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Visionary leadership and achievement motivation as predictors of teacher creativity: An empirical inquiry

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Abstract

This study investigates the impact of the principal's visionary leadership and achievement motivation on teacher creativity. The study employed quantitative correlational design, with a population of 684 civil servant teachers from public middle schools in Agam Regency. Using the Cochran formula with a 10% margin of error, the stratified proportional random sampling method selected a sample of 176 teachers. Data were collected through a validated and reliable Likert-scale questionnaire. The data were analyzed using SPSS version 26, including normality, linearity, multicollinearity, regression significance, and correlation tests. The results reveal that both the principal's visionary leadership and achievement motivation significantly enhance teacher creativity. These findings highlight the importance of improving both leadership and motivation to foster teacher creativity through targeted interventions.

Keywords

Achievement motivation, principal's visionary leadership, teacher creativity

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Introduction

Teachers are essential to achieving an optimal learning process and play an irreplaceable role in education (Sari, 2013). Their professionalism is crucial in guiding students toward maturity and independence (Putra et al., 2013). This aligns with Law No. 14 of 2005 on Teachers and Lecturers, which defines teachers as professional educators tasked with educating, teaching, guiding, directing, training, assessing, and evaluating students (Kurniawan & Hasanah, 2021). Sugiati et al. (2018) highlight that teachers are responsible for mastering and developing learning materials, planning lessons, and assessing student learning activities. The overall quality of education relies heavily on the creativity and innovation demonstrated by teachers (Putra et al., 2013).

Teacher creativity involves the ability to design innovative teaching strategies or enhance existing methods to deliver knowledge in engaging and meaningful ways (Nurchaya & Hadijah, 2020). It is closely linked to student comprehension; when teachers employ creative approaches, students find it easier to understand the material (Waritsman & Hastina, 2020). According to Trevallion and Nischang (2021), creativity in learning is the development of potential beyond the limits of intelligence. It involves discovering innovative and enhanced approaches to address educational challenges. Teachers must design unique and engaging methods to motivate students' learning (Waritsman & Hastina, 2020). Creativity is essential in learning, and teachers are required to demonstrate and show the process of creativity.

Several studies have demonstrated that one of the challenges in the field of education is fostering teacher creativity. This can be seen in the use of learning methods that rely solely on lectures. Additionally, many teachers are less creative in utilizing learning media. This situation causes some students to lose enthusiasm for following the lesson, resulting in suboptimal learning outcomes. According to Badriah and Sholicha (2017), the results of the questionnaire indicated that teacher creativity remains in the moderate/sufficient category, even in the low and very low categories. Based on the researchers' observation, it was found that teachers have not consistently demonstrated high implementation levels of creativity in their learning approaches. This finding aligns with the following phenomena:

- Teachers are less creative in applying models, approaches, and learning methods in the classroom, resulting in learning activities that are often boring because they are not tailored to meet the needs of students. This will have a negative impact on achieving quality education goals.
- Teachers are less creative in presenting learning materials, as evidenced by their delivery of monotonous materials and conventional learning activities.
- Teachers are less creative in utilizing learning media; this is evident in the learning activities they conduct, where teachers often use printed books as the sole learning source and do not utilize other electronic-based media to support learning.
- Teachers have not been able to implement learning planning properly. They often struggle to select the appropriate techniques, strategies, and learning models to achieve their desired goals. Furthermore, the practice of creativity and innovation in learning remains rare. Most teachers are trapped in a learning routine that relies on lecture or

discussion methods (teaching-based methods), where the teacher explains the material at length while students listen and take notes.

Regarding the phenomenon of teacher creativity, it is important to explore the factors that contribute to it. It is necessary to study the factors that cause various problems in teacher creativity. One of the key causal factors is the visionary leadership demonstrated by the principal. The principal's visionary leadership plays a vital role in improving teacher creativity. In the context of education, principals implement leadership that focuses on day-to-day management and create an environment that encourages innovation and professional development among teachers. Principals can improve the quality of education by using visionary leadership to encourage teachers to be creative and come up with new ideas. The principal's visionary leadership is critical in determining the work motivation of teachers.

By creating a clear vision and an environment that supports innovation, empowerment, effective communication, risk-taking, and continuous learning, principals can boost teacher motivation and performance in their schools (Ariyani & Zuhaery, 2021). A visionary principal sets long-term visions and goals, providing inspiration and support that encourages teachers to work more enthusiastically. By creating an inspiring vision and a supportive work culture, a visionary principal can motivate teachers to work harder with passion and full a commitment to improving the quality of education. In addition, another factor that influences teacher creativity is the teacher's achievement motivation. This conclusion is supported by research conducted by Widana et al. (2018), which suggested that increasing teacher creativity can be achieved by enhancing teacher achievement motivation as teacher motivation has a positive impact on teacher creativity in the teaching context.

Motivation is a process that energizes, directs, and sustains a person's efforts are energized, directed, and sustained towards achieving goals (Bushi, 2021). The concept of achievement motivation was also put forward by David McClelland and his colleagues, who explained that 'when a need is strong in a person, its effect is to motivate her to use behavior leading to its satisfaction. For example, a worker with a high need for achievement would set challenging goals, work diligently to achieve them, and utilize their skills and abilities to accomplish these objectives. From the description of the theory put forward above, it can be synthesized that achievement motivation is the drive or desire to achieve the best work results shown by behavior in (1) working diligently, (2) persistence to obtain maximum work results, (3) maximum ability to work, (4) independence to act, (5) willingness to achieve more work standards, and (6) willingness to complete tasks according to maximum standards.

Methodology

Research design, site, and participants

This study employed a quantitative correlational design. The population comprised all civil servant teachers at SMP Negeri Agam Regency, totaling 684 teachers. Using the Cochran formula with a 10% margin of error, the stratified proportional random sampling method selected a sample of 176 teachers. The instrument used to collect data for the three research variables was a questionnaire compiled using a Likert scale model with five alternative answers: Always (A), Often (O), Sometimes (S), Seldom (S), and Never (N). In this research, the

questionnaire used is closed; namely, the answers have been provided, and the research sample only needs to choose one of the available alternative answers. Data collection in this research was carried out after the results of testing the research instruments were declared valid and reliable. Thereafter, descriptive analysis was conducted to test the analysis requirements in this case, specifically the normality test, homogeneity test, and multicollinearity test. Hypothesis testing was also conducted, specifically through simple linear regression testing and multiple regression testing.

Data collection and analysis

The instrument used in this research was a questionnaire based on a Likert scale, with five alternative answers, namely, Always (A), Often (O), Sometimes (S), Seldom (S), and Never (N). In this research, the questionnaire used was closed; namely, the answers had been provided, and the research sample only needed to choose one of the available alternative answers. Data collection in this research was carried out after the results of testing the research instruments were declared valid and reliable. Thereafter, descriptive analysis was conducted to test the analysis requirements in this case, specifically the normality test, homogeneity test, and multicollinearity test. Hypothesis testing was also conducted, specifically through simple linear regression testing and multiple regression testing.

Findings

Normality test

The normality of the teacher creativity (Y), visionary leadership (X1), and achievement motivation (X2) variables was tested using the Kolmogorov-Smirnov test. Data can be normally distributed if KS has a significance level (Asymp.Sig) > 0.05; conversely, if the significance level (Asymp.Sig) < 0.05, then the data are not normally distributed. Table 1 displays the examination results.

Table 1. *Summary of the normality test results*

KS test	Teacher creativity	Visionary leadership	Achievement motivation
Statistics test	.056	.060	.060
p = Asym sic value	.200	.200	.200

In Table 1, the significance value of each variable is greater than alpha 0.05. Thus, the second requirement, namely data normality, has been met.

Homogeneity test

The data homogeneity test was conducted to determine the similarity of variance of the dependent variable of teacher creativity (Y) in each group of independent variables, including

visionary leadership (X_1) and achievement motivation (X_2), to determine whether Levene meets the requirements or not. The test method is used. As a testing criterion, if the significance value is > 0.05, then it can be said that the variance of two or more data groups is the same, as shown in Table 2 below.

Table 2. *Summary of homogeneity test results*

Variables	Levene statistics	df1	df2	Sig	Note
Visionary leadership (X_1)	1.152	34	134	.281	Homogeneous
Achievement motivation (X_2)	1.329	31	139	.136	Homogeneous

Based on Table 2, the results of the teacher creativity analysis (Y), which include visionary leadership (X_1) and achievement motivation (X_2), are homogeneous, meaning the data variance group Y over X_1 and X_2 is homogeneous. This means that the homogeneity requirement is fulfilled.

Multicollinearity test

The multicollinearity indicates that the independent variables must be free from multicollinearity symptoms (correlation between independent variables) to determine the presence or absence of multicollinearity. This can be seen through the Variance Inflation Factor (VIF) < 10 and Tolerance > 0.1. Table 3 displays the results of the multicollinearity test.

Table 3. *Summary of multicollinearity test results*

Model		Collinearity statistics	
		Tolerance	VIF
1	(Constant)		
	X_1 (Visionary leadership)	.994	1.006
	X_2 (Achievement motivation)	.994	1.006

The VIF (variance inflation factor) value of both independent variables is < 10, and the tolerance value is > 0.1. Therefore, visionary leadership and achievement motivation are not related, and there is no multicollinearity issue.

Linearity test

The requirement is to test the regression line of the independent variables against the dependent variable. This regression line test is conducted to determine whether the data on visionary leadership and achievement motivation variables exhibit a linear relationship with the teacher creativity variable. The decision on whether the regression line is linear is tested using the F-test with a significance level of 0.05, indicating that the regression line is linear. However, if the F significance value is smaller than alpha 0.05, it means that the regression

line is not linear. The summary results of the linearity test between X_1 and X_2 against Y are presented in Tables 4 and 5.

Table 4. *Summary of results of linearity test analysis of x_1 against y*

Sources	Sum of squares	Df	MS	F	*P*
Deviation	2336.600	39	59.913	.856	.708
In group	9452.356	135	70.017		
Total	11901.250	175			

Table 5. *Summary of results of x_2 linearity test analysis against y*

Sources	Sum of squares	Df	MS	F	*P*
Deviation	2615.366	38	68.825	1.121	.311
In group	8347.219	136	61.377		
Total	11901.250	175			

Hypothesis testing

The influence of visionary leadership on teacher creativity

The first hypothesis tested in this research is that visionary leadership has a positive influence on teacher creativity. To test this hypothesis, the correlation analysis between visionary leadership scores and teacher creativity is presented in Table 6.

Table 6. *Summary of the results of the correlation analysis between visionary leadership (x_1) and teacher creativity (y)*

Model Summary

Model	R	R-Square	Adjusted R Square	Std. Error of the Estimate
1	.858[a]	.736	.731	7.266

a. Predictors: (Constant), Visionary leadership

The calculation results in Table 6 show that the correlation coefficient between the principal's visionary leadership variable and the teacher's creativity variable is 0.858, and the determination coefficient is 0.736. This means that the principal's visionary leadership on teacher creativity is 73.6%. The figure of 73.6% was obtained by applying the formula proposed by Usman (2010), which states that the independent influence value on the dependent variable can be calculated using the following formula: coefficient of determination = $r^2 \times 100\%$. It can be calculated that the coefficient of determination = 0.736 x 100 = 73.6%. Thus, it can be stated that the principal's visionary leadership has a significant relationship with teacher creativity, at 73.6%.

To determine whether the relationship is predictive, a simple regression analysis was conducted. The simple regression analysis yielded the regression equation $\hat{Y}$ = 75.623 +

0.569X1. This equation was then tested for significance using the F test. Table 7 provides a summary of the analysis results used to test the equation's significance.

Table 7. *Summary of the significance of the regression equation for visionary leadership on teacher creativity*

Sources	Sum of Squares (SQ)	Df	Mean Sum of Squares (SAR)	F count	ρ
Regression	8811.757	1	8811.757		
Residue	3167.920	174	52.799	166.894	0.000
Total	11979.677	175			

In Table 7, the F count value is 166,894 with a p value = 0.000 < α = 0.05. This means that the regression equation $\hat{Y}$ = 75.623 + 0.569 X1 is statistically significant, allowing it to be used to predict teacher creativity. The summary of the analysis results can be seen in Table 8.

Table 8. *Summary of the results of the visionary leadership coefficient test on teacher creativity*

Sources	Coefficient	*T*	Sig.
Constants	75.623	11.764	.000
Leadership visions	.569	12.919	.000

According to Table 8, the price of the regression coefficient is 12.919, and the significance level is 0.000. This means that the regression coefficient of 0.569 is significant and can be used to predict teacher creativity. The predictive power of the regression model found above is determined by the direction coefficient of 0.569. This means that every 1-point increase in the principal's visionary leadership will affect teacher creativity by 0.569. At the same time, the teacher's creativity value is already 75.623 without the principal's visionary leadership. For example, if the principal's visionary leadership score is 100 on the scale, then the teacher's creativity can be predicted at 75.623 + 0.569 × 100 = 132.523.

Based on the results of the tests carried out above, all are significant, so the hypothesis stating that the principal's visionary leadership affects teacher creativity can be accepted at the 0.05 confidence level, with an effect magnitude of 73.6%.

The influence of achievement motivation on teacher creativity

The second hypothesis tested in this research is that achievement motivation influences teacher creativity. To determine the effect of achievement motivation on teacher creativity, correlation analysis is used. Table 9 presents the results of the correlation analysis between achievement motivation scores and teacher creativity.

Table 9. *Correlation results of achievement motivation and teacher creativity*

Model Summary				
Model	**R**	**R Square**	**Adjusted Square**	**R Std. Error of the Estimate**
1	.861[a]	.742	.738	7.175
a. Predictors: (Constant), Achievement motivation				

The results in Table 9 show that the correlation coefficient between the achievement motivation variable and the teacher creativity variable is 0.861, and the determination coefficient is 0.742. This means that the achievement motivation for teacher creativity is 74.2%. The figure of 74.2% is obtained by applying the formula proposed by Usman (2010), which states that the independent influence value on the dependent variable can be calculated using the following formula: coefficient of determination = $r^2 \times 100\%$. It can be calculated that the coefficient of determination = 0.742 x 100 = 74.2%. Thus, it can be stated that achievement motivation has a significant relationship with teacher creativity of 74.2%.

To determine whether the relationship is predictive, a simple regression analysis was conducted. The results of the simple regression analysis calculation yielded the regression equation $\hat{Y}$ = 22,756 + 0.906X2. This equation was then tested for significance using the F test. Table 10 provides a summary of the analysis results used to test the equation's significance.

Table 10. *Summary of the significance of the regression equation for achievement motivation (x2) against the teacher creativity variable (y)*

Source	Sum of Squares (SQ)	Df	Mean Sum of Squares (SAR)	F count	ρ
Regression	8890.743	1	8890.743		
Residue	3088.935	174	51,482	172,695	0.000
Total	11979.677	175			

In Table 10, the F count value is 172,695 with a p value = 0.000 < α = 0.05. This means that the regression equation $\hat{Y}$ = 22,756 + 0.906 achievement motivation is significant, allowing it to be used to predict teacher creativity. The summary of the analysis results can be seen in Table 11.

Table 11. *Summary of the results of the test of the achievement motivation coefficient (x2) on teacher creativity (y)*

Sources	Coefficient	*T*	Sig.
Constants	22,756	2.206	.031
Motivation achievement	.906	13.141	.000

In Table 11, the regression coefficient t value is 13.141, and the significance level is 0.000. This means that the regression coefficient of 0.906 is significant and can be used to predict teacher creativity. The predictive power of the regression model found above is determined by the direction coefficient of 0.906. This means that every 1-point increase in achievement motivation will affect teacher creativity by 0.906. At the same time, the teacher's creativity value is already 22.756 on a scale that does not include achievement motivation. For example, if the achievement motivation score is 100 on a scale, then the teacher's creativity can be predicted by 22.756 + 0.906 x 100 = 113.756. Based on the results of the tests carried out

above, all of which are significant, the hypothesis that achievement motivation affects teacher creativity can be accepted at a confidence level of 74.2%, indicating a significant influence.

The influence of visionary leadership and achievement motivation on teacher creativity

The hypothesis tested in this research is that visionary leadership and achievement motivation simultaneously influence teacher creativity. To test this hypothesis, a multiple correlation analysis was used. The results of the multiple correlation analysis, examining the relationship between visionary leadership, achievement motivation, and teacher creativity, are presented in Table 12 below.

Table 12. *Summary of correlation analysis results between variables x1 and x2 against y*

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.895 [a]	.801	.794	6.361

a. Predictors: (Constant), achievement motivation, visionary leadership

Table 12 shows that the correlation coefficient (R = 0.895) is significant with **p** < 0.05, and the determination coefficient is 0.801. This means that the principal's visionary leadership and achievement motivation, combined with teacher creativity, account for 80.1% of the total. The figure of 80.1% was obtained by applying the formula proposed by Usman (2010), which states that the influence of the independent variable on the dependent variable can be determined by calculating the coefficient of determination using the following formula: coefficient of determination = $r^2 \times 100$. It can be calculated that the coefficient of determination = 0.801 x 100% = 80.1%. Thus, it can be stated that the principal's visionary leadership and achievement motivation together have a significant relationship with teacher creativity.

To determine whether there is a predictive relationship between the principal's visionary leadership and achievement motivation, along with teacher creativity, a multiple regression analysis was conducted, and the resulting regression equation was $\hat{Y}$ = 39.407 + 0.301X1 + 0.503X2. The equation needs to be tested for significance. A summary of the results from the significance test of the equations presented in Table 13.

Table 13. *Summary of the results of the regression analysis between variables x1 and x_2 against y*

Sources	SS	Df	MS	F_{count}	ρ
Regression	9592.412	2	4796.206		
Residue	2387.266	174	40,462	118,536	0,000
Total	11979.677	175			

Table 13 indicates that the calculated F-value is 118.536, and the p-value is 0.000, which is less than 0.05. This means that the regression equation $\hat{Y}$ = 39.407 + 0.301X1 + 0.503X2 is statistically significant, so it can be used to predict teacher creativity. Furthermore, the

significance test of the regression coefficient is carried out. The summary of the analysis results is presented in Table 14.

Table 14. *Summary of the results of the regression coefficient test of x_1 and x_2 against* y

Sources	Coefficient	*t*	Sig.
Constants	39.407	3.948	0.000
Visionary leadership	.301	4.164	0.000
Motivation to achieve	.503	4.392	0.000

In Table 14, the *t-coefficient* for the principal's visionary leadership regression is 4.164, with a p-value of 0.000, while the t-coefficient for the achievement motivation regression is 4.392, with a p-value of 0.000. This means that the regression coefficients of 0.301 and 0.503 can be used to predict teacher creativity.

The regression equation model $\hat{Y} = 39.407 + 0.301X1 + 0.503X2$ explains that the direction coefficient of X1 is 0.301 and the direction coefficient of X2 is 0.503. This means that every 1-scale increase in the principal's visionary leadership (X1) will affect the addition of teacher creativity value (Y) by 0.301 scale, and an increase in achievement motivation (X2) by one scale will affect the addition of teacher creativity value (Y) by 0.503. Previously, the teacher's creativity value was already a constant, namely 39.407 on the scale, unaffected by the two predictors. For example, if the principal's visionary leadership score and achievement motivation are each on a 100-point scale, then the teacher's creativity value can be predicted as follows: $\hat{Y} = 39.407 + 0.301 + 0.503 \times 100 = 90.008$.

Based on the test results above, the combined influence of the principal's visionary leadership and achievement motivation on teacher creativity is significant. Specifically, the principal's visionary leadership variable (X1) accounts for 73.6% of the influence on the teacher's creativity variable. The achievement motivation variable (X2) accounts for 74.2% of the variance in the teacher's creativity variable (X2). The variables of the principal's visionary leadership (X1) and achievement motivation (X2) on teacher creativity (Y) are 80.1%. At the same time, the rest is determined by other factors not included in this research.

Discussion

The influence of visionary leadership on teacher creativity

The results of this study reveal that the principal's visionary leadership has a significant influence on teacher creativity, contributing 73.6% to its variance. This finding supports the Transformational and Visionary Leadership Theory proposed by Mascareño et al. (2020), which emphasizes that visionary leaders inspire their followers by articulating a clear vision, setting high expectations, and encouraging innovation. In the educational context, visionary principals play a pivotal role as change agents who stimulate teachers to think creatively, adopt new methods, and develop innovative teaching strategies.

According to Taylor et al. (2014), visionary leadership refers to the ability of leaders to formulate and communicate an inspiring picture of the future that provides purpose and direction for the organization. A principal with a clear and inspiring vision can foster a positive

school culture, empower teachers, and cultivate an environment conducive to innovation. This aligns with Ariyani and Zuhaery (2021), who argued that innovative and entrepreneurial leadership styles significantly enhance the quality of teaching and learning by promoting creativity and professional growth among teachers.

Human capital theory views teachers as valuable assets, requiring effective leadership to develop and direct their potential. Visionary principals not only manage administrative tasks but also function as facilitators who provide opportunities for experimentation, collaboration, and reflective practice. Therefore, the stronger the principal's visionary leadership, the higher the level of teacher creativity in designing and delivering meaningful learning experiences.

The influence of achievement motivation on teacher creativity

The study also found that achievement motivation has a significant effect on teacher creativity, contributing 74.2% of its variance. This finding is consistent with David McClelland's Achievement Motivation Theory (1961), which posits that individuals with a high need for achievement tend to set challenging goals, seek feedback on performance, and take personal responsibility for outcomes (McClelland, 2015). Teachers with high achievement motivation are thus more likely to explore creative teaching techniques, develop engaging learning materials, and continuously improve their pedagogical practices.

This result is also supported by Widana et al. (2019), who found that work motivation and creativity significantly affect teachers' ability to develop HOTS-based assessments. High motivation encourages teachers to develop innovative lesson plans that foster students' critical and creative thinking skills. Additionally, this study reinforces Deci and Ryan's (1985) Self-Determination Theory, which emphasizes that intrinsic motivation—derived from autonomy, competence, and relatedness—leads to higher levels of creativity and productivity (Malek et al., 2020). Teachers with strong achievement motivation tend to work not merely for external rewards but because of an internal desire to master their craft and contribute meaningfully to student success. Consequently, strengthening teachers' achievement motivation is essential for fostering creativity in teaching.

The joint influence of visionary leadership and achievement motivation on teacher creativity

The findings further demonstrate that visionary leadership and achievement motivation together account for 80.1% of the variance in teacher creativity, indicating a strong combined effect. This result aligns with organizational behavior theory, which explains that individual performance and creativity are influenced by both personal factors (such as motivation) and situational factors (such as leadership style).

Visionary leadership establishes a supportive environment that encourages innovation, while achievement motivation provides the internal drive that propels teachers to take advantage of that environment. The interaction of these two factors creates a synergistic effect that enhances teachers' willingness and ability to innovate in their instructional practices.

This is also consistent with House's (1971) Path–Goal Leadership Theory, which posits that leaders influence subordinates' motivation by clarifying goals, removing obstacles, and

providing rewards and recognition. A visionary principal who provides direction, autonomy, and encouragement enables teachers to pursue creative approaches without fear of failure (Chen & Yuan, 2021). Hence, visionary leadership acts as an external catalyst that amplifies the internal drive generated by achievement motivation, resulting in heightened teacher creativity. Therefore, the synergy between visionary leadership and achievement motivation forms a strategic combination that significantly enhances teacher creativity. It highlights the importance of integrating leadership development with motivational strategies in educational institutions.

Theoretical and practical implications

From a theoretical standpoint, this study reinforces visionary leadership theory and achievement motivation theory as critical determinants of teacher creativity. It demonstrates that effective leadership and high motivation are not isolated constructs but interdependent forces that shape innovative behavior among teachers. Practically, these findings suggest that educational policymakers and administrators should prioritize leadership training programs that develop visionary and transformational competencies in principals. Schools should also design systems that strengthen teachers' intrinsic motivation—such as professional development opportunities, recognition for creative work, and autonomy in designing learning activities.

Furthermore, fostering a creative school culture that encourages experimentation, collaboration, and reflection can sustain long-term innovation. When teachers are motivated by achievement and guided by visionary leaders, they are more likely to engage in continuous learning, generate new ideas, and contribute to improving educational quality (Candrasari et al., 2023). The results of this study confirm that visionary leadership and achievement motivation, both individually and collectively, have a significant and positive influence on teacher creativity. Visionary leadership provides the external framework for inspiration and innovation, while achievement motivation serves as the internal driver for persistence and goal attainment. The integration of these two elements fosters a productive educational environment that encourages teachers to experiment, take risks, and develop creative instructional solutions that enhance student learning outcomes.

Conclusion

Based on the results of the analysis, the conclusions are: (a). the study found that the principal's visionary leadership significantly influenced teacher creativity, accounting for 73.6% of its variance. Therefore, Ho1 is rejected and Ha1 is accepted. This indicates that the more effective the principal's visionary leadership is, the greater the creativity of junior high school teachers in Agam Regency will be. (b). The results of the research indicated that achievement motivation significantly influenced teacher creativity by 74.2%. This means that 74.2% of the variance in teacher creativity is attributed to the influence of achievement motivation. Therefore, Ho1 is rejected and Ha1 is accepted. This result indicates that the higher the achievement motivation, the greater the increase in teacher creativity. Public Junior High School in Agam Regency. The results of the research indicated that the principal's visionary

leadership and achievement motivation together influenced teacher creativity by 80.1%. This indicates that the higher the level of the principal's visionary leadership, the stronger the achievement motivation. The more creative the teachers at junior high schools in Agam Regency are, the more creativity will be increased.

Disclosure Statement

No potential conflict of interest was reported by the authors.

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