The Impact of Shared, Ethical, Transformational, Authentic, Transactional and Servant Leadership on Organizational Creativity

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ARTICLE INFO	ABSTRACT
	Background: Organizational creativity has been progressively considerable for survival of organization. Despite research has shown the factors in terms of leadership behavior in organization can explain the organizational creativity, more research is needed to broaden the comprehension in this field, particularly in the dimensions of organizational creativity consisting of administrative, individual, and social. **Objective:** The purpose of this study is to examine impacts of school principals' shared, ethical, transformational, authentic, transactional, and servant leadership approaches on organizational creativity on the basis of views gathered from master's students. **Results:** The six leadership approaches accounted for approximately: 44 percent of the variance of organizational creativity; 71 percent of the variance of administrative dimension of organizational creativity; 36 percent of the variance of social dimension of organizational creativity. A modestly (near to highly) significant correlation was revealed between organizational creativity and shared, ethical, transformational, authentic, transactional and servant leadership approaches together. Additionally, a modestly (near to highly) significant correlation was found for the social dimension of organizational creativity. On the other part, a highly significant correlation was revealed between the administrative dimension of organizational creativity and shared, ethical, transformational, authentic, transactional and servant leadership approaches together. **Conclusion:** The present study broadens the comprehension in this field, particularly in the dimensions of organizational creativity consisting of administrative, individual, and social. Also the study supports the view of that leadership is a complex process and consists of multilateral structure.

INTRODUCTION

Organizational creativity has been progressively considerable for survival of organization. In a creative organization, creating valuable, useful new product, service, idea, procedure, or process are seen through a complicated way (Woodman, Sawyer & Griffin, 1993). In this regard, new and competitive ideas are primarily element of creativity (van Woerkum, Aarts, & de Grip, 2007). In an organization a good person-culture has an important role for enhancing creativity of employees (Hon & Leung, 2011). Information sharing and intrinsic motivation can also be decisive for making organization creative within a complex organization (Sundgren, Dimenas, Gustafsson, & Selart, 2005).

Organization support, organization structure, support from the boss, and colleagues' support are considerable factors for stimulating creativity in the organization (De Alencar, & Bruno-Faria, 1997). Mathisen, Einarsen, & Mykletun (2012) found significant positive relation between creative behaviors of leaders, organizational creative climates, and organizational creative behavior. The research results by Forsgren, Tregert, & Westerlund (2004) show that participation, trust, freedom and personality are important factors affecting creativity in the organization. Also they draw attention that discouraging status quo, creating a vision, supporting the employees and developing flexibility of the structure are vital for administrators to make organization creative. The results of study by Rasulzada & Dackert (2009) show that improving the climate supporting creativity and innovation can bring a considerable gains to better psychological well-being. The traits of employees such as cognitive abilities/style, personality, intrinsic motivation, and knowledge impact on creativity in the organization (Lee & Ahn, 2012).

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When investigating the literature it can be said in general that leadership style, organizational culture, resources and skills and the structure and systems of an organization arise in determining creativity in the organizations (Andriopoulos, 2001). Breaking or renewing the well-established mediating structures affecting creativity processes can also enable an organization becomes creative (Borghini, 2005). Deng, Su, & Wang (2010) show that trust among employees in the organization reveal as a considerable dimension influencing the organizational creativity. Despite research has shown the factors in terms of leadership behavior in organization can explain the organizational creativity, more research is needed to broaden the comprehension in this field, particularly in the dimensions of organizational creativity consisting of administrative, individual, and social.

Organizational Creativity:

As can be defined revealing new, different and useful idea, the creativity is a term covering individual, administrative and social dimensions. Nowadays, creative idea lies behind each technological development. In this sense, even though it seems a term in the context of technological developments, it should be paid attention that it has an aspect making operation processes of complex social systems easy. Creativity is seeing invisible, going unvisited road, different perspective, originality, alternative solution... Creativity is to behave in accordance to spirit of the time.

An alternative to traditional organization, Basadur (1997) draws attention that organizational creativity consists of change-making process of problem generation and formulation, problem solving, and solution implementation, and as synonymous with adaptability and innovation.

Starting with seeing the gap between "what is and what should be" the creativity can be developed substantially through the following factors motivation, perception, action, temperament, and social interaction (Caselli, 2009). Organizations can become adaptable by encouraging employees for developing original thinking skills supporting creativity, motivation, and commitment; and establishing an available infrastructure (Basadur, 1997). In this regard, such adaptation makes a considerable contribution to the organizational creativity.

One of the predictions of managerial effectiveness is the creativity because there is a coherence to change at where the organizational creativity exists (Kaya, *et al*., 2013). In such a organization, the decisions are taken and implemented rapidly. Each decision can be inconvenient but creativity and organizational environment through this way can be aroused as a dimension ensuring that the decisions become effective and suitable. Linking between work environment and individual/team creativity, Amabile (1996) explains the interaction processes of creativity and innovation in an organization. More clearly, she presents that creativity of individuals and teams including intersection of expertise, task motivation, creativity skills are affected by organizational work environment, therewith individual and team creativity contribute to the organizational innovation including intersection of management practices, resources, organizational motivation.

The fact that creative ideas affect positively the competitive advantage of organizations in the market is critically important. One of the differences distinguishing the leader and administrator is unquestionably giving importance to the creativity. In this regard, leaders have a characteristic welcoming the new ideas. In turn, each leader should support her or his followers with an environment which nurtures organizational creativity.

The characteristics of creative organization

1. A flexible organization, purifying from traditional organization structure based on strict discipline applications.
2. A heterogeneous team work
3. A structure that is open to channels of informal communication as well as formal communication.
4. A system that holds no fears for fail, but learn a lesson
5. Giving initiative to employees
6. A functional work-sharing

The characteristics of creative organization also can be summarized as a structure covering three components entitled *creative environment*, *creative organization*, and *creative individual* (see Figure 1). Such a nested construction indicates that there is a complex interaction between these three components. At least it can be said that if enhancing the organization creativity, all these components should be enhanced. And, creativity in the organization cannot be achieved without considering all these components together. In turn; enhancing creativity, including a complex structure, entails to be approached through multidimensional way.
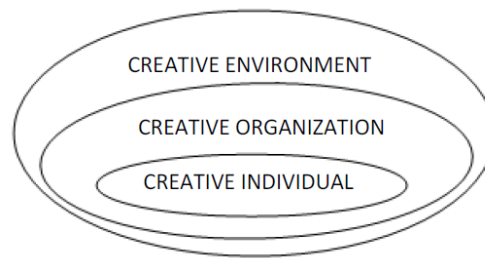
Fig. 1: The components of creativity in the organization

Shared Leadership:

    Shared leadership is a leadership style sharing the leadership at the school with many persons. In such a leadership, it can be said that the task of presenting leadership behavior is shared with the school stakeholders. Here, the aim is that all the stakeholders work collaboratively for achieving school goals, and in turn improving the student performance. Today, rather than the school administration or school principal display leadership behavior, since the democratic consciousness reflects on all social institutions, and participative management becomes widespread it is expected that they should display more democratic and more shared a leadership style.

    In the traditional leadership context, there is a perception that leadership is a vertical process which means that one person is firmly "in charge" whereas the others are followers (Pearce, 2004). Instead of a single leader, referring to a team property shared leadership advocates a kind of team leadership. (Hoch, & Dulebohn, 2013; Carson, Tesluk, & Marrone, 2007).

    Shared leadership can improve team performance (Muethel, Gehrlein, & Hoegl, 2012; Bergman, Rentsch, Small, Davenport, & Bergman, 2012; Small, & Rentsch, 2010; Hoch, Pearce, & Welzel, 2010; Dionne, Sayama, Hao, & Bush, 2010; Carson, Tesluk, & Marrone, 2007). In parallel, it is expected that in such leadership teams contribute to decision content, decision-making processes, and statement function, such as initiating topics and making suggestions (Meyers, Meyers, & Gelzheiser, 2001). In this regard, team relations and culture arise as important issues in the shared leadership.

    It theoretically is expected that the leader affects the organization as a whole, rather than from the top down (Cawthorne, 2010). It is inevitable that all the stakeholders of school should share the leadership and in this regard should endeavor through their responsibilities for helping the school mission to be succeed (Bostanci, 2013). It may be worth adding at this point, that shared leadership emerges through interactions of team members who are responsible for leadership (Lindsay, Day, & Halpin, 2011).

    Committing to the sustainable performance of creative process and giving importance to the issue of every members of organization as a precious resource are considerable elements of shared leadership (Manz, Manz, Adams, & Shipper, 2010).

Ethical Leadership:

    Ethical leadership is a leadership style which affects her or his followers on the basis of universal ethical values and principles. The ethical leaders and are fair, consistent, and judicious; respect democratic values; however they expect their followers display such behaviors.

    The concept of fairness is paid attention in ethical leadership (Ruiz-Palomino, Saez-Martinez, & Martinez-Canas, 2013). Also ethical leadership has curvilinear relationship with unethical pro-organizational behavior carried out by employees with intent to benefiting their organization (Miao, Newman, Yu, & Xu, 2013). And it brings ethical climate to the organization (Lu, Kuo, & Chiu, 2013). Ethical leadership positively affects the organizational behavior (Sheraz, Khan, & Nadeem, 2012). Also ethical administrators can improve the ethical culture of organization (Huhtala, Kangas, Lamsa, & Feldt, 2013). Ethical leadership of school administrators creates organizational commitment in teachers for their relationships with their schools (Ugurlu & Ustuner, 2011).

    It positively affect job satisfaction (Kim & Brymer, 2011; Neubert, Carlson, Kacmar, Roberts, & Chonko, 2009); psychological well-being (Avey, Wernsing, & Palanski, 2012); organizational citizenship behavior (Avey, Palanski, & Walumbwa, 2011); individual innovative work (Tu & Lu, 2013); the group in-role performance (Walumbwa, Morrison, & Christensen, 2012).

    The leader's cognitive moral development is another important factor making contribution to employees' perceptions of ethical leadership (Jordan, Brown, Trevino, & Finkelstein, 2013). On the other hand, level of empathic concern and moral awareness in the work group are crucial determinants of ethical leadership in terms of follower helping and courtesy (Kalshoven, Den Hartog, & De Hoogh, 2013). Reducing politics in the workplace, ethical leadership improve the organizational and individual outcomes (Kacmar, Andrews, Harris, & Tepper, 2013)

Transformational Leadership:

Transformational leadership can be defined as endeavor of showing an outstanding performance for increasing the awareness of the employees, breaking the possible resistance to positive change through persuasion, excelling in organizational commitment for maximizing organizational sense of belonging.

Nowadays, it is insufficient that the leaders question their organizations' status quo, but also should engage in a process of transformational change to cope with increasingly demanding challenges (Dess, Picken, & Lyon, 1998). Additionally, vision, inspirational communication, intellectual stimulation, supportive leadership, and personal recognition appear to be important dimensions in the tranformational leadership (Rafferty & Griffin, 2004)

Transformational leaders are individuals who play a considerable role in evolving the organization, at which they work, and in this regard, are role model, inspire, teach the way of transformation, have charismatic characteristics, lead great expectation, remove courageously the obstacles to change and transformation, are reliable and have vision, motivate inspiredly her or his followers, solve the old problems using new approaches, and in this regard, are creative, affect the organizational stakeholders, behave optimistically, support the employees through guidance, provide an opportunity for their development, have high ethical standards.

It positively influences individual teachers' internal states, teacher behaviors and collective teachers' internal states (Leithwood & Sun, 2012); teacher job satisfaction, school effectiveness perceived by teachers, and student achievement (Chin, 2007); teacher efficacy of the school (Ross & Gray, 2006); followers' attributes of work engagement (Ghadi, Fernando, & Caputi, 2013); followers' job satisfaction (Braun, Peus, Weisweiler, & Frey, 2013; Yang, 2012; Wang, Chontawan, & Nantsupawat, 2012); development culture, group culture, hierarchical culture and rational culture (Shao, Feng, & Liu, 2012).

Transformational leadership enhances teachers' commitment to their school (Dumay & Galand, 2012). It also may improve the performance at the team and organization levels (Wang, Oh, Courtright, & Colbert, 2011); may help team members decrease conflicts for their mutual benefit (Zhang, Cao, & Tjosvold, 2011); may contribute to improving the employees' perceptions of worklife balance and employee wellbeing in the organization (Munir, Nielsen, Garde, Albertsen, & Carneiro, 2012).

Transactional Leadership:

Transactional leadership can be defined as a seeking short term expectations and needs of employees, and endeavoring to meet them. Transactional leaders, using feedback to her of his followers, motivate continually them on what rewards would be given when achieved the goals. So towards this motivation, the employees work in "self-confidence" to achieve both their benefits and organizations benefits.

Transactional leadership has been mainly analyzed with transformational leadership, and great numbers of study has reported their effects together. Among these studies, some influences of transactional leadership can be given as follows: Transactional leadership positively affects procedural and distributive justice (Dai, Dai, Chen, & Wu (2013); perceived safety climate, safety participation and safety compliance (Clarke, 2013); organizational citizenchip (Suliman & Al Obaidli, 2011).

Some studies related to impact of transactional leadership on organizational creativity have been carried out. However, it is difficult to say that there are considerable positive impacts of such leadership on creativity. Allen, Smith, & Da Silva (2013) reveal that the transactional leadership is not related to the psychological climate for organizational change readiness and organizational creativity. Kim & Lee (2011) found that transactional leadership had no direct impact on employees' creativity. On the other side, they found that such leadership had indirect positive effects on employees' creative behavior through job satisfaction. On the other hand, examining 90 Chinese work teams, Liu, Liu, & Zeng (2011) found that transactional leadership was negatively related to team innovativeness when emotional labor was high whereas the association was positive when emotional labor was low. In turn, to determine the impacts of transactional leadership on creativity needs more research.

Authentic Leadership:

While authentic which means original, authenticity comes up that ones have reached maturity and express her or his self properly. Authentic leaders can be defined as individuals who place employees' benefits before her or his benefits, have positive perspective, significant influence, in this regard adopt positive leadership and administration, and contribute significantly to synergic climate in the organization and to intra-organizational psychological capital , affect followers' psychology and behaviors in a positive way, have grasp of social psychology, focus on finding out followers' strengths rather than imperfections.

In one sense, administrators can be perceived as authentic, through emphasizing transparency, balanced processing, self-awareness and high ethical standards (Wong & Laschinger, 2013). Nevertheless, self-awareness of one's inner values or purpose can not only be adequate to achieve authentic leadership. The narrative process in which others play a constitutive role in the self can play considerable role in achieving authenticity (Sparrowe, 2005). Life-story can provides followers with a considerable information influencing their

judgments about the leader's authenticity (Shamir & Eilam, 2005). In turn, authentic leaders are not passive observers but they learn from their experiences. It is important that they allocate time to analysis their experiences and to reflect on them. Working hard at developing self-awareness on the basis of persistent and often courageous self-exploration is to be seen in many authentic leaders. They also ask for, and listen to, honest feedback; use formal and informal support networks (George, Sims, McLean, & Mayer, 2007).

Authentic leadership may be particularly bring contributions to the organization as shared among team members Hmieleski, Cole, & Baron (2012). It can positively influence structural empowerment, which in turn increased job satisfaction and self-rated performance (Wong & Laschinger, 2013); employees' perception of safety (Nielsen, Eid, Mearns & Larsson, 2013); perceived interprofessional collaboration (Laschinger & Smith, 2013); organizational citizenship behaviours (Valsania, Leon, Alonso, & Cantisano, 2012); job satisfaction (Giallonardo, Wong, & Iwasiw, 2010); followers' job performance through followers' positive emotions (Peterson, Walumbwa, Avolio, & Hannah, 2012); expressing opinions of employees in organizations (Hsiung, 2012); followers' displays of moral courage (Hannah, Avolio, & Walumbwa, 2011).

However, very few researches has specifically addressed on authentic leadership in terms of creativity. Using data from 23 team leaders and 289 team members in a Slovenian manufacturing and processing firm, Cerne, Jaklic, & Skerlavaj (2013) found that perceived team leaders' authentic leadership directly affects team members' individual creativity and team innovation.

Servant Leadership:

Sultan Kanuni Suleyman one day asked in a dialogue with his mahrems: "who is the lord of world?" After they answered as "Our sultan". Then, Kanuni said: "No, the lord of world is rayah who serves blessing under the command of agriculture and farming without rest and comfort". In this regard, he made a universal definition for servant leadership. Similarly, Atatürk said "Peasant is the lord of community", and so indicated the servant leadership emphatically that ones who serve to the community are a most considerable element of community. Servant leaders are strong-willed and merit persons, and have strong beliefs to achieve the goal, as well as they are service-focused leaders giving priority to human. In parallel, the Edebali's advice to Osman Bey: "Let live human, the state lives" is like a manifesto of servant leadership. In summary, this situation seems that serving to employees is a most considerable tool for achieving the organization's goal, since serving to employees of organization means implicitly serving to organization. Consequently, servant leaders prefer the benefits of organization rather than her or his benefits.

In such a leadership approach, empowering and developing people, expressing humility, authenticity, interpersonal acceptance, and stewardship, and providing direction are appeared to be important elements (van Dierendonck, 2011). Servant leadership accents the needs of followers, and it advocates the ideal of service in the relationship between leader and follower. And, people-centered approach is expected through ethical component in such leadership approach (Burton & Peachey, 2013).

Servant leadership can make contribution to organization in terms of stronger sense of interactional justice, optimistic attitude and commitment to change (Kool & van Dierendonck, 2012); community citizenship behaviors, in-role performance, and organizational commitment (Liden, Wayne, Zhao, & Henderson, 2008). It also may ensure the voluntary club members' commitment, satisfaction, and intentions to stay (Schneider & George, 2011); may help organization improves the well-being of followers (Parris & Peachey, 2013); and positively influence the followers on work-to-family enrichment (Zhang, Kwan, Everett, & Jian, 2012).

A review of the literature reveals that most researches of leadership investigate single leadership approach's relations between creativity as well as organizational factors. However, little research has been reported on the dimensions of organizational creativity consisting of administrative, individual, and social through multi leadership approaches. As considering that leadership is a complex process and consists of multilateral structure. So, in this study various leadership approaches are analyzed in a holistic way to understand the mentioned relations in terms of creativity. If we broaden our understanding about the leadership approaches and its relations between organizational creativity, we need more. In this regard, this study aims to contribute to this gap, particularly in the educational organizations.

The purpose of this study is to examine impacts of school principals' shared, ethical, transformational, authentic, transactional, and servant leadership approaches on organizational creativity on the basis of views gathered from master's students. For that, the following questions are addressed:

Do shared, ethical, transformational, authentic, transactional, and servant leadership approaches together predict:

a)   organizational creativity?
b)   individual dimension of organizational creativity?
c)   administrative dimension of organizational creativity?
d)   social dimension organizational creativity?

Method:

Because of examining the prediction of organizational creativity by leadership approaches, this study was designed a quantitative study.

Participants:

The participants consist of 256 master's students during the academic year 2012-2013 (in May 2013) in department of Educational Administration, Supervision, Planning and Economics (EASPE), in the institutes of social sciences at Zirve University and Kahramanmaraş Sütçü İmam University (in cooperation with), and at Harran University. Some descriptive data about the participants are given in Table 1.

Table 1: The summary of descriptive data about the participants

		n	%
Gender	Female	90	35,2
	Male	166	64,8
School type	Primary	92	37,6
	Lower Secondary	90	36,7
	İmam Hatip Lower Secondary	1	,4
	Upper Secondary	62	25,3
Type of upper seconday	Science Upper Secondary	1	1,5
	Anatolian Teacher - Upper Secondary	2	2,9
	Anatolian Upper Secondary	12	17,6
	General Upper Secondary	9	13,2
	Vocational Upper Secondary	29	42,6
	Other types of Upper Secondary	15	22,1
Subject	Pre-Primary School Teacher	14	5,5
	Primary teacher	95	37,3
	Subject teacher	146	57,3
Job position	Principal or deputy principal for provincial education/department chief	1	,4
	School administrator (principal/vice-principal)	77	31,6
	Teacher	166	68,0
Years of working as current position	0-5 year	72	28,0
	6-10 year	53	20,6
	11-19 year	87	33,9
	20 and more	29	11,3
Job stage	Trainee	20	7,9
	Teacher	197	78,2
	Specialist	35	13,9
University	Kahramanmaraş Sütçü İmam University / Zirve University	236	91,8
	Harran University	21	8,2

90 (35%) of participants is female, 166 (64,8%) of is male. Among the participants, while 37 percent work at primary and lower secondary school, 25 percent work at upper secondary schools. Additionally, type of secondary schools where participants work are Science Upper Secondary (n= 1), Anatolian Teacher - Upper Secondary (n= 2), Anatolian Upper Secondary (n= 12), General Upper Secondary (n= 9), Vocational Upper Secondary (n= 29), and other types of upper secondary (n=15).

In terms of subject, about 5 percent is pre-primary school teacher, 37 percent is primary teacher, and

57 percent is subject teacher. Participants work as in the following positions: principal or deputy principal for provincial education/department chief (n= 1), school administrator (n= 77), teacher (n= 166). The years of working as current position of participants vary as less than 5 years (n= 72), 6-10 year (n= 53), 11-19 year (n= 87), 20 and more years (n= 29).

The majority of participants' job stage is teacher with 78 percent. The participants attend master's programme of EASPE with thesis/non-thesis at Kahramanmaraş Sütçü İmam university in cooperation with Zirve University (n= 236), and attend master's programme of EASPE with thesis at Harran University (n= 21).

Measures:
Personal information:

Participants were asked to describe their gender, school type, type of upper seconday, teaching subject, job position, years of working as current position, job stage, university attending master's programme.

Independent Variables:

In the study leadership styles were approached as independent variables. In this regard, participants were applied following questionnaires structured with five Likert-scales rated from strongly disagree (1) to strongly agree (5) and developed various researchers to measure the leadership styles of their principal: Shared Leadership Questionnare < Shared Liderlik Ölçeği> developed by (Özer & Beycioğlu, 2013); Ethical Leadership Questionnare < Ethical Liderlik Ölçeği> developed by (Yılmaz, 2006); Transformational and

Transactional Leadership Questionnare developed by Bass (1985), and adapted in Turkish by Demir & Okan (2008); Servant Leadership Questionnare developed by (Dennis & Bocarnea, 2006), adapted in Turkish by Aslan & Özata (2011); Authentic Leadership Questionnare developed by Walumbwa, Avolio, Gardner, Wernsing, & Peterson (2008), adapted in Turkish by (Yeşiltaş, Kanten, & Sormaz, 2013) were used. Higher scores derived from these questionnaires indicate greater leadership level.

Dependent Variables:

As dependent variables, Organizational Creativity Questionnare < Örgütsel Yaratıcılık Ölçeği> and its dimensions consisted of *Individual*, *administrative*, and *social* developed by Balay (2010) were used to predict by independent variables. Using five Likert-scales rated from strongly disagree (1) to strongly agree (5) in the questionnaire, participants were asked to rate their organization in terms of organizational creativity. Higher scores organizational creativity indicate greater creativity.

Reliability of The Measures:

The reliability of measures derived from questionnaires used in the study was tested by Cronbach's Alpha values. Cronbach's Alpha value was 0,82 for all variables together; 0,89 for ethical leadership; 0,78 for transformational leadership; 0,77 for authentic leadership; 0,77 for servant leadership; 0,79 for shared leadership; 0,79 for organizational creativity; 0,83 for transactional leadership. Since the values were higher than 0,70 it could be said that the measures were reliable (Büyüköztürk, 2007, p. 171).

Procedure:

The participants were contacted to conduct the study during their master's education in the academic year 2012-2013. The participants were asked their willingness to participate in the study. After accepting to participate in the study, the participants were given one week to fill the questionnaires and personal information form. Using SPSS 18 for Windows, Multiple Regression Analysis (MRA) was performed to predict the organizational creativity by leadership styles according to the views of participants through questionnaires.

In the scope of the study, following regression equations were established to address the research questions:

The regression model established for first research question as follows:

$ORGANIZATIONALCREATIVITY = \beta_0 + \beta_1 SHARED + \beta_2 ETHIC + \beta_3 TRANSFORMATIVE + \beta_4 AUTHENTIC + \beta_5 SERVANT + \beta_6 TRANSACTIONAL$

The regression model established for second research question as follows:

$ORGANIZATIONALCREATIVITY_{individual} = \beta_0 + \beta_1 SHARED + \beta_2 ETHIC + \beta_3 TRANSFORMATIVE + \beta_4 AUTHENTIC + \beta_5 SERVANT + \beta_6 TRANSACTIONAL$

The regression model established for third research question as follows:

$ORGANIZATIONALCREATIVITY_{administrative} = \beta_0 + \beta_1 SHARED + \beta_2 ETHIC + \beta_3 TRANSFORMATIVE + \beta_4 AUTHENTIC + \beta_5 SERVANT + \beta_6 TRANSACTIONAL$

The regression model established for fourth research question as follows:

$ORGANIZATIONALCREATIVITY_{social} = \beta_0 + \beta_1 SHARED + \beta_2 ETHIC + \beta_3 TRANSFORMATIVE + \beta_4 AUTHENTIC + \beta_5 SERVANT + \beta_6 TRANSACTIONAL$

Interpreting correlation coefficients, 0,00 - 0,30 was low, 0,31 – 0,70 was moderate, 0,71- 1,00 was high (Büyüköztürk, 2007, s.32)

Results:

1) Do shared, ethical, transformational, authentic, transactional, and servant leadership approaches together predict organizational creativity?

Table 2 displays MRA results for predicting organizational creativity by shared, ethical, transformative, authentic, transactional, and servant leadership approaches.

Table 2: Regression results for predicting organizational creativity by leadership approaches

Variable	B	Standard Error $_B$	β	t	Pearson r	Partial r
(Constant)	73,604	4,782		15,392		
SHARED	,816	,175	,412	4,656*	,641	,286
ETHICAL	,028	,034	,067	,825	,552	,053
TRANSFORMATIONAL	,236	,177	,143	1,335	,594	,085
AUTHENTIC	,198	,156	,138	1,267	,575	,081
SERVANT	-,057	,156	-,040	-,368	,567	-,024
TRANSACTIONAL	-,029	,148	-,011	-,195	,252	-,013
Note: The dependent variable was organizational creativity. R= 0,664; R^2= 0,440; $F_{(6-243)}$= 31,867; p= 0,000; *p <0.05						

When investigating the correlations, organizational creativity was modestly (near to highly) and positively correlated with shared leadership (r=0,64); however, when the other variables were treated as covariates the correlation was estimated as r= 0.29. A modestly (near to highly) significant correlation was revealed between organizational creativity and shared, ethical, transformational, authentic, transactional and servant leadership approaches together (R= 0,664; p<0.01). The regression model established for organizational creativity was statistically significant ($F_{(6-243)}$= 31,867; p=<0.001); and the mentioned six leadership approaches accounted for approximately 44 percent of the variance of organizational creativity.

The regression equation comprising all the explanatory variables for organizational creativity as follows:

ORGANIZATIONALCREATIVITY= 73,604 + 0,816SHARED + 0,028ETHIC + 0,236TRANSFORMATIONAL + 0,198AUTHENTIC − 0,057SERVANT − 0,029 TRANSACTIONAL

When investigating the results of significance of t-test, organizational creativity was predicted significantly only by shared leadership. In this regard, shared leadership is associated with a partial regression coefficient of 0,816 and means that for every additional point on the shared leadership measure, it can be predicted that a gain of 0,816 points on the organizational creativity.

2) Do shared, ethical, transformational, authentic, transactional, and servant leadership approaches together predict the individual dimension of organizational creativity?

Table 3 displays MRA results for predicting individual dimension of organizational creativity by shared, ethical, transformative, authentic, transactional, and servant leadership approaches. When investigating the correlations, the individual dimension of organizational creativity was lowly and positively correlated with shared leadership (r=0,15); however, when the other variables were treated as covariates the correlation was estimated as r= 0.12. However, the regression model established for the individual dimension of organizational creativity was not statistically significant ($F_{(6-243)}$= 1,332; p>0.05).

Table 3: Regression results for predicting individual dimension of organizational creativity by leadership approaches

Variable	B	Standard Error $_B$	β	t	Pearson r	Partial r
(Constant)	60,363	3,239		18,639		
SHARED	,230	,119	,226	1,941*	,147	,124
ETHICAL	,001	,023	,003	,028	,101	,002
TRANSFORMATIONAL	,043	,120	,051	,360	,102	,023
AUTHENTIC	,052	,106	,070	,491	,091	,031
SERVANT	-,149	,106	-,201	-1,413	,065	-,090
TRANSACTIONAL	-,062	,100	-,044	-,613	,004	-,039
Note: The dependent variable was individual dimension of organizational creativity. R= 0,178; R^2= 0,032; $F_{(6-243)}$= 1,332; p= 0,243 *p <0.05						

3) Do shared, ethical, transformational, authentic, transactional, and servant leadership approaches together predict the administrative dimension of organizational creativity?

Table 4 displays MRA results for predicting administrative dimension of organizational creativity by shared, ethical, transformative, authentic, transactional, and servant leadership approaches.

Table 4: Regression results for predicting administrative dimension of organizational creativity by leadership approaches

Variable	B	Standard Error $_B$	β	t	Pearson r	Partial r
(Constant)	4,092	1,727		2,369		
SHARED	,354	,063	,355	5,592*	,792	,338
ETHICAL	,030	,012	,141	2,412*	,724	,153
TRANSFORMATIONAL	,159	,064	,191	2,481*	,773	,157
AUTHENTIC	,072	,056	,099	1,268	,748	,081
SERVANT	,100	,056	,138	1,771	,764	,113
TRANSACTIONAL	,003	,054	,002	,049	,345	,003
Note: The dependent variable was administrative dimension of organizational creativity. R=0,843; R^2= 0,711; $F_{(6-243)}$= 99,826; p= 0,000 *p <0.05						

When investigating the correlations, the administrative dimension of organizational creativity was;

- highly and positively correlated with shared leadership (r=0,79); however, when the other variables were treated as covariates the correlation was estimated as r= 0,34.

- highly and positively correlated with ethical leadership (r=0,72); however, when the other variables were treated as covariates the correlation was estimated as r= 0,15.

- highly and positively correlated with transformational leadership (r=0,77); however, when the other variables were treated as covariates the correlation was estimated as r= 0,16

A highly significant correlation was revealed between the administrative dimension of organizational creativity and shared, ethical, transformational, authentic, transactional and servant leadership approaches together (R= 0,843; p<0.01). The regression model established for the administrative dimension of organizational creativity was statistically significant ($F_{(6-243)}$= 99,826; p=<0.001); and the mentioned six leadership approaches accounted for approximately 71 percent of the variance of administrative dimension of organizational creativity. The administrative dimension of organizational creativity was primarily predicted by higher levels of shared leadership, ethical leadership, and transformational leadership. Inspection of beta weights showed that shared leadership followed by transformational leadership followed by ethical leadership contributed largely to the regression model.

The regression equation comprising all the explanatory variables for the administrative dimension of organizational creativity as follows:

$\text{ORGANIZATIONALCREATIVITY}_{administrative}$= 4,092 + 0,354$SHARED$ + 0,030$ETHIC$ + 0,159$TRANSFORMATIONAL$ + 0,072$AUTHENTIC$ + 0,100$SERVANT$ + 0,003$TRANSACTIONAL$

When investigating the partial (raw) regression coefficients, shared leadership is associated with a partial regression coefficient of 0,354 and means that for every additional point on the shared leadership measure, it can be predicted that a gain of 0,354 points on the administrative dimension of organizational creativity. Following that, for every additional point on the transformational leadership measure, it can be predicted that a gain of 0,159 points on the administrative dimension of organizational creativity. Additionally, for every additional point on the ethical leadership measure, it can be predicted that a gain of 0,030 points on the administrative dimension of organizational creativity.

4) Do shared, ethical, transformational, authentic, transactional, and servant leadership approaches together predict the social dimension of organizational creativity?

Table 5 displays MRA results for predicting social dimension of organizational creativity by shared, ethical, transformative, authentic, transactional, and servant leadership approaches.

Table 5: Regression results for predicting social dimension of organizational creativity by leadership approaches

Variable	B	Standard Error $_B$	β	t	Pearson r	Partial r
(Constant)	9,150	1,474		6,209		
SHARED	,232	,054	,406	4,289*	,580	,265
ETHICAL	-,002	,011	-,018	-,210	,470	-,013
TRANSFORMATIONAL	,035	,055	,073	,634	,529	,041
AUTHENTIC	,074	,048	,180	1,546	,529	,099
SERVANT	-,008	,048	-,019	-,165	,518	-,011
TRANSACTIONAL	,030	,046	,039	,657	,264	,042
Note: The dependent variable was social dimension of organizational creativity. R= 0,600; R^2= 0,361; $F_{(6-243)}$= 22,836; p= 0,000 *p <0.05						

When investigating the correlations, the social dimension of organizational creativity was modestly (near to highly) and positively correlated with shared leadership (r=0,58); however, when the other variables were treated as covariates the correlation was estimated as r= 0,27.

A modestly (near to highly) significant correlation was revealed between the social dimension of organizational creativity and shared, ethical, transformational, authentic, transactional and servant leadership approaches together (R= 0,60; p<0.01).The regression model established for the social dimension of organizational creativity was statistically significant ($F_{(6-243)}$= 22,836; p=<0.001); and the mentioned six leadership approaches accounted for approximately 36 percent of the variance of social dimension of organizational creativity. However, the social dimension of organizational creativity was only predicted by higher levels of shared leadership.

The regression equation comprising all the explanatory variables for the social dimension of organizational creativity as follows:

$\text{ORGANIZATIONALCREATIVITY}_{social}$= 9,150 + 0,232$SHARED$ - 0,002$ETHIC$ + 0,035$TRANSFORMATIONAL$ + 0,074$AUTHENTIC$ - 0,008$SERVANT$ + 0,030$TRANSACTIONAL$

When investigating the partial (raw) regression coefficients, shared leadership is associated with a partial regression coefficient of 0,232 and means that for every additional point on the shared leadership measure, it can be predicted that a gain of 0,232 points on the social dimension of organizational creativity.

Discussion:

The purpose of this study was to examine impacts of school principals' shared, ethical, transformational, authentic, transactional, and servant leadership approaches on organizational creativity on the basis of views gathered from master's students.

The six leadership approaches accounted for approximately: 44 percent of the variance of organizational creativity; 71 percent of the variance of administrative dimension of organizational creativity; 36 percent of the variance of social dimension of organizational creativity. A modestly (near to highly) significant correlation was revealed between organizational creativity and shared, ethical, transformational, authentic, transactional and servant leadership approaches together. Additionally, a modestly (near to highly) significant correlation was found for the social dimension of organizational creativity. On the other part, a highly significant correlation was revealed between the administrative dimension of organizational creativity and shared, ethical, transformational, authentic, transactional and servant leadership approaches together

These results empower that the leadership is a complex process and has multi dimensional structure, and in turn, it should be evaluated as a holistic approaches. As an implication it can be said that in the organizations, particularly in educational organizations, instead of focusing solely on one leadership style, applying a mixture leadership model can make a considerable contribution to increasing creativity.

Shared Leadership:

Shared leadership correlated modestly (near to highly) and positively with organizational creativity and its social dimension; lowly and positively correlated with the individual dimension of organizational creativity; highly and positively correlated with the administrative dimension of organizational creativity. Of the six leadership styles investigated in the present study, shared leadership has the most relation with organizational creativity and it's dimensions. When investigating the literature regarding shared leadership, team relations and culture arise as important issues in the shared leadership (Muethel, Gehrlein, & Hoegl, 2012; Bergman, Rentsch, Small, Davenport, & Bergman, 2012; Small, & Rentsch, 2010; Hoch, Pearce, & Welzel, 2010; Dionne, Sayama, Hao, & Bush, 2010; Carson, Tesluk, & Marrone, 2007; Meyers, Meyers, & Gelzheiser, 2001).

Committing to the sustainable performance of creative process and giving importance to the issue of every members of organization as a precious resource are considerable elements of shared leadership (Manz, Manz, Adams, & Shipper, 2010). Consequently, the considerable relations of shared leadership with creativity can be derived by giving importance to the team relations in the shared leadership. In this regard, this study contributes to understanding the mentioned relations of shared leadership, particularly in the educational organizations.

Ethical Leadership:

Ethical leadership highly and positively correlated with the administrative dimension of organizational creativity. The relation of ethical leadership with creativity in the organizations was reported by some studies. The study by Yılmaz (2010) indicates that behavioral and environmental ethic approaches of school administrators significantly predict the organizational creativity. Tu & Lu (2013) showed that individual innovative work behavior was positively associated with individual perception of ethical leadership and group ethical leadership in four Chinese companies. Using multiple mediation model, Ma, Cheng, Ribbens, & Zhou (2013) demonstrated that ethical leadership was positively related to employee creativity and that this relationship was mediated by knowledge sharing and self-efficacy. In addition to these studies, the present study demonstrated that impacts of ethical leadership on creativity in the educational organizations intensify administrative dimension.

Transformational Leadership:

Transformational leadership highly and positively correlated with the administrative dimension of organizational creativity. The relation of transformational leadership with creativity in the organizations was reported by various studies. This finding appears to have been reflected in the study by Allen, Smith, & Da Silva (2013). They indicate that transformational leaders have a direct positive relationship with psychological climate for organizational change readiness and organizational creativity. Hu, Gu, & Chen (2013) explain that transformational leadership significantly contribute to organizational creativity both directly and indirectly. Noruzy, Dalfard, Azhdari, Nazari-Shirkouhi, & Rezazadeh (2013) demonstrated transformational leadership positively influences organizational innovation. Using a sample of 182 supervisor-subordinate dyads, Cheung & Wong (2011) found that there was positive relationship between transformational leadership and followers' creativity. Using data from 395 supervisor-employee dyads from international tourist hotels in Taiwan, Wang, Tsai, & Tsai (2014) showed that supervisors' transformational leadership positively influenced employee

creative self-efficacy and creativity. The study by Tipu, Ryan, & Fantazy (2012) revealed that transformational leadership was positively related to organizational culture and innovation propensity. Hsiao & Chang (2011) demonstrated that transformational leadership and organizational learning have positive impact on organizational innovation. The study by Garcia-Morales, Jimenez-Barrionuevo, & Gutierrez-Gutierrez, (2012) revealed that transformational leadership influences organizational performance positively through organizational learning and innovation. Sanders, & Shipton (2012) demonstrated that transformational leadership is positively linked with innovative behavior. Balyer & Ozcan (2012) showed that perceptions of teachers regarding their principal's transformational leadership positively related to vision building, individual consideration, intellectual stimulation, and innovative climate. In addition to these studies, the present study demonstrated that impacts of transformational leadership on creativity in the educational organizations intensify administrative dimension. In this regard, present study makes a considerable contribution to understanding impacts of transformational leadership especially on administrative dimension of organizational creativity.

To sum up, since the leadership styles investigated in the present study account for a considerable proportion of variance in organizational creativity, also it's both in administrative and social dimension; shared, ethical, transformational, authentic, transactional, and servant leadership should be approached together in enhancing organizational creativity. In turn, rather than focusing on what kind of leadership behavior increases organizational creativity, synthesis approach needs in the leadership.

The present study broadens the comprehension in this field, particularly in the dimensions of organizational creativity consisting of administrative, individual, and social. Also the study supports the view of that leadership is a complex process and consists of multilateral structure. So, in this study various leadership approaches are analyzed in a holistic way to understand the mentioned relations in terms of creativity. If we broaden our understanding about the leadership approaches and its relations between organizational creativity, we need more. In this regard, this study contributes to this gap, particularly in the educational organizations.

Conclusions:

1)

a) Organizational creativity was modestly (near to highly) and positively correlated with shared leadership.

b) A modestly (near to highly) significant correlation was revealed between organizational creativity and shared, ethical, transformational, authentic, transactional and servant leadership approaches together.

c) The six leadership approaches accounted for approximately 44 percent of the variance of organizational creativity.

d) Organizational creativity was predicted significantly only by shared leadership

2)

a) The individual dimension of organizational creativity was lowly and positively correlated with shared leadership.

b) The regression model established for the individual dimension of organizational creativity was not statistically significant.

3)

a) The administrative dimension of organizational creativity was;

- highly and positively correlated with shared leadership
- highly and positively correlated with ethical leadership
- highly and positively correlated with transformational leadership

b) A highly significant correlation was revealed between the administrative dimension of organizational creativity and shared, ethical, transformational, authentic, transactional and servant leadership approaches together

c) the six leadership approaches accounted for approximately 71 percent of the variance of administrative dimension of organizational creativity.

d) The administrative dimension of organizational creativity was primarily predicted by higher levels of shared leadership, ethical leadership, and transformational leadership

4)

a) The social dimension of organizational creativity was modestly (near to highly) and **positively** correlated with shared leadership.

b) A modestly (near to highly) significant correlation was revealed between the social dimension of organizational creativity and shared, ethical, transformational, authentic, transactional and servant leadership approaches together

c) The mentioned six leadership approaches accounted for approximately 36 percent of the variance of social dimension of organizational creativity.

d) The social dimension of organizational creativity was only predicted by higher levels of shared leadership

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