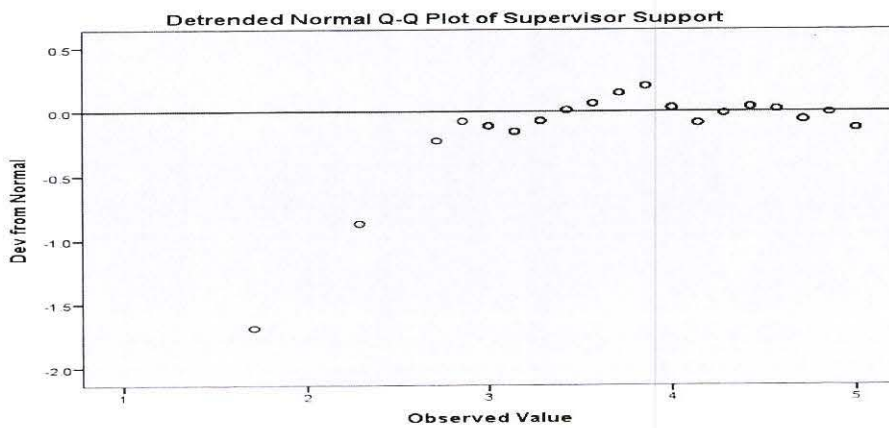
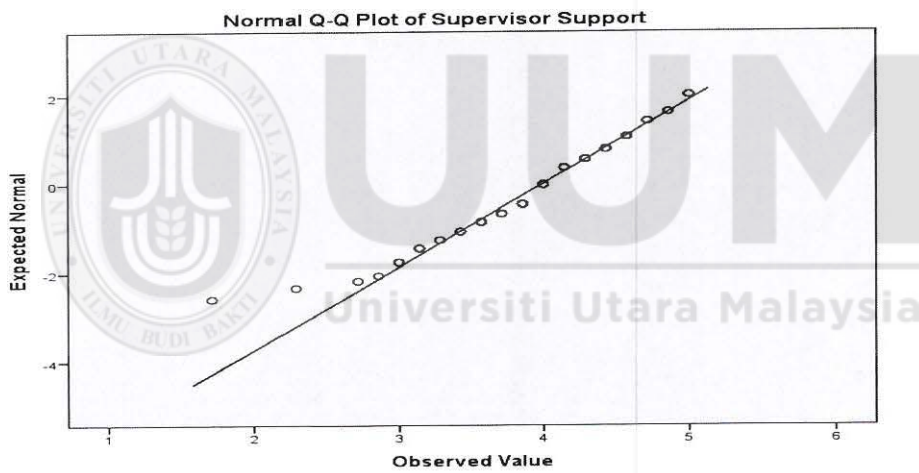
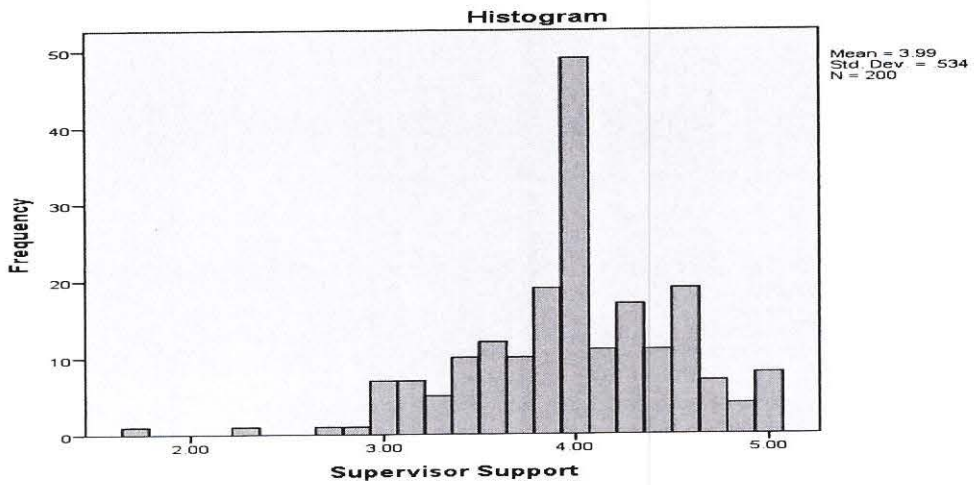
Tests of Normality

	Kolmogorov-Smirnov <sup>a</sup>			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

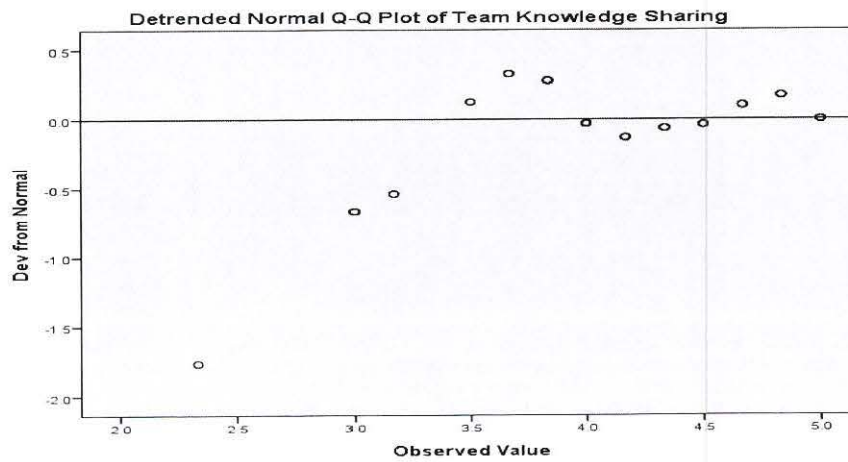
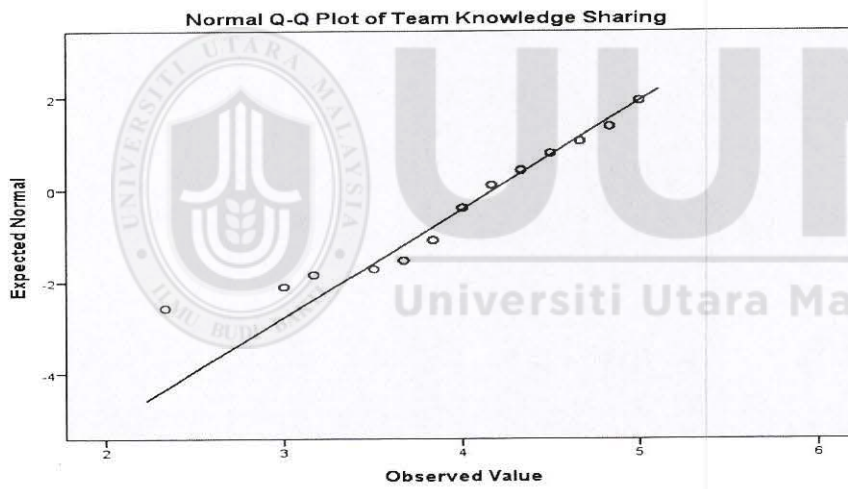
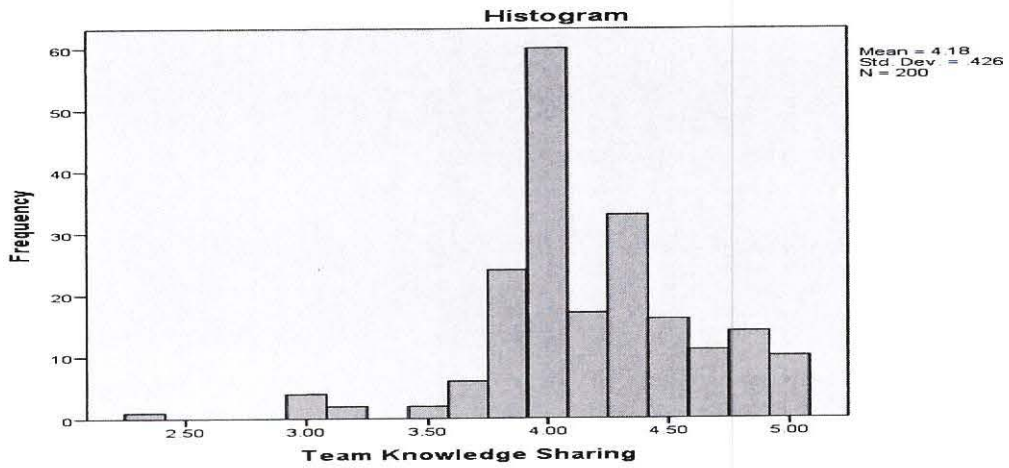


## 2. Supervisor Support

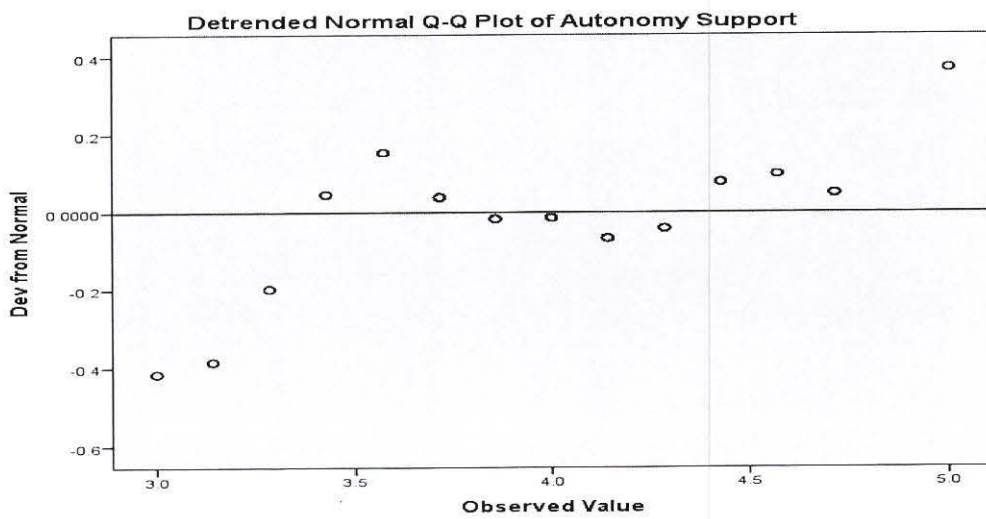
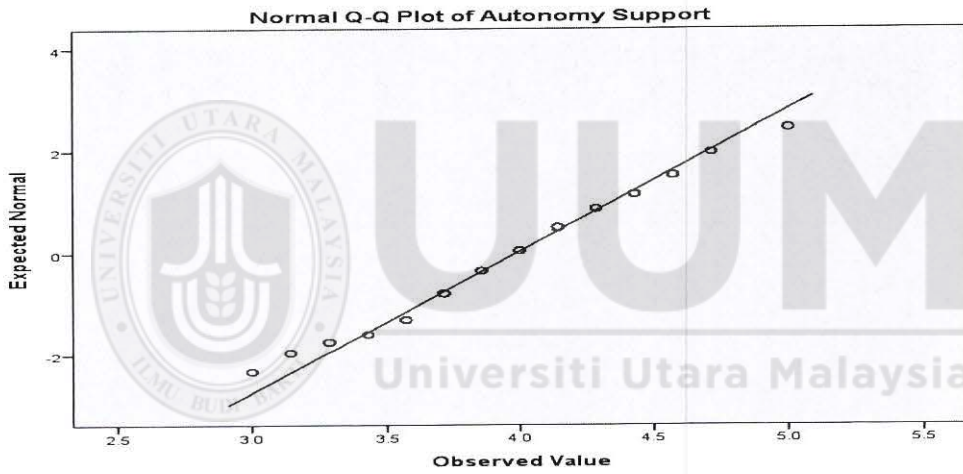
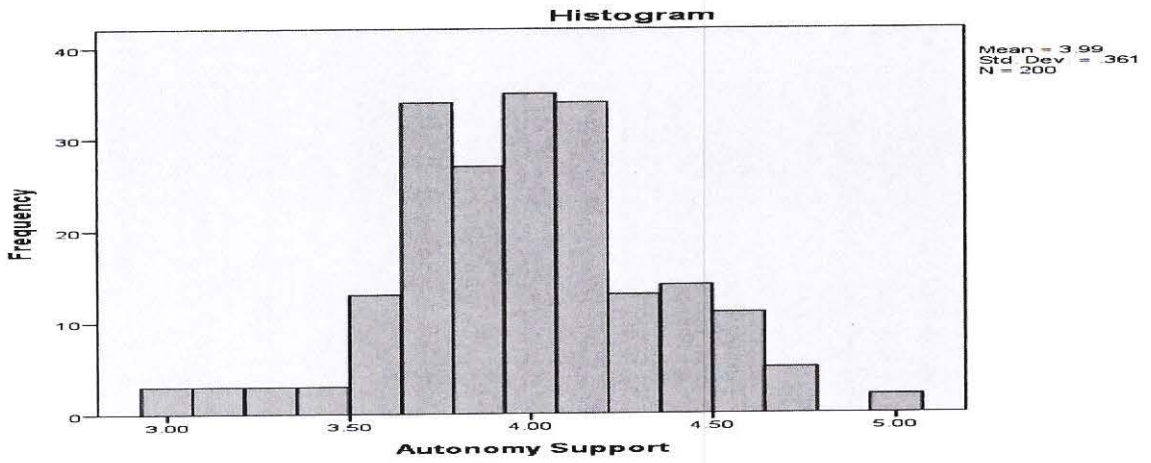




### 3. Team Knowledge Sharing



#### 4. Autonomy Support



## II. RELIABILITY ANALYSIS

### 1. Teacher-creativity

**Case Processing Summary**

		N	%
Cases	Valid	200	100.0
	Excluded <sup>a</sup>	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 <sup>a</sup>	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 <sup>a</sup>	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 <sup>a</sup>	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 above	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								

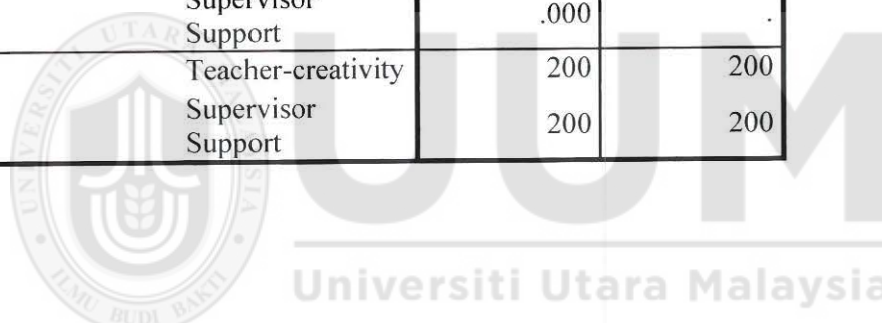
## Supervisor Support

### 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

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## 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 <sup>a</sup>**

Model	Variables Entered	Variables Removed	Method
1	Autonomy Support, Supervisor Support, Team Knowledge Sharing <sup>b</sup>		Enter

a. Dependent Variable: Teacher-creativity

b. All requested variables entered.

**Model Summary <sup>b</sup>**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.507 <sup>a</sup>	.258	.246	.36364	1.951

a. Predictors: (Constant), Autonomy Support, Supervisor Support, Team Knowledge Sharing

b. Dependent Variable: Teacher-creativity

**ANOVA <sup>a</sup>**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	8.990	3	2.997	22.661	.000 <sup>b</sup>
	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 <sup>a</sup>**

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 <sup>a</sup>**

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 <sup>a</sup>**

	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<sup>a</sup>

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<sup>a</sup>

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<sup>a</sup>

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<sup>a</sup>

	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



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