

An Analysis on the Preschool Teachers' Views on the Creative Leadership Skills of the School Administrators

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Abstract

This research aims to analyze the differences between the views of the teachers working in pre-school education institutions on the creative leadership skills of the school administrators within the framework of variables such as age, educational background, type of the educational institution, duration of employment, the age group of the pre-school children, life index and duration of employment at the current educational institution. Research data in this correlational research were collected from 140 pre-school teachers. Data were collected with the "Creative Leadership Scale" developed by Dikmen Ada (2012). The internal consistency coefficient of the scale is 0.986. The results of the research revealed that school administrators are highly creative leaders. Teachers with lower seniority were found to have positive opinions in the "focusing on change and transformation" sub-dimension with regard to their school administrators. However, pre-school teachers were observed to be relatively distant to the concept of creative leadership.

Keywords: Creative Leadership, Preschool Education, Creative Leadership in Administrators

INTRODUCTION

Various skills such as bearing creative leadership skills, being careful, using technology, personalizing, imaginative skills, critical thinking, doing research and being capable of compiling information from different sources are required in order to solve the complex problems encountered in the age we live in with different solutions (Gore, 2013; Cullen, Palus, & Appaneal, 2014; Voogt & Roblin, 2012).

These skills, referred to as the skills of 21st century, include the process of idea generation such as creativity, innovation, decision making and metacognition, an enriched learning environment with different studying styles such as communication and cooperation, reaching the right information by making use of information and communication technology and finally the personal and social responsibilities that all people have as citizens (Binkley et al., 2010). Therefore leaders, who are also the citizens in this increasingly complex world with rapid changes, need to be highly open to change, meet new demands and need to be constantly renewed (Zacko-Smith, 2009). A school/educational institution is one of the main areas where leaders take place, that's why innovation at schools has become compulsory along with this change and transformation in the world (Brown, Lauder & Ashton, 2008; Moyer, 2016).

In its 2022 Report on Trends Shaping Education, the Organization for Economic Co-operation and Development (OECD) aims to inform policy makers, researchers, educational leaders, administrators and the wider public about education under four headings: economic growth, life and work, knowledge and power, identity and belonging (OECD, 2022). This report draws attention to the fact that knowledge and information has become more accessible through digitalization and that education has become more democratized. Creative leadership, as a philosophy and action and a concept that gains significance in this context, has been defined as the development and realization of innovative ideas for the purpose of improving the world and the ability to find innovative solutions by combining different perspectives and ways of thinking with their own self-consciousness (Macbean, 2014; Zacko-Smith, Puccio and Mance, 2010). This is not just an industry-specific skill nor is it a one-size-fits-all skill. Therefore, creative leadership is an individual leadership action in which the problem-solving action results in a single reality (van Dijk, Davidson, & Mecozzi, 2017). People who are capable to take this action may enrich their environment by encouraging innovative thinking and mission-oriented entrepreneurship (Zacko-Smith, Puccio, & Mance, 2010), can communicate easily with people and can effectively make use of time, resources, opportunities and areas where different learning experiences take place (Harris, 2009).

Creative leaders also bear the qualifications of imagination, context-based questioning and flexible thinking (Schupp, 2014). Furthermore, these people create opportunities for responsibility based on their dreams and thoughts and struggle with problems that prevent resistance at all levels (Stoll & Temperley, 2009).

In an institution that provides education services with a creative leadership approach is thought to positively effect people's ability to suggest creative solutions to the problems they encounter in their lives and try new solutions, ability to follow the progress of the age by keeping up with change and development, ability to easily adapt to the requirements of the changing and developing world and the ability to cope with all kinds of problems they may encounter in life (Dikmen Ada, 2012). Considering that a modern and democratic school environment, capable to adapt to innovations and developments, where administrators and teachers with creative leadership skills are assigned will highly contribute to an increase in success, it is thought to be easier to raise creative and self-actualizing individuals therein. For this reason, school administrators should be open to the approach required by the age in order to ensure organizational change, to bring a modern structure to the education system, to organize and manage our schools with a contemporary understanding and to make them effective (Yalçinkaya Akyüz, 2002). The leadership qualifications borne by school administrators, in particular, are related to the way the school achieves its goals, the teachers' job satisfaction, teachers' ability to work in cooperation and teachers' motivation to work. They also contribute to the professional development of employees, improve the organizational effectiveness and efficiency and their performance as an administrator (Bergstrom, 2012; Tutar, 2010; Yalçinkaya Akyüz, 2002).

Based on the results of this literature review, pre-school teachers and the administrators of pre-school education institutions are expected to take place in the closest working environment to the new generation and bear the creative leadership qualifications required by the age. This research aims to evaluate whether pre-school teachers think that their school administrators bear these creative leadership qualifications. The findings of the research may further contribute to the improvement of the pre-school teachers' commitment to the pre-school education institutions where the school administrator bears creative leadership qualifications, to create a positive school climate and to establish an environment in which children will achieve academic success.

METHOD

Research Model

This research aims to evaluate the views of pre-school teachers working at public pre-schools and pre-school education institutions in Istanbul with regard to the creative leadership qualifications of the school administrators. In line with this purpose the descriptive survey model, which is one of the quantitative survey models, was used. The descriptive survey model was used as it was aimed to present an existing situation as it is. The survey model is a research model that quantitatively identifies trends, attitudes or views in a targeted research population by testing it on a sample drawn from within the population and allows the estimation of the situation from a known variable rather than to reveal a cause-effect relationship (Fowler, 2009; Karasar, 2012).

Sample

The sample of the research consists of 140 preschool teachers working in public pre-school education institutions in İstanbul in the second semester of 2021-2022 academic year. The sample group was determined by using proportional sampling (stratified sampling) method. In the stratified sampling method, all elements in the sub-population have an equal chance of being selected (Karasar, 2012). Certain districts in İstanbul were selected in accordance with the lower, middle and upper segments of life index criteria referred to in Şeker's (2015) Life Index research. Teachers working in the schools located in these districts were asked to participate in the research within the framework of the principle of volunteering and they were applied scales to collect their views about the creative leadership skills of their administrators. In this context, the information with regard to the sample of the research is presented below.

Table1. Demographic Characteristics of Pre-School Teachers

		f	%
AGE	20-25 years of age	19	13.6
	26-30 years of age	34	24.3
	31-35 years of age	38	27.1
	36-40 years of age	25	17.9
	41-45 years of age	16	11.4
	45 years of age and older	8	5.7
EDUCATION	Associate Degree	19	13.6
	Bachelor's Degree	107	76.4
	Post Graduate Degree	14	10.0
TYPE OF THE EDUCATION INSTITUTION	Pre-school classes of an institution	24	17.1
	Kindergarten	116	82.9
SENIORITY	1 year and less	11	7.9
	2-5 years	31	22.1
	6-10 years	34	24.3
	11-15 years	41	29.3
PRE-SCHOOL STUDENTS	15 years and more	23	16.4
	36-48 Months	5	3.6
	48-60 Months	70	50.0
YEAR OF EMPLOYMENT	60-72 Months	65	46.4
	1 year and less	39	27.9
	2-5 years	65	46.4
	6-10 years	28	20.0
LIFE INDEX SCORE	11-15 years	8	5.7
	Lower	49	35.0
	Middle	50	35.7
	Higher	41	29.3
TOTAL		140	100.0

Data presented in Table 1 reveals that 19 of the pre-school teachers in the study group are between 20-25 years of age (13.6%), 34 of them are between 26-30 years of age (24.3%), 38 of them are between 31-35 years of age (27.1%), 25 of them are between 36-40 years of age (17.9%), 16 of them are between 41-45 years of age (11.4%) and 8 of them are 45 years of age and older (5.7%); 19 of the pre-school teachers (13.6%) held associate degree, 107 (76.4%) of them held bachelor's degree and 14 (10%) had post-graduate degrees; 24 of the pre-school teachers (17.1%) were assigned in pre-school classes of an education institution and 116 (82.9%) of them were assigned in independent kindergartens; 11 of the pre-school teachers had a seniority of 1 year or less (7.9%) in the profession, 34 of them had 6-10 years (24.3%) of seniority, 31 of them had 2-5 years (22.1%) of seniority, 41 of them had 11-15 years (29.3%) of seniority and 23 of them had 15 years or above (16.4%) seniority; 5 of the pre-school teachers provided education to children aged between 36-48 months (3.6%), 70 of them provided education to children aged between 48-60 months (50%) and 65 of them (46.4%) provided education to children aged between 60-72 months; 39 of the pre-school teachers have been working in the schools where the research was conducted for 1 year or less (27.9%), 65 of them have worked there between 2-5 years (46.4%), 28 of them have worked there between 6-10 years (20%) and 8 of them have worked there between 11-15 years (5.7%); finally, 49 (35%) of the teachers have worked in districts categorized in the lower life index, 50 (35.7%) have worked in districts categorized in the middle life index and 41 (29.3%) have worked in districts categorized in the higher life index.

Data Collection Tools

Research data were collected using the Creative Leadership Scale developed by Dikmen Ada (2012) and the Teacher Personal Information Form (aiming to determine the participating teacher's age, educational background, type of the education institution they were assigned in, their seniority, the age group of the pre-school they provided education, the life index score of the district they worked in and their duration of employment in the school where the research was conducted). Creative Leadership Scale is a four-point Likert type scale consisting of 107 items. Frequency of the items are measured with Always (4 points), Usually (3 points), Sometimes (2 points)

and Never (1 point) phrases. The internal consistency coefficient of the overall scale is 0.986. The Cronbach Alpha coefficient of the Creative Leadership Scale is 0.986. The Cronbach Alpha coefficients of the sub-dimensions of the scale take values between 0.947 and 0.967. The scale consists of four sub-dimensions: focusing on change and transformation, focusing on coaching and working in collaboration, focusing on problem solving and critical thinking and focusing on professional and personal development.

Data Collection

The research was initiated after obtaining the necessary permissions and approvals. The schools were determined in accordance with the life index scores of the selected districts, the school administrators were personally communicated and they were duly informed about the research.

Upon obtaining the necessary permission from the school administrator, the teachers who volunteered to participate in the study were interviewed and they were applied Teacher Personal Information Form and the Creative Leadership Scale. While each teacher filled the personal information form with their own information, they answered the Creative Leadership Scale by considering their school administrators that is they evaluated their administrators' creative leadership skills.

Data Analysis

The data obtained from this research, in which preschool teachers working in independent kindergartens as well as in preschool classes of primary schools evaluated the creative leadership characteristics of their school administrators were analyzed with a statistics software. As the sample size of the scale was >50, the normality was tested via Kolmogorov-Smirnov test and since $p < 0.05$ it was concluded that the data was not normally distributed. Testing whether the data is normally distributed or not is the first step considering the assumption on using parametric analyzes. Whether the relevant variable is normally distributed or not is tested by performing a normality test (Durmuş, Yurtkoru & Çinko, 2018). For this reason, nonparametric tests were used. Nonparametric tests are used when the assumption of normality cannot be achieved for the distribution of the relevant variable and the variable is collected with a nominal or ordinal scale (Durmuş, Yurtkoru, & Çinko, 2018).

Frequency and percentage values, mean and standard deviation of the evaluated sub-dimension scores were used for statistical analysis purposes to describe the data; Kruskal Wallis test was used with the hypothesis that more than two independent samples were drawn from the same populations and Mann Whitney U test was used for two independent samples and used for two independent samples to define which one differs in favor of the two variables. In these statistical analyzes, significance tests have revealed the confidence interval value, which indicates how well a score is predicted, and the effect size, which indicates the power of the interpretations about the correlation between variables (Bursal, 2017). Therefore, the reliability was taken as 0.95 and the significance was taken as 0.05 in the analyzes of this study. In addition, a correlation analysis was performed to determine the degree and direction of the correlation between pre-school teachers' creative leadership qualifications along with the children's social problem solving skills and critical thinking skills.

RESULTS

This section shall present the Creative Leadership Scale scores, in which preschool teachers evaluated their administrators along with the findings obtained from statistical analyzes examining teachers' personal information.

Table 2. Mean Scores and Standard Deviation Concerning the Assessment of Preschool Teachers on the Creative Leadership Qualifications of their Administrators and Sub-dimensions of the Scale

Scale and Sub-dimensions	n	\bar{x}	SD
Mean	140	3.6451	0.45461
Focusing on change and transformation (DDOF)	140	3.6714	0.42674
Focusing on problem solving and critical thinking (PCEDOF)	140	3.6146	0.52392
Focusing on coaching and working in collaboration (KYBCOF)	140	3.6065	0.51671
Focusing on professional and personal development (MKGOF)	140	3.6636	0.46884

In accordance with the results of the analysis conducted to evaluate the creative leadership qualifications of school administrators, Table 2 reveals that mean scores of the administrators in Creative Leadership Scale and the sub-scales are between 3.6065-3.6714. The findings indicated that the creative leadership qualifications of school administrators are above average.

Table 3. Kruskal Wallis Test Results on the Teachers' Educational Background Variable

Scale and Sub-dimension scores	Groups	n	SO	X ²	sd	p
Creative Leadership Scale (Total)	Associate Degree	19	90.18	6.161	2	0.046*
	Bachelor's Degree	107	68.71			
	Post Graduate Degree	14	57.46			
	Total	140				

* $p < .05$

The results presented in Table 3 indicate that the analysis performed with regard to the scores of the scale, in which teachers evaluated the creative leadership qualifications of their administrators and the teachers' educational background variable revealed no statistically significant difference in terms of teachers' educational background variable on the grounds of the result that probability values of the scores obtained by the administrators in the focusing on change and transformation, focusing on problem solving and critical thinking, focusing on coaching and working in collaboration and focusing on professional and personal development sub-dimensions are higher than 0.05. However, a significant difference was found with regard to the creative leadership overall score ($p < 0.05$; $p = 0.046$). Results of Mann Whitney U Test, one of the complementary comparison tests, conducted to define which group favors in terms of the significant difference determined with regard to the creative leadership overall score are presented in the table below.

Table 4. Result of Mann Whitney U Test Performed to Determine between Which Groups the Overall Scores of the Creative Leadership Scale differ on the basis of the Educational Background of Teachers

Groups	n	SO	ST	u	z	p
Associate Degree	19	79.61	1512.50	710.500	-2.093	0.036*
Bachelor's Degree	107	60.64	6488.50			
Total	126					
Associate Degree	19	20.58	391.00	65.000	-2.483	0.013*
Post Graduate Degree	14	12.14	170.00			
Total	33					

* $p < .05$

The results presented in Table 4 indicate that the analysis performed with regard to the scores of the scale, in which teachers evaluated the creative leadership qualifications of their administrators and the teachers' educational background variable revealed a significant difference ($p < .05$) with regard to the creative leadership total scores between teachers holding an associate degree and a bachelor's degree in favor of the teachers holding an associate degree and between teachers holding an associate degree and a post graduate degree in favor of teachers holding an associate degree. No statistically significant difference was determined between preschool teachers with other educational background since the probability values of their scores were greater than 0.05.

Table 5. Kruskal Wallis Test Results on the Teachers' Seniority Variable

Scale and Sub-dimension scores	Groups	n	SO	X ²	sd	p
Focusing on change and transformation	1 year and less	11	70.91	10.553	4	0.032*
	2-5 years	31	89.69			
	6-10 years	34	58.16			
	11-15 years	41	68.13			
	15 years and more	23	66.89			
	Total	140				

* $p < .05$

The results presented in Table 5 indicate that the analysis performed with regard to the scores of the scale, in which teachers evaluated the creative leadership qualifications of their administrators and the teachers' seniority variable revealed no statistically significant difference in terms of teachers' seniority variable on the grounds of the result that probability values of the scores obtained by the administrators in the focusing on problem solving and critical thinking, focusing on coaching and working in collaboration and focusing on professional and personal development sub-dimensions are higher than 0.05. However, a significant difference was found with regard to the Focusing on change and transformation sub-dimension of the creative leadership scale ($p < 0.05$; $p = 0.032$). Results of Mann Whitney U Test, one of the complementary comparison tests, conducted to define which group favors in terms of the significant difference determined with regard to the Focusing on change and transformation sub-dimension of the creative leadership scale are presented in the table below.

Table 6. Result of Mann Whitney U Test Performed to Determine between Which Groups the Focusing on change and transformation sub-dimension scores of the creative leadership scale differ on the basis of the Seniority of Teachers

Groups	n	SO	ST	u	z	p
2-5 years	31	40.55	1257.00	293.000	-3.092	0.002*
6-10 years	34	26.12	888.00			
Total	65					
2-5 years	31	42.63	1321.50	445.500	-2.182	0.029*
11-15 years	41	31.87	1306.50			
Total	72					

* $p < .05$

The results presented in Table 6 indicate that the analysis performed with regard to the scores of the scale, in which teachers evaluated the creative leadership qualifications of their administrators and the teachers' seniority variable revealed a significant difference ($p < .05$) with regard to the Focusing on change and transformation sub-dimension scores of the Creative Leadership Scale between teachers with a seniority between 2-5 years and teachers with a seniority between 6-10 years in favor of the teachers with a seniority between 2-5 years. Furthermore a significant difference ($p < .05$) was determined with regard to the Focusing on change and transformation sub-dimension scores between teachers with a seniority between 2-5 years and teachers with a seniority between 11-15 years in favor of the teachers with a seniority between 2-5 years. However, no significant difference was determined in terms of other sub-dimensions.

Except for the tables presented, the analysis performed with regard to the scores of the scale, in which teachers evaluated the creative leadership qualifications of their administrators revealed no statistically significant difference in terms of teachers' age group, type of the education institution in which the teachers are assigned, age group of the pre-school students for which teachers provided education, the district where the school in which the teachers are assigned is located and the duration of employment of the teachers in the school where the research is conducted on the grounds of the result that probability values were higher than 0.05.

CONCLUSION AND DISCUSSION

This research aims to analyze whether there is a significant difference with regard to the views of the teachers working in pre-school education institutions on the creative leadership skills of the school administrators within the framework of demographic characteristics of the teachers (age, educational background, seniority, type of the educational institution, the age group of the pre-school children, life index of the district where the school he/she works in is located and duration of employment at the current educational institution. The analysis performed with regard to the scores of the scale, in which teachers evaluated the creative leadership qualifications of their administrators revealed that mean scores obtained in the focusing on change and transformation, focusing on problem solving and critical thinking, focusing on coaching and working in collaboration and focusing on professional and personal development sub-dimensions were between 3.6065-3.6714; therefore, it was concluded that the scores in these sub-dimensions are above average. In the research conducted by Dikmen Ada and Zembat (2021), in which school administrators assessed their own creative leadership qualifications, mean scores obtained by the school administrators in the Creative Leadership Scale and the sub-dimensions thereof were between 3.2069 and 3.4891,

The findings obtained were interpreted as the creative leadership qualifications of the school administrators were above average. In the research conducted by Öztürk and Zembat (2014) with the aim to assess the creative leadership qualifications of school administrators, mean scores obtained by the school administrators in the Creative Leadership Scale and the sub-dimensions thereof were between 2.98 and 3.71.

The findings indicated that the creative leadership qualifications of school administrators are, in general, above average. The findings compiled in the literature review is found to be close to and in furtherance with the findings derived in this research. Following the results with a significant difference in accordance with the research findings, the results without a significant difference are presented below.

In line with the purposes of this research, which aims to determine the creative leadership qualifications of school administrators, a significant difference was found with regard to the overall score obtained from the creative leadership scale on the basis of the educational background of the teachers ($p < .05$). In line with the purposes of this research, a significant difference was found between teachers with an associate degree and bachelor's degree in favor of teachers with an associate degree and between teachers with an associate degree and a postgraduate degree in favor of teachers with an associate degree.

Parallel to the results of this research, the study conducted by Dikmen Ada and Zembat (2021) revealed that the scores of the administrators with an associate degree from the Department of Child Development were found to be higher than the administrators holding a bachelor's degree, post-graduate degrees from the Department of Child Development respectively. Furthermore, contrary to the results of the research conducted by Dikmen Ada and Zembat stating that the creative leadership qualifications of the school administrators with a bachelor's degree are higher than the creative leadership qualifications of the school administrators with a an associate degree, the result obtained in this study was in favor of teachers holding an associate degree. The research carried out by Öztürk and Zembat (2014) revealed that creative leadership qualifications differed on the basis of educational background, however unlike the findings mentioned herein this difference was in favor of school administrators holding post graduate degrees. Such a result may be due to the fact that the research was carried out throughout a different time period and in different cities. Contrary to the finding herein asserting that there is a significant difference with regard to the creative leadership qualifications of school administrators in terms of their educational background, no significant difference was found with regard to the teachers' creative leadership scale overall scores as well as "entrepreneurship and effective communication", "being open to innovation and changes" and "diversity" sub-dimensions in the study conducted by Sağlam (2020) in which the relationship between the creative leadership qualifications of school administrators and the organizational intelligence levels of schools was examined. However, Sağlam's conclusion that there was no significant difference with regard to creative leadership qualifications between individuals holding associate and bachelor's degrees is a parallel result with the findings derived herein. In another study analyzing creative leadership qualifications in a different business line, Mueller, Goncalo and Kamdar (2010) examined the definition of creative leadership as well as the potential effect of creative leadership on creative thinking and leadership. They concluded that there is a significant negative relationship between the creative leadership perceptions and its potential effect on leadership of people working in a certain department of a company and 70% of whom were holding a bachelor's degree. At the end of the research, they concluded that employees preferred a dominant leader prototype rather than being led by leaders who offered creative ideas and that they are biased in choosing creative ideas. From this point of view, it can be interpreted that a counter result was obtained herein this study.

In line with the purposes of this research, which aims to analyze the correlation between the creative leadership qualifications of school administrators and the seniority of the teachers, a significant difference was found with regard to the focusing on change and transformation sub-dimension scores of the Creative Leadership Scale between teachers with a seniority of 2-5 years and teachers with a seniority of 6-10 years in favor of the teachers with a seniority of 2-5 years and between teachers with a seniority of 2-5 years and teachers with a seniority of 11-15 years in favor of the teachers with a seniority of 2-5 years. Pursuant to the findings of the research carried out by Öztürk and Zembat (2014), it was concluded that there is a significant difference between creative leadership and seniority and this difference is significant in favor of school administrators with 6-10 years of seniority. It was further concluded that the creative leadership qualifications of the school administrators were not affected by their duration of employment in the institution. The results obtained in the study conducted by Dikmen Ada and Zembat (2021) stating that creative leadership qualifications of school administrators were not affected by their term of employment as an administrator or as a teacher contradict with the findings of the aforementioned study. In the research conducted by Öztürk and Zembat (2015) examining the relationship between creative leadership qualifications of preschool administrators and the school environment no significant difference was found between the seniority of teachers and the creative leadership of their administrators as defined by the scores obtained in the creative leadership scale and its sub-dimensions.

In the research conducted by Sağlam (2020) examining the relationship between creative leadership qualifications of preschool administrators and the organizational intelligence levels of schools no significant difference was found between the seniority of teachers and the creative leadership of their administrators as defined by the scores obtained in the creative leadership scale and its sub-dimensions. In another research conducted by Sezgin Nartgün and Burukoğlu (2020) examining the relationship between teachers' views on the creative leadership qualifications of preschool administrators and on talent management no significant difference was found between the seniority of

teachers and the overall scores obtained in the creative leadership scale as well as “entrepreneurship and effective communication”, “being open to innovation and changes” and “diversity” sub-dimensions. There may be significant differences in some results as the studies were conducted at different times.

In line with the purposes of this research, which aims to analyze the correlation between the creative leadership qualifications of school administrators and the age group of the teachers, no significant difference was found with regard to the overall score obtained from the creative leadership scale as well as scores obtained from the sub-dimensions. In other words, there were no significant differences between the ages of the teachers and the scores reflecting their views on the creative leadership qualifications of school administrators.

Similar to the results of this research, no significant difference was found between the ages of the teachers and the scores reflecting their creative leadership qualifications in the study conducted by Dikmen Ada (2018) in which teachers evaluated their own creative leadership characteristics. Similar to the results of this research, no significant difference was found between the ages of the teachers and the scores in the overall scale and its sub-dimensions reflecting their views on the creative leadership qualifications of the school administrators and their assistants in the study conducted by Gündüz and Keskin (2019) examining the role of enneagram teaching in the development of creative leadership. Furthermore similar to the results of this research, no significant difference was found between the ages of the teachers and the scores in the overall scale and its sub-dimensions in the study conducted by Dikmen Ada (2021) in which preschool administrators evaluated their own creative leadership qualifications. Among the studies examining different types of leadership other than creative leadership, Tahaoğlu and Gedikoğlu (2009) examined the leadership roles of primary school administrators. Similar to the results herein, there was no significant difference in the perceptions of primary school teachers with regard to the leadership roles of school administrators on the basis of their age groups. Contrary to the results of the research herein, a significant difference was found in the study conducted by Uğurlu and Ceylan (2014) examining the effects of the ethical leadership behaviors of school administrators perceived by secondary school teachers on their organizational creativity with regard to the teachers' organizational creativity perceptions, individual creativity perceptions and managerial creativity perceptions on the basis of their age groups. A significant difference was found with regard to the teachers' perceptions on ethical leadership behavior of their administrators on the basis of their age groups. The inconsistency of this result with the results of the current research may be due to the fact that teachers in the aforementioned research were not pre-school teachers and that different dimensions of leadership are examined using a different data collection tool. It is possible to argue that there is no significant difference on the basis of age variable in majority of the studies. The data on whether the creative leadership qualifications are affected on the basis of age criteria can only give more accurate results with a longitudinal study.

In line with the purposes of this research, which aims to analyze the correlation between the creative leadership qualifications of school administrators and the type of the education institution in which the teachers are assigned, no significant difference was found with regard to the overall score obtained from the creative leadership scale as well as scores obtained from the sub-dimensions. No significant difference was determined between the views of teachers working in independent kindergartens and preschool classes of primary schools about the creative leadership qualifications of school administrators. Contrary to the results of the research herein, Ünal Bozcan and Yalçınkaya (2018) examined the correlation between the ethical leadership behaviors and communication skills of the administrators assigned in elementary education institutions and the organizational commitment levels of the teachers and they determined that the ethical leadership behaviors of the administrators vary on the basis of the type of the education institution they work in. Accordingly, they concluded that teachers working in private schools perceived their administrator' ethical leadership behaviors more positively than teachers working in public schools. This research is restricted with independent kindergartens and preschool classes in the public primary schools. Accordingly, in case this research is extended to cover private schools, it will be possible to comment on the creative leadership qualifications of private school administrators. For this reason, suggestions can be provided to future researchers in line with this result.

In line with the purposes of this research, which aims to analyze the correlation between the creative leadership qualifications of school administrators and the age group of the children to which teachers provided education, no significant difference was found with regard to the overall score obtained from the creative leadership scale as well as scores obtained from the sub-dimensions.

The results stating that there was no difference with regard to the administrators' creative leadership qualifications between the teachers providing education to pre-school children aged between 0-36 months, 36-48 months, 48-60 months and 60-72 months may be due to the fact that the teachers could not find the opportunity to leave their classrooms and to spend time with their administrators.

In line with the purposes of this research, which aims to analyze the correlation between the creative leadership qualifications of school administrators and the life index of the district where the school where the teachers work are located, no significant difference was found with regard to the overall score obtained from the creative leadership scale as well as scores obtained from the sub-dimensions.

Different districts were determined in terms of Life index in line with the economic structure of the districts, supply-demand potential and industrial diversity along with the income level, which is one of the factors that constitute the quality of life, and the intensity of economic activities in the district. However, there was no significant difference in the views of teachers working in the lower-middle-upper life index districts about the creative leadership qualifications of their administrators. Based on this result, it is possible to conclude that working in districts from different life index categories does not affect the teacher's assessments with regard to the creative leadership qualifications of their administrators as the assessment on the creative leadership qualifications is related to the teacher's personal opinions.

In line with the last purpose of this research, which aims to analyze the correlation between the creative leadership qualifications of school administrators and the term of employment of the teacher in the school where the research is conducted, no significant difference was found with regard to the overall score obtained from the creative leadership scale as well as scores obtained from the sub-dimensions. Similar to the results herein, Tahaoğlu and Gedikoğlu (2009) who examined the leadership roles of primary school administrators found no significant difference in the perceptions of primary school teachers with regard to the leadership roles of school administrators on the basis of their term of employment of the teacher in the school where the research is conducted. Contrary to the finding herein, the study conducted by Sağlam (2020) in which the relationship between the creative leadership qualifications of school administrators and the organizational intelligence levels of schools was examined revealed a significant difference between the scores of the school administrators in the “being open to innovation and changes” sub-dimension of the creative leadership scale. Accordingly, it was concluded that the teachers working in the current education institution between 0-1 years had more positive views about the “being open to innovation and changes” sub-dimension of the creative leadership scale than the teachers working in the current education institution for 4 years or above. However, there is no significant difference in terms of the scores obtained by the teachers in the overall scores as well as “entrepreneurship and effective communication” and “diversity” sub-dimensions of the creative leadership scale on the basis of the term of employment of the teacher in the school where the research is conducted. The fact that teachers who have recently started working in the school where the research is conducted perceive their administrators as role-models and follow them may have caused them to make different comments. Contrary to the finding herein, in another study conducted by Dikmen Ada and Zembat (2022) examining the creative leadership qualifications of administrators and teachers on the basis of the tasks to which they were assigned, a significant difference was found in favor of teachers in the scores of administrators and teachers from the scale and sub-dimensions thereof. The characteristics of the teachers reflected in the scale and its sub-dimensions were found to be higher than that of the administrators.

In this research, it was aimed to analyze the views of the teachers about the creative leadership qualifications of the school administrators in line with their demographic characteristics. However, no significant differences between the variables could be reached for the purpose of the study as a consequence of the presumptions that teachers have encountered the concept of “creative leadership” for the first time and they avoided making negative comments about their administrators. This research can be expanded by increasing the size of the study group and by differentiating the variables (type of school, age group, educational background etc.). The research may be supported with different scales, hence correlational analysis may be included. Furthermore, teachers and school administrators may be supported via providing in-service trainings on “creative leadership”.

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