

Professional Growth and Its Relationship to Creative Leadership among Government School Principals in the Southern Mazar District from Their Point of View

Amal Moh'd Suleman Al Edi
Jordanian Ministry Of Education
Email Id: alediamal@gmail.com

Abstract

The aim of the current research is to know the level of professional growth and its relationship to creative leadership among government school principals in the Southern Mazar District from their point of view. The research sample consisted of (87) principals in the Education Directorate of the Southern Mazar District for the academic year (2021/2022). In order to achieve the objectives of the research, two scales were developed: the professional growth scale and the creative leadership scale, and their psychometric characteristics were verified, and they were applied to the research sample. The results of the research showed that the level of professional growth and creative leadership among school principals was high, and the results also showed a relationship. It also showed that there are statistically significant differences in the level of professional growth and creative leadership according to gender and educational qualification, and there are no statistically significant differences in them due to years of experience, and based on the results of the research, several recommendations were made, the most important of which are: The need to hold more training courses and workshops for professional growth, creative leadership, and to maintain the high level of results reached.

Keywords: Professional Growth, Creative Leadership, School Principals

DOI: 10.7176/JEP/13-20-09

Publication date: July 31st 2022

INTRODUCTION

Recent years have witnessed many developments in various fields of knowledge, accompanied by the growing need to remove the obstacles that hinder the preparation and growth of the modern educational system, especially those concerned with developing the performance of the school staff, to keep pace with the various changes and developments, the overlapping tasks and the process of implementation in accordance with the educational goals and instruction set for that, in light of Diversity in the tasks of school administration, which is an integrated system.

The school principal is seen as the most important element of effective management, as he is the facilitator, guide and supervisor of all aspects of school administration, through his work as an educational leader who seeks to achieve the goals of the educational institution, and has the ability to coordinate between the various elements to achieve integration between them (Al-Shdeifat, 2016). The interest in educational leadership began at the beginning of the twenty-first century, due to the widespread belief that the quality of effective leadership makes a big difference in the results of school students. Schools need trained and committed teachers, who in turn need leadership by highly competent principals, and the support of senior management and other principals. While the need for competent leaders is widely emphasized, there is less certainty about the leadership behaviors that it is more likely to produce positive results (Bush, 2007).

Professional development and professional growth for school principals are among the basics of improving the educational process, due to its great importance in developing teaching performance, and developing academic and professional skills, whether through direct activities in formal training programs or using self-education, and this has become a global trend (Azza, 2011). . The urgent need for professional development for workers inside the school comes with the purpose of optimizing the use of educational technology at all levels, and developing and improving the performance of workers in the school through continuous training programs aimed at developing their skills, which will help them keep pace with the changes taking place inside and outside the school (Beetham & Baily, 2002). Professional development has an active role in developing the behavior of employees within the school through deepening their professional content and developing their skills, so that they are able to carry out the responsibilities that fall upon them (Corcoran, 1995).

Professional development and professional growth programs for principals are the oxygen that ensures that school principals remain educated and trained professionals. It should be guided by a coherent long-term plan, be on-going, provide additional support for further learning, and should be evaluated for its impact on school development and effectiveness. Thus, development programs take several forms, including a variety of programs such as training and networks, which is the traditional form that is still prevalent in professional development programs, and training includes direct instruction, presentation of skills, and includes workshops and presentations,

in addition to that includes instructions by An expert or staff member skilled in the functional processes of the school (Grobleret et al., 2002:323).

Management is considered a creative process and an art at work, as it represents behavior and an authentic characteristic in the manager's administrative practices, and the importance of management is due to its role in self-management processes, directing the leader's behavior within his organization, and achieving ethical principles such as equality, justice and honesty in the treatment of employees (Daft, 2003). There is broad agreement that ethics is the essence of society, and it should be a vision for twenty-first century schools since the Dewey era (1897/1972), where the ethical goals of education have been the impetus for the moral principles underpinning education and leadership, and have challenged the educational workforce to look at themselves and their motives and personalities as a mainstay of teaching and learning organizations, and society has come to expect school leaders to make ethical decisions for the greater good, that their actions proceed from a commitment to moral and academic excellence, and that principals preparing for school management positions receive a systematic education in the ethics of leadership (Bowen, Bessette & Cham, 2006).

According to Starratt (2004), leadership is an art and is "the study of the underlying beliefs, assumptions, principles, and values that support an ethical lifestyle in accordance with standards of correct behaviour." Starratt expands on this definition by describing ethics as the investigation of standards created and chosen by members of a society pluralistic and democratic, which are pragmatic standards to guide the conduct of people's lives, standards which correspond to the fundamental virtues that fully and deeply promote the humanity of society, whose framework for building an ethical school includes an ethical triad: the ethics of justice, the ethics of criticism, the ethics of care, and perhaps the most Famous and universal among all frameworks. Staratt's assumption, called "constrained shift", may be misunderstood, as ethics is synonymous with values, so educators in teaching ethics should focus on providing a framework for moral decision-making and not merely displaying values, where educating potential leaders is a step The first important task in lifting this restriction is (Bowen, Bessette & Cham, 2006).

Shapiro &Stefkovich (2005) have expanded the concept of ethics to include professional ethics and community ethics, in order to place ethics in the societal processes that are essential to the pursuit of ethical purposes in today's schools. The ethical dimension in educational leadership is of special importance, because educational leadership is nothing but an ethical message that the school principal leads, directing work and employees towards achieving its mission. The values and principles of this leadership (Al-Otaibi, 2013). According to Brown and Treviño (2006), creative leadership is based on two foundations:

1. The moral component of the individual, which refers to honesty, trustworthiness, fairness, principled decision-making, care, and concern for employees and society at a larger level.
2. The manager component by intentionally influencing employee behavior by providing intended and visible role models for ethical actions, and by using organizational reward and punishment to hold individuals accountable for their actions.

RESEARCH PROBLEM

In light of the lack of necessary skills and knowledge among teachers, principals need to develop a multi-strategic approach to enable teachers to perform their roles effectively, and this needs principals to engage in professional development and professional growth programs in order to ensure that schools are managed and led by appropriately qualified principals who understand the idea of Optimizing the potential of teachers, given that quality in education contributes to the development of effective management of the school, so the pursuit of quality in education requires that school principals be constantly informed of developments in the areas of education and training (Terry, 1999).

In view of the school principal's role in influencing all school personnel, especially teachers and students, the leading and creative role of the principal in the school cannot be ignored. The principal and teachers must first demonstrate moral values in the character, the teacher is a role model for students, and the development of students' personality will be effective when the principal and teachers work together. (Gunawan&Gunawan, 2019, p, 23).

In light of the global development, school administrators face multiple ethical decisions every day, and there is a need to exercise leadership that takes everyone's hand within the educational institution for the smooth passage of the school according to the goals that have been planned, because it is a very important factor in the school, and given the work of the researcher in the educational field He noticed that the need to know the impact of sustainable professional development courses on improving leadership ethics positively affects the performance of school principals, and therefore the study problem is to answer the main question: What is the level of sustainable professional development and its relationship to leadership ethics among school principals in the Karak Directorate of Education ?

RESEARCH QUESTIONS:

1. What is the level of professional growth of school principals in the Directorate of Education of the Southern Mazar District from their point of view?
2. What is the level of creative leadership of school principals in the Directorate of Education of the Southern Mazar District from their point of view?
3. Is there a statistically significant relationship at the significance level ($\alpha \leq 0.05$) between professional growth and creative leadership among school principals in the Education Directorate of the Southern Mazar District?
4. Are there statistically significant differences at the significance level ($\alpha \leq 0.05$) in the level of professional growth and creative leadership among school principals due to the variables: gender, educational qualification, and years of experience?

RESEARCH OBJECTIVES:

The aim of the current research is to know the level of professional growth and its relationship to creative leadership among government school principals in the Southern Mazar District, and to reveal the differences in the average degrees of professional growth and creative leadership according to gender, educational qualification, and years of experience.

RESEARCH IMPORTANCE:

THEORETICAL IMPORTANCE: the importance of the current research stems from its focus on school principals, their contribution to building society and their role in improving the educational process.

- **APPLIED IMPORTANCE:** The applied importance emerges in the current research by providing research that sheds light on school principals, knowledge of the level of professional growth and creative leadership, and can allow room for other research, whether through the idea of research, and the results of this research can be used to reach solutions.

CONCEPTUAL AND PROCEDURAL TERMS:

PROFESSIONAL GROWTH: It is an organized, continuous and long-term process that starts from the beginning of the service to its end with the aim of improving the educational staff and keeping pace with everything that is new, and it is represented in a group of local and international experiences and various activities planned by specialists from the educational authorities, which provide the educational staff with knowledge and professional skills Which enables them to integrate with the emerging requirements (Omar, 2021, p. 536). The researcher defines professional growth procedurally: it is a variety of programs and training aimed at developing managers' cognitive abilities and providing them with skills and professional strategy. It is procedurally measured: the total score obtained by the study sample members on the scale of professional growth among school principals in the Directorate of Education of the Southern Mazar Brigade.

CREATIVE LEADERSHIP: it is leadership that is represented in behavior and ideas that are out of the ordinary, which in turn respect the rights and dignity of others and their impact on the decisions made by the leader, the actions in which he participates, and the ways in which he influences others (Robert, Parris & Leiserowitz, 2005, p, 80). The researcher defines leadership procedurally: it is the ideas, perceptions, values and behavioral ethics that the principals show through their leadership behavior and that appear through their decisions and management of the school. It is measured procedurally: the total score obtained by the study sample on the creative leadership scale of school principals in the Directorate of Education of the Southern Mazar Brigade.

SCHOOL PRINCIPALS: they are the principals of public schools who are regular in their work in the Directorate of Education of the Southern Mazar District (Directorate of Education of the Southern Mazar District, 2022).

LIMITATIONS OF THE RESEARCH: The results of the search are determined by the following:

- **HUMAN LIMITS:** the research is limited to school principals in the Directorate of Education in the Southern Mazar District.

- **Spatial limits:** the research was applied to school principals in the Directorate of Education in the Southern Mazar District.

- **TEMPORAL LIMITS:** The application of the research began in the second semester of the academic year in April of the year (2021/2022).

OBJECTIVE LIMITS: the study is determined by the nature of the two tools used in the study (the professional growth scale and the creative leadership scale) and their psychometric properties.

SEARCH PARAMETERS:

Determined by the ability to generalize the results in a way that reflects the response of the sample members to the items of the two tools prepared for the purposes of the research, which are two scales (professional growth and creative leadership).

The semantics of the concepts mentioned in the research are limited to the procedural and conceptual definitions specified in it

PREVIOUS STUDIES AND RESEARCH:

Below is a review of previous studies that dealt with professional development, professional growth, and creative leadership, in descending order from oldest to newest.

Al-Ajmi's study (2021), it aimed to reveal the degree of moral leadership practiced by secondary school history teachers in Farwaniya Governorate in the State of Kuwait and its relationship to organizational and teaching values. The study sample was randomly selected from the study population, which numbered (90), and the researcher used the descriptive analytical method as the most appropriate in describing and analyzing the phenomenon.

Al-Saedi and Hariri (2021) conducted a study aimed at identifying the reality of the application of professional development programs for secondary school leaders in the city of Jeddah, and ways to develop them in the light of Vision 2030. The study population consisted of school leadership supervisors in Jeddah, consisting of (22) leadership supervisors. The study sample. The mixed approach was followed and the questionnaire was used as a tool for data collection. The results of the study showed that secondary school leaders apply professional development programs related to decision-making and strategic planning to a medium degree.

Al-Shehri (2020) conducted a study that aimed to reveal the degree of moral leadership practiced by school leaders in Dammam from the teachers' point of view, and to identify the level of job satisfaction among teachers from their point of view. It also aimed to reveal the relationship between the degree of school leaders' practice of moral leadership and job satisfaction. among teachers, as well as verifying the existence of statistically significant differences in the average scores of teachers' estimates of their level of job satisfaction due to the following variables: educational qualification, years of experience, and school stage. For job satisfaction, and the results indicated that the degree of moral leadership practice among the school leaders in Dammam city from the teachers' point of view came to a medium degree.

In the study of Daradkeh, Dajani, and Daoud (2020), which aimed to identify the degree of moral leadership practice among private secondary school principals in the capital Amman governorate and its relationship to teachers' organizational commitment from their point of view, the study sample consisted of (370) male and female teachers in private secondary schools, and to achieve the objectives of the study. Two questionnaires were used: ethical leadership and organizational commitment. The results of the study showed that the degree of moral leadership practice came to a medium degree, and there was a positive statistically significant relationship between the degree between moral leadership and organizational commitment, and there were statistically significant differences to the degree of moral leadership practice and organizational commitment according to the experience variable in favor of the category 10 years and over, and there were no significant differences Statistical significance attributed to the variable of gender and educational qualification.

The study of Al-Khasawneh (2019) aimed to determine the degree of professional development for leaders of public education schools in Najran in light of the requirements of the knowledge society. The study sample consisted of (151) male and female teachers, including (72) male and (79) female teachers. To achieve the objectives of the study, a questionnaire was used to collect data. The most important results indicated that the degree of professional development of the leaders of public education schools in Najran over the tool as a whole came to a large degree, and the study also revealed that there were no statistically significant differences in the degree of professional development of leaders of public education schools in Najran due to the following variables: gender, educational qualification, teaching experience.

Eranil&Özbilen (2017) also conducted a study that aimed to identify the level of ethical leadership practice and its relationship to positive organizational climate practices among school principals. The research sample consisted of (383) teachers working in schools affiliated with the Ministry of Education in Turkey. To achieve the objectives of the study, two scales were used: the ethical leadership scale, and the organizational climate scale. The results indicated that the level of practicing moral leadership among school principals came at a high level, and there is a positive relationship between the practice of moral leadership and the practices of the positive organizational climate. Ethical leadership and organizational climate due to the variables of years of experience and age.

Al-Toukhi, Al-Harbi, and Awadallah (2016) conducted a study aimed at identifying the level of professional development and administrative creativity among principals of public education schools, and identifying the relationship between professional development and administrative creativity. The study sample consisted of (131) principals of general education schools in the Qassim administration. The study tool was a questionnaire to measure the professional development of the school principal. The results of the study indicated that there was a high level of professional development and administrative creativity among the study sample, and that there were no statistically significant differences due to the educational qualification variable. management, from their point of view.

COMMENTING ON PREVIOUS STUDIES:

By reviewing previous studies, it is noted that these studies were diverse in terms of objective, sample, statistical and methodological methods and tools; In terms of the goal, some studies came with the aim of identifying the level of professional growth and creative leadership, such as the study of Al-Toukhi, Al-Harbi and Awadallah (2016) and the study of Eranil&Özbilen (2017). As for the study tools, previous studies used the questionnaire: such as the Daradkha, Al-Dajani and Daoud (2020) and Al-Shahri (2020), and it is noted through the review of previous studies the importance of professional development, professional growth and creative leadership as one of the important topics in the school community, and the development of positive aspects of school principals, It is also noted that previous studies have dealt with the study variables individually, and there are no studies, according to the researcher's knowledge, that have dealt with the study's variables as a whole, so the current study came, which is expected to help researchers for subsequent studies, fill the void, and address the shortfall in previous studies, and what distinguishes the current study is that it links the two variables together in a direct way among school principals.

STUDY METHODOLOGY AND PROCEDURES

This part includes a description of the study population, its sample, the methodology adopted by the study, its tools, methods of verifying its validity and reliability, the statistical methods used to extract its results, and the suggested recommendations based on the results that have been reached.

STUDY APPROACH:

The study relied on the descriptive correlative approach to achieve its objectives.

STUDY POPULATION AND SAMPLE:

The study population consisted of all school principals in the Directorate of Education of al mazar Region, during the second semester of the academic year (2021/2022), and their number was (87) principals, including (28) principals, and (59) principals. The study also has a sample, and the researcher distributed the two study tools to the sample electronically, and they were all retrieved, and subjected to statistical analysis, and Table (1) shows the distribution of the study sample on its variables:

TABLE (1) DISTRIBUTION OF THE CHARACTERISTICS OF THE STUDY SAMPLE MEMBERS ACCORDING TO THEIR FUNCTIONAL AND PERSONAL VARIABLES

variable	Categories	Frequencies	Percentage
sex	Male	28	32.2%
	Female	59	67.8%
	Total	87	100%
Qualification	High Diploma	43	49.4%
	Master	35	40.2%
	Doctorate	9	10.3%
	Total	87	100%
Years of Experience	Less than 6	40	45.0%
	6- less than 12	30	34.4%
	More than 12	17	19.5%
	Total	87	100%

STUDY TOOLS:

To measure the professional growth and creative leadership of school principals in the Directorate of Education in the Southern Mazar District, the researcher developed two tools, after reviewing the theoretical literature, and the following previous studies: Al-Amoush (2020), Al-Sarayra (2020), and Bouqris (2018), which dealt with a variable Professional growth, and the following previous studies that dealt with creative leadership Al-Mikhlaifi and Al-Tayeb (2020), the Dajani study (2018), the Momni study (2020), and the Al-Subaiy study (2020). , educational qualification, years of experience) and the second section consisted of (37) items to measure distributed over the following four areas: (self-professional growth, creative leadership, professional growth for teachers, evaluation). As for the creative leadership scale, it consisted of (29) items It was divided into the following three areas (leading personality, creative administration, and human relations).

VALIDITY AND RELIABILITY OF THE STUDY TOOLS:

The validity of the two study tools was verified using the following two methods:

The validity of the arbitrators: The two study tools were presented to (10) arbitrators from faculty members at the University of (Mutah, the University of Jordan, Yarmouk University and Al-Balqa Applied University) and specialists in educational administration and leadership, to show the accuracy of the phrases, the soundness of

their linguistic formulation, and their suitability for measuring what they were built to measure. The proposed amendments were made by the arbitrators, as their suggestions were taken and the necessary amendments were made in light of them, with an agreement rate of (80%).

THE VALIDITY OF THE INTERNAL CONSTRUCTION:

The validity of the internal structure of the two study tools was verified by applying them to a pilot sample of school principals in a community similar to the characteristics of the current study community (school principals in the Southern Mazar Education Directorate). And the total degree, and the correlation of the field with the total degree as well, as follows:

TABLE (2) PEARSON COEFFICIENTS BETWEEN ITEM, DOMAIN AND TOTAL SCORE AND BETWEEN DOMAIN AND TOTAL SCORE FOR THE PROFESSIONAL GROWTH SCALE

Item NO.	item association with field		Correlation of the item with the total score		Correlation of the field with the total score	
	correlation coefficient	Statistical significance	correlation coefficient	Statistical significance	correlation coefficient	Statistical significance
Domain one: professional growth						
1	**0.88	0.000	**0.87	**0.87	**0.97	0.000
2	**0.85	0.000	**0.86	**0.86		
3	**0.86	0.000	**0.88	**0.88		
4	**0.79	0.000	**0.75	**0.75		
5	**0.71	0.000	**0.64	**0.64		
6	**0.53	0.001	**0.47	**0.47		
7	**0.75	0.000	**0.71	**0.71		
8	**0.74	0.000	**0.69	**0.69		
9	**0.67	0.000	**0.65	**0.65		
Domain Two: Creative Leadership						
10	**0.83	0.000	**0.77	0.000	**0.93	0.000
11	**0.84	0.000	**0.76	0.000		
12	**0.81	0.000	**0.72	0.000		
13	**0.69	0.000	**0.74	0.000		
14	**0.70	0.000	**0.69	0.000		
15	**0.78	0.000	**0.73	0.000		
16	**0.84	0.000	**0.75	0.000		
17	**0.87	0.000	**0.75	0.000		
18	**0.75	0.000	**0.68	0.000		
Domain Three: Professional growth for teachers						
19	**0.90	0.000	**0.91	0.000	**0.95	0.000
20	**0.88	0.000	**0.86	0.000		
21	**0.69	0.000	**0.66	0.000		
22	**0.84	0.000	**0.89	0.000		
23	**0.77	0.000	**0.69	0.000		
24	**0.71	0.000	**0.60	0.000		
25	**0.68	0.000	**0.67	0.000		
26	**0.88	0.000	**0.78	0.000		
27	**0.89	0.000	**0.81	0.000		
Fourth Domain: Evaluation						
28	**0.84	0.000	**0.82	0.000	**0.96	0.000
29	**0.83	0.000	**0.81	0.000		
30	**0.77	0.000	**0.80	0.000		
31	**0.78	0.000	**0.77	0.000		
32	**0.69	0.000	**0.68	0.000		
33	**0.88	0.000	**0.87	0.000		
34	**0.83	0.000	**0.86	0.000		
35	**0.85	0.000	**0.88	0.000		
36	**0.62	0.000	**0.72	0.000		
37	**0.61	0.000	**0.50	0.002		

* STATISTICALLY SIGNIFICANT AT THE SIGNIFICANCE LEVEL ($\alpha \leq 0.05$).

** STATISTICALLY SIGNIFICANT AT THE SIGNIFICANCE LEVEL ($\alpha \leq 0.05$).

It is clear from the data in Table (2) that the correlation coefficients between the paragraph and the domains ranged between (0.53-0.90), and between the paragraph and the total score and for all domains ranged between (0.47-0.91) and between the domains and the total score (0.93-0.97), all of which are statistically significant at Significance level ($\alpha \leq 0.05$), and this indicates the validity of the tool and its suitability for conducting the study.

The stability of the professional growth scale: The reliability of the scale was verified, using Cronbach's alpha coefficient, and it reached to the total score (0.97), for the domains ranged between (0.86-0.93), which are high degrees and indicate the stability of the tool and its suitability for conducting the study, and table (3) presents the results

TABLE (3) CRONBACH ALPHA STABILITY COEFFICIENTS FOR THE PROFESSIONAL GROWTH SCALE

NO.	Field	Item NO	The values of the stability coefficients
1	professional growth	9	0.89
2	Creative Leadership	9	0.92
3	Professional growth for teachers	9	0.93
4	Evaluation	10	0.86
-	Total	37	0.97

TABLE (4) PEARSON COEFFICIENTS BETWEEN ITEM, DOMAIN AND TOTAL SCORE AND BETWEEN DOMAIN AND TOTAL SCORE FOR THE CREATIVE LEADERSHIP SCALE

Item NO.	item association with field		Correlation of the item with the total score		Correlation of the field with the total score	
	correlation coefficient	Statistical significance	correlation coefficient	Statistical significance	correlation coefficient	Statistical significance
Domain one: the leadership personality					**0.94	0.000
1	**0.74	0.000	**0.75	0.000		
2	**0.74	0.000	**0.64	0.000		
3	**0.54	0.001	**0.47	0.004		
4	**0.76	0.000	**0.72	0.000		
5	**0.77	0.000	**0.71	0.000		
6	**0.73	0.000	**0.67	0.000		
7	**0.82	0.000	**0.78	0.000		
8	**0.75	0.000	**0.77	0.000		
9	**0.73	0.000	**0.70	0.000		
10	**0.78	0.000	**0.73	0.000		
Domain Two: creative management					**0.97	0.000
11	**0.71	0.000	**0.69	0.000		
12	**0.79	0.000	**0.68	0.000		
13	**0.76	0.000	**0.72	0.000		
14	**0.83	0.000	**0.77	0.000		
15	**0.74	0.000	**0.71	0.000		
16	**0.93	0.000	**0.62	0.000		
17	**0.84	0.000	**0.87	0.000		
18	**0.67	0.000	**0.68	0.000		
19	**0.88	0.000	**0.87	0.000		
20	**0.70	0.000	**0.68	0.000		
Domain Three: human relations					**0.94	0.000
21	**0.66	0.000	**0.66	0.000		
22	**0.70	0.000	**0.70	0.000		
23	**0.78	0.000	**0.78	0.000		
24	**0.81	0.000	**0.81	0.000		
25	**0.80	0.000	**0.80	0.000		
26	**0.83	0.000	**0.83	0.000		
27	**0.83	0.000	**0.83	0.000		
28	**0.75	0.000	**0.75	0.000		
29	**0.69	0.000	**0.69	0.000		

* STATISTICALLY SIGNIFICANT AT THE SIGNIFICANCE LEVEL ($\alpha \leq 0.05$)

** STATISTICALLY SIGNIFICANT AT THE SIGNIFICANCE LEVEL ($\alpha \leq 0.05$),

It is clear from the data in Table (4) that the correlation coefficients between the paragraph and the domains

ranged between (0.54-0.93), and between the paragraph and the total score and for all fields ranged between (0.47-0.87) and between the domains and the total score (0.94-0.97), all of which are statistically significant at Significance level ($\alpha \leq 0.05$), which indicates the validity of the tool and its suitability for conducting the study.

The stability of the professional growth scale: The reliability of the scale was verified, using Cronbach's alpha coefficient, and it reached to the total score (0.97), for the fields ranging between (0.90-0.93), which are high degrees and indicate the stability of the tool and its suitability for conducting the study, and table (5) presents the results

TABLE (5) CRONBACH ALPHA STABILITY COEFFICIENTS FOR THE CREATIVE LEADERSHIP SCALE

NO.	Field	Item NO	The values of the stability coefficients
1	the leadership personality	10	0.90
2	creative management	10	0.93
3	human relations	9	0.93
-	Total	29	0.97

RELATIVE WEIGHT: the response of the sample members was distributed on the study tool, according to the five-point Likert scale, where the response was always given (5) degrees, often (4) degrees, sometimes (3) degrees, rarely (2) two degrees, and absolutely (1) one degree, And to explain the estimates of the sample members on the total score and the domains, the arithmetic averages were used, according to the equation of the range, where the range = the highest degree of response - the lowest degree of response divided into 3 categories, $5-1 = 4$, $4/3 = 1.33$, and Table (6) explains:

TABLE (6) THE RELATIVE WEIGHT TO EXPLAIN THE ESTIMATES OF THE STUDY SAMPLE MEMBERS ON THE TOTAL SCORE AND DOMAINS

Arithmetic Mean	Level
1 to less than 2.33	Low
2.33 to less than 3.67	Average
3.67 to 5	High

Statistical methods used to extract the results: The statistical package for social sciences program was used to analyze the study data, where the Pearson coefficient and Alpha Cronbach were used to verify the validity and reliability of the two study tools, the arithmetic averages and standard deviations to answer the first two questions of the study. And the second, the Pearson coefficient to answer the third study question, and one-way analysis of variance - 3Way ANOVA to answer the two questions of the fourth study.

PRESENTATION AND DISCUSSION OF THE RESULTS OF THE STUDY:

RESULTS RELATED TO THE FIRST STUDY QUESTION: WHAT IS THE LEVEL OF PROFESSIONAL GROWTH FOR SCHOOL PRINCIPALS IN THE DIRECTORATE OF EDUCATION IN THE SOUTHERN MAZAR DISTRICT?

To answer this question, the arithmetic means, standard deviations, order and level of the domains and the total score were extracted. Table (7) presents the results:

TABLE (7) MEANS, STANDARD DEVIATIONS, ORDER AND LEVEL OF THE LEVEL OF PROFESSIONAL GROWTH OF SCHOOL PRINCIPALS IN THE DIRECTORATE OF EDUCATION OF THE SOUTHERN MAZAR DISTRICT, ARRANGED IN DESCENDING ORDER ACCORDING TO THE ARITHMETIC MEAN

NO.	Domain	Arithmetic Mean	Standard Deviation	Rank	Level
2	leadership management	4.41	0.612	1	High
1	professional growth	4.36	0.620	2	High
3	Professional growth for teachers	4.33	0.680	3	High
4	Evaluation	4.20	0.629	4	High
-	Total	4.32	0.606	-	High

The results of Table (7) show that the general arithmetic mean of the study sample's estimates of the level of professional growth from their point of view reached (4.32) with a standard deviation (0.606), and this represents a high degree of appreciation, and the management field ranked first with an arithmetic mean (4.41) and a standard deviation (0.612).) at a high level, followed in the second place by the field of professional growth with an arithmetic mean (4.36) and a standard deviation (0.620) and at a high level, followed in the third place by the field of professional growth for teachers with an arithmetic mean (4.33) and a standard deviation (0.680), and at a high level, and in the fourth and last place The evaluation domain came with an arithmetic level (4.20) and a standard deviation (0.629), and a high level.

The researcher believes that this result is attributable to the rehabilitation of principals and the development of their capabilities by intensifying administrative courses, educational leadership, which is one of the products of educational development, and raising the motivation of principals to work by creating material and moral

incentives such as an outstanding principal. The result, as the researcher can explain this result based on the managers' possession of administrative and technical competencies, and this result agreed with the results of the study of Al-Toukhi, Al-Harbi and Awad Allah (2016), and the results of the Al-Khasawneh study (2019).

RESULTS RELATED TO THE SECOND STUDY QUESTION: WHAT IS THE LEVEL OF CREATIVE LEADERSHIP OF SCHOOL PRINCIPALS IN THE DIRECTORATE OF EDUCATION OF THE SOUTHERN MAZAR DISTRICT FROM THEIR POINT OF VIEW?

To answer this question, the arithmetic means, standard deviations, order and level of the domains and the total score were extracted, and the table (8) presents the results:

TABLE (8) MEANS, STANDARD DEVIATIONS, ORDER AND LEVEL IN CREATIVE LEADERSHIP AMONG SCHOOL PRINCIPALS IN THE DIRECTORATE OF EDUCATION IN SOUTHERN AL-MAZAR DISTRICT, ARRANGED IN DESCENDING ORDER ACCORDING TO THE ARITHMETIC MEAN

NO.	Domain	Arithmetic Mean	Standard Deviation	Rank	Level
1	the leadership personality	4.45	4.45	1	High
2	creative management	4.36	4.36	2	High
3	human relations	4.31	4.31	3	High
-	Total	4.37	4.37	-	High

The results of Table (8) show that the general arithmetic mean of the study sample's estimates of the level of creative leadership from their point of view, reached (4.37) with a standard deviation (0.609), and this represents a high degree of appreciation, and the leadership personality field ranked first with an arithmetic mean (4.45) and a standard deviation (0.645) at a high level, followed by the field of creative management in the second place with an arithmetic mean (4.36) and a standard deviation (0.661) and at a high level, followed in the third place by the field of human relations with an arithmetic mean (4.31) and a standard deviation (0.699), and at a high level.

The researcher attributes this result to the effective administrative leadership of school principals, and their quest to improve the performance of their schools, and the implementation of creative leadership may be explained based on principals' efforts to develop their management methods for schools, and to achieve the mission of the Ministry of Education, and to job satisfaction with their work. The technical and administrative role that managers have in activating their creative leadership. This result can also be attributed to the commitment of managers, as they are traits instilled in their moral and religious education. This result agreed with the results of a study conducted by Erani&Özbilen (2017) and the results of the Al-Ajami study (2021).

RESULTS RELATED TO THE THIRD STUDY QUESTION: IS THERE A STATISTICALLY SIGNIFICANT RELATIONSHIP AT THE SIGNIFICANCE LEVEL ($\alpha \leq 0.05$) BETWEEN PROFESSIONAL GROWTH AND CREATIVE LEADERSHIP AMONG SCHOOL PRINCIPALS IN THE DIRECTORATE OF EDUCATION IN THE NUBIAN MAZAR DISTRICT?

To answer this question, the correlation coefficients (Pearson Coefficient) that represent the relationship between the domains and the total degree of professional growth and creative LEADERSHIP WERE EXTRACTED, AND TABLE (9) SUMMARIZES THE RESULTS:

TABLE (9) MATRIX OF PEARSON COEFFICIENTS TO SHOW THE SIGNIFICANCE OF THE RELATIONSHIP BETWEEN THE AREAS OF PROFESSIONAL GROWTH AND ITS TOTAL DEGREE AND THE AREAS OF LEADERSHIP ETHICS AND ITS TOTAL DEGREE

Variable		Moral character traits	ethical management qualities	Human relationships	Total Degree (Leadership Ethics)
self-professional growth	correlation coefficient	**0.94	**0.91	**0.90	**0.95
	Statistical significance	0.000	0.000	0.000	0.000
Administration	correlation coefficient	**0.91	**0.96	**0.83	**0.94
	Statistical significance	0.000	0.000	0.000	0.000
Professional growth for teachers	correlation coefficient	**0.89	**0.94	**0.96	**0.97
	Statistical significance	0.000	0.000	0.000	0.000
Evaluation	correlation coefficient	**0.81	**0.86	**0.92	**0.90
	Statistical significance	0.000	0.000	0.000	0.000
(Professional growth)	correlation coefficient	**0.93	**0.96	**0.95	**0.98
	Statistical significance	0.000	0.000	0.000	0.000

* Statistically significant at the significance level ($\alpha \leq 0.05$).

** Statistically significant at the significance level ($\alpha \leq 0.01$).

The results of Table (9) show that there is a direct (positive) statistically significant relationship between the areas of professional growth and its total degree and between the creative leadership on the areas and the total degree, depending on the values of the calculated correlation coefficients appearing in Table (8) and the corresponding level of significance, all of which are statistically significant at the level of Significance ($\alpha \leq 0.05$).

The researcher believes that professional growth may increase principals' confidence in their educational leaders and increase their loyalty and organizational affiliation, and this is reflected in work, as possessing administrative and technical skills is the result of important growth, whether it is for the principal or by the principal to the teacher, which is one of the basics of improving the educational process, and this relationship between The two variables may be the result of integrating professional development programs with the educational objectives of the principals, and that the principals' evaluation based on them may increase the correlation between them, and this result agreed with the results of the study of Al-Toukhi, Al-Harbi and Awad Allah (2016)

RESULTS RELATED TO THE FOURTH STUDY QUESTION: ARE THERE STATISTICALLY SIGNIFICANT DIFFERENCES AT THE SIGNIFICANCE LEVEL ($\alpha \leq 0.05$) IN THE LEVEL OF PROFESSIONAL GROWTH AND CREATIVE LEADERSHIP DUE TO THE VARIABLES: GENDER, EDUCATIONAL QUALIFICATION, AND YEARS OF EXPERIENCE?

To answer this question, one-way three-way variance (3 Way-ANOVA) was used, as follows:

FIRST: DIFFERENCES IN PROFESSIONAL GROWTH.

TABLE (10) ARITHMETIC AVERAGES AND STANDARD DEVIATIONS IN THE LEVEL OF PROFESSIONAL GROWTH ACCORDING TO THE VARIABLES (GENDER, YEARS OF EXPERIENCE, AND EDUCATIONAL QUALIFICATION)

variable	Categories	NO.	Arithmetic Mean	Standard Deviation
sex	Male	28	4.10	0.642
	Female	59	4.46	0.543
Qualification	High Diploma	43	4.47	0.564
	Master	35	3.93	0.422
	Doctorate	9	3.99	0.707
Years of Experience	Less than 6	40	4.31	0.679
	6- less than 12	30	4.36	0.561
	More than 12	17	4.29	0.560

The results of Table (10) show that there are apparent differences between the arithmetic averages of the responses of the study sample in the level of professional growth, attributable to (sex, educational qualification, and number of years of experience), and to ascertain whether the differences are statistically significant; The three-way analysis of variance (3 Way-ANOVA) was applied, and Table (11) presents the results:

TABLE (11) RESULTS OF THE ONE-WAY ANALYSIS OF VARIANCE (3-WAY-ANOVA) TO SHOW THE SIGNIFICANCE OF DIFFERENCES IN THE LEVEL OF PROFESSIONAL GROWTH, DUE TO THE VARIABLES: (GENDER, YEARS OF EXPERIENCE, AND EDUCATIONAL QUALIFICATION)

Contrast source	Squares Sum	Freedom Degree	Squares Mean	F Value	Statistical Significance
sex	1.656	1	1.656	5.388*	0.022
Qualification	4.869	2	2.434	7.919*	0.001
Years of Experience	.170	2	0.085	0.277	0.759
The error	33.815	81	0.307		
total	2209.253	87			
corrected Total	42.181	86			

* Statistically significant at the significance level ($\alpha \leq 0.05$).

The results of Table (11) show the following:

- 1- There are statistically significant differences in the level of professional growth, due to the gender variable, depending on the calculated (F) values of (5.388) at the significance level ($\alpha = 0.022$), which is statistically significant at the significance level ($\alpha \leq 0.05$). The differences were in favor of females, whose arithmetic mean is (4.46), which is greater than that of males, whose average is (4.10).
 The research can explain this result, that the females are more observant of the instructions, the application of the skills they have learned on the ground, and the more motivated towards work.
- 2- There are no statistically significant differences in the level of professional growth, due to the variable years of experience, depending on the calculated (F) values of (0.277) at the significance level ($\alpha = 0.759$), and it is not statistically significant at the significance level ($\alpha \leq 0.05$). Everyone, regardless of experience, has positive attitudes towards professional growth, and this result agrees with the results of the Khasawneh study (2019).
- 3- There are statistically significant differences in professional growth, due to the educational qualification variable, depending on the calculated (7.919) values of (7,919) at the significance level ($\alpha = 0.001$), which is statistically significant at the significance level ($\alpha \leq 0.05$). To determine the differences, the Scheffe test was used for dimensional comparisons, as shown in Table (12):

TABLE (12) RESULTS OF THE SCHEFFE TEST TO DETERMINE THE DIRECTION OF DIFFERENCES IN THE LEVEL OF PROFESSIONAL GROWTH ACCORDING TO THE EDUCATIONAL QUALIFICATION VARIABLE

Variable	Arithmetic Mean	High Diploma	Master	Doctorate
High Diploma	4.47	-	*0.54	*0.48
Master	3.93	*0.54-	-	0.06-
Doctorate	3.99	*0.48	0.06	-

The results of Table (12) show that the differences were in favor of those holding a post-bachelor's diploma at the expense of a master's and doctorate. This result may be due to the post-bachelor diploma's pursuit of self-development and obtaining sufficient knowledge of management methods, as well as their quest for promotion and obtaining incentives, and this result differed with the results of the study of Al-Toukhi, Al-Harbi and Awad

Allah (2016).

SECOND: THE DIFFERENCES IN THE ETHICS OF LEADERSHIP

TABLE (13) ARITHMETIC AVERAGES AND STANDARD DEVIATIONS IN THE LEVEL OF CREATIVE LEADERSHIP ACCORDING TO THE VARIABLES (GENDER, YEARS OF EXPERIENCE, AND EDUCATIONAL QUALIFICATION)

variable	Categories	NO.	Arithmetic Mean	Standard Deviation
sex	Male	28	4.14	0.651
	Female	59	4.52	0.537
Qualification	High Diploma	43	4.53	0.567
	Master	35	3.98	0.421
	Doctorate	9	4.03	0.708
Years of Experience	Less than 6	40	4.37	0.698 -1
	6- less than 12	30	4.42	0.537
	More than 12	17	4.32	0.566

The results of Table (13) show that there are apparent differences between the arithmetic averages for the level of creative leadership, due to (gender, educational qualification, and number of years of experience), and to ascertain whether the differences are statistically significant; A one-way three-way ANOVA test was applied, and Table (14) presents the results:

TABLE (14) THE RESULTS OF THE ONE-WAY ANALYSIS OF VARIANCE (3-WAY-ANOVA) TO SHOW THE SIGNIFICANCE OF THE DIFFERENCES IN THE LEVEL OF CREATIVE LEADERSHIP, ATTRIBUTABLE TO (GENDER, YEARS OF EXPERIENCE, AND EDUCATIONAL QUALIFICATION)

Contrast source	Squares Sum	Freedom Degree	Squares Mean	F Value	Statistical Significance
sex	1.937	1	1.937	6.296*	0.014
Qualification	4.834	2	2.417	7.858*	0.001
Years of Experience	0.086	2	0.043	0.139	0.870
The error	33.833	81	0.308		
total	2261.924	87			
corrected Total	42.667	86			

* Statistically significant at the significance level ($\alpha \leq 0.05$).

THE RESULTS OF TABLE (14) SHOW THE FOLLOWING:

- 1- There are statistically significant differences in the level of creative leadership, due to the gender variable, depending on the calculated (F) values of (6.296) at the significance level ($\alpha = 0.014$), which is statistically significant at the significance level ($\alpha \leq 0.05$). The differences were in favor of females, whose mean arithmetic average (4.52) is greater than that of males of (4.14). This result may be explained based on the fact that female principals are more sensitive to achieving justice among female teachers. This result agrees with the results of the Eraniil and Özbilen study (Eraniil&Özbilen, 2017).
- 2- There are no statistically significant differences in the level of creative leadership, due to the variable years of experience, depending on the calculated (P) values of (0.139) at the significance level ($\alpha = 0.870$), and it is not statistically significant at the significance level ($\alpha \leq 0.05$). All managers, regardless of their experience, adhere to creative leadership, and it may be due to the similarity of the training environment. The courses that deal with this may be similar, and agree with the results of the study of Eraniil&Özbilen (2017) in the absence of differences due to years of experience. It differed with the results of the study of Daradkeh, Dajani and Daoud (2020) in this regard.
- 3- There are statistically significant differences in the ethics of leadership, due to the educational qualification variable, depending on the calculated (F) values of (7.858) at the significance level ($\alpha = 0.001$), and it is statistically significant at the significance level ($\alpha \leq 0.05$). To determine the differences, the Scheffe test was used for dimensional comparisons, as shown in Table (15):

TABLE (15) RESULTS OF THE SCHEFFE TEST TO DETERMINE THE DIRECTION OF DIFFERENCES IN CREATIVE LEADERSHIP ACCORDING TO THE EDUCATIONAL QUALIFICATION VARIABLE

Variable	Arithmetic Mean	High Diploma	Master	Doctorate
High Diploma	4.53	-	*0.55	*0.50
Master	3.98	*0.55-	-	0.05-
Doctorate	4.03	*0.55	0.05	-

The results of Table (15) show that the differences were in favor of those holding a post-bachelor's diploma at the expense of a master's and doctorate. This result may be attributed to the fact that this category is more satisfied with the work, and they have a tendency to prove their good management and may be for promotion purposes, and it differed with the results of the study of Daradkeh, Dajani and Dawud (2020) in this aspect.

RECOMMENDATIONS

In light of the results of the study, the researcher recommends the following:

- 1- The necessity of holding more courses and training workshops in the field of professional growth and creative leadership for school principals to maintain their high level.
- 2- The necessity of providing material and moral incentives to managers who implement the dimensions of professional growth and creative leadership.
- 3- Conducting more studies on the variables of this study in societies other than the current study community (other Education Directorate), to benefit from the results of the current study and its generalizations.

REFERENCES

- Al-Ajmi, Assaf (2021). The degree of moral leadership practiced by secondary school history teachers in the State of Kuwait and its relationship to organizational values. *Journal of Specific Education Research*, 2021 (36), 1- 22.
- Al-Khasawneh, Fouad Shabib (2019). Professional development for leaders of public education schools in Najran in light of the requirements of the knowledge society. *Journal of Educational Sciences and Human Studies*: Taiz University, Al-Turbah Branch - Department of Graduate Studies and Scientific Research, 7, 24 - 49.
- Al-Otaibi, Ahmed (2013). The degree to which secondary school principals practice ethical leadership and its relationship to their organizational department from the point of view of teachers in the State of Kuwait. **"Unpublished Master's Thesis"**, Middle East University.
- Al-Saedi, Alia Abdullah, and Hariri, Randa. (2021). The reality of applying professional development programs for female leaders of public secondary schools in Jeddah and ways to develop them in the light of Vision 2030 from the point of view of school leadership supervisors. *Journal of Educational and Psychological Sciences*, 5(40), 149 - 169.
- Alshehri, Abdulaziz (2020). The degree of ethical leadership practice among Dammam city school leaders from the teachers' point of view. *Journal of the College of Education*, Al-Azhar University, 168 (2).
- Al-Toukhi, Haitham Muhammad Ismail, Al-Harbi, Hammad Daghim, and Awad Allah, Ibrahim Al-Desouki (2016). The relationship between professional development and administrative creativity among principals of general education schools in the Kingdom of Saudi Arabia "from their point of view". *Educational Sciences*: Cairo University - Faculty of Graduate Studies of Education, 24(4), 53 - 89.
- Azza, Souad (2011). **Mechanisms of professional development for school principals of pre-university education**, the Arab Group for Training and Publishing, Cairo, Egypt.
- Beetham, H., & Bailey, P. (2002). Background and Rationale. *Academic and Educational Development: Research, Evaluation and Changing Practice in Higher Education*, 164.
- Bowen, C., Bessette, H., & Cham, T. C. (2006). Including ethics in the study of educational leadership. *Journal of College and Character*, 7(7), 1-8.
- Brown, M. E., & Treviño, L. K. (2006). Ethical leadership: A review and future directions. *The leadership quarterly*, 17(6), 595-616.
- Bush, T. (2007). Educational leadership and management: Theory, policy and practice. *South African journal of education*, 27(3), 391-406.
- Corcoran, T. B. (1995). *Helping Teachers Teach Well: Transforming Professional Development*. CPRE Policy Briefs.
- Daft, R. (2003). *Management*. South-Western & College Publishing Co.
- Daradkeh, Amjad Mahmoud Mohamed, Dajani, Yasmine Mohamed Nasser Mahmoud, and Daoud, Hana. (2020). The degree of moral leadership practice among private secondary school principals in the capital Amman governorate and its relationship to teachers' organizational commitment from their point of view (Jordan).

- Journal of Educational and Psychological Sciences:** The National Research Center Gaza, 4(14), 1-24.
- Eranil, A. K., & Özbilen, F. M. (2017). Relationship between School Principals' Ethical Leadership Behaviours and Positive Climate Practices. *Journal of Education and Learning*, 6(4), 100-112.
- Grobleret, P. A, Warnich S, Carre l MR, E lbert NF & Hatfield RD. (2002). **Human resource management in South Africa**. Cornwall: Thomson.
- Gunawan, I., &Gunawan, I. (2019). Develop Educational Leadership by Applying Values and Ethics to Strengthen Student Character.**In5th International Conference on Education and Technology (ICET 2019)**. Atlantis Press.
- Hattie, J. (1985). Methodology Review: **Assessing one-dimensionality of tests and item**. *Applied Psychological Measurement*. 9, 139- 164.
- Jones, K, Clark J, Figg G, Howarth S & Re id K, (1989). **Staff development in primary schools**. Oxford: B lackw ell.
- Omar, Hana (2021). Requirements for sustainable professional development for early childhood teachers in the light of digital transformation. **Journal of Childhood Research and Studies**, Faculty of Education for Childhood, Beni Suef University, 3(5), 528-593.
- Robert, K. W., Parris, T. M., & Leiserowitz, A. A. (2005). What is sustainable development? Goals, indicators, values, and practice. *Environment: science and policy for sustainable development*, 47(3), 8-21.
- Shapiro, J., &Stefkovich, J. A. (2005). Ethical leadership and decision making in education: **Applying theoretical perspectives to complex dilemmas**. Mahwah, NJ: Lawrence Erlbaum Associates, Inc.
- Shdeifat, Somaya (2016). The degree to which school principals practice the standards of educational leadership from the point of view of teachers in the Directorate of Education of the Kasbah of Mafraq District in Jordan. *Al-ManaraJournal for Research and Studies*, Al al-Bayt University - Deanship of Scientific Research, 22(4), 133-170.
- Starratt, R. J. (2004). *Ethical Leadership*. San Francisco: Jossey-Bass.
- Terry, G. R (1999). Principle s of management. In: Van der Westhuizen PC (ed.). **Effective Educational Management**, 9th impression. Pretoria: Kagiso.