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How to foster students' creativity? The effects of teacher subjective well-being mediation on the intellectual humility

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ABSTRACT

Creativity is widely recognized as one of the essential skills in the 21st century. However, Indonesian students are not considered to possess this characteristic as they belong in rank 115 out of 139 countries on Global Creativity Index in 2015. This leads to the question of whether these students are fostered to think creatively, especially since Indonesian teachers are regarded to hold higher demands and workloads that might limit the attempt for encouraging creativity. This study explores this phenomenon by observing the factors enabling creativity fostering teacher behavior (CFTB). The intellectual humility possessed by the teachers is hypothesized to be predictive for the CFTB through the mediation of teacher subjective well-being. Three instruments were applied in this study: Creativity Fostering Teacher Behavior Index by Soh (2000), Intellectual Humility Scale by Porter & Schumann (2018), and Teacher Subjective Wellbeing Questionnaire by Renshaw, Long & Cook (2015). Data of 534 teachers from 8 provinces in Indonesia (29.2% males, 70.8 females; M-age = 39.18, SD = 10.25) showed that intellectual humility predicted the CFTB while the teacher subjective well-being served as a partial mediator.

Keywords: creativity fostering teacher behavior, intellectual humility, teacher subjective well-being, high school students

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INTRODUCTION

Teachers play a crucial role in educating the nation's next-generation, particularly in ensuring the readiness of Indonesia's young generation to encounter the industrial revolution 4.0 era. A study by Metzler & Woessmann (2012) explained that teachers' quality is a key factor in determining the results of students' learning. Qualified teachers will influence their students to acquire a better achievement. These teachers are often characterized by providing constructive feedback and instruction, and being engaged with their students (Hairrell, Rupley, & Simmons, 2011). Similar characteristics are applied in fostering creativity, in which it is found that the teaching methods, the teachers' perceptions on creativity as shown by students, and how they evaluate students' knowledge are all predictive to the encourage students' creativity (Beghetto, 2010; Beghetto & Kaufman, 2014; Soh, 2017).

The extent to which the teacher encourages and nurtures the students' creativity is identified as creativity fostering teacher behavior (CFTB). CFTB itself is defined by Cropley (1997) as a teachers' constant effort to promote autonomous and flexible thinking in students, equip students with a variety of knowledge to think differently, encourage students to solve problems in new methods, and help students overcome obstacles and failures. The CFTB is operationalized into nine behavior indicators or aspects, including (1) providing support to students for autonomous learning, (2)) offering cooperative and socially integrative learning styles, (3) providing motivation for students to conquer factual knowledge, (4) delaying to assess students' ideas until these ideas have been clearly materialized, (5) providing support for flexible mindset, (6) developing self-evaluation in students, (7) providing serious responses to student

suggestions and questions, (8) offering students to work in various conditions with various materials, and (9) assisting students in overcoming frustration and failure. In conclusion, teachers with high degree of CFTB show a teaching style that provides students the freedom to express themselves and provides support for students to conduct self-evaluation. They also take the suggestions and questions asked by students seriously and helps students dealing with failure.

Turner (2017) is among the experts who explored the factors which enable teachers to foster students' creativity. He found that the CFTB is influenced by (1) teacher's experiences and teacher attitudes towards creative behavior, (2) working environment, including the creativity style and stress from the school as institutions and/or friends, and (3) a cultural enironment, where creativity can develop in a high level of trust and low level of fear, efficient and effective communication, the possibility of self-determination while also allowing a room for interdependency. Although teachers experience stress in carrying out their roles (McInerney, Korpershoek, Wang, & Morin, 2018), this cannot be generalized to all teachers. The results of Ekawanti & Mulyana's study (2016) on junior high school teachers revealed that teachers with good self-regulation were able to manage their stress to carry out their roles properly. Teachers' ability to deal with stress is also related to teacher's attitudes toward creativity. Some of the personal factors seem to serve as a buffer regardless of the burdening situation and teacher's workload. One of the factors is intellectual humility.

Porter & Schumann (2018) defines intellectual humility as the ability to recognize the limits of a person's knowledge and appreciating others' intellectual strengths. Intellectual humility involves being humble about how a person acquires and applies knowledge, which often seems an epistemic virtue that promotes being a respectable educated person. The characteristics of an intellectually humble person include the lesser tendency to (a) feel threatened by intellectual disagreements, (2) be overconfident about their knowledge; and respect others' perspectives, which leads to the openness to improving their perspectives (Krumrei-Mancuso & Rouse, 2016). It can be seen that some of the teachers' behaviors in fostering creativity for their students resemble the character of an intellectually humble person. Rowatt, Powers, Targhetta, Comer, Kennedy & Labouff (2006) attempted to explore how they found that in an educational context, students who approach a new discipline with humility may achieve more learning than students who approach the new area with arrogance or conceit. The resistance to advance information, ignorance of one's limits, or arrogance about what a person claims to know could hinder problem-solving or academic performance. In contrast, intellectual humility leads to openness to different perspectives, more cognitive exploration, and even scientific discovery for students.

Moreover, the fact that a high workload is inevitable in the teaching profession (McInerney et al., 2018) leads to the growing concern for teacher subjective well-being. Teacher subjective well-being is believed to be the key for teachers to function optimally in their work. The more prosperous teachers evaluate their psychological condition, consider their teaching efficacy and feelings of being connected to the school as a community, the more they can play an optimal role in teaching (Renshaw, Long, & Cook, 2015). Therefore, according to Renshaw et al, (2015), the concept of teacher subjective well-being has two components, namely teaching efficacy and school connectedness. Teaching efficacy is defined as an assessment of the teacher's ability to overcome the teaching duties properly following the predetermined standards. In other words, the teacher's perception of their capability in completing their duties properly. Another component is school connectedness, which is defined as a perception of support from the school and good relations with the school community. How the school treats teachers could impact teachers' perceptions of the school's environment. Therefore, the role of the school in supporting teachers is quite essential.

Simon & Vanisree (2015) found that the higher the well-being of teachers, as indicated by an effective stress management possess by teachers, the more likely it brings positive impact on teaching and learning activities such as increased performance and creativity. On the other hand, inadequate stress management, which leads to a low teacher subjective well-being, tend to negatively impact the teachers and their students, including difficulty in managing emotions while teaching, negative emotions and displeasure, and intolerant behavior or even punish students' creative behavior (Hinds, Jones, Gau, Forrester, & Biglan, 2015). In Indonesia, there are many

potential sources of stress for teachers that decrease their well-being, especially the challenges from a complex learning curriculum with too many materials involved and bureaucratic demands. On the contrary, the benefit from becoming a teacher is commonly perceived to be unfitting with low income and allowances, followed by lower status (Asmara, 2020). In addition, online learning during the pandemic increases the challenge for teachers. Teachers are faced with many challenges with less support from schools and government. These issues are factors originating from the nature of the working environment of teaching profession in Indonesia, which can influence teachers' performance in teaching.

This study aims to explore the extent to which the Indonesian teacher's behavior in fostering creativity can be predicted from their own internal states of intellectual humility. Moreover, this study also aims to examine whether the relationship between the intellectual humility and the creativity fostering teacher behavior of Indonesian teachers is mediated by the teacher's well-being. To date, there has been little, if any, studies that seek to explore the relationship between these three variables to explain the factors that enable the teacher behavior of fostering creativity. However, regarding the teacher working context in Indonesia with various workloads reported, this field of research is needed to analyze the possibility of improving the teaching quality through the perspective of creativity fostering teacher behavior. Therefore, the present study aims to examine whether the intellectual humility is correlated with the creativity fostering teacher behavior in Indonesian teachers. The second objective is to determine whether the relationship between the intellectual humility and creativity fostering teacher behavior is mediated by teacher subjective well-being in Indonesian teachers.

METHOD

Research Subjects

This research involved junior and senior high school teachers. At this educational level, the teacher plays a role in supporting the psychosocial development of students who are generally teenagers and are going through a stage where they are actively trying to explore and form identities (Erikson, 1993; Hamman & Hendricks, 2005). Therefore, students need teachers who can interact positively with them and are open to their initiatives and questions. These characteristics can be supported by intellectual humility (Leary, Diebels, Davisson, Jongman-Sereno, Isherwood, Raimi, Deffler, & Hoyle, 2017; Porter & Schumann, 2018; Krumrei-Mancuso, 2017), which makes intellectual humility becomes a crucial quality for secondary school teachers.

The study used a convenient sampling technique to select the participants. The participants consisted of 534 teachers (M-age = 39.18, SD = 10.25) across eight provinces in Indonesia, but mostly live in Jakarta (75.5%). The teaching experience ranging from 1 to 39 years (M=12.95, SD=9.67). The other demographic characteristics of participants are described in Table 1.

Table 1. Demographic Data of Participants

Demography	n	%
Gender		
Male	156	29.2
Female	378	70.8
Educational Background		
Bachelor degree	416	77.9
Non-bachelor degree	118	22.1
Teaching Level		
Senior high school	186	34.8
Junior high school	168	31.5
Elementary	180	33.7
Employment status		
Civil servant (PNS)	198	37.1
Permanent teacher	156	29.2
Temporary/contract-based	180	33.7
Teaching Certification		
Yes	257	48.2
No	277	51.7

Research Instruments

Three instruments were implemented for the data collection: Creativity Fostering Teacher Behavior Index (CFTI) by Soh (2000), Intellectual Humility Scale (IHS) by Porter & Schumann (2018), and Teacher Subjective Wellbeing Questionnaire (TSWQ) by Renshaw, et al. (2015).

*Creativity Fostering Teacher Behavior Index (*CFTI*)*. The Creativity Fostering Teacher Index (Soh, 2000) was originally developed based on Cropley's explanation of creative behaviors (1997, in Soh, 2000). CFTI defines creativity fostering teacher behavior as teacher behavior that supports student creativity in class. In the CFTI, the creativity fostering teacher behavior is measured from nine dimensions based on the operationalization of the behavior, namely independence, integration, motivation, judgment, flexibility, evaluation, questions, opportunities, and frustration. Each dimension consists of five items, which makes CFTI entails 45 items in total. The items in the CFTI were scored on a six-point Likert scale, ranging from 1 (never) to 6 (always). Then, the total score was obtained by accumulating the response on each item. The sample item is " *Encourage students to show what they have learned on their own.*". From the adaptation, we found that the CFTI had a reliability coefficient of α= 0.941, indicating that the scale was internally consistent (Kaplan & Sacuzzo, 2009). Moreover, all items showed a satisfactory internal validity with the crIT value ranging from 0.201 to 0.686. This coefficient range adheres to the minimum value of 0.200 to be considered as reliable items (Nunnally & Bernstein, 1994).

*Intellectual Humility Scale (*IHS*)*. Intellectual Humility Scale (IHS) by Porter & Schumann (2018) defines intellectual humility as the ability to recognize the limits of a person's knowledge and appreciating others' intellectual strengths. In this measure, the intellectual humility is assessed through a self-report scale consist of nine items. Specifically, there are six positively-worded items and three negatively-worded items or unfavorable items. The sample item is "*I am willing to admit it if I don't know something*." All of the items are unidimensional scales; thus, the total score was obtained by calculating the response on each item. The items were scored on a seven-point Likert scale, ranging from 1 (very untrue of me) to 7 (very true of me). Adapting to the scale, IHS was found to have a reliability coefficient of α= 0.708, indicating that the scale was internally consistent (Kaplan & Sacuzzo, 2009). Moreover, all items showed a sufficient internal validity of crIT= .294 to 0.580 which was considered as reliable items (Nunnally & Bernstein, 1994).

*Teacher Subjective Wellbeing Questionnaire (*TSWQ*)*. The instrument used to measure teacher subjective well-being is the Teacher Subjective Wellbeing Questionnaire (TSWQ) developed by Renshaw et al. (2015). The instrument consists of eight items] divided into two dimensions, namely school connectedness and teaching efficacy. Each dimension has four items, which makes the scale comprises of eight items in total. The participants were asked to responded the provided statements in the form of Likert Scale, from 1 (almost never) to 4 (almost every time). Each participant's responses on the eight questions were calculated to obtain the total score. The sample item is "*I am a successful teacher*." Adapting to the questionnaire, the TSWQ was observed to have a reliability coefficient of α= 0.841 with all of the items showed a sufficient internal validity of crIT= 0.511 to 0.626.

Research Procedure and Data Analysis

Before conducting the research, the research procedure and instruments were carefully reviewed by the Board of Ethics in the School of Psychology Universitas Indonesia, which resulted in the approval of ethical clearance number 841/FPsi.Komite Etik/PDP.04.00/2020. Thus, this study complies with the psychological research's ethics as guided by the Indonesian Psychological Association.

To ensure the suitability of the research instruments used to the target participants, we conducted cultural and language adaptation of all the original instruments into the Indonesian context. The first stage was by translating the originally English-written instruments into the Indonesian language, before conducting a back-translation on the translated items into English to ensure the similarity of the meaning. This back-translation process was conducted under the supervision of an English language instructor. Moreover, we also seek expert judgment by asking the three school psychologists to review the items in each instrument to ensure their language suitability in portraying the measured construct.

After adapting the instruments, and ensuring they were ready to be implemented, the samples of Indonesian teachers were asked to complete all items in the instruments and provide demographic information. An online survey was conducted to collect the data due to the COVID-19 pandemic that occurred within the timeline of the study, which made the researchers were not able to meet with the participant directly. The results were analyzed by conducting linear regression and multiple regression analyses using Hayes's Model 4 and SPSS IBM 27 software (Hayes, 2013). In addition, descriptive statistics and correlation analysis were implemented to reveal the relationships between the variables.

RESULT AN DISCUSSION

Result

Descriptive Statistic of the Variables

Before conducting hypothesis testing, the researcher conducted several preliminary analyses. Descriptive analysis was used to understand the distribution of the obtained data, followed by correlation analysis between variables to overview the relationship among the data obtained. The results of the analysis are presented in Table 2.

Table 2. Descriptive Analysis of Variable and Inter-variable Correlation Analysis

	Descriptive					Correlation		
	N	Min	Max	Mean	SD	1	2	3
CFTB	534	158	270	233.73	21.50	1		
IH	534	32	63	50.37	6.46	.375**	1	
TSWB	534	8	32	27.06	3.23	.386**	.235**	1

Note. CFTB = Creativity Fostering Teacher Behavior; IH = Intellectual Humility; TSWB = Teacher Subjective Wellbeing;
*** p <.01, * p <.05.*

Table 2 shows the descriptive analysis of each variable and the inter-variables correlation analysis. The score of creativity fostering teacher behavior ranges from 158-270, intellectual humility ranges from 32-63, and teacher subjective well-being ranges from 8-32. Based on the average score of each variable, the following results were obtained: (1) the creativity fostering teacher behavior of teachers was categorized into very high level (M= 233.73), (2) the intellectual humility of teachers was categorized into high level (M= 50.37), and (3) the teacher subjective well-being was categorized into very high level (M= 27.06). Since the participants tended to score above the median on all variables, the normality test was executed using the One Sample Kolmogorov-Smirnov test and Shapiro-Wilk test. The result showed that each of the variable was not normally distributed, with creativity fostering teacher behavior at $Z(534)= 0.068$, $p<0.001$ and $W(534)= 0.976$, $p<0.001$; intellectual humility at $Z(534)= 0.073$, $p<0.001$ and $W(534)= 0.982$, $p<0.001$; and teacher wellbeing at $Z(534)= 0.115$, $p<0.001$ and $W(534)= 0.949$, $p<0.001$.

Correlation among Variables

As presented in Table 2, the participants were more likely to score above the median on all measured aspects. Moreover, it was found that all variables were significantly correlated in positive manner. There was a positive significant correlation between intellectual humility and the creativity fostering teacher behavior ($r = 0.374$, $p < 0.001$). Therefore, the first hypothesis is accepted that the higher intellectual humility will be followed by the greater degree of the creativity fostering teacher behavior in Indonesian teachers' context. A positive significant correlation was also found between the teacher subjective well-being and the creativity fostering teacher behavior ($r = 0.386$, $p < 0.001$). The higher the teacher subjective well-being will also be followed by the greater degree of the creativity fostering teacher behavior in the sample teachers.

Analysis was also conducted on the distribution of respondents' scores' categories from each scale. The classifying of respondents' scores was divided into five scales, namely very high, high, moderate, low and very low (the range of each category is presented in the appendix). The analysis results are presented in Table 3.

Table 3. Participants Distribution by CFTB, IH, and TSWB Scale Category and Score Quartile

Category	Number of Respondents (%)		
	CFTB	IH	TSWB
Scale Category			
Very High	77.34	N/A	39.51
High	22.48	89.71	21.91
Moderate	0.18	10.29	5.34
Low	-	-	5.34
Very Low	-	N/A	N/A
Score Quartile			
High (Q3)	218	45	25
Moderate (Q2)	236	50	27
Very Low (Q1)	250	55	30

Note. N/A= Not Applicable

Table 3 shows the result of score distribution on each variable. It can be inferred from Table 3 that: (1) creativity fostering teacher behavior was predominantly categorized at very high level by 77.34%, (2) teachers' intellectual humility was predominantly categorized at high level by 89.71%, and (3) teacher subjective well-being was predominantly categorized at very high level by 39.51%.

Mediation Analysis

Mediation analysis was conducted to examine whether the variable of teacher subjective well-being could be used as a mediator in the relationship between intellectual humility and creativity fostering teacher behavior. Before proceeding to mediation analysis using Hayes Macro PROCESS procedure, bootstrapping procedure was applied up to percentile bootstrap confidence intervals of 5000 and heteroscedasticity method of Cribari-Neto was used since the data were not normally distributed as suggested by Hayes (2013). Table 4 presents the analysis result.

Table 4. The Role of Teacher Subjective Wellbeing Mediation in the Relationship of Intellectual Humility and Creativity Fostering Teacher Behavior

		Consequent						
		M (TSWB)				Y (CFTB)		
Antecedent		Coeff	SE	*p*		Coeff	SE	*p*
X (IH)	*A*	0.117	0.021	< .001	*c'*	1.001	0.131	< .001
M (TSWB)		-	-	-	*B*	2.100	0.390	< .001
Constant	i_M	21.147	1.090	< .001	i_Y	126.44	11.114	< .001
		R^2 = 0.055				R^2 = 0.234		
		F(1,532) = 31.232, < .001				*F*(2,531) = 58.867, < .001		

Note. CFTB = Creativity Fostering Teacher Behavior; IH = Intellectual Humility; TSWB = Teacher Subjective Wellbeing

Based on the information presented in Table 4, the effect of the teacher subjective well-being mediation on the relationship between intellectual humility and the creative-fostering teacher behavior in teachers was found. Initially, the direct effect of intellectual humility to the creative-fostering teacher behavior was at *ca* = 1.001; t = 7.626, *p* < .001 [0.743; 1.259]. However, a significant indirect effect of intellectual humility to creative-fostering teacher behavior through teacher wellbeing was also identified (a.b = 0.247, t = 4.599, *p* < .001 [0.147; 0.363]). Therefore, the total effect of mediation model was *c* = 1.248; t = 9.032, *p* < .001 [0.976; 1.519]). The variance contribution of intellectual humility and teacher subjective well-being to creative-fostering teacher behavior in this mediation model was 23.5%, which signified that 76.5% of other variables could affect the creative-fostering teacher behavior. Furthermore, this mediation model indicated that teachers with a high intellectual humility were more likely to possess a high level of teacher subjective well-being. It enhances their degree of creative-fostering behavior as a teacher. The result of this study indicated that the second hypothesis is accepted. Nevertheless, the regression test result also implied that the direct effect's regression coefficient was greater than the indirect effect. This signified that the effect of teacher subjective well-being as a mediator was limited, or in other words, intellectual humility basically could directly affect the creative-fostering teacher behavior. Figure 1 displays the path analysis, which depicted the relationships among variables and their corresponding regression coefficients in the mediation model.

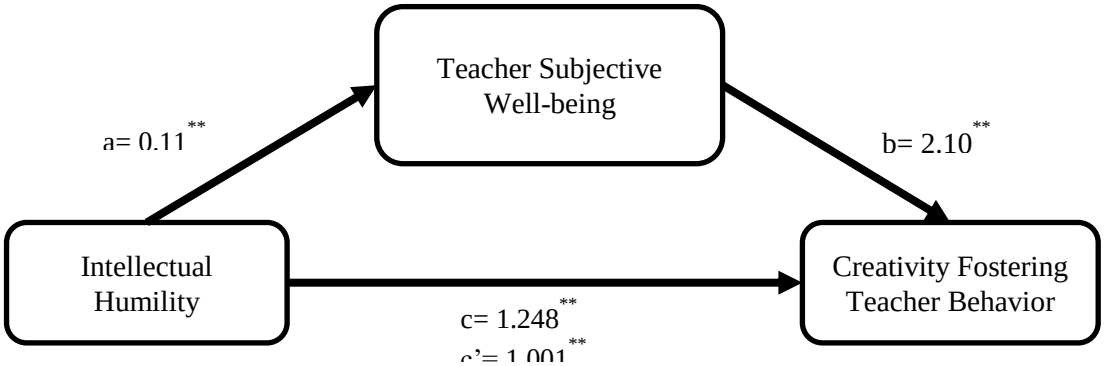

Figure 1. The Mediation of Teacher Subjective Wellbeing in The Relation of Intellectual Humility and Creativity Fostering Teacher Behavior

The result of path analysis presented in Figure 1 shows that path a (β_a= 0.117) between the effect

of intellectual humility on teacher subjective well-being indicated a significant result ($p < 0.001$), which implied that intellectual humility held a significant effect on teacher subjective well-being. The positive path on line *a* showed that the more positive the teachers' intellectual humility, the higher the level of teacher subjective well-being. Path b ($\beta_b = 2.100$) between the effect of teacher subjective well-being on creativity fostering teaching behavior revealed a significant result ($p < 0.001$), which indicated that teacher subjective well-being held a significant effect on the creativity fostering teacher behavior. The positive path on line *b* indicated that the more positive well-being of teachers, the higher the level of creativity fostering teacher behavior. Path c' ($\beta_{c'} = 1.001$) on the relationship between intellectual humility and creativity fostering teacher behavior mediated by teacher subjective well-being revealed significant result ($p < 0.001$). It can be inferred from the result that teacher subjective well-being served as a mediator between intellectual humility and creativity fostering teacher behavior.

DISCUSSION

Intellectual humility is the ability to recognize the limits of one's knowledge and appreciating others' intellectual strengths (Porter & Schumann, 2018). This ability involves being humble regarding the way a person acquires and applies knowledge, which often seems an epistemic virtue that promotes being a properly educated human being. People with high intellectual humility show less tendency to feel threatened by intellectual disagreements. They are also overconfident about their knowledge. Moreover, they have a sense of respect for others' perspectives, which leads to the openness to improving their viewpoints (Krumrei-Mancuso & Rouse, 2016). Therefore, the amount of intellectual humility possessed by a person can affect the creativity fostering of teacher behavior.

The results of this study is in accordance with the initial hypotheses established in previous studies. The result showed that intellectual humility significantly affected creativity fostering teacher subjective well-being. The positive path explicitly showed positive influence of intellectual humility on the creativity fostering teaching behavior of the teachers. Therefore, the higher the intellectual humility, the higher the creativity fostering teacher behavior. This path analysis in this study illustrated that teachers with good intellectual humility would possess good creativity fostering behavior. This result is in line with research conducted by Leary et al. (2017), which found that intellectual humility in teachers was associated with openness personality; open to various ideas, actions, and values, which included as the characteristics of creative behaviors. These characteristics supported teachers to be more open to students' opinions and initiative and create a classroom atmosphere accordingly by supporting student creativity development (Du, Xie, Zhong, Zou, Law, & Yan, 2019). Therefore, it can be concluded that intellectual humility could support teachers in facilitating students' potential for humility. As Rowatt et al (2016) concluded in their study, it was found that students who approach a new discipline with humility may achieve more than students who approach the new area with arrogance or superiority. Teachers with high intellectual humility will facilitate their students to develop their own intellectual humility. It can be done by leading the students to be more open to different perspectives, possess more cognitive exploration, and even support scientific discovery. This discussion highlighted the importance for teachers to develop their intellectual humility for the sake of their students.

Creativity fostering teacher behavior is a continuous effort made by teachers to promote autonomous and flexible thinking in students, equip students with various knowledge to think differently, encourage students to solve problems in new ways, and help students overcome challenges and failures (Cropley, 1997). Teachers who exhibit creativity fostering behaviors demonstrate behavior that providing support to students for autonomous learning. They also possess cooperative and socially integrative learning styles and motivating for students to acquire factual knowledge. In a creative process, this kind of teacher does not rush to assess and accept their students' ideas; instead, they delay evaluating students' ideas until these ideas have been clearly materialized. They are also providing support for flexible mindset, developing self-evaluation in students, and providing serious responses to student suggestions and questions. In the learning process, they offer students to work in various conditions with various materials and

assist students when they experience any frustration and failure. It can be concluded teachers with high-level creativity fostering teacher behavior demonstrate a type of teaching style that allows students to develop their own creative behaviors.

This study clarifies the contribution or direct influence of intellectual humility on creativity fostering teacher behavior, at around 0.14%; therefore, other factors were considered to provide more influence on the creativity fostering teacher behavior among teachers. Other researchers, such as Turner (2017), found that creativity fostering teacher behavior was also influenced by teacher experiences and attitudes towards creative behavior, working environment, and cultural environment. As mentioned by Turner, the cultural environment in a school could influence the development of creativity fostering behavior. Teachers will feel restricted and are not able to explore their creativity when they work in a highly distressed school environment, with limited and ambiguous communication, and with limited or no possibility of self-determination and interdependency. Creativity fostering behaviors in teachers can also be obstructed by their working environment, especially in this Covid-19 pandemic situation. Consequently, teachers have to adapt to the new learning model (online learning and student-centered), increasing workloads, limited ability in using technology, and experiencing role conflict resulted from working from home. This challenging situation affects teacher behavior in fostering creativity in their students and affects their well-being.

Teacher subjective well-being is determined by the efficacy that teachers believe about their teaching abilities and the perception of support from various parties in the school, including students, colleagues, and principals (Renshaw, et al., 2015), how the workloads and how the school treats teachers can impact teachers' perception about their teaching efficacy and their sense of support from other parties in the school. Teacher subjective well-being is also believed to be the key for teachers to function optimally in their work. This study showed a significant relationship between teacher subjective well-being and creativity fostering behavior in teachers. This path indicated that teachers with high well-being would possess good creativity fostering behavior.

This result of this study is in line with the previous research by Simon and Vanisree (2015). Their study found that the higher the well-being of teachers, the more likely it brings a positive impact on teaching and learning activities such as increased performance and creativity. It can be observed by looking at the teacher's work context, which is predominantly allocated to interact with students. According to O'Connor (2008), the interpersonal relationship between teachers and students can be a source of happiness and pleasure for a teacher, which indicates a source of well-being, according to Renshaw, et al, 2015). Moreover, it is included among the reasons for a teacher to keep working as a teacher. According to O'Connor (2008), being a teacher is a calling. Therefore, maintaining a harmonious relationship with students will lead to better teaching that stimulates student creativity.

In addition, this study reported a significant relationship between intellectual humility and teacher subjective well-being. This path revealed that teachers with good intellectual humility would possess higher well-being. While many researches were conducted in regard to the trait of characteristics of humility in teachers, some indications can be extracted from this finding. Previous study by Krumrei-Mancuso (2016) showed that intellectual humility predicted various prosocial characteristics enabling positive social interactions, including empathy, altruism, benevolence, and universalism. Another research by Hook, Davis, Owen, & DeBlaere (2017) showed that it is related to tolerance. Meanwhile, Porter, Schumann, Selmeczy, & Trzesniewski (2020) on their research indicated that intellectual humility enhances mastery behavior of seeking challenges and persistence after failure. In this study, the measure used for teacher subjective well-being depicted this construct as a combination of efficacy in teaching and perceived connectedness to others in school (Renshaw, et al., 2015). Thus, it can be seen that the component of teacher subjective well-being resembles the effect of intellectual humility in a person. Hence, it is not surprising that in this study, the intellectual humility was found to predict the teacher subjective well-being.

The result of the study also revealed that teacher subjective well-being served as the mediator between intellectual humility and creativity fostering of teacher behavior. It was due to

the path of the effect of intellectual humility on teacher subjective well-being was confirmed to be significant. At the same time, the path of the effect of teacher subjective well-being on creativity fostering teacher behavior was also confirmed to be significant. Baron & Kenny (1986) mentioned that a mediator's role could function only when the path connecting the independent variables with a mediating variable, a mediating variable with dependent variables, and independent variables with dependent variables were significant. From the relationship model, the relationship of teacher subjective well-being as a mediator between intellectual humility and creativity fostering teacher behavior was evidently confirmed. The mediation analysis results showed that teacher subjective well-being mediated intellectual humility and the creativity fostering teacher behavior. In addition, the indirect effect of intellectual humility could **increase** creativity fostering teacher behavior after the mediation of teacher subjective well-being, and the effect could result in a positive change.

CONCLUSION

The findings of the present study indicated that teacher subjective well-being served as a mediator in the relationship between intellectual humility and teachers' creativity fostering behavior in Indonesia. It happened because teacher subjective well-being held a significant effect on the creativity fostering teacher behavior. Similarly, intellectual humility held a significant effect on the creativity fostering teacher behavior. Nonetheless, the present study discovered that intellectual humility significantly affected teacher subjective well-being; which indicated that teachers with high level of intellectual humility significantly affected teacher subjective well-being in increasing its degree.

The findings also showed that the CFTB of the participants was at the highest level or category. This score indicated that the teacher had shown great efforts to support and encourage creativity in students. The teacher's behavior was possible due to the teacher's openness to the different opinions and thoughts of students and the consideration to accept the limitations of teacher's knowledge. In addition, the role of teacher subjective well-being needed to be taken into account, considering that if the teacher are prosperous and develop positive emotions, they will be able to accomplish their duties better and put more concern on the students' development.

This study suggests that if we want to improve the teacher's quality, the intellectual humility need to be improved by encouraging and stressing the importance of this characteristic into everyday teaching. This improvement is essential because well-being can affect teacher behavior, especially in fostering students' creative behavior. In this regard, the school and the teacher community can organize seminars and training to equip teachers with an optimistic and open attitude and strategies to develop students' creativity. For future research in this field, it is recommended to involve elementary school teachers considering that the development of student creativity should start as early as possible.

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