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## Leadership Promoting Creativity in students

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### Abstract

This paper shows the characteristics of leadership in student creativity. Innovation has become an interesting topic in student's life. Teachers play a timepiece in the classroom. They establish model behavior for student creativity. So, there is necessary requirement of teacher leadership style in creativity. The purpose of this research paper is promoting the creativity in students. In this paper first we discussed on creativity. After then, I define creative thinking, teamwork, Transformational leadership, and Supportive leadership. Finally, inference of this paper is described.

**Keywords:** - leadership, transformational leadership, motivation, creativity

### Introduction

Today's environment is competitive and everything is change and not constant. In Business field innovation is very essential to survive in competitive environment (Hunter, Bedell, & Mumford, 2007). Creativity has become an interesting topic in educational institute (Craft, 2003; Benjamin, 2006). So, there is really a need to understand the student's creativity. In an educational field, our knowledge in a leader role to promote creativity is very limited.

The paper promotes the creativity in classroom, with the leadership role. First, the meanings of creativity define. Based on literature, various promoting creativity of students is reviewed, and then creative thinking, motivation and finally inference of this paper is described.

### Methodology

This study is descriptive in nature. I do this research with secondary data referring to Google Scholar, Research Papers, and Articles.

### Creativity Defined

People often used innovation and creativity in the same way. Ford (1996) defined "a potentially more productive stance is to consider the role creativity plays across the level of analysis and different phases of innovation process." (p. 1113). "Creativity is a perquisite of innovation" (Skerlavaj, 2010.p. 42).

Creativity is a process to convert an idea into useful things (Hunter, Be dell, & Mumford, 2007; Old ham & Cummings, 1996; Woodman, Sawyer, & Griffin, 1993). The definition of creativity is classified in four research paradigms: the creativity person, environment issues to shape creativity, cognitive process of creativity, and the product of creative performance (Bates & Furn ham, 2006).

### Creativity promote in Classrooms

Proper training can teach the creativity with educator's contribution and friendly environment (Davis, 20006; Saracho, 2002). Some person supports the creativity and help students in quantity and quality of ideas (LAU, NG, & Lee, 2009; Keller – Mather's, 2007).

Bleakly (2004) described different creativity whose help in learning and teaching: (a) creativity as motivation, (b) creativity as originality, (c) creativity as irrational, (d) creativity as cycle, (e) creativity like a solving problem, (f) creativity as resistance, (g) creativity as chance, (h) creativity as withdrawal, (I) creativity as issue.

Torrance and Harmon (1961) argued that educator fail in creativity because they cannot think imaginatively about resources. Hall man (1967) believed that creative teaching is the best to create learning behavior in students. He gave some suggestions to teacher: imagery, creative thoughts, productive thinking, encouraging, and creative problem solving.

Bull, Montgomery, and Bloch (1995) identified creative approach including (1) motivational approach, (2) personality approach, and (3) social interaction approach. Sternberg (2010) said that "if we want to encourage creativity, we need to promote the creativity habit." Be ghetto (2006) highlighted the role of teacher's play because "students" learn the creativity in classrooms who greatly influenced with the knowledge given to the teachers.

This study showed a positive relation between students' motivational belief and teachers' feedback. Stern Berg (2007) identified that creative people ways to see a problem very different to others because they are afraid to take risk but creative people take own stand with their belief and overcome on obstacles. He gave some keys for promoting the creativity habit in students: encourage students, recognize the knowledge, encourage in risk taking, encourage idea generate, analyze assumption, help children to find what they love to do, encourage tolerance, teach children important delaying gratification, and give an environment that encourages creativity (pp. 8-20).

#### Route to ease, creativity in the Classrooms

Teachers have many resources to ease the students learning and to make attentive in the classroom. Many researchers argued that execute leadership concept in the classroom has a positive effect on students' performance (Balkan & Good boy, 2009). So this paper shows the leadership behavior in the school to create an innovation mind in students."

#### Creative potential

Knowledge, intelligence, and experience are very important components that affect the individual's creative potential. Researchers finding much evidence that's positively influence on creativity (Cont, Coon, & Amiable, 1996).

Hunter, Mumford, and Ligon (2008), they find three constructs of skill that the result of creativity including knowledge of analogical ability, knowledge through network activation and case study related to knowledge. Hunter (2008) found different structure of knowledge who's involved in creation process. Mumford (1995) discovered that a combination of knowledge played a significant role in idea generation.

#### Creative Thinking

The test related an individual creation judged by quality and originality. Accordingly, creative test who successfully implemented by creative thinking and producing various solutions (Ford, 1996; Woodman, 1993). A large number of studies help in different thinking tests, flexibility, and originality of forecasting in creative achievement (Barron & Harrington, 1981). More evidence found by Scott (2004) indicated that is the effectiveness of creative thinking and cognitive approach in different people.

- Creative thought are the sources of problem solving. This concept is base for the development of creative technique (Scott 2004). Stern Berg (2003) found that creative thinking with teaching could benefit for student's performance. Stern Berg (2005) gave suggestions for creative thinking: find problem, analyze solutions, cognitive thinking, and liberality of uncertainty. Creativity is not a randomly arrived, so, teacher should be developing the ability to find the potential in students.

#### Motivation and faith in oneself

Motivation is the foundation in creative thinking (Amiable, 1988, 1996; Hennessy, 2003, Farmer, 1999). Research evidence indicates that internal and external motive is cognitive bases of any person's creative performance; this is positively related to promote in creativity (Hennessy & Amiable, 1987; Green Berger, 2007). Many Research findings gave by Sutton, and Saucer (2008) disclosed that natural motivation mediated between creativity and faith in oneself, whereas external motivation partially moderated.

The Researchers finding that the hope of reward could increase the external motivation whose turn in the creative purpose (Hennessy 2003). Teachers should be developed a learning power that motivates in creative activities, Teachers can be carefully use the reward and evaluation system and giving the free opportunity to free work, making internal stimulation and give training the students as an independent learner.

#### Aim Setting and Teamwork

Aim is useful planning to make creative things. A person does creation by emotion, and aims. Laboratory and field research are supports that aim setting gives productivity with individual goals and receiving feedback about their act (Ford, 1996). Research base on the effect of aim at creativity suggested that aims focusing on creation, which changes in accelerate the novel ideas, in specific, under the condition of teamwork setting. They expect of goals is restoring the communication and team spirit and finally with discussion to assemble a synthesis of views, which become an innovation. (Hulsheger, 2009)

Team activity provides an area in which members can use to each other as resources to increase own knowledge (Woodman, 1993). With creativity, people exchange their ideas and aim together with cognitive thinking for creative purpose.

#### Transformational Leadership

The Leader behaviors are very different because teachers see students differently and behave differently to expanding leader's role (Shaddix, 2008). Bass (1985) classify the four part of transformational leadership: - Intellectual stimulation, charisma, Individualized consideration and motivate. Many Researchers confirmed that transformational leadership as a positive aspect towards creativity in a person or group level (Gong, Huang, & Far, 2009; Avolio, 1998). Intellectual stimulation is encouraging the creativity by providing a role, model for followers. Individual considerations also expand the knowledge by motivation, and they listen very attentively to the individual needs as a coach or mentor. This leader treats followers one- to- one basis and help the followers in grow.

The advantage of transformational leaders is that: - they motivate, encourage, support in development. The significant of transformational leadership is behave of followers, which is only on their commitment or vision that increase the expectation (Avolio, 1993)

Teachers take merit of transformational leadership with motivation, confidence and form creativity for students. The leaders commitment for students are that engage in creative process, guiding, and inspiring that way students produce high quality creative things.

### Supportive Leadership

In the view of cognition, “creative work is a demanding, resource fully activity” (Mumford, Hunter,). Additionally, Psychological process has a great influence on creativity. Supportive leadership is indirectly affected the creativity by developing the process of faith, trust, providing feedback, and encouraging the taking risk (Cummings & Old ham, 1997; Jim Nam, 2009). Supportive leaders are support in creativity including supports the creativity potential and minimizes the risk bearing in creative work.

Students feel comfortable in such an environment and creative solutions to daily problems. Teachers need to support the students, understand them, and appreciate of their work, and who take risk. Teachers need to make a safety zone that motivate and inspire to take risk, and breaking out the wall of attitude to increase the performance in creativity. Teachers can persuade the students by the leaders support, and they are capable in creativity and satisfied with their achievement.

### Discussion

One of the responsibilities arises on the teachers that to plant the creativity seed in the mind of students. (Sternberg, 2003) Noted, “Creativity is not only thinking, but it is way of seeing towards the life.” The aim of education is develop the students’ abilities, and in turn increase their success in practical way in daily life.

(Dawson's, 1995) Defined that ideal students are opposite by their behavior in the creative pattern. It is the advice towards the teachers that they select only those students who might be interested in creativity. Most important things are that teacher’s intuition is different from their action in class. In reality, teachers are not interested in creativity development, so, the teachers need to withstand the want to live on authority and manage the expenses in creativity growth.

The sufficient teacher leadership behavior is that help the students in creative performance. The few components that could be enhanced in creativity performance including creative thinking, motivation, aim setting, transformational leadership, and supportive leadership, but teacher could be see these strategies for students growth. So, these strategies need to apply where creativity is a main goal.

When we look at these concepts, we find out the conclusion. First, in teaching process need to be adjusted. Second, the education system should be providing training program for students and teachers. Finally, teacher needs to encourage the students for creativity.

In develop these activities, some educators ignore the hard work and practices have on creativity. This observation shows that effective teacher’s management develop the leadership skill whose manage creativity in students.

### Conclusion

This observation clear the one thing that teacher’s do have a main impact on students’ creativity. In fact, teachers have unique nature to increase the energy of students and motivate to create something in their life for future. Therefore, teacher efforts look after by the management who support the creativity process in students. Administrations, policymaker, and parents are all sharing the responsibility for growth in creative process in students.

In conclusion, creativity is an engine of student’s growth (Williams & Dawson, 2008). This paper has give to creativity process that spread the students’ creativity through Transformational and supportive leadership, but other leadership style need to be followed for further research in future.

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