

The Extent to Which Government School Principals in Jerash Governorate Practice Creative Leadership Methods

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ABSTRACTS

This study aimed to identify the level of public school principals' practice of creative leadership styles from the teachers' point of view in Jerash Governorate. And to identify the significance of the differences in school teachers' perceptions in estimating the level of school principals' practice of creative leadership styles according to the variable of gender, experience or educational qualification. The study sample consisted of (200) male and female teachers in government schools affiliated to the Directorate of Education in Jerash, and the study tool was represented by a questionnaire consisting of (23) items that measure the extent to which school principals practice the creative leadership style. The results showed that there were no significant statistically significant differences in the practice of creative leadership styles by school principals due to the factor, educational qualification or experience. The study recommended a set of recommendations, the most important of which are: Maintaining a high level of creative leadership by providing support and giving incentives to government secondary school principals who have ideas To develop their schools and support them in their implementation, and to conduct studies dealing with creative leadership with new variables that have not been addressed.

KEYWORDS: LEADERSHIP, CREATIVE LEADERSHIP, SCHOOL PRINCIPALS, TEACHERS.

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INTRODUCTION

Leadership in general is one of the most important administrative concepts dealt with in studies and research because of its clear impact on the performance of any institution, and for everyone's awareness of the effective and influential role of the leader on which the success of his organization depends, and thus achieving the desired goals. The need for management has become very necessary for those who manage organizations to be more than just an exerciser of authority, and administrative organizations have become more in need of more than to be managed, as they need to be led, because healthy human relations between the leader and his subordinates have become more imperative than orders to achieve The response of subordinates, and stronger than the routine communications followed by managers (Abu al-Khair, 2013)

Creative leadership is one of the most important elements of human behavior, as it represents one of the pillars that help develop creativity among employees in educational institutions, as the availability of the appropriate environment for creativity, which in turn works on the progress and prosperity of the institution. Which are motivated by the minds of creative leaders in managing their institutions or societies towards achieving private and public goals? As the development of educational institutions requires the presence of leaders who possess skills and competencies, enabling them to perform their roles and tasks well, and working to meet the administrative and technical needs of the school's employees, and those who deal with it from the children of the school The local community, and in line with the educational policy, and the vision represented in reshaping the educational model that focuses on leadership and management strategies, based on the optimal use of what informatics and contemporary technology provide as means of developing educational management.

Creative leadership is defined as the capabilities that the leader possesses, which makes him able to innovate methods and ideas that motivate the workers, and direct them towards achieving the desired educational vision so that that vision becomes goals and objectives that constitute the satisfaction of the workers, and in a way that contributes to creating an atmosphere of teamwork, such as the departments and the talented. Organizational awareness that calls for participation and transmission of ideas and the establishment of communication systems between different levels characterized by ease and fluidity in their movement (Abbas, 2011).

This study seeks to identify the level of practice of creative leadership methods by government school principals in Jerash Directorate of Education, due to the importance of this type of leadership and the benefit of the employees in the educational institution.

THE STUDY PROBLEM:

In view of the importance of creative leadership and its great role in the progress and distinction of work, and in light of the recent trends of the Ministry of Education in preparing creative leaders who are able to keep pace with developments in the domain of education. The idea of the current study came to identify the degree of

practice of the principals of basic schools in Jerash governorate of methods of creative leadership.

STUDY QUESTIONS:

The study attempted to answer the following questions:

- The first question: What is the level of practice of creative leadership methods by government school principals in Jerash Governorate?
- The second question: Are there statistically significant differences in the level of teachers' estimations of school principals' use of creative leadership methods according to the variables of gender, experience and educational qualification?

OBJECTIVES OF THE STUDY:

The current study aimed to:

- Identifying the degree of activation of government school principals in Jerash Education of creative leadership methods.
- Identifying the impact of each of the variables (gender, experience, and educational qualification) on the estimates of the study sample members of the school principals' degree of using creative leadership methods.

THE IMPORTANCE OF STUDY:

The importance of the current study is highlighted by:

- The importance of this study comes from the importance of the topic you are looking at related to creative leadership, which is one of the latest leadership styles and the majority of educators advocate the necessity of using it. And because of their significant impact on the growth and development of these institutions in line with global developments in the domain of education
- It is possible that this study will benefit decision-makers in the Ministry of Education by shedding light on the reality of the practice of creative leadership in government schools affiliated with the Ministry of Education.

TERMINOLOGY OF STUDY:

Technological leadership: It is the ability to find and invent methods and ideas that motivate employees, discover their talents, explode their energies, and direct them towards achieving the desired educational goals so that those goals become goals for employees.

The researcher defines it procedurally: the ability to devise methods and ideas that motivate workers to work, and it is measured by the degree that the leaders obtain through their answers to the paragraphs of the questionnaire related to the level of creative leadership used in this study.

STUDY LIMITATIONS:

- The process of disseminating the results of the study is limited to the principals of public schools in Jerash Directorate of Education in the second semester 2021-2022, and therefore it is not possible to guarantee obtaining the same results when the study is applied to another sample.
- The process of generalizing the results is limited to the study tool that was used through its veracity and reliability, and therefore it is not possible to guarantee obtaining the same results when applying other tools.

THEORETICAL FRAMEWORK AND PREVIOUS STUDIES:

Educational leadership is the process through which the energies of workers are directed towards the right direction, and a kind of directing integration is achieved between the organizational, human and social aspects of the administrative process. The leadership style of the educational leader and his successful policies are an important factor in the progress and success of the educational institution or its failure. As a decision-maker seeking to achieve educational and pedagogical goals, motivate his work team, and increase their self-confidence, he performs a form of social interaction with his followers, and maintains their cohesion to contribute through this to the development of the educational process, and follow up on this in all development. First: Educational leadership and its importance: Before defining leadership, several important concepts must be shed light on: the individual, the difference, who exercises influence for a long or short period of time, or the leader: is an authority or power in a particular situation (Al-Darbi, 2019).

As for the leadership elements, they are individuals who work according to a specific organization. A goal to be pursued and a leader among them who can influence and direct them. Its importance lies in the fact that it is the link between employees and the future plans of the organization. It supports positive forces and eliminates negativity and disagreements. It helps solve problems at work, and trains and nurtures people on the grounds that they are the most important resource for the organization. Achieving the Foundation's Objectives (Abbas, 2011)

Creativity and innovation are two basic features that must be available in the educational leader, due to the increasing ambitions and the emergence of globalization and its challenges. The creative leader is one of the

success factors of his educational institution. The concept of creativity: a process that refers to a group of features and factors that appears in the behavior of a highly creative person. The concept of creativity management: the ability to generate innovative and useful ideas, and provide solutions to daily problems and challenges. F. The definition of administrative creativity in educational leadership: It is the educational leader's development of innovative strategies to make a comprehensive improvement in policies, methods, and work style in the educational environment. This leads to innovative solutions to the issues that occur in the educational environment (Al-Miraj, 2020).

And the creative educational leader who has the ability to follow an administrative style that avoids traditional ways of thinking, and makes an effort to confront reality, through the information and communications revolution, economic, intellectual and social challenges, technology and the electronic revolution (Al-Darby, 2019).

PREVIOUS STUDIES:

The researcher reached a set of studies related to her study, and they were arranged according to their relevance to the study, from the most recent to the oldest.

Mokhtar and Ibrahim (2022) conducted a study; the aim of this study was to identify the level of creative leadership and time management among primary school principals in Mesilla. The study community consisted of (492) managers, and from it a random sample was selected whose number was (197) individuals, of whom (154) responded with a ratio of (31, 30). % of the original community. The study found a number of results, the most important of which is the high level of creative leadership among primary school principals in Messila, the high level of time management among primary school principals in Messila, and the existence of a positive correlation between creative leadership and time management among primary school principals in Messila.

Conducted by Al-Alimat (2020) This study aimed to identify the degree of creative leadership practice among primary school principals in the North West Badia District, Mafraq Governorate. To achieve this goal, a questionnaire consisting of (55) items was developed covering four areas: (originality, flexibility, fluency and initiative), and it was distributed to a sample of (550) teachers. The results of the study showed that the total degree of creative leadership practiced by primary school principals in The Directorate of North West Badia in Mafraq Governorate was significant, with a high degree of practice in two areas (initiative and flexibility), and with a medium degree of practice in two areas (originality and fluency). The tool as a whole depends on the gender variable in favor of females, as well as according to the gender variable. Years of experience in each domain (originality, flexibility and fluency) for the benefit of all categories of years of experience

Al-Madani (2020) conducted a study aimed at identifying the degree to which academic leaders at Northern Border University practice creative leadership, which is attributed to the variables (nature of work, employer, gender, years of experience in administrative work at the university), and to achieve the goal of the study, the researcher used the descriptive survey method, and relied on the questionnaire as a tool for the study, which consisted of (40) items that included dimensions (sensitivity to problems, initiative, originality, flexibility), and the study sample consisted of (240) including (deputies of colleges and support deanships, and their employees), and The results showed that the degree of academic leaders' practice of creative leadership was "sometimes" with a general mean of (3.31), where the skills were arranged as follows (flexibility, initiative, sensitivity to problems, originality), and the results showed that there were statistically significant differences between The average responses of the study sample members attributed to the gender variable in the "initiative" dimension in favor of males.

Al-Hussein (2022) conducted a study that aimed to identify the degree of creative leadership practice among female primary school leaders in HotatBaniTamim Governorate, and to reveal the obstacles that hinder its practice, and suggestions for its application from the point of view of the study sample members. The descriptive survey method was used, and the questionnaire was used as a tool for the study, which consisted of (50) phrases divided into three axes (the degree of practice, obstacles, and suggestions). Of (193) female teachers, and it was found that the study sample agreed with a high degree on the degree of practice of primary school leaders in the governorate of Hot at Bani Tamim for all creative leadership processes. Results: There are statistically significant differences at the significance level (0.05) and less between the responses of the study sample due to the study variables (educational qualification, experience, training courses).

Al-Amour and Ibn Abd al-Salam (2017) conducted the current study aims to identify the practice of the real creative leadership of leaders at the University of Djelfa and the extent to which the practice of this creative leadership by them differs with the different variables of leaders in the development of creativity and innovative thinking. Study (job, academic qualification, experience in management, number of training programs); In addition to knowing the most prominent obstacles that prevent the practice of creative leadership at the University of Djelfa by senior leaders while carrying out their duties. The descriptive approach was adopted in the completion of this study on a community formed by the cadres of the University of Djelfa. The survey came out with a number of obstacles that prevent the practice of creative leadership and the difference in the degree of

practice according to the job and experience in management.

Joifel (2016) conducted a study aimed at identifying the degree of creative leadership of public secondary school principals in the Governorate of Amman and its relationship to the degree of academic optimism of teachers from their point of view. The study sample consisted of (291) male and female teachers, and the study tools consisted of a questionnaire to measure the degree of creative leadership of public secondary school principals in Amman governorate, and the second to measure the degree of academic optimism of teachers. The teachers' point of view was high.

Abu Dalbough and Jaradat (2013) conducted a study aimed at identifying the level of administrative creativity among the principals and principals of the schools in the BaniKenana region from the point of view of the teachers working in them. 17.5% of the total study community, and the questionnaire were used as a tool for data collection consisting of (53) items distributed over four domains (fluency, flexibility, corrosiveness, sensitivity to problems) after verifying its veracity and stability. The results of the study showed that The level of administrative creativity among the principals of the schools in the BaniKinana region, according to the views of the teachers and the teachers working in them, and the areas of expertise were highly appreciated, as the domain of flexibility ranked first, then the area of sensitivity to problems ranked second, then the domain of corrosiveness ranked third, then The domain of fluency ranked fourth and last. The results of the study showed that school principals in the BaniKenana region enjoy flexibility and teamwork with teachers in dealing with situations and problems that hinder the educational process. The results also showed that they use Damon information technology with high efficiency and effectiveness in their school management.

COMMENTING ON PREVIOUS STUDIES:

The previous studies varied in terms of the variables they dealt with in the field of creative leadership. The current study differed from previous studies in that it dealt with a representative sample of government schools from Jerash Governorate, in addition to the issue of creative leadership. The researcher has benefited from previous studies in several matters, including: choosing the study method, building the study tools used, defining their fields and paragraphs, presenting and discussing the results and their interpretation, presenting recommendations and suggestions, and determining the appropriate variables for the study.

METHOD AND PROCEDURE

STUDY METHODOLOGY:

The descriptive analytical method was used as a method for the study, due to its suitability for the purposes of the study.

THE STUDY COMMUNITY AND ITS SAMPLE

The study includes the study community designed by the researcher, where the study community included all public school teachers in Jerash Education, where an accessible sample was selected from the research community, and it consisted of (251) individuals with demographic variables that include gender, experience and educational qualification because of these factors impact on Estimating the extent to which government school principals practice technological leadership methods. Table (1) shows the distribution of study sample members according to their demographic variables.

TABLE NO. (1): DISTRIBUTION OF STUDY SAMPLE MEMBERS ON DEMOGRAPHIC VARIABLES

Number	Variable	Category	The number of sample members	Percentage%
1	Gender	Male	64	32%
		Female	136	58%
		Total	200	100%
2	Experience	Less than 5 years	24	12%
		5-10 years	74	37%
		More than 10 years	102	51%
		Total	200	100%
3	Qualification	BA	159	79.5%
		Higher studies	65	20.5%
		Total	200	100.0%

STUDY TOOL:

The questionnaire was prepared in its initial form by referring to the theoretical literature and previous related studies, as it was designed to achieve the purpose of the study, covering all aspects addressed by the theoretical framework and the questions on which the study was based. There were no difficulties during mobilization, and

it was presented to a group of arbitrators with experience and expertise in pedagogy and educational management, to ensure the integrity of the language, clarity of paragraphs, and appropriateness of answer alternatives. The questionnaire in its final form consisted of (23) items.

SCALES USED IN DESIGNING THE QUESTIONNAIRE:

Each item was given a weight according to the pentagonal Likert scale, using the following expressions: Very much agree (5 points), highly agree (4 points), moderately agree (3 points), slightly agree (2 points), and agree very little (1 point).

CORRECTION OF THE STUDY TOOL:

The cut-off point or a certified criterion divided into three levels was determined in the study through three levels. The value of the difference between the highest value on the scale (3) and the lowest value on the scale (1) was calculated divided by three levels $(1-5)/3 = 1.33$. Then this value is added to the lowest value in the scale, which is (1) in order to determine the upper limit of the category, and to determine the importance of the category, and Table (2) shows this.

TABLE NO. (2): CRITERIA FOR THE DEPENDENCE OF THE DEGREE OF RESPONSES OF THE SAMPLE MEMBERS TO THE STUDY PARAGRAPHS

Category length	Response degree
Low	1-2.33
Medium	2.34-3.66
High	3.67-5

VERACITY OF THE TOOL:

To verify the internal veracity of the study tool, the researcher used the Cronbach's alpha coefficient in order to calculate the internal veracity coefficients for the study variables in order to measure the internal veracity of the tool's paragraphs. The critical and acceptable value for the purposes of the current study, and the internal veracity coefficient equals (0.90), which is good because it is greater than (0.70).

STUDY RESULTS AND DISCUSSION

The results were reached according to the research questions as follows:

First: the results related to the first question: What is the level of practice by government school principals of technological leadership methods in Jerash Governorate?

In order to answer this question, the arithmetic averages and standard deviations of the data of the study sample were extracted, and Table (3) shows this:

TABLE NO. (3): ARITHMETIC AVERAGES, STANDARD DEVIATIONS, AND THE ORDER OF THE FIRST AXIS PARAGRAPHS (PRACTICING CREATIVE LEADERSHIP METHODS)

Number	Paragraphs	Arithmetic average	Standard deviation	Evaluation level	RII% Significance Index
1	The school principal uses unconventional ideas.	3.77	1.08	High	0.75
2	The school principal applies modern methods of work	3.76	1.06	High	0.75
3	The school principal presents original ideas that are different from the others.	3.73	1.17	High	0.75
4	The principal mixes different points of view to formulate practical ideas.	3.71	0.99	High	0.74
5	The principal picks out ideas that can be applied at work.	3.65	1.14	medium	0.73
6	The school principal gives the school teachers an opportunity to express the topics raised.	3.63	1.10	medium	0.73
7	The school principal discusses the proposed ideas in light of their suitability to the available possibilities.	3.62	1.16	medium	0.72
8	The principal accepts differing views on how to do the work.	3.85	1.06	High	0.77

Number	Paragraphs	Arithmetic average	Standard deviation	Evaluation level	RII% Significance Index
9	The principal gives teachers the freedom to act, which gives more opportunity for creativity.	3.78	1.01	High	0.76
10	The principal is experimenting with innovative and unusual ideas to solve problems.	3.72	1.05	High	0.74
11	The principal of the school accomplishes the tasks assigned to it in a modern and sophisticated manner.	3.72	1.08	High	0.74
12	The school principal makes changes in working methods from time to time.	3.72	1.11	High	0.74
13	The school principal understands the dimensions of the problem very clearly.	3.71	1.08	medium	0.74
14	The school principal analyzes the problem in all its aspects.	3.71	1.11	High	0.74
15	The school principal applies innovative solutions to work problems.	3.86	0.98	High	0.77
16	The school principal uses modern and advanced methods to solve problems.	3.86	1.00	High	0.77
17	The school principal links the causes of the problem to the results.	3.86	1.01	Medium	0.77
18	The school principal proposes solutions to the problem with a broad horizon.	3.86	1.05	High	0.77
19	The principal of the school produces the largest number of ideas and proposals during a specified unit of time.	3.85	1.08	High	0.77
20	The school principal seeks innovation and creativity in his administrative work.	3.84	1.09	High	0.77
21	The school principal applies alternatives when dealing with different situations.	3.83	1.00	High	0.77
22	The principal will adopt the other points of view when he is convinced that they are correct.	3.82	0.97	High	0.76
23	The school principal combines the presented ideas to form a new idea.	3.80	0.94	High	0.76
Total	3.768	3.767	1.06	High	0.75

Table (3) shows that the arithmetic averages and standard deviations of the difficulties facing parents were high, ranging between (3.62-3.86), and paragraph (7) was the least practiced from the point of view of the study sample, and paragraph (15), paragraph (16) and the most (17) and paragraph (18) is the most practiced from the point of view of the sample members. Therefore, the level of practice of creative leadership styles by government school principals in Jerash governorate was high. This study agrees with the study of Mokhtar and Ibrahim (2022), the study of Joifel and Al-Nazer (2016), and the study of Abu Dalbough and Jaradat (2013) in the level of practicing creative leadership styles in schools.

Second: The results related to the second question: Are there significant statistically significant differences between the study sample about the level of practice of the principals of public schools in Jerash Governorate for creative leadership styles that are attributed to the variables of demographic factors, gender, experience and educational qualification?

GENDER AND EDUCATIONAL QUALIFICATION VARIABLE.

TABLE NO. (4): TESTING THE DIFFERENCES BETWEEN THE RESPONSES OF THE SAMPLE MEMBERS THAT ARE ATTRIBUTED TO THE EXPERIENCE FACTOR

Variable	Domains	.T . test values	Degree of freedom Df	Statistical level	Average difference	Standard error of the difference	Trust period	
							min	Max
Gender	Practicing technological leadership techniques	0.381	249	0.796	0.19159	0.50264	-	1.181
							0.7983	57
Qualification	Practicing technological leadership techniques	0.812	130.056	0.564	-0.24275	0.11459	-	0.016
							0.4694	05

It is evident from the results of Table (4) that there are no significant differences with statistical significance in the practice of technological leadership methods by government school principals in Jerash governorate that are attributed to the gender factor or educational qualification, as the level of statistical significance is greater than 0.05, and therefore it is not statistically significant.

This result may be attributed to the fact that this result may be due to the fact that the scientific qualification is not a prerequisite for the development of creative leadership, because its practice depends primarily on the internal motivation of the individual towards developing himself; And practicing all that is useful in developing his capabilities, and the level of creative leadership depends on the degree to which the individual possesses thinking skills and practices them in various circumstances.

B. EXPERIENCE

TABLE NO. (5): TESTING THE DIFFERENCES BETWEEN THE RESPONSES OF THE RESPONDENTS THAT ARE ATTRIBUTED TO THE EXPERIENCE FACTOR

Contrast source	Domains	Sum of squares	Degrees of Freedom	Average squares	The value of "F"	Statistical Indication
Years of Experience	Practicing technological leadership techniques	3.231	2	1.6155	2.680	0.078
Error	Practicing technological leadership techniques	182.792	197	0.9278		
Total	Practicing technological leadership techniques	186.583	199			

Table (7) shows that there are no significant statistically significant differences in the practice of creative leadership styles by government school principals in Jerash governorate due to experience, as the level of statistical significance is greater than 0.05, meaning that there are no significant statistically , significant differences attributed to the experience factor being The significance level is greater than 0.05. This result is consistent with the study of Al-Nawaji and Ghanem (2020) in the absence of differences due to the variable of experience in the level of practice of creative leadership styles by government school principals.

The researcher may attribute this result, and this result may be due to the fact that the level of creative leadership depends on the degree to which everything that is new, technical and modern is employed in organizing the educational process, and harnessing these techniques towards drawing educational strategies, planning them, drawing up their goals and content, and evaluating them in a creative way and everything else. Male does not depend on experience.

RECOMMENDATIONS:

Through the results of the study, the researcher recommends the following:

- Maintaining a high level of creative leadership by providing support and incentives to government secondary school principals who have ideas for developing their schools and supporting them in implementing them.
- Conducting studies dealing with creative leadership with new variables that have not been addressed.
- Conducting a study similar to the current study in other study stages.

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