Pakistan Journal of Life and Social Sciences

www.pjlss.edu.pk

RESEARCH ARTICLE

The Degree of Creative Leadership Practice Among Principals of Governmental Basic Schools in the City of Al-Jowf from the Teachers' Point of View

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ARTICLE INFO	ABSTRACT
	The purpose of this study was to determine the extent to which principals at governmental basic schools in Al-Jowf implement creative leadership, as observed by teachers. The descriptive analytical approach was utilized, along with a questionnaire to collect data. The study included a sample of 53 male and female teachers from public basic schools in Al-Jowf. The results revealed that the general total score on the implementation of creative leadership among the principals of governmental basic schools in Al-Jowf was with a total average of (3.45) with a moderate degree. The level of dimensions After sensitivity to difficulties, it received the highest average (3.91), with a high degree, then flexibility with (3.76). Thirdly, fluency, with an average of (3.50), and finally originality, with an average of (3.28), all with a (medium) degree. The results revealed no statistically significant variations among the variables (gender, educational degree, and years of experience). In light of the study's findings, the researcher suggested encouraging principals to develop creative leadership skills, improving teamwork within the school, increasing teachers' participation in problem solving, and improving principals' ability to reflect on issues and see things from different perspectives.

INTRODUCTION

Administrative creativity is one of the fundamental components of organizational development. The rapid advancements in the information and technological revolution have created various challenges, including psychological, technological, economic, and social ones. Organizations must respond to these developments by adopting innovative ideas and modern methods to address challenges effectively (Al-Anazi, 2005, p. 12).

Creativity has long been associated with philosophical, literary, and artistic domains, yet scientific exploration of creativity began only in the 1950s, particularly in psychology. Historically, creativity was strongly associated with Western competition during World War II and, more recently, with the technological race among nations in various fields (Al-Hussain, 2018, p. 17).

The work of a creative leader is a key attribute distinguishing successful leaders through their openness to change and ability to exceed societal and educational expectations. Creative leadership in educational administration helps achieve a common educational vision while fostering an environment conducive to progressive learning (Al-Muhanna, 2020, p. 236). Al-Hussain's (2017) study suggested that creative leadership enables leaders to influence employees' behavior, make

timely decisions, and manage emerging issues in a rational manner, thus shaping the educational environment within the school.

The Palestinian context, highlighted by Jabareen (2016), revealed that creative leadership practices in universities and educational institutions were moderate and extended across various aspects of leadership, such as management-worker relations, work environment, and creative behaviors. Zahrani's (2015) study on private kindergartens indicated that female principals exhibited high levels of creative leadership from the teachers' perspective. Other studies, such as Abu Hamed (2013) and Hanna (2010), emphasized that educational leadership is crucial for effective school programs and student success.

This study aims to investigate how much creative leadership is displayed by Al-Jouf public primary school principals, using established literature and previous studies as a foundation.

PROBLEM OF THE STUDY

Creative leadership is a modern transformational leadership style based on tactics for developing and enhancing the school principal's role as a leader within the educational system. As a representation of higher education leadership, the principal works tirelessly to realise the school's instructional objective. Al-Muhanna (2020), Al-Hussein (2018), and (Amer et al., 2022) found that principals use innovative leadership at an acceptable level.

Administrative empowerment is a crucial notion emphasised by management philosophy that, according to the researcher, must be maintained within the administrative practices of public schools, particularly in a political and administrative climate distinguished by ambiguity and misunderstanding. The idea is to establish organisational conditions that foster administrative creativity. Accordingly, the goal of the present research is to explore the range of creative leadership practice and attempt to respond to the following two questions:

QUESTIONS OF THE STUDY

1. To what extent do Al-Jouf public primary school principals demonstrate creative leadership from the teachers' perspective?

2. Are there statistically significant differences at the level of ($\alpha \leq 0.05$) in teachers' perspectives on the extent of creative leadership practiced by principals of public elementary schools in Al-Jowf, attributed to the variables of gender, academic qualification, and years of experience?

HYPOTHESES OF THE STUDY

The study shows the following hypotheses:

1.Public primary school principals in Al-Jouf exhibit a high level of creative leadership from teachers' perspectives.

2. There are no statistically significant differences at the $\alpha \leq 0.05$ level in teachers' perspectives on the degree of creative leadership among public primary school principals in Al-Jouf based on gender, academic qualifications, and years of experience

OBJECTIVES OF THE STUDY:

This study aims to:

-Identify the level of creative leadership among public primary school principals in Al-Jouf from teachers' perspectives.

- Determine the significance of differences in teachers' perspectives on the degree of creative leadership among public primary school principals in Al-Jouf, based on gender, academic qualifications, and years of experience

SIGNIFICANCE OF THE STUDY:

The significance of this study is demonstrated by the following:

- It is expected to add to the theoretical literature and Arabic library with new insights into creative leadership, emphasizing its importance in achieving administrative excellence and educational success in Arab schools.

- This study offers practical knowledge into the educational field from teacher viewpoints. The study provides recommendations for policymakers and training experts in the Ministry of Education to create effective training programs for school leaders, promoting creative leadership.

LIMITATIONS OF THE STUDY

The following limitations apply to the study's findings:

Objective limits: the degree to which government primary school principals use creative leadership techniques.

Human limits: Teachers in government primary schools.

Spatial limits: Al-Jawf region.

Temporal limits: During the second academic semester of the university year.

DEFINITION OF TERMS

Leadership: leadership is defined as: " The capacity of an individual to persuade, lead, and mentor a person or group to win their cooperation and inspire them to work as efficiently as possible towards accomplishing objectives " (Al-Dhamour, 2012, p. 9).

Creative Leadership: Creative leadership is defined as those leaders who adopt unconventional methods to manage, transform, and develop the institution, enabling it to continuously adapt to changes in the work environment at both local and international levels. Those practicing creative leadership possess unique skills and characteristics suited to the needs of modern management (Eid, 2015, p. 391).

Creativity: According to El-Sayed and others (2018, p. 84), creativity is: "Ideas that are novel, useful, and relevant to optimal solutions for specific problems, developing methods or objectives, deepening visions, or recombining known patterns of administrative behaviors into distinct, advanced forms that propel their owners forward."

The researcher defines creativity as the capacity of an individual to generate new ideas, enlisting others in the process of idea generation and rephrasing prior experiences, allowing them to utilize skills and knowledge to create innovative, rare, and valuable ideas that enable them to envision beneficial, modern future scenarios.

LITERATURE REVIEW

Jawefal (2016) conducted research to determine the amount of creative leadership among high school administrators in Amman Governorate and its relationship to teachers' academic optimism. The study sample consisted of 291 teachers chosen using a stratified random sampling procedure. The results revealed a high degree of creative leadership practices among high school principals from the perspective of teachers, as well as a moderate level of academic optimism. There was a statistically significant beneficial relationship between administrators' creative leadership styles and

teachers' academic optimism. There were statistically significant differences based on gender (favouring males) and experience (5-10 years), but no significant differences were identified based on educational level.

Tesaputa and Phimkoh (2017) attempted to define elements and standards for creative leadership among Thailand's school administrators. They assessed the current environment, needs, and methods before developing a curriculum to promote creative leadership among Thai school administrators. The study sample consisted of 375 schools, with a questionnaire serving as the study tool. The findings emphasised critical qualities of creative leadership, including inventiveness, flexibility, vision, and trustworthiness. Training, self-study, field visits, and incorporating hypotheses into practice were among the recommended measures for creative leadership.

Al-Bushi and Bubshit (2018) evaluated the creative leadership skills of academic leaders at Imam Abdulrahman Bin Faisal University and identified ways to improve them. A descriptive analytical method was applied, with 349 faculty members given a 46-item questionnaire assessing creative leadership skills. The findings revealed that the level of creative leadership skills was typically strong, with substantial differences depending on college type (humanities faculties).

Al-Hussain (2018) examined the creative leadership practices of female primary school administrators in Hawtat Bani Tamim, identifying challenges and recommendations for improvement. A sample of 125 teachers participated in the study, which used a descriptive survey method. The findings revealed a high level of creative leadership practices among female principals, with statistically significant variances depending on academic qualifications, experience, and training courses.

Al-Muhanna (2020) investigated how teachers perceive the amount of innovative leadership practices among secondary school principals in Kuwait, with the goal of improving these activities. The sample included 405 teachers who completed a 30-item questionnaire. The results showed a moderate level of innovative leadership behaviours and statistically significant differences by gender, educational qualification, experience, and educational district.

Amayrah (2020) investigated transformational leadership among school principals and its impact on decision-making efficacy from the perspective of teachers in the Irbid District. The study consisted of 253 primary and 193 secondary school teachers, and the findings revealed an average degree of transformational leadership and a positive relationship between transformational leadership and decision-making effectiveness.

Mokharz et al. (2021) investigated the level of creative leadership practice among school principals in Mafraq Governorate. The study sample included 100 public school principals, and the results showed a moderate to low degree of creative leadership techniques, with no significant differences based on gender or years of experience.

Amer et al. (2022) investigated the effectiveness of digital management in fostering creative leadership among public school principals in the Palestinian governorates of Nablus, Jenin, Al-Jowf, and Southern Al-Jawf. 100 principals made up the study sample., and the findings indicated that digital management is highly beneficial in helping teachers and students, with no significant variations depending on gender, academic background, or experience.

METHODOLOGY AND PROCEDURES

- Methodology of the study:

The current study used a descriptive analytical approach to investigate the issue as it exists today, define its components, analyse its causes and contributing elements, and compare findings to past research on the same topic. This approach is appropriate for such study.

- Population of the Study:

The study population consisted of all male and female teachers working in public primary schools in Al-Jawf City during the second semester of the 2021/2022 academic year, totaling 1,570 teachers (Al-Jawf Education Directorate records).

- Sample of the Study:

The study sample comprised 53 teachers from public primary schools in Al-Jawf, selected using simple random sampling. A total of 80 questionnaires were distributed, with 53 returned. The following table presents the demographic characteristics of the sample:

Table1: distribution of the sample according to demographic variables

Variable	Category	Number	Percentage
Gender	Male	22	41.3%
	Female	31	58.5%
Educational Qualification	Diploma or below	6	11.2%
	Bachelor's Degree	32	61.3%
	Postgraduate	13	25.4%
Years of Experience	1-5 years	17	31.0%
	6-10 years	24	47.1%
	More than 10 years	12	19.0%

The previous table shows that the sample consisted of 53 teachers, of whom 22 were male (41.5%) and 31 were female (58.5%) of the study sample. Teachers with a qualification of a diploma or below numbered 6 (11.3%), while those with a bachelor's degree totaled 33 (62.3%). The teachers with postgraduate qualifications were 14, representing 26.4% of the sample. Teachers with 1–5 years of experience numbered 17, accounting for 32.1%, those with 6–10 years were 25, representing 47.2%, and those with more than 10 years of experience were 11, accounting for 20.8% of the sample.

- Instrument of the study

The researcher utilized a questionnaire as the study tool, developed to assess the extent of creative leadership practiced by principals of public elementary schools in the Al-Jouf region from teachers' perspectives. The study tool comprised four dimensions as follows: Problem Sensitivity (10 items), Fluency (7 items), Flexibility (9 items), and Originality (9 items).

- Validity

Content Validity: The preliminary version of the questionnaire was reviewed by three experts in the field to benefit from their expertise. Necessary modifications were made based on their feedback, adjusting certain phrases and study dimensions.

Construct Validity: Statistical validity of the tool was further verified by calculating Pearson's correlation coefficient between the items in each dimension and their overall score, as illustrated in the following table:

Table 2: results of Pearson correlation coefficient results between the study items in each dimension with the total score

Dimension	Statement Number	Correlation Coefficient (r)	Statistical Significance	Dimension	Statement Number	Correlation Coefficient (r)	Statistical Significance
Flexibility	18	0.294*	0.034		1	0.639**	0.000
	19	0.285*	0.038		2	0.491**	0.000

				Dimension	Item	Correlation	P
	20	0.381*	0.565	Sensitivity to Problems	3	0.658**	0.000
	21	0.168*	0.234		4	0.633**	0.000
	22	0.072	0.610		5	0.401**	0.003
	23	0.239*	0.084		6	0.729**	0.000
	24	0.421*	0.881		7	0.500**	0.000
	25	0.061	0.665		8	0.602**	0.000
	26	0.223*	0.109		9	0.737**	0.000
Authenticity	27	0.525**	0.000	Fluency	10	0.705**	0.000
	28	0.644**	0.000		11	0.699**	0.000
	29	0.705**	0.000		12	0.721**	0.000
	30	0.573**	0.000		13	0.438**	0.001
	31	0.727**	0.000		14	0.717**	0.000
	32	0.516**	0.000		15	0.707**	0.000
	33	0.734**	0.000		16	0.734**	0.000
	34	0.633**	0.000		17	0.729**	0.000
	35	0.521**	0.000				

Note: * signifies statistical significance at the 0.05 level; ** signifies statistical significance at the 0.01 level.

The data in the above table indicate that the majority of the study items have high correlation scores with their overall scores, and all the values in the correlation matrix are statistically significant, indicating the statistical validity of the tool.

- Reliability

The reliability of the study tool was confirmed using Cronbach's Alpha for internal consistency, where the Alpha value was calculated for the items in each dimension of the study, as shown in the following table:

Table 3: The reliability of the study tool was confirmed using Cronbach's Alpha for internal consistency

Dimension	No. of Items	Cronbach's Alpha Value
Problem Sensitivity	11	0.838
Fluency	7	0.795
Flexibility	8	0.763
Originality	9	0.778
Overall	35	0.779

Table (3) reveals that the Cronbach's Alpha value for the items on "Problem Sensitivity" was 0.838, for "Fluency" it was 0.795, for "Flexibility" it was 0.763, and for "Originality" it was 0.778. The overall stability was 0.779. These high values demonstrate a significant degree of internal consistency among the items, confirming that the study tool is reliable and suitable for measuring its intended objectives.

- Scale Correction

A five-point Likert scale was used to collect responses and measure feedback indicating the degree of agreement or disagreement regarding the arithmetic average of the responses. The scale was adjusted to operate on three levels, as follows:

Interval Length = Maximum Response - Minimum Response / 3

Given that the scale follows a five-point Likert format:

● Minimum Response = 1

● Maximum Response = 5

Based on the equation, the interval length is calculated as follows:

Interval Length = Maximum Response - Minimum Response = 5 - 1 = 4 / 3 = 1.333

Accordingly, the assessment of arithmetic average scores is presented in the following table:

Table 4: Distribution of Categories, Averages, and Ratings According to the Scale Used in the Study Tool

Verbal Responses	Numeric Responses	Mean Response	Degree of Practice
Strongly Agree	5	1.80 - 1.00	Very Low
Agree	4	2.60 - 1.81	Low
Neutral	3	3.40 - 2.61	Moderate
Disagree	2	4.20 - 2.41	High
Strongly Disagree	1	5.00 - 4.21	Very High

- Statistical Treatment

After collecting the study data, the researcher reviewed it in preparation for inputting it into the computer for statistical analysis. The data were entered using specific numerical values based on the five-point Likert scale, whereby higher scores indicated greater significance and acceptance of the scale, as shown in the following table:

RESULTS AND DISCUSSION

Results Related to the First Question: "What is the degree of creative leadership practice among principals of public elementary schools in the Al-Jouf region from teachers' perspectives?"

To answer this question, the arithmetic means and standard deviations for the study items regarding the degree of creative leadership practiced by principals of public elementary schools in Al-Jouf were extracted and ranked by importance to highlight the most significant ones, as showed in the following table:

Table 5: Averages and Standard Deviations of Study Items on the Degree of Creative Leadership Practices among Principals of Public Elementary Schools in Al-Jouf City

Dimension	Rank	Item Number	Statements	average	Standard Deviation	Degree
Sensitivity to Problems	1	2	Plans to address anticipated problems	3.74	0.730	High
	2	5	Clearly identifies the causes of problems	3.62	0.910	High
	3	8	Cares about multiple alternatives for solving problems	3.48	0.911	High
	4	7	Proposes diverse solutions for problems	3.44	0.865	High

	5	1	Has the ability to foresee problems before they occur	3.17	1.071	High
	6	3	Accurately identifies aspects of the problem	3.13	0.926	High
	7	10	Consults experts in solving problems	3.11	1.012	High
	8	4	Gathers information about the problems facing them	2.95	1.109	High
	9	6	Collaborates with experts in identifying causes of problems	2.94	1.074	High
	10	9	Trains their team on problem-solving methods	2.94	0.997	High
Total				3.25	0.590	High
Fluency	1	12	Has the ability to present new ideas for work methods	3.26	0.580	High
	2	17	Has the ability to persuade	3.76	0.823	High
	3	16	Manages meetings using various methods	3.76	1.112	Medium
	4	14	Proposes good alternatives for each situation	3.61	0.964	Medium
	5	11	Acts quickly in situations	3.48	0.972	Medium
	6	15	Provides constructive criticism for new ideas	3.42	0.991	Medium
	7	13	Merges proposed ideas to form one useful idea	3.25	1.203	Medium
Total				3.50	0.694	Medium
Flexibility	1	20	Tries new ideas for performing work and solving problems	4.01	0.604	High
	2	24	Gives those working with them some freedom to develop their performance	3.97	0.604	Medium
	3	19	Ensures positive changes in work methods	3.91	0.714	Medium
	4	23	Accepts feedback from others and welcomes it	3.84	0.411	Medium
	5	25	Makes changes as required by the interests of work	3.84	0.662	Medium
	6	18	Corrects their position when convinced their opinion is incorrect	3.70	0.723	Medium
	7	22	Empowers their colleagues to solve recurring problems	3.69	0.911	Medium
	8	26	Engages with their colleagues in dialogue about work issues	2.48	0.668	Medium

	9	21	Has the ability to see things from different perspectives	2.35	0.788	Medium
Total				3.76	0.312	Medium
Originality	1	32	Cares more about generating new ideas than obtaining approval from others	3.57	1.184	High
	2	28	Encourages colleagues to propose new ideas	3.47	1.243	Medium
	3	27	Presents new ideas for the benefit of work	3.44	1.047	Medium
	4	31	Completes assigned tasks using innovative methods	3.31	1.311	Medium
	5	35	Involves colleagues in developing programs and building developmental plans	3.26	1.253	Medium
	6	33	Adopts new ideas to improve work methods	3.25	1.210	Medium
	7	30	Precedes others in implementing new experiments	3.25	1.190	Medium
	8	29	Continuously develops work procedures away from traditional methods	3.02	1.216	Medium
	9	43	Sets specific criteria for good performance	2.86	1.386	Medium
Total				3.28	0.767	Medium
Overall Strategic Thinking				3.45	0.370	Medium

The results indicated that the overall score of teachers' responses regarding the degree of practicing creative leadership among principals of public basic schools in Al-Jowf City was moderate, with an average of (3.45) and a standard deviation of (0.370).

The data also showed that the dimension of **Flexibility** ranked first with a high degree and a an average of (3.76) with a standard deviation of (0.694). It was found that the most prominent skills of creative leadership related to the dimension of **Flexibility** were that the principal **experiments with new ideas for work and problem-solving**, followed by the principal **gives the staff space to improve their performance**, and then that the principal **is keen on making positive changes in work methods**. The least practiced skill related to the dimension of **Flexibility** was that the principal **has the ability to see things from different angles**.

The results indicated that the dimension of **Fluency** ranked second with a moderate degree and an average of (3.50) with a standard deviation of (0.313). It was found that the most prominent skills of creative leadership related to the dimension of **Fluency** were that the principal **has the ability to present new ideas for work methods**, followed by the principal **has the ability to persuade**, and then that the principal **conducts meetings in diverse ways**. The least practiced skill related to the dimension of **Fluency** was that the principal **integrates proposed ideas to form one useful idea**.

The results showed that the dimension of **Originality** ranked third with a moderate degree and an average of (3.28) with a standard deviation of (0.767). It also showed that the most prominent skills of creative leadership related to the dimension of **Originality** were that the principal **is more concerned with generating new ideas than with obtaining approval from others**, followed by the principal **encourages staff to propose new ideas**, and then that the principal **presents new ideas for the benefit of the work**. The least practiced skill related to the dimension of **Originality** was that the principal **sets specific criteria for good performance**.

Finally, the dimension of **Sensitivity to Problems** ranked last with a moderate degree and an average of (3.26) with a standard deviation of (0.590). The results also indicated that the most prominent skills of creative leadership related to the dimension of **Sensitivity to Problems** were that the principal **plans to confront expected problems**, followed by the principal **clearly identifies the causes of problems**, and then that the principal **is concerned with multiple alternatives for problem-solving**. The least applied skill related to the dimension of **Sensitivity to Problems** was that the principal **trains the team on problem-solving techniques**.

The researcher interprets the previous results as indicating that the practice of creative leadership among principals of public basic schools in Al-Jowf City is not at the desired level. Therefore, principals need to be made aware of the importance of practicing creative leadership and the benefits it can bring to the school and the educational process. It can also be interpreted that principals lack skills related to **Sensitivity to Problems**, especially as they overlook the role of teachers in problem-solving, which prevents them from training teachers on the methods that qualify them to assist in this regard. The researcher attributes this result to the fact that principals in public schools are dominated by a state of organizational commitment, which manifests itself in imposed constraints that may result in an inability to act freely and grant authority, along with other pillars of participation and teamwork.

The previous results did not significantly agree with the results of the study by **Jawafal (2016)**, which showed that the degree of practicing creative leadership among principals of public secondary schools in the Amman Governorate, from the teachers' perspective, was high, and the study by **Al-Bushi and Boubchet (2018)**, which showed that the degree of practicing creative leadership skills by academic leaders at Imam Abdul Rahman Bin Faisal University was generally high. Also, the study by **Al-Hussein (2018)** indicated that the degree of practice of female principals in elementary schools in Al-Hawta Bani Tamim for all creative leadership processes was large.

Meanwhile, the previous results largely agreed with the results of the study by **Mustafa (2018)**, which indicated that the degree of practicing transformational leadership among female principals of secondary schools was moderate. The results revealed a statistically significant correlation between the degree of practicing transformational leadership and the reality of decision-making. The study by **Amayra (2020)** showed that the degree of practicing transformational leadership among principals in the Irbid Governorate was moderate from the teachers' perspective. The study by **Atiyeh (2021)** showed that the level of practice of creative management by principals in the education directorates of Mafraq Governorate ranged from moderate to low.

Results Related to Answering the Second Question: "Are there statistically significant differences at the level of (≥α 0.05) in the degree of practicing creative leadership in terms of **sensitivity to problems, fluency, flexibility, and originality** among principals of public basic schools in Al-Jowf City from the teachers' perspective attributed to the variables of **gender, educational qualification, and years of experience**?"

Examining the Effect of Gender:

The researcher used the T-test, and the results are illustrated in the following table:

Table No. (7): Results of the T-test for differences in the degree of practicing creative leadership in terms of sensitivity to problems, fluency, and flexibility.

Measure	Gender	Count	Mean	Standard Deviation	Calculated T Value	Degrees of Freedom	Statistical Significance
Sensitivity to Problems	Male	22	3.40	0.574			
	Female	31	3.16		1.487	51	0.143
Fluency	Male	22	3.63	0.683	1.156	51	0.253
	Female	31	3.41				
Flexibility	Male	22	3.76	0.310	-0.036	51	0.972
	Female	31	3.76				
Originality	Male	22	3.40	0.711	1.001	51	0.322
	Female	31	3.19				
Overall Score	Male	22	3.55	0.348	1.663	51	0.102
	Female	31	3.38				

The results showed no statistically significant differences in the degree of practicing creative leadership concerning sensitivity to problems, fluency, flexibility, and originality among the principals of public elementary schools in Al-Jowf from the teachers' perspective based on the gender variable.

The researcher interprets this result by noting that male and female teachers agree on their views regarding the degree of practicing creative leadership in terms of sensitivity to problems, fluency, flexibility, and originality among the principals of public elementary schools in Al-Jowf,

This can be attributed to the fact that creative leadership stems from the extent of the principal's ability to initiate and exercise freedom of action. However, the current reality of school leadership does not distinguish principals from one another.

This result aligns with the findings of the study by Attiya (2021), which showed no statistically significant differences in all areas of the degree of principals' practice of creative management as a whole attributed to the effect of gender. In contrast, it conflicts with the results of the study by Joufil (2016), which indicated that there were statistically significant differences in the estimates of the degree of practicing creative leadership among principals of public secondary schools in Amman Governorate based on the gender variable.

Examining the effect of academic qualification:

The researcher used a one-way ANOVA test, and the results are shown in the following table:

Table No. (8): Results of the One-Way ANOVA Test for the Differences in the average of Creative Leadership Practice Regarding Sensitivity to Problems, Fluency, Flexibility, and Originality Among the Principals of Public Elementary Schools in Al-Jowf from the Teachers' point of view According to the Academic Qualification Variable.

Dimension	Qualification	Number	Degrees of Freedom	Source of Variation	Total Scores	Mean	Mean Squares	P Value	Statistical Evidence
Sensitivity to Problems	High School or Less	6	3.68	Between Groups	1.262	2	0.631	1.871	0.165

		N	Mean	Source	Sum of Squares	df	Mean Square	F	Sig.
	Bachelor's Degree	33	3.19		16.860	50	0.337		
	Graduate Studies	14	3.24						
	Total	53	3.26		18.122	52			
		6	3.52		0.120	2	0.060		
Fluency	High School or Less	33	3.53	Between Groups	24.900	50	0.498	0.121	0.886
	Bachelor's Degree	14	3.42						
	Graduate Studies	53	3.50		25.020	52			
	Total	6	3.79		0.043	2	0.022	0.808	0.215
		33	3.78		5.039	50	0.101		
Flexibility	High School or Less	14	3.72	Between Groups					
	Bachelor's Degree	53	3.76		5.082	52			
	Graduate Studies	6	3.41		0.137	2	0.068	0.215	0.808
	Total	33	3.25		30.464	50	0.609		
		14	3.30						
Originality	High School or Less	53	3.28	Between Groups	30.600	52			
	Bachelor's Degree	6	3.60		0.158	2	0.079	0.112	0.894
	Graduate Studies	33	3.43		6.979	50	0.140		
	Total	14	3.42						
		53	3.45		7.137	52			
Total Grade	High School or Less			Between Groups					

									0.572
	Bachelor's Degree								
	Graduate Studies								
	Total							0.565	

The results showed no statistically significant differences in the degree of practicing creative leadership in terms of sensitivity to problems, fluency, flexibility, and originality among the directors of public elementary schools in Al-Jowf from the teachers' perspective, according to the variable of educational qualification.

The researcher interprets this result by stating that despite the differences in their educational qualifications, teachers do not differ in their assessment of the degree of practicing creative leadership in terms of sensitivity to problems, fluency, flexibility, and originality among the directors of public elementary schools in Al-Jowf . This means that differences in educational qualifications do not alter their perception of the creative leadership skills practiced by their director.

This result aligns with the findings of the study by Jayful (2016), which showed no statistically significant differences in the assessments of the degree of practicing creative leadership by the directors of public secondary schools in the Amman governorate according to the variable of educational qualification. In contrast, it conflicts with the findings of the study by Abu Jama (2017), which indicated statistically significant differences in the degree of practicing creative leadership among school directors in Medina according to the variable of educational qualification, as well as the study by Al-Hussein (2018), which indicated statistically significant differences in the degree of practicing leadership among female school leaders attributed to the variable of educational qualification.

Examining the effect of years of experience:

Table 9: Results of the One-Way ANOVA Test for Differences in Average Scores of Creative Leadership Practices regarding Sensitivity to Problems, Fluency, Flexibility, and Originality among Public Elementary School Principals in Al-Jowf from the Teachers' Perspective Based on the Variable of Years of Experience.

Dimension	Years of Experience	Number	Mean	Source of Variance	Sum of Squares	Degrees of Freedom	Mean Square	F Value	Statistical Significance
	1-5 Years	17	3.33	Between Groups	0.585	2	0.293		
Sensitivity to Problems	6-10 Years	25	3.29	Within Groups	17.537	50	0.351	0.834	0.440
	More than 10 Years	11	3.05	Total	18.122	52			
	Total	53	3.26						
	1-5 Years	17	3.58	Between Groups	0.895	2	0.447		

Dimension	Experience	N	Mean	Source	Sum of Squares	df	Mean Square	F	Sig.
Fluency	6-10 Years	25	3.37	Within Groups	24.125	50	0.483	0.927	0.402
	More than 10 Years	11	3.68	Total	25.020	52			
	Total	53	3.50						
	1-5 Years	17	3.88	Between Groups	0.342	2	0.171		
Flexibility	6-10 Years	25	3.72	Within Groups	4.741	50	0.095	1.802	0.175
	More than 10 Years	11	3.68	Total	5.082	52			
	Total	53	3.76						
	1-5 Years	17	3.50	Between Groups	2.504	2	1.252		
Originality	6-10 Years	25	3.30	Within Groups	28.096	50	0.562	2.228	0.118
	More than 10 Years	11	2.89	Total	30.600	52			
	Total	53	3.28						
	1-5 Years	17	3.57	Between Groups	0.451	2	0.226		
Overall Score	6-10 Years	25	3.42	Within Groups	6.685	50	0.134	1.687	0.195
	More than 10 Years	11	3.32	Total	7.137	52			
	Total	53	3.45						

The results indicated that there were no statistically significant differences in the level of practicing creative leadership in terms of (problem sensitivity, fluency, flexibility, and originality) among principals of public elementary schools in the city of Al-Jowf , from the teachers' perspective, based on the variable of years of experience.

The researcher explains this result by noting that differences in teachers' years of experience do not lead to differences in their assessment of the level of practicing creative leadership in terms of (problem sensitivity, fluency, flexibility, and originality) among principals in public elementary schools in Al-Jowf . This result is attributed to the fact that teachers in public schools do not continuously work with principals long enough to observe the extent of their creative leadership practices. School transfers for both teachers and principals prevent teachers from working with the same principal over extended periods. Thus, the difference in years of experience does not correspond to differences in tenure under one leader, leading the majority to share a similar view regarding the degree of creative leadership practice in terms of (problem sensitivity, fluency, flexibility, and originality) among public elementary school principals in Al-Jowf.

This finding aligns with the results of the study by Atiya (2021), which showed no statistically significant differences in all aspects of creative leadership practice among school principals, attributing this to the variable of years of experience. However, it contradicts the findings of Jouyfiel (2016), which revealed statistically significant differences in the level of creative leadership practice among secondary school principals in Amman, depending on the experience variable, and Al-Hussein's study (2018), which indicated statistically significant differences in the level of leadership practice attributed to the experience variable.

RECOMMENDATIONS

In light of the study's results, the researcher recommends and suggests the following:

- Encourage principals to develop their creative leadership skills to contribute to school improvement and enhance management practices.

- Emphasize the importance of teamwork within the school and encourage teachers to collaboratively address work-related challenges.

- Work on enhancing principals' capacities in originality by continuously developing work procedures, avoiding conventional methods, involving staff in program preparation and development planning, and adopting new ideas to improve work methods.

- Develop principals' skills in integrating proposed ideas and linking them in a constructive manner.

- Provide training for principals on setting standards to evaluate good performance.

- Encourage principals to train teams of teachers to assist in solving problems.

- Work on rewarding and encouraging principals with creative and innovative ideas.

- Avoid overlooking the role of feedback on management evaluation errors and learning from employees' previous experiences.

- Conduct scientific studies on the practice of creative leadership at other educational levels, such as secondary school.

- Conduct studies and research addressing creative leadership and its impact on the improvement and quality of educational institutions.

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