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# Excellent school management approaches for enhancing students' creative self-efficacy

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## Article Info

## Abstract

Promoting creative self-efficacy in schools is essential for helping students develop their creativity and innovation and prepare them for the competitive climate of today's society. This study aimed to study the priority needs of excellent school management development and to propose excellent school management approaches for enhancing students' creative self-efficacy. The sample of the study was the 28 public high schools in Banteay Meanchey province, selected by using simple random sampling. The informants were directors, deputy directors, and teachers; in total, 215 people. The research instruments were questionnaires and evaluation forms. The collected data were analyzed using descriptive statistics such as frequency, percentage, mean, standard deviation, modified priority need index (PNI $_{modified}$), and content analysis. The findings revealed that, of the seven criteria for excellent school management, the Leadership criterion had the lowest priority need value, whereas the Measurement, Analysis, and Knowledge Management criterion had the highest priority need for development in order to create excellent school management to increase students' creative self-efficacy. To improve students' creative self-efficacy in the school, five excellent management approaches must be applied, namely, establishing a welcoming climate for students' and stakeholders' engagement, fostering the context of Teach for Learn more than Teach for Test, designing a future-focused strategic plan to bring about nurturing creativity, designing the new paradigm of teacher professional development, and cultivating innovative-driven leadership to foster change and execute the current status quo.

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## Introduction

Today's society has made creativity and invention essential skills and talent for many industries, including business and education, due to rapid change and competition. In business, innovation and creativity are at the core of the entrepreneurial spirit since they are essential to building a successful business that will support economic growth and development (Mazla et al., 2020). Lack of creativity and innovation severely affect a country's socio-economic development(Atiku & Anane-Simon, 2021). Also, (World Economic Forum, 2018) viewed that for both today's and tomorrow's workforces, innovation is essential. Since skills must be learnt and are not something one is born with, the importance of creativity and innovation in the corporate world has given education a significant focus on facilitating the development of the skills (Mazla et al., 2020). Today, education systems around the world have added creativity and innovation as the core competency for students — Cambodia is one such country. The Ministry of Education, Youth, and Sports (MoEYS) Cambodia listed creativity and innovation as the core competencies that need to be developed in K-12 students to help promote the country to become a medium-income country in 2030 and a high-income country in 2050 (Royal Government of Cambodia, 2019). However, both creativity and innovation skill of Cambodians were seen as low (Mon, 2022) due to Cambodia's public and private skills development system being fragmented and small (Cunningham & Hollweg, 2018). Since schools lack both resources and curricular structure, as well as specification on how to adopt and encourage the skills, almost 70 percent of state schools exhibit poor interest in and motivate for innovation (USAID, 2014). Therefore, the establishment of management strategy for assisting schools in acting quickly to stimulate the skills is essential.

Creativity is a critical driver of creative individuals and innovation (Rabbani et al., 2020). However, if one does not believe in their capacity to work creatively, there won't be any creativity or innovation (Jobst & Meinel, 2012). The efficacy belief of one's creativity, creative self-efficacy, is the critical predictor of creativity (Kelley & Kelley, 2013) because it mediated the effects of knowledge sharing and innovation (Hu & Zhao, 2016). Driving creativity and guiding the creative notion into a modern environment require creative self-efficacy. Student's creative self-efficacy needs to be cultivated and promoted in order to increase students' creativity. Tierney and Farmer (2002a) defined creative self-efficacy as the belief in one's potential to generate innovative

outcomes. It is the efficacy of one's ability to develop new things and valuable ideas (Ohly et al., 2017). Also, it is a malleable construct that can fluctuate with change in a self, task, and social contextual-related factor (Tierney & Farmer, 2011). Creative self-efficacy is both the belief and confidence behavior of one to raise a novel and helpful idea, process, or product. In the absence of creative self-efficacy or creative self-efficacydevelopment, the creative outcomes, solutions, and innovations to promote economic growth will be locked. With creative self-efficacy, individuals can become convinced that they have the necessary skills and knowledge to be creative, so they persevere when meeting difficulties. A high level of creative self-efficacy leads to high creative ideation (Runco et al., 2001). Students with greater creative self-efficacy are generally more likely than students with lower creative self-efficacy to have more favorable attitudes about their academic skills in all subject areas and indicate that they want to attend college (Beghetto, 2006). Creative self-efficacy pushes students to strive for development and respond effectively to the new environment they face.

The relationship between schooling and creative self-efficacy is meaningful (Stephanie, 2019). To promote creative self-efficacy in school, innovative teaching and teaching for creativity must be included in school (Nemeržitski & Heinla, 2020). Moreover, teachers' self-efficacy and creative self-efficacy to conduct the response teaching method, climate of the class (Tan, 2012); school quality, creative school activity (Karwowski, 2015); and family environment and support (Wang et al. (2009 as cited in Tang et al., 2017) are also influenced (Çayırdağ, 2017; Dilekli & Tezci, 2016). Puente-Díaz (2016) highlighted that team structure, school goals and support, and leadership style also contain the impact. The previous studies have led to the conclusion that the school or director alone cannot increase students' creative self-efficacy. It necessitates the participation of all relevant parties, including teachers, parents, and other stakeholders. All the related parties need to work together toward the same shared goal. However, to create coherence and consistency across all the parts of the organization in order to accomplish the goal successfully with the high level of productivity is what excellence management is all about (Shaqra, 2021). Excellent school management is the cooperation of all parties in organization such as leadership performance, the vision of the executive, school environment, teacher advancement, teachers' satisfaction, societal support, engagement behavior in school, communication, and resource modification (Ninlawan & Areerachakul, 2015). Among many different frameworks of excellent management, Jim Collins, the author of the

bestselling book "Good to Great," stated, "I see the Baldrige process as a powerful set of mechanisms for disciplined people engaged in disciplined thought and taking disciplined action to create a great organization that produces exceptional results". Baldridge Excellence Framework for Education helps schools meet not only their goals, but to improve performance, and become more competitive (Baldrige Performance Excellence Program, 2021). The Baldrige framework demonstrates the performance system that unifies all related elements (Leadership; strategy; customers; measurement and knowledge management; workforce, operation, and results), and it has recently emphasized organizational resilience, innovation, diversity, equity, and inclusion, digitalization, and the fourth industrial revaluation.

Thus, to encourage students' creative self-efficacy, the Excellence Management framework should be adapted in Cambodian schools, particularly those located in Banteay Meanchey, the nation's main economic area. Due to the lack of prior study on excellent school management approaches for improving students' creative self-efficacy in Cambodia, this study was conducted to propose the excellent school management approaches for enhancing student's creative self-efficacy in Banteay Meanchey, Cambodia.

## Literature Review

### Creative Self-Efficacy

The idea of creative self-efficacy dates back to Tierney and Farmer (2002a). They developed the concept of "self-efficacy" of Bandura (1997). Bandura defined self-efficacy as a person's trust in their capacity to deal with a potential situation. The efficacy of a person affects how a person understands, acts, inspires oneself, and engages in daily life and job management. Self-efficacy was classed into general and specific (Bandura, 1997). Self-Efficacy, in general, is about the person's overall behavior of self, such as locus of control, neuroticism, and self-esteem (Judge et al., 2002), and a specific one related to an individual's judgment of their ability to participate in a particular area (Mathisen, 2011).

Self-efficacy in particular takes the forms of creative self-efficacy. Tierney and Farmer (2002b) described creative self-efficacy as "the belief one has the ability to produce creative outcomes". It works as domain-specific and based on a person's judgment of resources and constraints in the specific domain or area (Slåtten, 2014). The self-efficacy of an individual for expressing creativity serves as a motivating factor (Abbott, 2010b).

It differentiates from general self-efficacy in that it is focused on creativity. Creative self-efficacy is about a confident and creative effort that motivates students to put their talent and ability toward creative ideas, processes, or products. It moderates the link between the study process and creativity (Cheng et al., 2012). Creative self-efficacy, creative metacognitive, and creative self-concept are the three main aspects of self-efficacy that work together as a system in developing the creative identity of the person (Beghetto & Karwowski, 2017). High levels of creative self-efficacy are linked to increased motivation, awareness, and abilities in creative thinking (Redifer et al., 2021), which are considered essential to high school-level development (MoEYS Cambodia, 2021). Individuals with creative self-efficacy belief have become convinced that they have the necessary skills and knowledge to be creative, so they persevere when meeting difficulties. A high level of creative self-efficacy leads to high creative ideation (Runco et al., 2001). People with creative self-efficacy are recognized for quickly recovering from setbacks, and they have more faith in their talents and competence, reducing their fears of negative judgments (Park et al., 2021). The relationship between creative self-efficacy and creativity is high (Tep et al., 2021). With a high level of creative self-efficacy, students' life will not be left behind in this unpredictable changing world (Abbott, 2010a).

### Factors Influencing the Development of Creative Self-Efficacy

Organizational environment factors have a key role in predicting creative success (Stephanie, 2019). Chong and Ma (2010) point out that creative self-efficacy is associated with organizational hierarchy, education, work stability, self-efficacy in task-related activities, and a leader's perception of creativity (Tierney & Farmer, 2011). To improve one's creative self-efficacy, an organization should create a creative network, look for creative feedback, support creative autonomy (Hannah, 2022), engage creative self-efficacy in the organization's strategic planning goal (Alfuhaigi, 2014), cultivate creative culture, and encourage and stimulate an abundance of chances to compete and perform work creatively (Gong et al., 2020)

In school, students' creative self-efficacy, motivation, and success benefit from teacher assistance in the academic, instrument, emotional, and autonomous domains (Liu et al., 2021). Students' creative self-efficacy and creativity will dramatically increase when they are driven by a need for novelty, independent thought, and action (Tep et al., 2021). Teachers must provide encouraging comments and feedback (Beghetto, 2006; Mathisen & Bronnick, 2009), set challenging stretch targets and give them freedom to

figure out how to complete the tasks ( Mathisen, 2011), increase student's willingness to take risks (Beghetto et al., 2020), and promote creative training (Mathisen & Bronnick, 2009; Puente-Díaz, 2016) — teaching about creativity, teaching for creativity, and teaching with creativity are the three types of creative teaching or training (Beghetto, 2021). Additionally, it is important to give students the chance to engage in creative learning outside of the classroom since these experiences foster the growth of students' creative confidence, their understanding of the value of creativity, and their awareness of when to and when not to use their creativity (Beghetto, 2021).

Parental style, autonomy support, and a positive parent-child relationship are additional elements that foster one' creative self-efficacy (Liang & Yuan, 2020). By exhibiting autonomy and offering sufficient support to help children overcome challenges and sharpen their problem-solving abilities, parents can help their children develop their creative self-efficacy. The independence to think creatively and to take on new difficulties come from parents' autonomous, firm support (Liang & Yuan, 2020).

### Excellence Management of the Schools

Excellence is a condition of operational innovation. Organizational excellence is a modern ideology credited with creating organizations that have set out to find the most acceptable means for upgrading and developing their organizations to levels that please all stakeholder (Faraj, 2018). Excellence management is about the ability to perform coherence and consistency between all aspects of the organization to attain the best performance through management, individual, system, and results (Shaqra, 2021). It is a mechanism to urge organizations to operate at the standard level and be recognized widely by society. Brusoni et al. (2014) demonstrated that in Education, the concept of excellence includes three components: a well-conceived and well-executed assessment strategy, year-to-year improvement in critical measurement and indicators of performance, especially student learning, and a demonstrated leadership in performance and performance improvement relative to comparable organizations and appropriate benchmarks. For excellence management, many countries have used the Malcolm Baldrige National Quality Award (MBNQA) framework and the European Foundation for Quality Management (EFQM) model (MacKerron et al., 2003) since these two frameworks work as self-evaluation tools to improve performance. However, The Baldrige Criteria for Performance Excellence found become the most popular model that was used at United Arab Emirates (UAE) institutions (Badri & Abdulla, 2004) for working

as an effective tool to provide a systematic process for driving and managing change (Brusoni et al., 2014). It is a valuable tool for developing and managing quality systems (Badri et al., 2006).

Baldrige Performance Excellence Program (2021) in Education has defined Performance Excellence as an integrated process of performance management in an organization that (1) leads to the development of students', customers', and stakeholder's value; improved both student learning and education quality; the continuous success of the organization; (2) enhances overall capabilities and effectiveness of the organization; and (3) Learning for both staff and organization. The framework enables schools to achieve their objectives, enhance results, and become more competitive. It helps the school identify and leverage its strengths and prepare to face the challenges through three questions. Is your organization or school doing as well as it needs? How do you know? What and how should it improve or change? Baldrige Performance Excellence Program (2021) defined the management excellence criteria in Education as Leadership; Strategy; Customer; Measurement, Analysis, and Knowledge Management; Workforce; Operations; and Results Following Figure 1.
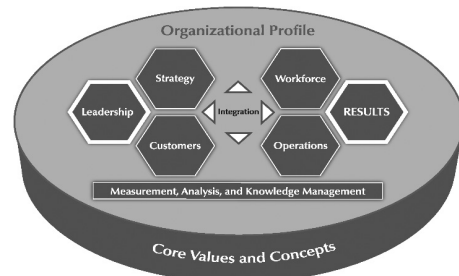


**Figure 1** Baldrige Performance Excellence Framework (2021)

### Methodology

The study adopted a quantitative approach to respond to the two main objectives.

### Participants

The population in the study was the 30 high schools in Banteay Meanchey province. Having employed the Taro Yamane formula (1973) with a 5 percent error sampling to attain the sample, the study's sample size was 28 high schools across the province. The 28 high schools were chosen by using the sample random sampling methods. The Informants were school directors, deputy school directors, and teachers, all 225 informants.

## Research Instruments

The first research instrument is a questionnaire containing a scale of measuring current and desirable state of the Results and Processes of excellent school management to enhance students' creative self-efficacy. In the questionnaire, the Results part asked the informant to rate the current and desirable results of school management on the Result of students' creative self-efficacy, students and stakeholder engagement, teacher development and engagement, leadership and government, and Budget and financial management in the schools. Questionnaire dealing with students' creative self-efficacy, which measures both creative thinking and creative performance self-efficacy, was adapted from (Lim et al., 2022). The Processes of Excellent management part asked for the rating on current and desirable state of school management process in enhancing students' creative self-efficacy. It focused on School leadership; School strategy; Students and stakeholder; Measurement, analysis, and knowledge management; Teacher and educational staff; and School operation. The questions were adopted from Baldrige Excellence Framework for Education (2021).

The second instrument is suitability and feasibility evaluation form. The form is used to evaluate the suitability and feasibility of the drafted approaches, sub-approaches, and method of excellent school management for enhancing students' creative self-efficacy — the 5-point Likert scale was utilized. The evaluation form was divided into four distinct parts: part 1 evaluates the main approaches, part 2 evaluates the sub-approaches, part 3 evaluates the methods, and part 4 is for suggestions and recommendations.

## Data Collection

First, the researchers processed the official letter asking for cooperation in research data collection from the Graduate schools of Chulalongkorn University and Cambodia's MOEYS. Then, the researcher emailed the letters of to the Provincial Office of Education to inform and ask for cooperation. Finally, the researcher contacted the school directors and approached the target high schools for data collection regarding the Current and Desirable State of management towards excellence of schools in Banteay Meanchey based on creative self-efficacy.

For approaches evaluation, the researcher requested the cooperation letters from the University, then emailed the letters with the drafted approaches to the seven experts. After the experts returned the evaluation, the researcher revised the approaches and made the final approaches of excellent school management for enhancing students' creative self-efficacy.

## Data Analysis

The data analysis was managed into two different analyzing groups. The first group analyzed the data from the questionnaire to find out the current and desirable state and priority needs of excellent school management to enhance students' creative self-efficacy. The data were analyzed using the modified frequency, percentage, mean, standard deviation, and $PNI_{Modified}$. The second batch of data, which is the result the suitability and feasibility evaluation of the drafted approaches, was analyzed using the mean, standard deviation, and content analysis.

## Results

The result of the first research objectives: The priority needs for developing excellent school management to enhance students' creative self-efficacy

The result of the priority needs for developing excellent school management for enhancing students' creative self-efficacy in Banteay Meanchey revealed as follows:

Table 1 demonstrates that the overall Results of excellent management of schools in Banteay Meanchey to enhance students' creative self-efficacy is at a moderate level ($\bar{x}$ = 3.316, $SD$ = 0.582) in the current state, while at a high level ($\bar{x}$ = 4.333, $SD$ = 0.307) in the desired state.

**Table 1** The current and desirable states and the rank of priority needs of the Results of excellent school management in Banteay Meanchey to enhance students' creative self-efficacy

| Results of Excellent school Management to promote students' creative self-efficacy | Current State | | | Desirable State | | | PNI Value | Rank of PNI |
|---|---|---|---|---|---|---|---|---|
| | $\bar{x}$ | SD | L | $\bar{x}$ | SD | L | | |
| 1 Students' creative self-efficacy | 3.133 | 0.529 | M | 4.177 | 0.555 | H | 0.333 | |
| 1.1. Creative thinking self-efficacy | 3.000 | 0.589 | M | 4.076 | 0.583 | H | 0.359 | 2 |
| 1) Fluency self-efficacy | 2.940 | 0.671 | M | 4.014 | 0.607 | H | 0.365 | |
| 2) Flexibility self-efficacy | 3.070 | 0.755 | M | 4.107 | 0.692 | H | 0.338 | |
| 3) Elaboration self-efficacy | 3.065 | 0.694 | M | 4.093 | 0.691 | H | 0.335 | |
| 4) Originality self-efficacy | 2.926 | 0.817 | M | 4.088 | 0.765 | H | 0.397 | |

**Table 1**  Continued

| Results of Excellent school Management to promote students' creative self-efficacy | Current State | | | Desirable State | | | PNI | Rank |
|---|---|---|---|---|---|---|---|---|
| | $\bar{x}$ | SD | L | $\bar{x}$ | SD | L | Value | of PNI |
| 1.2.  Creative performance self-efficacy | 3.265 | 0.571 | M | 4.279 | 0.613 | H | 0.311 | |
| 1) Field self-efficacy | 3.316 | 0.700 | M | 4.311 | 0.636 | H | 0.300 | |
| 2) Personality self-efficacy | 3.074 | 0.745 | M | 4.144 | 0.775 | H | 0.348 | |
| 3) Persistence self-efficacy | 3.353 | 0.714 | M | 4.349 | 0.733 | H | 0.297 | |
| 2  Students' and Stakeholders' Engagement | 3.198 | 0.697 | M | 4.313 | 0.643 | H | 0.349 | 1 |
| 2.1.  Students and stakeholders' engagement in teaching and learning | 3.030 | 0.797 | M | 4.240 | 0.715 | H | 0.399 | |
| 2.2. Student's satisfactions in teaching and learning | 3.535 | 0.722 | H | 4.460 | 0.654 | H | 0.262 | |
| 3  Teachers' Development and Engagement | 3.451 | 0.675 | M | 4.422 | 0.625 | H | 0.281 | 4 |
| 3.1. Teachers' development | 3.358 | 0.841 | M | 4.433 | 0.719 | H | 0.320 | |
| 3.2. Teachers' engagement | 3.498 | 0.700 | M | 4.417 | 0.643 | H | 0.263 | |
| 4  Leadership and Governance | 3.472 | 0.742 | M | 4.412 | 0.616 | H | 0.271 | 5 |
| 4.1. Senior Leader's vision | 3.451 | 0.818 | M | 4.447 | 0.652 | H | 0.289 | |
| 4.2. School governance and social contribution | 3.493 | 0.779 | M | 4.386 | 0.680 | H | 0.256 | |
| 5  Budget and Financial Management | 3.328 | 0.748 | M | 4.342 | 0.642 | H | 0.305 | 3 |
| 5.1. Strategic development plan | 3.163 | 0.857 | M | 4.316 | 0.719 | H | 0.365 | |
| 5.2. Strategy implementation | 3.493 | 0.831 | M | 4.367 | 0.663 | H | 0.250 | |
| Total | 3.316 | 0.582 | M | 4.333 | 0.548 | H | 0.307 | |

*Note:* L = Level , M = Moderate , H = High, PNI = Priority Needs Index

In each element of the current state Results of excellent management of school in Banteay Meanchey to enhance creative self-efficacy, Leadership and Governance Result has the highest mean value ($\bar{x}$ = 3.472, SD = 0.742), followed by Teacher Development and Engagement ($\bar{x}$ = 3.451, SD = 0.675 ), Budget and Financial Management ($\bar{x}$ = 3.328, SD = 0.748), Students' and Stakeholders' Engagement ($\bar{x}$ = 3.198, SD = 0.697), and Students' creative self-efficacy Result has the lowest mean values ($\bar{x}$ = 3.133, SD = 0.529).

Each element of the desirable state Results of excellent management of schools in Banteay Meanchey to enhance creative self-efficacy, the result of Teacher Development and Engagement has the highest mean value ($\bar{x}$ = 4.422, SD = 0.625). It is followed by Leadership and Governance ($\bar{x}$ = 4.412, SD = 0.616), Budget and Financial Management ($\bar{x}$ = 4.342, SD = 0.642), Students' and Stakeholders' engagement ($\bar{x}$ = 4.313, SD = 0.643), and Students' creative self-efficacy Result has the lowest mean values ($\bar{x}$ = 4.177, SD = 0.555).

The overall value of priority needs for development excellent school management in Banteay Meanchey to enhance students' creative self-efficacy in Results criterion is

$PNI_{Modified}$ = 0.307. When considering each sub-criterion of Results of excellence management, the Students and Stakeholder Engagement Result has the highest priority needs value ($PNI_{Modified}$ = 0.349), followed by Students' creative self-efficacy ($PNI_{Modified}$ = 0.333), Budget and Financial Management ($PNI_{Modified}$ = 0.305), and Teacher Development and Engagement ($PNI_{Modified}$ = 0.281). The Leadership and Governance Result has the lowest priority needs value for improvement ($PNI_{Modified}$ = 0.271).

Table 2 demonstrates that the priority needs for developing excellent school management in Banteay Meanchey to enhance students' creative self-efficacy in the school management Process is 0.283 ($PNI_{Modified}$ = 0.283). When considering each criterion of management Process, it reveals that the Measurement, Analysis, and Knowledge Management criterion ($PNI_{Modified}$ = 0.305) has the highest level of priority need for development, followed by School Operation ($PNI_{Modified}$ = 0.292), School Strategy ($PNI_{Modified}$ = 0.292), Students and Stakeholders ($PNI_{Modified}$ = 0.281), and Teacher and Educational staff ($PNI_{Modified}$ = 0.278). Leadership ($PNI_{Modified}$ = 0.254) has the lowest level of priority need.

**Table 2**  The current and desirable state and the rank of priority needs of the Process of excellent school management in Banteay Meanchey in enhancing students' creative self-efficacy

| The Process of excellent school management to enhance students' creative self-efficacy | Current State | | | Desirable State | | | PNI | Rank of |
|---|---|---|---|---|---|---|---|---|
| | $\bar{X}$ | SD | Level | $\bar{X}$ | SD | Level | Value | Priority Need |
| 1 Leadership | 3.430 | 0.632 | Moderate | 4.302 | 0.601 | High | 0.254 | 6 |
| 2 School Strategy | 3.346 | 0.670 | Moderate | 4.324 | 0.565 | High | 0.292 | 2 |
| 3 Students and Stakeholder | 3.363 | 0.648 | Moderate | 4.309 | 0.573 | High | 0.281 | 4 |
| 4 Measurement, Analysis, and Knowledge Management | 3.275 | 0.674 | Moderate | 4.274 | 0.580 | High | 0.305 | 1 |
| 5 Teacher and Educational staff | 3.389 | 0.661 | Moderate | 4.330 | 0.610 | High | 0.278 | 5 |
| 6 School Operation | 3.318 | 0.630 | Moderate | 4.286 | 0.584 | High | 0.292 | 2 |
| Total | 3.354 | 0.612 | Moderate | 4.304 | 0.556 | High | 0.283 | |

*The Result of the Second Research Objectives: (Proposed) Excellent School Management Approaches For Enhancing Students' Creative Self-Efficacy*

The excellent school management approaches for enhancing students' creative self-efficacy are proposed in order to respond to the priority needs values of the Results and Process of excellent school management in Banteay Meanchey.

Table 3 shows that in the Results criterion, the students and stakeholder engagement Result contain the highest priority needs value, while in the school management Process, the students and stakeholders' engagement stays in the fourth level of priority needs for development. The students' creative self-efficacy Result is contained in the second priority need value, while in management process, the school operation stays in the second priority needs value. The budget and financial management Result is in the third level of priority needs, whereas in management Process, school strategy stays in the second level of priority needs. The teacher development and engagement Result is in the fourth level of priority needs, while in management Process, Teacher and educational staff stays in the fifth priority needs value. The last Result, leadership and governance Result is in the fifth level priority needs for development, while school leadership stays in the sixth priority needs value in the management Process.

**Table 3** The overall view of priority needs of Results and Process of management towards excellence of schools in Banteay Meanchey to enhance students' creative self-efficacy

| Priority needs of Excellence School Management to Enhance Students' Creative Self-Efficacy | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| Results of excellent school management to enhance Students' creative self-efficacy | Priority needs of excellent school management (Process) | Creative thinking self-efficacy | | | | Creative performance self-efficacy | | |
| | | Fluency self-efficacy | Flexibility self-efficacy | Elaboration self-efficacy | Originality self-efficacy | Field self-efficacy | Personality self-efficacy | Persistence self-efficacy |
| Students' and Stakeholders' Engagement PNI $_{Modified}$ = 0.349 (1) | Measurement, Analysis, and Knowledge Management PNI $_{Modified}$ = 0.305 (1) <br><br> 1. Information, Knowledge, and technology management 0.308 <br> 2. Measurement and Analysis of school performance 0.302 | *Students and Stakeholders* PNI $_{Modified}$ = 0.281 (4) | | 0.281(2) | | | 0.282(1) | |
| | | 1. Student and Stakeholder's Engagement PNI $_{Modified}$ = 0.285 | | | | | | |
| | | 0.295 | 0.276 | 0.274 | 0.296 | 0.267 | 0.255 | 0.289 |
| | | 2. Student and Stakeholder's Expectations PNI $_{Modified}$ = 0.278 | | | | | | |
| | | 0.266 | 0.270 | 0.271 | 0.303 | 0.277 | 0.274 | 0.285 |
| Students' Learning PNI $_{Modified}$ = 0.333 (2) | | *School Operation* PNI $_{Modified}$ = 0.292 (2) | | 0.297(1) | | | 0.284(2) | |
| | | 1. Support and Improvement process PNI $_{Modified}$ = 0.297 | | | | | | |
| | | 0.312 | 0.304 | 0.298 | 0.298 | 0.293 | 0.286 | 0.288 |
| | | 2. Operational Effectiveness PNI $_{Modified}$ = 0.281 | | | | | | |
| | | 0.287 | 0.291 | 0.281 | 0.287 | 0.260 | 0.289 | 0.273 |
| Budget and Financial Management PNI $_{Modified}$ = 0.305 (3) | | *School Strategy* PNI $_{Modified}$ = 0.292 (2) | | 0.296(1) | | | 0.287(2) | |
| | | 1. Strategy Implementation PNI $_{Modified}$ = 0.296 | | | | | | |
| | | 0.292 | 0.301 | 0.290 | 0.311 | 0.288 | 0.301 | 0.289 |
| | | 2. Strategy Development PNI $_{Modified}$ = 0.289 | | | | | | |
| | | 0.297 | 0.290 | 0.278 | 0.309 | 0.285 | 0.271 | 0.291 |
| Teachers' Development and Engagement PNI $_{Modified}$ = 0.281 (4) | | *Teacher and Educational staff* PNI $_{Modified}$ = 0.278 (5) | | 0.281(1) | | | 0.274(2) | |
| | | 1. Teachers and Educational staff working environment PNI $_{Modified}$ = 0.286 | | | | | | |
| | | 0.295 | 0.283 | 0.288 | 0.291 | 0.280 | 0.294 | 0.276 |
| | | 2. Teachers and Educational staff's engagement PNI $_{Modified}$ = 0.269 | | | | | | |
| | | 0.257 | 0.265 | 0.278 | 0.292 | 0.262 | 0.256 | 0.274 |
| Leadership and Governance PNI $_{Modified}$ = 0.271 (5) | | *Leadership* PNI $_{Modified}$ = 0.254 (6) | | 0.263(1) | | | 0.242(2) | |
| | | 1. Senior leadership PNI $_{Modified}$ = 0.260 | | | | | | |
| | | 0.260 | 0.272 | 0.256 | 0.290 | 0.243 | 0.253 | 0.249 |
| | | 2. Governance and Societal contribution PNI $_{Modified}$ = 0.248 | | | | | | |
| | | 0.247 | 0.269 | 0.243 | 0.271 | 0.222 | 0.236 | 0.252 |

As a result, five main approaches are proposed for excellent school management to enhance students' creative self-efficacy in Banteay Meanchey. Each approach has two sub-approaches, and each sub-approach has three implementation methods (Figure 2 and Table 4).

Each sub-approach (sub) in Figure 2 requires the application of the following methods (Table 4):

**Table 4** Methods of excellent school management for enhancing students' creative self-efficacy

| Sub | Methods | Sub | Methods |
|---|---|---|---|
| 1.1 | (1) Offer multi opportunities for parents and community involvement in school <br> (2) Encourage teacher-parents collaboration in creating supportive home environment <br> (3) Motivate parents to share and learn from each other's experiences and problems | 1.2 | (1) Identify students' and stakeholders' needs and interests in creativity <br> (2) Include parents in school processes in both evaluation and decision making <br> (3) Identify and integrate resources of/from parents and community in school |
| 2.1 | (1) Coordinate with stakeholders and partners to design extracurricular activities <br> (2) Improve knowledge management system in school and classroom to be ready, accurate, modern, and efficient for creativity development <br> (3) Invite parents and the community to participate in monitoring and improving school's working process | 2.2 | (1) Regularly verify the readiness and safety of the classroom and school resources and environment <br> (2) Engage students with learning resources both inside and outside the wall of the school <br> (3) Motivate school self-evaluation processes |
| 3.1 | (1) Apply a variety of learning activities that respond to the goals of developing creative self-efficacy <br> (2) Increase access to ICT and Internet in school <br> (3) Share best practice between teachers in the school and school community | 3.2 | (1) Create the strategic plans based on the PDCA quality cycle to enhance the students' creativity development <br> (2) Involve key suppliers or partners in the process of developing school strategy <br> (3) Plan processes to mobilize and allocate the needed resources |
| 4.1 | (1) Create the feeling of shared ownership and responsibility with teachers <br> (2) Offer continuous professional development and support for teachers according to their needs and condition, developing knowledge and skills <br> (3) Reduce barriers to teacher professional development | 4.2 | (1) Train and encourage teachers to do action research or case study on creativity <br> (2) Provide opportunities for the teachers to share and apply new knowledge, experience, and resources <br> (3) Implement reward systems to encourage the involvement or ongoing improvement |
| 5.1 | (1) Shared school's vision, goals, and common sense to teachers and stakeholders to develop student's creative self-efficacy together <br> (2) Strengthen partnerships with the community, NGOs, and private sector to support creativity in school education <br> (3) Analyze the school's challenge in the development processes | 5.2 | (1) Increase school engagement in social events or work <br> (2) Inspire community partners to provide supportive services in school processes <br> (3) Promote school self-evaluation and external evaluation to review the school's performance |
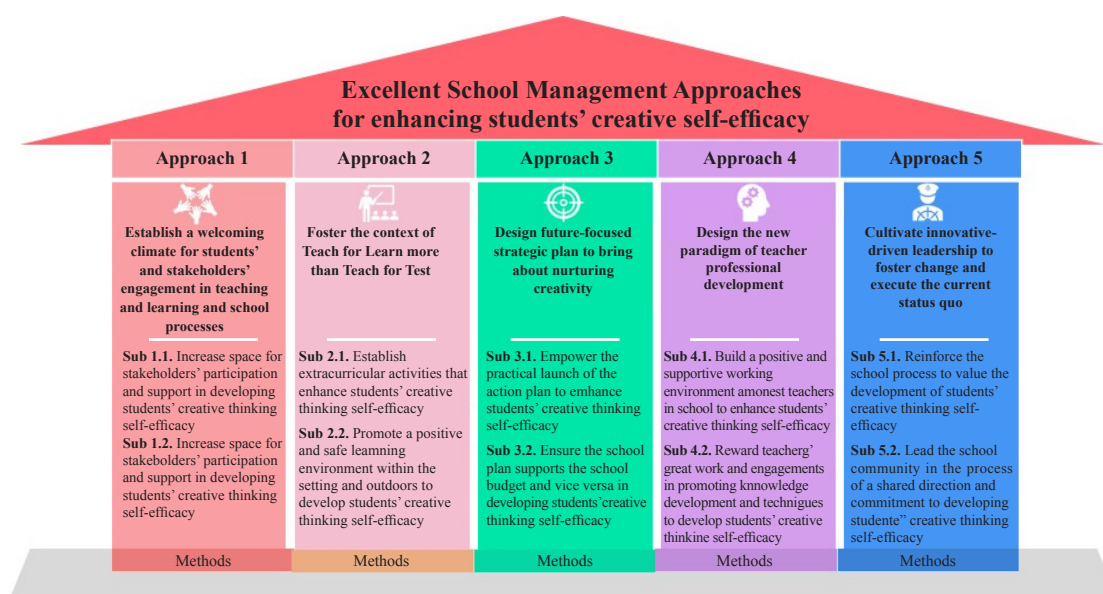


**Figure 2** Excellent school management approaches for enhancing students' creative self-efficacy

## Discussion

The finding reveals that there are needs for development in both the Results and Processes of excellent school management in Banteay Meanchey to enhance students' creative self-efficacy. In the Results Criterion, the highest need for development is the Students' and Stakeholders' engagement Result, the item *relationship between parents and teachers in observing students learning*. Schools in Banteay Meanchey need more collaboration from both parents and other stakeholders. The collaboration between school and stakeholders to develop strategy, program, and learning activity help to improve not only school quality and teacher capacity but also students creative achievement (Tabroni & Ismiati, 2021). Parents can assist their children in developing their creative self-efficacy by demonstrating autonomy and providing adequate support to help children overcome obstacles and hone their problem-solving skills (Liang & Yuan, 2020). To improve students, parents, and stakeholder's engagement in schools, directors must urgently find out barriers that block parents and stakeholder involvement, then design the strategy to deal with it (Hornby & Lafaele, 2011). However, to attract parents' attention and involvement, schools need to gain more insight into parents' attitudes and needs toward student achievement, then manage the policy directly aligned with their goals (Hornby & Lafaele, 2011) and the world trend. The diversity of parents' concepts, experiences, and knowledge effectively collaborate and promotes the development of creative and ground-breaking innovation in school (Secundo et al., 2020). Considering the Process of excellent management, the highest priority need for development is the measurement, analysis, and the knowledge management in school. Having Experienced the lockdown with unpredictable situations during the Covid-19 pandemic, Iacuzzi et al. (2021) claimed that schools must prioritize knowledge management and digital engagement to provide effective service and intellectual capital for both the new normal and the next normal world because the support of learning resources is crucial for creativity both in teachers and students. Resources, both digital and non-digital (such as books and online databases), serve as the framework for creativity, fostering the expression of creative ideas and fostering innovative problem-solving. (Richardson & Mishra, 2017). The director must deeply understand knowledge management, explain it to all teachers (Supermane & Tahir, 2018), and mobile the school's intellectual capital to cope with the changing nature of school effectiveness (Iacuzzi et al., 2021).

Excellent school management approaches for enhancing students' creative self-efficacy, first, is to establish a welcoming climate for students and stakeholders' engagement in teaching and learning process. Liang et al. (2022) suggested that today school must open and welcome involvement from both parents and learners because the participation of parents and other stakeholders in school education encourages students' autonomy and teamwork to explore and optimize creativity and innovation in the classroom (Secundo et al., 2020). To inspire parents and stakeholders to participate, the school must invite them to participate in the school process by involving them in project goal development, process monitoring, and evaluation (Karimi et al., 2020). Second, schools should immediately foster the context of Teach for Learn more than Teach for Test. Teaching for tests is unethical since it understates the amount of material students actually need to learn about a subject. Using practice tests merely to simulate exam questions won't help students grasp their concepts or skills (Jerald, 2023). Um Albaneen (2022) advised that school directors and teachers should include cooperative and authentic learning in the curriculum because they allow students to share, collect, and strengthen information about what they have learned and what they can apply to future problems. Moreover, schools should also build future-focused strategic plans, new paradigm for teacher development, and innovative leadership development. This is consistent with Alfuhaigi's (2014) finding that an organization must implement its strategic plan and goals in order to foster creative self-efficacy. Leader's concept of creativity (Tierney & Farmer, 2011), creative culture, numerous opportunities for creativity (Gong et al., 2020), creative network, creative autonomy support Hannah (2022) assist to promote individual's creative self-efficacy. Organizational structure and education are also factors (Chong & Ma, 2010).

## Conclusion

There is need for improvement in all criterion of excellent school management in Banteay Meanchey in order to enhance students' creative self-efficacy. However, the highest priority need in the Results criterion of excellent school management is about the students and stakeholders' engagement. School director, deputy director, and teachers believe that the satisfaction and

engagement of students, parents, and stakeholders in school is necessary. Schools want parents and community to participate more in teachings and learning process, school management process, as well as observing students learning. Schools also need to motivate good relationship between teacher and parents as well as teacher and students in order to foster students' creative self-efficacy. So, it is important for school to provide more space for students, parents, and community involvement by inviting them to be the member of the school management committee, motivating them to join school meetings and school activities, and listening to their voice carefully. Schools need to know clearly about what they need and what they can donate and share to schools. In the Process of excellent school management, the highest priority need is the measurement, analysis, and knowledge management criterion. Here, school director, deputy director, and teachers believe that it is necessary for school director to increase focus on monitoring and evaluating school performance and resources that promote students' creative self-efficacy. The school should promote the use of technology and digital platform in management process and teaching and learning process.

To enhance students' creative self-efficacy, the five approaches of excellent school management such as Establishing a welcoming climate for students' and stakeholders' engagement in teaching and learning and school processes; Fostering the context of Teach for Learn more than Teach for Test; Designing future-focused strategies plan to bring about nurturing creativity; Designing the new paradigm of teacher professional development; and Cultivating innovative-driven leadership to foster change and execute the current status quo need to be implemented in school. To apply the approaches effectively, all the related entities like school directors, management committee, students, parents, community, stakeholders, teachers, other educational staff need to understand clearly both approaches, sub-approaches, and methods — the discussion or the detail study on the approaches must be conducted in school. However, before applying the approaches, each school should self-evaluate the school's Results and Process in advance in order to find out which part of the school management the school needs to improve first and afterward. School needs to work as community that include all the related entities in all process of working to promote the students' creative self-efficacy. The directors absolutely need to ensure that the school environment is safe and motivate students' creativity and creative self-efficacy and all stakeholder engagement.

## Recommendation

This study found that the students and stakeholders' engagement in school management had a highest need for improvement. The director, school management committee, and teachers in Banteay Meanchey need to encourage parents and other stakeholders to participate in school activities, manage time spent explaining the school's vision and goals to them, and create a community of parents who work closely with the school to motivate the skill. In addition, the director and the management committee of the school need to comprehend the demands of the parents as well as their desire for their children's academic success. In order to help schools to attract students and stakeholders' engagement in schools effectively, future research should learn more about how parents perceive their participation in school and their need to participate in school administration processes.

This study has proposed five excellent school management approaches for enhancing student's creative self-efficacy in Banteay Meanchey. To put the approaches into practice, the management committee, parents, stakeholders, and teachers must all be involved in order for everyone to understand the approaches and how to put them into practice - change will occur when the methods are used. Thus, the next research should study to measure the effectiveness of excellent school management approaches in encouraging students' creative self-efficacy in Banteay Meanchey as well as other provinces in Cambodia.

## Conflict of Interest

The authors declare that there is no conflict of interest

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