

Exploring the mediating effect of team trust on creative school as input to professional learning opportunities

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Abstract: The study aimed to determine the effect of team trust on the practice of creative school in professional learning communities and the significance of team trust in their relationships. Respondents included 276 elementary teachers from 13 elementary schools in Calauan Sub-Office, Schools Division of Laguna. The study used a descriptive correlational design to see if the level of team trust among school personnel mediates the effect of creative school on the practice of professional learning communities. The data was gathered using a validated survey questionnaire. The data were analyzed using frequency, mean, standard deviation, Pearson-product-moment correlation and multiple regression. The study findings were summarized as teachers perceived a high practice in implementing creative school and practice of professional learning communities. The level of observing team trust is highly trusted. The correlation test between creative school and team Trust indicates a significant, strong, positive relationship. Team trust and creative school significantly impacted the practice of professional learning communities. The results suggest that team trust mediates the link between creative school and professional learning communities. Creative school and team trust account for the variance in professional learning communities. The study recommends that public teachers work hard to upgrade their physical facilities, such as ICT classrooms, school libraries, high-quality sports facilities, and physical equipment, with principals, local government agencies, and community leaders to help student learning outcomes greatly.

Keywords: Creative school, Team Trust, Professional Learning Communities

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INTRODUCTION

The world is changing dramatically and quickly, impacting the educational system, including how schools evolve and who runs them. Education aims to help students develop the various facets of their personalities rather than impart knowledge and facts (Abunasser, 2012).

A creative school is necessary to accommodate the rapid development of the time. This requires creative human resources, which various internal and external circumstances can influence (Rachmawati, et al., 2020).

Trust influences almost every type of social relationship. It influences people's decisions regarding whether and how they will engage with others. On the other hand, Trust also affects how entire countries behave toward one another. Therefore, it is essential to comprehend the elements that affect the choice of Trust to engage in the entire range of social interactions (Hancock et al., 2023).

When teachers and the administration collaborate to support teachers' professional development and provide learning opportunities, professional learning communities demonstrate how the school is improving (DuFour, 2010).

Professional learning communities bring together organized groups of teachers to discuss methods and ideas for enhancing their teaching practices (Indeed Editorial Team, 2022).

Moreover, the impacts of leadership on teacher professional development are mediated by teachers' Trust in the school principal and their work. The impacts of leadership on teacher professional development are mediated by teacher work and trust in the school principal (Bektas et al., 2022).

In this regard, Trust within a team is essential. How principals can foster Trust by paying attention to the correlates of Trust that mediate student learning, teacher's success, and teacher professionalism, as well as the role that faculty trust in the principal plays in student learning (Tschannen-Moran & Gareis, 2015).

Statement of the problem

The study aimed to determine the effect of team trust on the practice of creative school in professional learning communities and the significance of team trust in the relationships of elementary school teachers in Calauan Sub-Office in the Division of Laguna.

Specifically, it sought answers to the following research questions posed in the study:

1) How do the teacher-respondents perceive the level of implementation of creative school practice in terms of new insights in training, flexible administrative structure, adequate physical space, and context of creative leadership?

2) What is the level of team trust on cognitive-based Trust as perceived by the respondents as to ability and predictability?

3) What is the level of team trust on affective-based Trust as perceived by the respondents as to benevolence and integrity?

4) What is the level of professional learning communities as to supportive and share leadership, shared values and vision, collective learning and application, shared personal practice, and supportive conditions-relationship?

5) Is there a significant relationship between creative school and the professional learning communities and team trust?

6) Is there a significant relationship between team trust and professional learning communities?

7) Is the level of team trust significantly mediating the relationship between creative schools and professional learning communities?

METHODOLOGY

Research design

The study applied a descriptive and correlational approach to determine the relationship between the characteristics of creative schools and professional learning communities among teachers, as well as to examine the mediating effect of team trust. Descriptive research, as outlined by McCombes (2022), aims to describe and observe key features of the results without modifying them, providing precise and reliable descriptions of the sample and measurements. The study employed a random sampling technique to select the required respondents. It utilized a sample of 276 elementary school teachers from a total population in 22 schools of the Cauan Sub-Office, Schools Division of Laguna.

Locale of the study and respondents

The study was conducted in the Cauan Sub-Office, Schools Division of Laguna, involving 276 elementary school teachers from 22 selected schools. The demographic profile of the respondents included variables such as age, gender, civil status, highest educational attainment, designation, and length of teaching experience.

Research instruments

The research instruments included a questionnaire designed to assess the creative school environment, team trust, and professional learning communities. The creative school environment was assessed through sub-variables like new insights in training, flexible administrative structure, adequate physical space, and the context of creative leadership, based on the Creative School Model by Ebneroumi and Rishehri (2011) and the Four C Model of Creativity (2009). Team trust was evaluated through cognitive and affective team trust sub-variables inspired by Mayer's Tripod Model (1995). Professional learning communities were measured using supportive and shared leadership, shared values and vision, collective learning and application, shared personal practice, and supportive conditions-relationships, drawing from Hord and Sommers (2008) and Combes's Approach. The questionnaire's content was validated with the assistance of the adviser and panel members. An online pilot test was conducted with 30 teachers from Alaminos Central Elementary School-Alaminos Sub-Office. After a week, the same questionnaire was re-administered to check for validity, and the results were validated by a statistician.

Data analyses procedure

The researcher secured permission from the Schools Superintendent in the Division of Laguna through the Public Schools District Supervisors. Respondents were objectively selected, and questionnaires were distributed to school head and teacher respondents. Completed questionnaires were collected for data analysis. Statistical analyses were performed to summarize responses, including perceptions of the creative school environment, professional learning communities, and team trust, using mean and standard deviation. Pearson R Correlation was used to determine the correlation between independent and dependent variables, testing for significance at the 0.01 and 0.05 levels. The coefficient of determination (R^2) was used to gauge how effectively a set of predictor variables accounted for a certain response variable. A series of regression analyses were conducted to measure the impact of the creative school on professional learning communities, both directly and through the mediating effect of team trust.

FINDINGS AND DISCUSSION

Level of practice in implementing creative school

The finding provides an overview of the level of practice in implementing creative school indicators' mean scores, standard deviations (SD), and interpretations. Each interpretation shows "Highly Practiced," with an overall mean score of 4.16 and SD= 0.50.

Velasco et al. (2015) support this study by stating that learning is an interactive procedure in a designated setting, such as a creative school. Education aims to establish a teaching and learning environment that will result in the required changes in students. These goals will only be achieved if school facilities are sufficient, usable, and available (Reyes, 2013).

Level of observing on cognitive-based trust

The results showed that respondents generally rated Usually Observed or Highly Trusted regarding the ability and predictability of cognitive-based Trust. This observation is reflected in the resulting general mean score of 4.44 (SD = 0.55).

Additionally, it shows that school personnel usually observed their colleagues are more capable of carrying out their duties than they are in consistently adhering to the school's standards of behavior, as indicated by the higher mean score for Ability cognitive-based trust 4.45 (SD = 0.77) compared to the mean score of Predictability cognitive-based trust 4.42 (SD = 0.49). Ability shows how strongly respondents think their colleagues have the abilities and know-how to carry out duties in their particular fields successfully. Based on their experience and skill, they show a high degree of confidence in the ability of school personnel to produce high-quality work.

Furthermore, a slightly lower mean score of Predictability cognitive-based trust indicates that although colleagues' abilities are trusted, there might be some variation in how consistently they adhere to behavioral standards.

Level of observing on affective-based trust

The findings reveal that school personnel generally have a rating of "AO" or Very Highly Trusted regarding the benevolence and integrity of affective-based Trust. This observation is reflected in the resulting general mean score of 4.59 (SD = 0.44).

Additionally, benevolence got a higher mean score of 4.68 (SD=0.41). This indicates that respondents always observed their colleagues demonstrate a high level of kindness, positivity, and emotional support, leading to strong feelings of Trust and connection. It also reflects the importance of interpersonal dynamics, empathy, and positive interactions in building Trust among school personnel.

Furthermore, the slightly lower mean score of 4.47 (SD = 0.57) suggests that while integrity is valued, it is usually observed among the school personnel in shaping these trust perceptions.

Level of observing on team trust

The data presents the level of Observation on team trust. The data indicates that team trust is generally highly perceived by respondents, as evidenced by the mean score of 4.51 (SD = 0.45), which indicates that team trust is "Always Observed" (AO) or Highly Trusted.

Furthermore, the mean score for affective-based Trust was higher at 4.59 (SD = 0.44) than for cognitive-based trust at 4.44 (SD = 0.55).

This suggests that in contrast to cognitive-based Trust, which is based on ability (school personnel's knowledge, competence, and abilities) and predictability (school personnel meets the school's standards for reliability and uniformity in behavior), affective-based Trust in school personnel places a strong emphasis on benevolence (level of courtesy and positive attitude) and integrity (honesty, loyalty, fairness, integrity, and discretion). This implies that the emotional and optimistic attitude of team trust more significantly shapes the trust dynamics in the school.

Perceived level in professional learning communities

The data presents the summary of levels in Professional Learning Communities is exhibited. It is found that in professional learning communities, teachers are often Highly Practiced, as evidenced by the average mean of 4.47 (SD = 0.42). Notably, shared and supportive leadership had the lowest mean score of 4.40 (SD = 0.47). This emphasizes how important it is for principals to collaborate and facilitate teachers' participation in leadership and decision-making. Fostering a culture of cooperation, Trust, and shared accountability within PLCs is a critical function of effective leadership, eventually improving teacher empowerment and professional growth.

Moreover, it is significant that the category with the highest mean score—collective learning and application—was 4.53 (SD= 0.45) as Very Highly Practiced. This emphasizes how crucial it is for teachers at all levels to participate in processes that collaboratively seek out new information among staff members and use that knowledge to meet students' needs. This feature is essential to successful PLCs because it encourages ongoing learning, creativity, and enhancement of instructional strategies to benefit students.

The findings highlight the success and effectiveness of PLCs in fostering collaborative learning environments and promoting teacher engagement in professional development activities that directly impact student learning outcomes.

Correlation between creative schools and professional learning communities

The finding shows that there is a significant positive relationship between creative school and professional learning communities ($r=.642$, $p <0.01$). The significant positive relationship between creative schools and professional learning communities signifies a synergistic partnership that enhances the educational experience. When educators collaborate, innovate, and engage in continuous learning within a supportive environment, they are better equipped to meet the diverse needs of students and promote academic excellence.

Specifically, the flexible administrative structure has the highest correlation and significant strong positive relationship ($r =.655$, $p <0.01$) with professional learning communities regarding supportive and shared leadership, shared values and vision, collective learning and collection, shared personal practice and supportive conditions-relationships. It implies that the flexible administrative structure contributes significantly to establishing and succeeding professional learning communities within schools. Flexible administrative structures support the development of collaborative leadership within PLCs. School personnel can effectively lead PLCs toward common goals by adapting administrative practices to encourage shared decision-making, open communication, and collaborative problem-solving, fostering a culture of Trust, cooperation, and shared responsibility among members.

On the other hand, it also demonstrates a significant moderate positive relationship between adequate physical space ($r=.384$, $p <0.01$) and professional learning communities. This implies that professional learning community (PLC) development and success are related to the availability of enough physical space within schools.

Correlation between creative school and team trust

The result reveals the context of creative leadership has the highest correlation ($r=.681$, $p <0.01$) with team trust. This suggests that the context of creative leadership and team trust has a strong positive relationship, which highlights the critical role of leadership philosophies in

creating an atmosphere that supports Trust. The development of cognitive and affective-based Trust among school personnel is greatly aided by creative leadership, which fosters innovation, cooperation, and a common vision for educational improvement. This improves team dynamics and overall effectiveness within schools.

Cognitive-based trust is often perceived as less risky compared to Affective-Based Trust, which involves benevolence and integrity. In task-oriented environments, Trust based on ability and predictability may be seen as more predictable and less susceptible to emotional fluctuations or interpersonal dynamics. Educational settings often prioritize task completion, professional competencies, and performance metrics. In such environments, Trust is frequently built upon objective criteria related to competence, reliability, and the ability to deliver results, aligning more closely with Cognitive-Based Trust. Performance evaluations and assessments within schools typically focus on measurable outcomes, academic achievements, and job-related competencies. These evaluations reinforce Trust based on cognitive dimensions, as individuals are assessed and recognized for their professional capabilities and reliability in fulfilling their roles. Clarity in roles, responsibilities, and expectations contributes significantly to the development of Cognitive-Based Trust. When individuals understand their responsibilities and the criteria for success, trust naturally forms around their ability to perform tasks competently and reliably.

It also shows team trust has a moderate positive correlation ($r = .345$, $p < 0.01$) to adequate physical space. This suggests that while adequate physical space is moderately practiced, it positively impacts team trust within schools.

The analysis revealed that cognitive-based Trust has a significant moderate positive relationship with adequate physical space ($r = .381$, $p < 0.01$) and a significant weak positive relationship between affective-based Trust and adequate physical space ($r = .223$, $p < 0.01$).

It also reveals that Cognitive-Based Trust, characterized by levels of ability and predictability among school personnel, has a significant moderate positive relationship ($r = .381$, $p < 0.01$) with adequate physical space. This implies that when school personnel perceive each other as competent and reliable and have confidence in each other's abilities to collaborate and complete tasks on schedule, adequate physical space further enhances their Trust in the team.

On the other hand, Affective-Based Trust, rooted in benevolence and integrity among school personnel, shows a significant but weak positive relationship ($r = .223$, $p < 0.01$) with adequate physical space. This suggests that while physical space does play a role in fostering emotional connections and perceptions of sincerity and integrity within the team, its impact is comparatively weaker than its influence on cognitive aspects of Trust.

Furthermore, a significant positive relationship exists between creative school and team Trust ($r = .693$, $p < 0.01$). This substantial correlation underscores the intrinsic connection between the creative school of educational institutions and the trust dynamics within their teams. Creative schools, characterized by their innovative approaches to teaching and learning, flexible administrative structures, emphasis on new insights in training, flexible administrative structure, adequate physical space and context of creative leadership, are found to be closely intertwined with the level of Trust among their teams. The positive relationship between creative school and team Trust signifies that an environment fostering creativity cultivates a strong sense of Trust among school personnel. This Trust is multifaceted, encompassing cognitive-based Trust built on perceptions of ability and predictability and affective-based Trust rooted in feelings of security, connection, sincerity, and integrity.

Correlation between team trust and professional learning communities

The findings reveal that cognitive-based Trust has the highest correlation ($r=.688^{**}$, $p < 0.01$) with supportive and shared leadership. This shows that teachers' and staff members' trust in one other's competence and dependability is increased when school administrators participate in collaborative decision-making and offer steady support. It also shows that while cognitive-based trust and shared personal practice have a strong positive correlation, this relationship is not as strong as it is when it comes to other practices of professional learning communities.

In addition, affective-based Trust has the highest correlation ($r=.675^{**}$, $p < 0.01$) with supportive and shared leadership. This positive connection suggests a large increase in affective-based trust among school staff as supportive and shared leadership practices grow inside a school. School leaders can foster affective-based Trust, defined by a sense of security and solid interpersonal relationships, by including staff members in decision-making, offering continuous support, and exhibiting authentic concern and respect.

This suggests that supportive and collaborative leadership is essential to building team trust in a school. The highest positive correlation ($r=.759^{**}$, $p < 0.01$) with supportive and shared leadership indicates that team members' Trust is greatly increased when leaders practice shared and supportive leadership. This is probably because these leadership behaviors encourage openness, diversity, and respect for one another—all necessary for creating a strong sense of Trust among team members.

However, although shared personal practice—where teachers work together and exchange ideas about how to teach—also fosters team trust, its influence is comparatively less pronounced, as evidenced by the lower correlation ($r=.513^{**}$, $p < 0.01$) with shared personal practice. This implies that mutual practice is crucial for developing teamwork and Trust.

Regression of creative school on team trust

Using the simple regression analysis, the result shows the $F(4, 271)=110.745$ and $p=.000$. Hence, it signifies the rejection of the null hypothesis. The $R^2=.620$ implies that the practice of creative school affects 62.00 % of the respondents' variance in the level of team trust.

The context of creative leadership has a significant positive relationship with team trust ($\beta=.149$, $p < .002$). This suggests that team trust increases by .149 as the context of creative leadership increases. Team trust increases as creative leadership context is practiced more frequently. Creative leadership fosters a culture of openness, understanding, empathy, and collaboration that tremendously impacts team trust. The acts and behaviors of creative leaders improve performance, communication, and teamwork by fostering a sense of Trust among team members. Trust between team members facilitates a positive school culture that is defined by respect for one another, cooperation, and shared ownership of tasks and goals. Teachers and other staff members are inspired, driven, and empowered to share ideas, offer criticism, and cooperate to accomplish shared goals. Invest in leadership development programs that improve a leader's capacity for decision-making, empathy, communication, and building team trust. Give leaders the tools they need to become emotionally intelligent communicators, skilled conflict mediators, and collaborative leaders through training, coaching, and support. Encourage school personnel to collaborate, communicate, and share ideas by creating regular meetings, open channels of communication, and feedback systems. To foster openness and Trust, allow team members to voice their opinions, submit suggestions, and participate in decision-making. To strengthen a culture of gratitude, support, and acknowledgment, acknowledge and value team members' contributions, efforts, and

accomplishments. Celebrate victories, credit individual and group efforts, and encourage an inclusive, grateful, and positive school climate.

Furthermore, adequate physical space has a significant negative relationship with team trust ($\beta = -.299$, $p < .000$). With the increase in team trust, there is a corresponding decrease in the adequate physical space of .299.

School personnel are more likely to work together and engage more when there is less physical distance between them. Close collaboration creates a sense of camaraderie and mutual support among teachers in professional learning communities, where they collaborate to develop creative school practices and share expertise. Teachers develop mutual trust in each other's skills and perspectives during cooperative problem-solving and experimenting in a common area.

On the other hand, larger schools may see a more divided social network as cliques or groups emerge around common values, passions, or allegiances. Rumors can be employed to strengthen group identities or acquire power in these social circles, escalating tensions and eroding confidence among teachers. Communication can become more difficult in a big physical environment because of physical obstacles, noise, and distractions. These challenges can impede efficient communication and teamwork, making it challenging for school personnel to build rapport and function cohesively. It can be challenging for school leaders to build Trust and a sense of community among staff in a large space. Effective leadership can only establish a culture of openness, transparency, and respect for one another. Still, these efforts may be upset if team members face physical barriers to communication and teamwork.

Likewise, the flexible administrative structure has a significant negative relationship with team trust ($\beta = -.136$, $p < .043$). Teachers in schools may begin to lose Trust in one another if they believe they must handle everything independently. When they always feel they are on their own, it may be a symptom that their colleagues are not supporting them. This impression can cause them to feel alone and frustrated, eroding their Trust in their coworkers' capacity to help or work well together.

However, when they feel unmotivated to work on tasks alone, teachers frequently turn to their colleagues for assistance or collaboration. This may include delegating tasks or requesting assistance to do them. A teacher demonstrates their Trust in their colleagues' abilities to contribute to the task at hand when they rely on them in this way.

Researchers Fairman et al. (2015) state that a teacher's leadership role aims to collaborate with colleagues to enhance instruction and student understanding. Collaboration and multidisciplinary teamwork are common places for creativity to surface. Team members are urged to work together across departments, grade levels, and disciplines in a creative school setting. They can produce original ideas by combining their viewpoints and areas of expertise. Relationships, Trust, and collaboration are crucial for teachers' leadership development and school improvement. This collaborative culture encourages Trust as team members rely on one another's talents and contributions to accomplish collective success.

Regression on team trust affecting professional learning communities

The data shows the effect of team trust on the practice of professional learning communities shown by the regression coefficient (β coefficient = .644, $p < .000$), which means that 64.4 % of the respondents' variance to the practice of professional learning communities is explained by team trust. At the same time, the rest is not included in the study. There is a significant relationship between team trust and professional learning communities.

This clearly shows when team trust is high, teachers feel motivated and energized to collaborate, share ideas, and support each other's professional development. Teachers are

more willing to participate in PLCs, knowing their contributions are valued and can rely on their colleagues' support. Cognitive-based Trust, through ability and predictability, ensures that teachers believe in their colleagues' competence and reliability. This belief fosters a collaborative environment where educators feel confident in working together. Teachers engage in joint planning and problem-solving, trusting that their colleagues will contribute effectively and consistently. Affective-based Trust, through benevolence and integrity, creates a supportive and ethical environment. Teachers who feel cared for and treated fairly are likelier to invest in collaborative efforts. Teachers support each other in implementing new teaching strategies and addressing challenges, knowing they will be met with kindness and fairness.

Additionally, team trust enhances the effectiveness of PLCs by fostering a positive, collaborative culture. School leaders promote both cognitive and affective aspects of Trust within the school. Encourage professional development and provide opportunities for teachers to build relationships and collaborate.

Further, in the study of Zheng et al. (2016), trust in colleagues is the confidence and assurance that individuals have in the skills, dependability, and intentions of colleagues. It is the foundation of productive collaboration and teamwork in any professional environment. Colleagues' Trust also mitigated the impact of leadership practices on professional learning communities in one another.

Regression of professional learning communities on creative school

The findings reveal the $F(3, 272) = 82.194$ and $p = .000$. Hence, it signifies the rejection of the null hypothesis. This implies that the distribution of leadership among school personnel promotes cooperative decision-making. Teachers have similar aspirations for the school's advancement and student achievement. To enhance their teaching methods, they apply the training programs to manage complex situations in which their students have various needs. The size of the classroom equipment, including desks, is based on the age of the students, and they use their physical space to improve instructional tactics. They have opportunities for teachers to observe colleagues and provide support, which fosters cooperation and professional development.

Specifically, flexible administrative structure has a significant correlation with professional learning communities. It implies the effect of flexible administrative structure on the professional learning communities is shown by the regression ($\beta = .358$, $p < .000$), which means that 35.8% explains the effect. It indicates an inclusive and caring school climate where teachers feel respected, motivated, and inspired to work together and create, fostered by a flexible administrative structure. In PLCs, teachers are more likely to actively participate, exchange insights, look for solutions, and practice efficient teaching strategies that improve student learning results. School leaders, teachers, and staff can develop a sense of ownership, responsibility, and accountability for school development initiatives through collaboration and shared decision-making. Various viewpoints, group problem-solving, and cooperative projects to enhance instructional strategies, student involvement, and general school performance are advantageous to PLCs. Flexible administrative structures and PLCs work together to foster an innovative, professional development and continuous improvement culture in the school community. Teachers participate in reflective practices, data-driven decision-making, continuous professional development, and cooperative learning opportunities.

Additionally, school leaders are essential in creating a flexible administrative structure that promotes inclusive practices, cooperative decision-making, and an innovative and trusting school culture. To foster a collaborative and inclusive school culture, it is important

to ask teachers and staff for feedback, promote open communication, and supply resources and support for these efforts.

The new insights in training significantly correlate to the professional learning communities, as shown by the regression ($\beta = .137$, $p < .000$), meaning that 13.7% explains the effect. This suggests implementing new training insights into PLCs improves a collaborative learning environment characterized by innovation, Trust, respect, and a shared commitment to every student's academic achievement. The benefits of a supportive learning environment for students include collaborative learning, reflective practices, and efficient modification of teaching approaches to match the requirements of diverse pupils. School leaders are crucial in fostering and enabling unique training programs within an inventive school leadership framework. In addition to actively engaging in brand-new PLC activities and training courses, teachers also share best practices, welcome criticism, foster a culture of continuous improvement, provide resources for introducing novel teaching techniques, acknowledge and celebrate PLC successes, and promote and support opportunities for professional growth.

Furthermore, the context of creative leadership significantly correlates with professional learning communities. It implies the effect of the context of creative leadership on the professional learning communities is shown by the regression ($\beta = .125$, $p < .000$), which means that 12.5% explains the effect. It suggests that a school leader's leadership style involves funding programs for leadership development that improve the leaders' capacity for empathy, communicating, making decisions, and fostering a pleasant school climate. Give school administrators the guidance, mentoring, and resources to cultivate emotional intelligence, resilience, and successful leadership techniques that foster cooperation and creativity inside PLCs.

To create a continuous improvement culture and foster Trust, school leaders and teachers should support collaborative practices, open communication, and shared decision-making procedures. PLCs should encourage regular meetings, feedback sessions, collaborative planning, and reflective practices to foster teacher collaboration, professional development, and student success. Encourage a culture shift in PLCs that prioritizes risk-taking, creativity, innovation, and ongoing learning. This shift should be backed by strong leadership and cooperative methods. Foster a supportive school environment, acknowledge and celebrate accomplishments, offer resources for creativity, and promote trial and error and shared accountability for school development initiatives.

In conclusion, a flexible administrative structure, new insights into training, and the context of creative leadership in creative schools have significant positive relationships with professional learning communities ($r = .690$). This suggests that professional learning communities increase by 47.5 % as the flexible administrative structure, new insights in training and context of creative leadership increase.

Mediating effect of team trust on creative school and professional learning communities/team trust mediates the effect of creative school to professional learning communities

The finding shows a significant positive relationship between creative school and team Trust ($B = 0.6207$, $p = .001$). This implies that incorporating creative school practices into the classroom encourages greater Trust among team members. Investing in creative school practices helps develop team trust and encourages innovation. Establishing an atmosphere that fosters innovative teaching and learning methods should be a top priority for school leaders, as this builds teacher confidence. Building Trust in the team on both an affective and cognitive level can result in stronger and more productive professional learning communities. Teachers taking part in and encouraging innovative teaching methods will probably increase

team members' Trust in one another. Enhanced Trust can lead to better teaching methods, more productive teamwork, and better student results. Teachers can create a more cohesive and encouraging professional community by emphasizing Trust's cognitive and dynamic aspects.

The final analysis showed that team trust (0.4270, $p=.001$) and creative school (27.29, $p=.001$) significantly impacted the practice of professional learning communities. The results suggest that team trust mediates the link between creative school and professional learning communities ($ab= 26.50$). This suggests that team trust plays a role in transmitting the effects of creative school practices on professional learning communities.

Creative school and team Trust account for 51.77% of the variance in professional learning communities. This large proportion suggests that these two variables are important predictors of their success.

Partial mediation was practiced since both creative school and team Trust were significant in the final regression analysis. By recognizing the partial mediation effect, the results highlight how important creative school practices and team trust levels are to the success of productive professional learning communities. Schools must focus on developing creative and trustworthy conditions to enhance their professional learning communities. Using both strategies, professional learning communities may become stronger and more productive, ultimately improving student results and school growth.

RECOMMENDATIONS

Based on the study's findings, several recommendations are offered to enhance the effectiveness of supervisory management and the occupational competence of elementary school teachers. Firstly, teachers should actively engage in conversations with school administrators, local government agencies, and community leaders to emphasize the value of upgrading physical infrastructure. Secondly, to boost team trust while raising student achievement and school community morale and ensuring everyone knows what is expected of them, the principal should set SMART goals—specific, measurable, achievable, results-oriented, and time-bound.

Furthermore, principals can improve the effectiveness and inclusivity of their leadership through the implementation of structured feedback systems, collaborative platforms, transparent communication, trust-building initiatives, and integrating feedback into professional development. Schools can increase the efficacy of PLCs by implementing flexible learning spaces, designating specific areas for collaboration, utilizing technology, and encouraging a shared space culture. Lastly, enhancing Affective-Based Trust through adequate physical space involves creating environments that support school personnel's well-being, collaboration, and professional growth.

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