

Building Institutional Brand Personality: The Effect of the Creative Problem Solving Ability Attributes of School Managers

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Abstract

The study examined the linkages between creative problem solving ability attributes and the specific components of the institutional (corporate) brand personality dimensions; as well as the predictive influence of creative problem solving ability attributes on the aggregated institutional brand personality of Ghanaian basic schools. Two hundred and seventy nine headteachers and 558 teachers provided data using the creative problem solving ability attributes and brand personality dimensions inventories. The structural equation modelling result showed that the hypothesised model of the linkage between creative problem-solving ability attributes and institutional brand personality fit the data. Results also indicated that divergent thinking had a significant indirect effect on brand personality, with motivation and knowledge showing significant direct effects. The implication of the findings when it comes to school leaders creatively providing solutions and determining the schools brand personality was discussed.

Keywords: Creative attributes, problem-solving, institutional brand personality

Introduction

As problem-solvers, headteachers may employ their creative problem-solving ability while working directly with a wide array of school staff to solve problems and accomplish schools' tasks, such as, the school's corporate brand personality. Creativity is perceived as 'any act, idea, or product that changes an existing domain, or that transforms an existing domain into a new one' (Csikszentmihalyi,

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1996: 28) and is postulated to be one of the two traits of the 'mind' dimension of Keller and Richey's (2006) corporate brand personality. Gaining competitive advantage and capturing opportunities (Hocine and Zhang, 2014) will require Ghanaian school leaders to creatively brand position their schools as the teaching and learning institutions and employer of choice. This is employer branding.

Associated with employer brand is brand image sub-dimension which has 'corporate brand personality' as a key component. This study concurs with Keller and Richey (2006; 76) that 'corporate brand personality is often determined by direct contact with a wide range of employees'. Although the researchers conceptually concluded that 'corporate personality traits can have a multiplicative or interactive effect' (p.80) there is the need to empirically examine such assertions. How direct contact with all employees of the company leads to the formation of employee perception of the company's corporate brand personality requires further examination to enhance our understanding. This is the aim of the present study. Within the area of education management and branding, this study examined the linkage between headteachers' creative problem-solving ability attributes and schools' corporate brand personality.

Aaker's (1997: 347) definition of brand personality: 'the set of human characteristics associated with a brand' has been criticised as a loose definition. In addition the associated five factors have been criticised as non-generalizable, as well as, non-replicable (Geuens, Weijters and Wulf, 2009). Notwithstanding the associated brand personality definition by Aaker (1996) as a set of human demographic variables like gender, age and race; and also as human lifestyle characteristics; as well as human personality traits, the present study is delimited to leaders' creative ability attributes and institutional brand personality traits. The demographic and human lifestyle characteristics were not examined in this study. In the face of these criticisms, the present study adopted Azoulay and Kapferer's (2003: 151) definition of brand personality: 'the set of human personality traits that are both applicable to and relevant for brands'. Similar definition was used by Geuens et al. Furthermore the present study operationalised 'corporate brand personality' as 'institutional brand personality' and used interchangeably. In the nutshell, the study examined: 1) "the applicability and relevance of the set of human personality traits to schools' corporate brand personality and, in adding to knowledge, 2) how headteachers' creative problem solving ability attributes contribute to the creation of the schools' corporate brand personality; considerably important for our understanding of the headteachers' creative roles.

The general objective of the study was to add to the understanding of the contribution of creative problem solving ability attributes to institutional (corporate) brand personality determination within the context of Geuens et al.'s (2009) and Keller and Richey's (2006) integrated brand personality frameworks and Cho's (2003) Dynamic System Model of Creative Problem Solving Ability. Specifically the study examined: 1) the linkages between Cho's creative problem-solving ability attributes and the specific components of institutional brand personality dimensions: an integrated Geuens et al.'s brand personality dimensions and Keller and Richey's corporate brand personality dimensions. Secondly, the study explored the predictive influence of creative problem solving ability attributes on the aggregated institutional brand personality.

Following from the objectives, the first research question posed was: 1) what is the level of relationship between the five-factor institutional brand personality: down to earth, stable and responsible traits; disciplined, dynamic and innovative traits; agile, collaborative and bold traits; ordinary and simple traits; and passionate and compassionate traits (Geuens et al., 2009; Keller and Richey, 2006) and the creative problem solving ability attributes: knowledge and skills, motivation, convergent thinking, divergent thinking and environment (Cho, 2003; Cho, 2007; Lin, 2010; Lin and Cho, 2011)? This was followed by 2) what are the effects of creative problem solving ability attributes on the institutional brand personality of the schools? The resultant findings linked to these research questions will provide a significant understanding on linkage between the leader's creative ability and the determination of corporate brand personality. The insights gained from the study will be instructive for educational managers, since, business schools just like all educational institutions "are not only obliged to be promoters of management theories and practices but are, arguably, duty-bound to be exemplars of 'best practice' ... in terms of the management of their organisations, and, of course, their corporate brands" for success (Balmer and Wang, 2016: 10).

Literature Review

Creative Problem-Solving Ability and Institutional Brand Personality

There is the call for the development and communication of the employee value proposition (Michaels, Handfield-Jones and Axelrod, 2001) towards the formation of employer brand which are functional, economical and psychological benefits (Ambler and Barrow, 1996; Knox and Freeman, 2006) underpinned by personality (Ambler and Barrow) to attract and retain key employees. According to Azoulay and Kapferer (2003), brands have been personified suggesting that some human

personality descriptors can be adapted and used to describe brands. The personality concept has been defined as 'an individual's unique constellation of consistent behavioural traits' (Weiten and Lloyd, 1997: 35). Within the context of brand, Aaker's (1997) theoretical framework on brand personality dimensions: sincerity; excitement; competence; sophistication; and ruggedness; continues to be the basis for brand personality studies amidst criticism.

Geuens et al. (2009) refined the brand personality framework by identifying activity dimension: active, dynamic, and innovative traits; aggressiveness dimension: aggressive and bold traits; emotionality dimension: romantic and sentimental traits; responsibility dimension: down to earth, stable, and responsible traits; and simplicity dimension: ordinary and simple traits which are more personality-oriented. Notwithstanding the contributions of Geuens et al., the present study posits that the dimensions of schools' brand personality should extend beyond the product or service of the school. The brand personality of the school should reflect Keller and Richey's (2006) corporate brand personality, conceptualized as a three dimensional concept: 1) the 'heart' made up of passionate and compassionate traits; 2) the 'mind' made up of creative and disciplined traits; and 3) the 'body' made up of agile and collaborative traits.

In terms of creativity, the traits of creative problem solving ability were examined in relation to the determination of corporate brand personality. The creative problem solving ability attributes have been argued to include domain-specific and general knowledge and skills, motivation, convergent thinking, divergent thinking and environment attributes (Cho, 1999; Cho, 2003; Cho, 2007; Lin, 2010; Lin and Cho, 2011). As cited by Lin and Cho (2011: 255) 'Cho (1999, 2003) synthesized various theories on the multi-faceted and complex nature of creativity ... and suggested a Dynamic System Model of Creative Problem Solving Ability (CPSA)' which 'functions like an organic system whose attributes are dynamically interacting with each other to solve a problem' and used in gifted children studies (Cho, 2003 in Lin, 2010: 4). The creative problem solving ability is able to prosper or wither as a result of the organic system's micro and macro environmental conditions (Cho, 2007).

The present study employed Cho's (2003) Dynamic System Model of Creative Problem Solving Ability to understand the contribution of headteachers' creative problem-solving ability attributes in the creation of the schools' corporate brand personality. This is the first study to examine the role of leaders' creative problem-

solving ability attributes in determining corporate brand personality using Cho's Dynamic System Model of Creative Problem Solving Ability. Conceptually, the present study integrated Cho's (2003) Dynamic System Model of Creative Problem Solving Ability and a combined set of selected traits of Geuens et al.'s (2009) personality-oriented five-factor brand personality dimensions and Keller and Richey (2006) three-factor corporate brand personality dimensions to investigate the consequences of the leaders' creative problem solving ability attributes on the determination of an institutions' corporate brand personality, as shown in Figure 1 below.

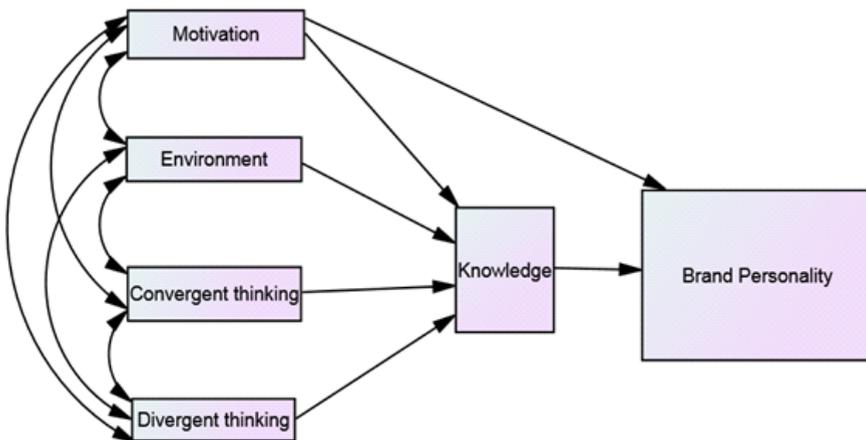


Figure 1. Dynamic System Model of Creative Problem Solving Ability and Institutional Brand Personality

The Creative Problem-Solving Attributes:

Problem-solving is a task-oriented managerial behaviour (Yukl, 2012) and in line with Yukl, more studies are needed to discover how a leader's creative ability attributes influence the choice and use of problem-solving behaviour. Creativity, a desirable personality-oriented trait, is relevant in people's problems solving efforts (Lin, 2010). Studies on creative problems solving ability attributes: domain-specific and general knowledge and skills, motivation, convergent thinking, divergent thinking and environment attributes have been conducted over the years. For instance, Lin's (2010) as well as Lin and Cho (2011) reported a significant positive association between creativity level in terms of creative math

performance and creative problem-solving ability attribute patterns with knowledge being a significant mediator among math students.

In terms of specific creative ability attributes and creative outcomes, researchers like Amabile (1997), de Stobbeleir, Ashford and Buyens (2011), Dul and Ceylan (2011), Ekmekçi and Tekin (2011) and Walter (2012), Gehani (2011), Gerhart and Fang (2015), Hennessey and Amabile (2010), Paramitha and Indarti (2013), Runco and Acar (2012), have explored the linkages between the attributes and outcomes with different findings of the quality of predictive power.

Aside the call that organisations give adequate attention to employee creativity (Amabile et al., 1996), educational leaders are to be exemplars of 'best practice' in the management of the school organisation (Balmer and Wang, 2016). Staff of schools are expected to be the main sources of innovation and creativity (Gichohi, 2014) since 'a successful company must be creative in its approach to serving its customers and winning in the market...' (Keller and Richey, 2006: 76). Following through, the present study posits that headteachers will have wide direct contacts with the school staff, while employing their creative problem solving ability to manage the schools. Such direct contacts may put headteachers in the position to use their creative problem solving ability to determine the schools' corporate brand personality as suggested by Keller and Richey. The present study examined studies done in areas of brand and creative abilities below.

Creativity, Employer Branding and Brand Personality

Brand is essentially knowledge and brand-linked knowledge, over time, builds into a considerable body of knowledge, which can make an institution gain critical competitive advantage (Richards, Foster and Morgan, 1998). Knowledge and expertise are significant in the area of employee creativity (Gehani, 2011; Okpara, 2007; Walter, 2012) and creative problem solving (Lin, 2010) such as determining the corporate brand personality, a key component of corporate brand image (Keller and Richey, 2006). In a product brand personality study, Geuens et al. (2009) found some of the brands to score high on functional motivations, others on experiential, symbolic and/or emotional motivations. The creative dimensions of novelty and usefulness (Sheinin, Varki and Ashley, 2011) and perceived quality innovativeness (Jin, Goh, Huffman and Yuan, 2015) were found to be linked to brand attitude, credibility and preference.

Furthermore, Shiau (2014) noted that brand image is significantly and positively

influenced by product innovation. Hanaysha, Hilman and Abdul-Ghani (2014) indicated that product innovation has significant relationship with both brand image and brand trust. Li et al. (2008) explored the positive effects of advertising creativity on brand image with the results showing that agency creativity has a positive linear main effect as well as a decreasing incremental effect on campaign outcomes (brand image) with “excessive” creativity (too novel and original situations) being detrimental. Li et al.'s (2008) position is corroborated by de Haan, Osborne and Sherry (2015) who argued that creative approaches can lead to an outcome that may fail to realise the goal of building brand awareness. Brodin, Coulibaly and Ladwein (2016: 55) asserted that 'creativity can affect brand image' and by extension, the present study posited that creative ability attributes can influence the institution's corporate brand personality.

Although not directly linked to brand personality researchers like Furnham and Bachtiar (2008), Silvia et al. (2009), Batey, Chamorro-Premuzic and Furnham (2010a), Batey, Furnham and Safiullina (2010b), Piffer (2011), Furnham et al. (2008), Yesil and Sozibilir (2013) have found linkages between personality dimensions and creative ability attributes. Yuksel (2015) indicated that among the objectives of employer branding is how well the employees identify with the brand personality and is closely linked to the symbolic aspect of the employer brand rather than instrumental aspect (Martin, 2007; Yi and La, 2006), in that, 'employer brand has several dimensions to it' (Wallace et al., 2014: 28). It stands to reason that there is a linkage between creativity and personality factors; and by extension Keller and Richey's (2006) corporate brand personality, that is, 'the human characteristics or traits of the employees of a corporation as a whole' (p.75).

The corporate brand message of service organisation is embedded in employees (Yi and La, 2006) who may develop the corresponding brand personality as they interact among themselves (Keller and Richey, 2006). Keller and Richey further posit that 'a key component of the corporate image is the corporate brand personality' (p.75) underpinned by personality concepts (Ambler and Barrow, 1996) that can be likened to Lievens' (2007) symbolic attributes of employer branding. Aaker (1997), Aaker (2000), Aaker et al. (2001) and Geuens et al. (2009); as well as Milas and Mlačić (2007) are among theorists who sought to gain insight into five-factor brand personality dimensions and found brand personality's ability to convey meanings.

Hypotheses of the Study

What perception do staff of schools have about the corporate brand of their schools? The study sought to gain insight into the formation of the schools' corporate brand personality which 'is often determined by direct contact with a wide range of employees' (Keller and Richey, 2006: 76) and the role played by the creative problem-solving ability attributes of headteachers. Based on the above reviews the following hypotheses were examined:

Hypothesis 1 (H1): "Headteachers' knowledge will have a significant predictive effect on teachers' perception of the schools' brand personality".

Hypothesis 2 (H2): "Headteachers' motivation will have a significant predictive effect on teachers' perception of the schools' brand personality".

Hypothesis 3 (H3): "Headteachers' divergent thinking, convergent thinking, motivation and environment relationships with teachers' perception of the schools' brand personality will be significantly mediated by Headteachers' knowledge".

Hypothesis 4 (H4): 'Headteachers' divergent thinking will have significant indirect effect on teachers' perception of the schools' brand personality'.

Hypothesis 5 (H5): "Headteachers' convergent thinking will have significant indirect effect on teachers' perception of the schools' brand personality"

Hypothesis 6 (H6): "Headteachers' motivation will have significant indirect effect on teachers' perception of the schools' brand personality".

Hypothesis 7 (H7): "Headteachers' environment will have significant indirect effect on teachers' perception of the schools' brand personality".

Methodology

This study's target population was based on the description of the pre-tertiary education sector per section 2, sub-section 2.3, clause 2.3.1 of the Ministry of Education and Ghana Education Service (2012) Policy Framework on Pre-Tertiary Teacher Professional Development and Management in Ghana. The 'pre-tertiary education consists of 1) the basic school level, 2) the second cycle level which consists of senior high school, technical/vocational institutions and 3) special schools. These three levels constitute the pre-tertiary education level.' (Ministry of Education and Ghana Education Service, 2012: 12). The Ashanti, Eastern, Greater Accra, Northern and Western regions were selected out of the ten regions of Ghana, forming five strata, from which 350 pre-tertiary schools: Primary, Junior High and Senior High Schools as well as the technical/vocational institutions in the urban and rural settings were randomly sampled using a multistage sampling design. Headteacher was operationalised in this study to represent head of a

school in the pre-tertiary education sector.

Design

A correlational cross-sectional research survey design was employed and appropriate statistical techniques to analyze the relationships among the creative problem solving ability attributes and institutional brand personality were performed. The unit of analysis for the present study was the headteachers who reported their creative problem solving ability attributes, with two teachers per school providing information on their perception of the schools' institutional brand personality.

Instruments and Data Gathering

The present study's Creative Problem-Solving Ability Attributes Inventory is an adapted self-report questionnaire based on works of Cho (2003) and Lin (2010) to determine headteachers' creative problem solving attributes. The headteachers were to rate each item on the Creative Problem-Solving Ability Attributes Inventory from 1 (Never) to 5 (Always). The sum of the rated items for a dimension will reflect the score of the dimension: 4-20 to 6-30. The creative problem-solving ability attributes exhibited good internal consistencies from $= 0.86$ to $= 0.90$ for the pilot study; and from $= 0.66$ to $= 0.86$ in the main study.

The present study integrated Keller and Richey's (2006) six brand personality traits into Geuens et al.'s (2009) twelve brand personality traits to develop the Five-Factor Institutional Brand Personality Inventory: Conscientiousness dimension: Down to earth and Stable traits; Activity dimension: Responsible, Disciplined, Dynamic, Collaborative, and Bold traits; Resourceful dimension: Innovative and Agile traits; Emotionality dimension: Passionate and Compassionate traits; and Simplicity dimension: Down to earth and Stable traits. The teachers were to rate each item on the Institutional Brand Personality inventory from 1 (Not at all) to 5 (Completely). The 13-item Institutional Brand Personality inventory scores ranged from 10 to 65. The resultant Institutional Brand Personality inventory used for the present study showed good internal consistencies when piloted: $= 0.792$ to $= 0.937$; with the main study showing internal consistency from $= 0.635$ to $= 0.855$.

Data Gathering and Unit of Analysis

Out of the 350 sampled schools, only 336 schools completed and returned the survey, which was further reduced to 279 institutions (279 headteachers and 558 teachers) after reviewing the questionnaires for appropriateness with the

headteacher serving as the unit of analysis. The data analyses were conducted in two steps. First, the means, standard deviations, internal consistency estimates (Cronbach's alpha) and correlation matrix were computed for each of the variables to obtain test scores of the bivariate relationships among the study variables. Second, this study further performed the structural equation modelling using AMOS 23 to test the hypotheses.

Results and Interpretation

At the specific dimension and attribute levels, divergent thinking attribute significantly correlated with resourceful ($r = .170$) and emotionality ($r = .191$) dimensions; simplicity dimension significantly correlated with motivation ($r = .181$) attribute only and not with the other attributes; activity dimension did not correlate with divergent thinking and knowledge attributes but was significantly related with the other attributes. A significant relationship was found between institutional brand personality and creative problem-solving ability attributes ($r = .240$) at the aggregated level (See Table 1 below).

The present study hypothesized a close fit of Creative Problem Solving Ability Attributes and Institutional Brand Personality model to the sample data. The AMOS path analysis Chi-Square indices as shown in the diagram in Figure 2 below indicates that the overall hypothesized model, that is, the model of Creative Problem Solving Attributes for Institutional Brand Personality fit the observed data, where the indices of $\chi^2 (3, N=279) = 2.922, p=0.404$, a desired non-significant goodness-of-fit index result. An adequate fit between the overall hypothetical model and the sample data was further indicated: CFI = 1.000 in line with Hu and Bentler's (1999) suggestion, which is greater than 0.95 as required (Bentler, 1990); NFI = 0.992; RMSEA = 0.0001 (with its confidence intervals of 90% CI: 0.100- 0.661) as well as the relative chi-square (χ^2/df) of 0.974 (see Byrne, 1989).

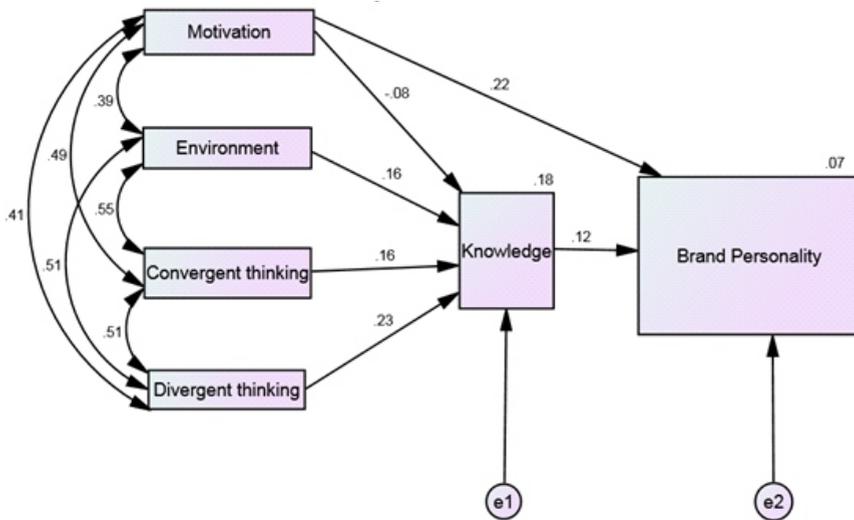
Table 1: Descriptive Statistics and Results of Correlations among Creative Attributes and Institutional Brand Personality Dimensions

		BP		DT	CT	Mo	E	K	CA
		(M)	(SD)						
CA	(M)			(3.5)	(3.8)	(3.7)	(3.6)	(3.2)	(3.5)
	(SD)			(0.7)	(0.7)	(0.8)	(0.8)	(0.8)	(0.5)
Cons		(3.4)	(0.8)	.05	.12*	.21**	.15*	.14*	.19**
Act		(3.6)	(0.7)	.06	.11	.19**	.13*	.11	.17**
Res		(3.2)	(0.8)	.17**	.14*	.20**	.23**	.17**	.25**
Sim		(3.2)	(0.8)	.03	.03	.18**	.08	.05	.11
Emo		(3.4)	(0.7)	.19**	.19**	.15*	.22**	.14*	.25**
BP		(3.4)	(0.6)	.12	.15*	.24**	.20**	.16**	.24**

** . $p < 0.01$; * . $p < 0.05$ level; $n = 279$.

Cons: Conscientiousness; Act: Activity; Res: Resourceful; Sim: Simplicity; Emo: Emotionality; BP: Brand Personality; DT: Divergent thinking; CT: Convergent thinking; Mo: Motivation; E: Environment; K: Knowledge; CA: Creative Attributes; Source: Field Data, 2016.

The results showed that there exist significant reciprocal linkages between motivation, environment, convergent thinking and divergent thinking ($\beta = .39, p < .001$ to $\beta = .55, p < .001$). The results also showed that headteachers' knowledge significantly predicted teachers perceived institutional brand personality ($\beta = .12, p < .05$) implying that as knowledge increases by one standard deviation, institutional brand personality increases by .12 standard deviation. This supports the “Headteachers' knowledge will have a significant predictive effect on teachers' perception of the schools' brand personality” hypothesis. Similarly, motivation of headteachers significantly predicted teachers perceived institutional brand personality ($\beta = .22, p < .001$) implying that as motivation increases by one standard deviation, institutional brand personality increases by .22 standard deviation in support of the motivation- institutional brand personality path hypothesis. The third hypothesis (H3) was not fully supported since the coefficient of the paths linking headteachers' creative problem-solving ability attributes to teachers' perceived institutional brand personality were significantly mediated by knowledge at $\alpha < 0.05$ or $\alpha < 0.001$; except for the motivation-knowledge path coefficient which was insignificant (see Figure 2 below).



Chi-Square = 2.922 (3 df) p = .404

Figure 2. Dynamic System Model of Creative Problem Solving Ability and Institutional Brand Personality; *Source: Field Data, 2016*

The present study examined indirect effect hypotheses (H_4, H_5, H_6, H_7), by using the Bayesian analysis to estimate the posterior distribution of the indirect effects of four creative problem-solving ability attributes on the dependent variable: teachers' perceived institutional brand personality. From Table 2 below, except for divergent thinking attributes [95% lower boundary of 0.001 and 95% upper boundary of 0.064; which excludes zero (0)] in support of hypothesis 4, which stated that headteachers' divergent thinking will have significant indirect effect on teachers' perception of the schools' brand personality, with knowledge being a significant mediator was supported; whereas convergent thinking ($\pm 95\%: -0.001$ to 0.051), motivation ($\pm 95\%: -0.033$ to 0.006) and environment ($\pm 95\%: -0.001$ to 0.050) showed insignificant indirect effects. This is to say Bayesian analysis results refuted hypotheses H_5, H_6 and H_7 . Specifically, whereas divergent thinking has a significant indirect effect on institutional brand personality, convergent thinking, motivation and environment showed insignificant indirect effects.

Table 2: Standardised Indirect Effects of Creative Problem Solving Ability Attributes on Institutional Brand Personality

Var	DT (± 95%)	CT (± 95%)	Mo (± 95%)	E (± 95%)
K	.000	.000	.000	.000
BP	.028	.019	-.010	.019

BP: Brand Personality; DT: Divergent thinking; CT: Convergent thinking; Mo: Motivation; E: Environment; K: Knowledge; CA: Creative Attributes; *Source: Field Data, 2016*

Discussion

The present study examined the linkages creative problem solving ability attributes and the specific dimensions institutional brand personality, as well as the predictive influence of creative problem solving ability attributes on the aggregated institutional brand personality, by fitting the overall hypothesized model, that is, the model of Creative Problem Solving Attributes for Institutional Brand Personality to the observed data.

The bivariate correlation test at the specific dimension and attribute levels indicated that divergent thinking attribute correlated with resourceful and emotionality dimensions of personality and was uncorrelated with the other dimensions; simplicity dimensions correlated with motivation attribute only and not with the other attributes; activity dimension did not correlate with divergent thinking and knowledge attributes but significantly relates with the other attributes and these findings correspond with the trend found in other studies discussed below. These findings relate with empirical findings of Furnham and Bachtiar (2008) who found the personality factors: extraversion followed by openness to experience significantly predicting divergent thinking. The significant relationship found to exist between creative problem-solving ability attributes and institutional brand personality is similar to the Big Five personality predictive effect on the composite creativity score (Furnham and Bachtiar, 2008). The present study's result is also in line with the personality – creative findings of Batey et al. (2010a), Batey et al. (2010b), Furnham et al. (2008), Piffer (2011), Silva et al. (2009) and Yesil and Sozibilir (2013).

The finding that the relations between the creative problem-solving ability attributes institutional brand personality is significantly mediated by knowledge specifically supports the views of Brodin et al (2016) and Shiau (2014), since brand image with the key component being brand personality is influence by creativity and innovation. The empirical finding of the present study is analogous to previous studies that linked creativity and innovation to brand issues such as (image and personality) (Sheinin et al., 2011; Jin et al., 2015; Hanaysha et al., 2014; Li et al., 2008; de Haan et al., 2015). The finding that knowledge significantly predicts institutional brand personality concurs with the position of Richards et al (1998) who are of the view that brand is essentially knowledge.

Research Insight and Implications:

The study is the first to have explored Cho's (2003) Dynamic System Model of Creative Problem Solving Ability in the area of determining institutional brand personality (Keller and Richey, 2006). The findings that school leaders' creative problem-solving ability attributes significantly predicts the creation of institutional brand personality through knowledge consolidates the position of Cho (2003) on the importance of knowledge in creative performance (Lin, 2010; Lin and Cho, 2011). Another insight is the applicability and use of Cho's (2003) Dynamic System Model of Creative Problem Solving Ability to explain the determination and creative management of institutional brand personality by leadership within the world of work. This helps bridge the knowledge gap between creative problem solving ability and institutional brand personality. In a more holistic and easier approach, this study's Dynamic System Model of Creative Problem Solving Attributes and Institutional Brand Personality can be used to explain the creative ability attributes and the brand personality dimensions instead of using three different models, that is, Cho's (2003) Dynamic System Model of Creative Problem Solving Ability, Geuens et al.'s (2009) personality-oriented five-factor brand personality framework and Keller and Richey (2006) three-factor corporate brand personality framework.

The practical implication of the present study's findings is that headteachers and their schools must desire and apply creativity (Lin, 2010) in their approach to serving their constituencies by building their schools' brand personality and winning in the educational market (Keller and Richey, 2006) to gain competitive advantage and capture competitive opportunities (Hocine and Zhang, 2014) while ensuring they and their teaching and non-teaching staff are the main sources of innovation and creativity (Gichohi, 2014) to creatively solve problems (Lin and

Cho, 2011). This study also contributes to the corporate brand personality management scholarship and might also 'cause brand scholars to reappraise the role of managers vis-à-vis corporate brand development and management' (Balmer and Wang, 2016: 11) and brand personality.

Limitations and Suggestions

The present study's limitation lies in the fact that all respondents were educationists, limiting the ability to generalise the results across domains. The possible instrumentation bias and narrowed scope of the inventories used in the study requires that future studies explore employee creative problem solving in relation to: brand identity, brand image and strategic branding of schools, the politics of school brand decision making (Pike et al., 2010) as well as respondents demographic variables. The extent to which schools brand identity represent the communities' 'sense of place' (Pike et al., 2010) of teaching and learning and the brand positioning strategies of schools together with the effectiveness of school brand slogans, logos and campaigns for the creative enhancement of the schools' competitiveness need more research attention.

Conclusion

In conclusion, the evidence that the Creative Problem Solving Attributes for Institutional Brand Personality model fit the present study's observed data, theoretically lends support to the generalizability of Cho's (2003) Dynamic System Model of Creative Problem Solving Ability to other school areas such as the ability of school leaders to creatively make the school an institution of choice for students and their teachers as well as other stakeholders. The findings are also critical for the measurement of the effectiveness of schools brand performance and academic achievements over time, however, further studies will be efficacious.

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