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THE LEADERSHIP ROLE OF SECONDARY SCHOOL PRINCIPALS WITHIN THE GREEN LINE AND ITS RELATIONSHIP TO THE JOB CREATIVITY AMONG TEACHERS

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Abstract

From the viewpoints of the principals and teachers, the study sought to determine the leadership role of secondary school principals inside the green line and its connection to teachers' job creativity. The study sample, which included 258 principals and instructors selected by simple random sampling, was based on the descriptive correlative technique. Two questionnaires made up the data collection tools. The first one, which had forty-three items divided into five dimensions—administrative tasks, teachers, the educational process, the positive school climate, and the local community—was designed to gauge the degree of leadership role that secondary school principals in the Green Line practiced from the viewpoints of the principals and teachers. The second questionnaire, which included 23 items divided into four dimensions—sensitivity to problems, fluency, flexibility, and acceptance of risk—was designed to gauge the degree of job creativity among secondary school teachers in the green line from the viewpoints of principals and teachers. The validity and reliability of the two questionnaires were confirmed before they were used.

The findings showed that, from the viewpoints of the principals and teachers, the leadership role that secondary school principals in the Green Line practiced was at a medium level. Additionally, there were no statistically significant differences in the leadership role that secondary school principals in the Green Line practiced based on the variables of gender, academic qualification, experience, and job title.

Additionally, the results showed that secondary school teachers within the green line had a medium level of job creativity, that there were statistically significant differences favoring teachers due to the job title variable, and that there were no statistically significant differences due to the variables (gender, academic qualification, and experience). Additionally, the findings showed a favorable and statistically significant relationship between the degree of job creativity among teachers at those schools and the leadership role that secondary school principals within the green line performed.

According to the study, principals should be encouraged to establish a healthy school environment because it can boost teachers' creativity and ease their workload. They should also use technology in schools because it can help with tasks, boost teachers' creativity, and improve their performance.

Keywords: Leadership role, Job creativity, Principals, Teachers, Secondary schools within The Green Line.

INTRODUCTION

Twenty-first century societies live in a time when the sources of knowledge varied and the intellectual, economic, scientific, and informational accomplishments proliferated, which caused the rise and expansion of obligations in all dimensions and aspects. Management's efficacy and the practiced leadership behavior have emerged as the most notable characteristics of excellence since they reflect the suitable tools to attain multidimensional thorough growth. Being one of society's institutions, the school works to meet the general educational and particular educational objectives since it is the second social institution after the family. In a way that guarantees complete development in society and fulfils its goals for growth and prosperity, it is also in charge of raising future generations, giving them the appropriate upbringing, and equipping them with the knowledge and tools to help them keep up with unpredictable future challenges (Qarwani & Shalash, 2018).

Leadership is a dynamic relationship between management and employees that calls for a leader who is different from others by his personal traits and his capacity to affect them. The effective leader must also have leadership qualities that help him to face administrative and organizational issues and strive to resolve and handle them to support the objectives in administrative work that qualify them to guide labour and workers sensibly, efficiently and effectively (Mahdi & Muhammad, 2018).

Like other distinct phenomena of society that develop naturally from the character of human society, leadership is a social phenomenon; it also addresses many kinds of social, economic, religious and moral activities. The success of the educational administration depends much on educational leadership, yet leadership itself is a relative process since the person may be a leader in one context and a follower in another. The idea of leadership is quite linked to the idea of role and duty as well as to the personality style; hence, the degree to which the person fulfils the leadership function depends on this. Apart from the personality type, the educational administration needs administrative abilities if it is to perform well; all of this is also connected to the process of choosing and developing educational leaders (Al-Ajmi, 2010).

According to Al-Ajmi (2015), leadership is the process of influencing followers or subordinates to reach the desired goal or goals; its effect is felt not by command or force but by means of constructive discourse, understanding, and conviction. Leadership also requires action and movement since the leader interacts with subordinates with different and changing abilities; a good leader can guide these abilities in a positive direction rather than a negative one. Leadership is also founded on the collaboration the leader aims to foster among the organizational members when carrying out shared objectives.

Success for every educational institution depends on good educational leadership, which is regarded as a cooperative leadership if it can offer an educational vision while fostering the suitable environment to attain the maximum degree of accomplishment, besides its capacity to interact directly with all staff members and follow all policies to fulfil this vision. The efficacy of the educational leadership grows with its capacity to draw competences to improve the capabilities of the educational institution and to emphasize the workers' strengths in order to fulfil a shared vision. It also aims to bring about change as a chance for development, supports and promotes the local community, lifelong learning, and inspires progress and development in order to achieve the objective of improving the academic level of pupils (Obaid, 2011).

The principal of the school is the center of leadership in the school administration, since he plays a key role in building trust within his school, hence practicing administrative leadership skills that influence teachers' faith in him. The school principal, as an educational leader, must possess leadership skills that help to build and deepen trust between the administration and the teachers, between the teachers themselves, and between them and the students since the administrative work is mostly based on the nature of social relations between school principals and teachers on one hand and between them and students and their parents on the other (Abdin, 2014).

Educational leaders who are marked by creative and innovative thinking and who are marked by particular traits consistent with the age of informatics, the universality of knowledge and the fast development in different media and communication technologies will help to create the conditions and foundations that support positive and successful institutional change in schools (Emad El-Din, 2010).

Providing an appropriate educational environment that enables educational leaders to face the rapid changes and challenges that are taking place around them requires high administrative skills among educational leaders, and requires attention to the development of human resources, including administrators, faculty, staff and students, in addition to taking appropriate steps and procedures to develop the workers and their creativity, adapt them to keep pace with everything new, spread the spirit of cooperation among the workers, unify their efforts and persuade them to accomplish their work with desire and conviction, through what the leader possesses of leadership capabilities represented in objectivity, the use of authority, flexibility, understanding of others and knowledge of the principles of communication (Huriyah, 2013).

The educational process aims primarily to create a future generation and to pay attention to shaping a person who can actively contribute to the construction of his society. Thus, one of the responsibilities of the school leader is to raise generations armed with knowledge and creativity, as well as to make the teacher a creative individual in his work by giving him space for creativity and motivating him to do so, and to avoid stereotyping the teacher in the educational process since the teacher's creativity benefits and informs the students, which creates a group of creative students who learn creativity and acquire it via their creative teacher (Hammoud, 2018).

By inspiring teachers' motivation, deepening their desire to improve their knowledge, competence, and skills, and encouraging them to use innovative approaches, the school leader can help students grasp fundamental scientific ideas and terms relevant in their lives, including technology, science, etc. as creativity in education guides students and helps them acquire educational material in a scientific, enjoyable, and engaging way (Karabenick & Conley, 2011).

Creativity comes from awakening instructors' desire to work, inspiring them to effort, active involvement in work and performance, and shouldering obligations to fulfil the objectives of the educational institution. Therefore, the teacher and the school community benefit greatly from work creativity (Abo- Toama, 2016).

Creative teachers are responsible for fostering students' creative potential since they are the ones who questions increase creative thinking and they can also inspire student interest. Responsible for fostering an incubating atmosphere for creativity, he is the adaptable instructor who turns the academic material into activities that inspire student creativity (Abdul Rahman & Al-Khatib, 2013). The creative teacher can depart from the conventional or normal

approaches to teaching since the teacher's ownership of creativity is intimately linked to the capacity to imagine; therefore, he participates with his students, physically and cognitively, in the many educational activities in a successful manner. In carrying out his instructional duties, the creative teacher also employs modern tools, techniques and fresh ideas (Ciltas, 2012).

In educational institutions striving competition and change, the significance of creativity has grown in the recent period as it is reflected in the generation of new ideas in the educational process, as well as the creation of original ideas that are far from the conventional context in thinking, as well as the evolution of teaching methods and tools that enable the transformation of these ideas into a practiced, productive and beneficial reality that benefits students, teachers, school administration and society. According to Tafvlin (2013), the creative teacher who believes in his profession mainly determines the success of the educational process and the attainment of its goals.

The effective administration, represented by the school principal, and the skills and abilities he possesses to help him manage his school as an educational leader affecting all its employees as he works to chart the way for individuals and coordinate their efforts towards the desired goals with the least effort and the shortest possible time determine much of the success of the teaching-learning process (Cossin & Caballero, 2013).

The secondary stage of education is significant since it has its own nature in terms of students and the traits of their development in it, thus the school principal has more responsibility and more role since secondary education is the gateway through which the outputs of general education flow to the labour market and universities alike, which calls for the development of creative educational strategies that fit students, and opens up more broad and varied future possibilities for them, and is consistent with the needs of the era of technology and informatics, which can only be realized in the presence of job creativity among teachers who are the foundation of the educational process. Through the Ministry of Education adopting training programs for school administrations and implementing them on a large scale, Arab secondary schools inside the Green Line are working to foster job creativity among teachers by trying to move away from stereotypes in educational approaches and following contemporary administrative patterns that inspire creativity and prepare a qualified cadre of teachers and students able to carry out intellectual production marked by novelty and diversity.

STUDY ISSUE AND QUESTIONS

Educational leadership has received the attention of researchers and specialists in the dimension of educational administration due to the importance of this concept and its main role in the educational-learning process. Accordingly, school principals must have the skills, capabilities and capabilities that qualify them and enable them to perform their job duties, and to face the challenges and problems that they encounter while performing these tasks. Contemporary educational systems focus on the job creativity of teachers, and their role in refining students' talents and abilities, and creating an effective and active educational environment in the school for teachers and students. Naser (2016) confirmed that the teacher is responsible for developing and training students to be creative, especially in light of the wide development that the teaching and learning process has reached within the Green Line, and that the principal is the main influencer in encouraging teachers and motivating them towards creativity.

By virtue of the researcher's work in secondary schools within the Green Line, and his transfers between many of them, he witnessed the different roles practiced by school principals, the openness of some of them, his desire and willingness to change, and to stimulate and support the creativity of teachers in return for the isolation of others, and their adherence to the traditional methods in their management of their schools, and their commitment and adherence to a large extent to what is contained and decided in the school curricula; so the researcher developed the idea of conducting this study, which examined the relationship between the leadership role of the school principal and the job creativity of teachers, by answering the following questions:

1. What is the level of leadership role practiced by principals of secondary schools within the Green Line from the point of view of principals and teachers?
2. Are there statistically significant differences at the level of significance ($\alpha = 0.05$) in the responses of the study sample about the level of the leadership role practiced by secondary school principals within the Green Line due to the effect of the variables (gender, academic qualification, experience, and job title)?
3. What is the level of job creativity among secondary school teachers within the green line from the point of view of principals and teachers?
4. Are there statistically significant differences at the significance level ($\alpha = 0.05$) in the responses of the study sample about the level of job creativity among secondary school teachers within the green line due to the effect of the variables (gender, academic qualification, experience, and job title)?
5. Is there a statistically significant correlation between the level of leadership role practiced by principals of secondary schools within the Green Line and the level of job creativity among the teachers of those schools?

STUDY OBJECTIVES

The current study sought to achieve the following objectives:

- Revealing the level of leadership role played by principals of secondary schools within the Green Line, and the level of job creativity among the teachers of those schools, with the aim of identifying weaknesses and addressing them, and strengthening dimensions of strength.
- Revealing the differences in the study sample's viewpoints about the level of leadership role practiced by secondary school principals within the Green Line, and the level of job creativity among the teachers of those schools, with the aim of identifying the causes of these differences, in an effort to correct them.
- Revealing the correlation between the level of leadership role practiced by secondary school principals within the green line, and the level of job creativity among the teachers of those schools, in order to determine the type of mutual influence between them.

STUDY IMPORTANCE

The importance of the current study was represented in two directions, theoretical and applied, which were presented by the researcher as follows:

FIRST: THEORETICAL IMPORTANCE:

The current study gained its importance from the importance of its variables and their reflections on the educational process, as the leadership role played by the school principal

determines many aspects of the educational process, by virtue of his position and influence in the school. Teachers' job creativity is a high priority in light of the developments taking place in the world, the information revolution that is leading it, and the diversity and development in teaching methods and objectives. The researcher hopes that this study will enrich the Arabic literature on the issues of the leadership role of the school principal, job creativity among teachers, and the relationship between them.

SECOND: APPLIED IMPORTANCE:

The current study gained its applied importance through the development of its tools, the results it will reach, and the recommendations that will emerge from it. The researcher hopes that the following will benefit from its tools, results and recommendations:

- Those in charge of educational planning and training, in terms of a more effective activation of the tasks that the school principal exercises as an educational leader in his school.
- Principals of schools in terms of making them aware of the importance and sensitivity of their leadership role, and the implications and impact of that role on the educational process as a whole.
- School teachers in terms of introducing them to the importance of creativity, how to possess it, and the need to employ it in the performance of their tasks.
- Researchers and those interested in conducting further studies on the subject of the study on new societies.

CONCEPTUAL AND PROCEDURAL DEFINITIONS:

The current study included the following terms:

The leadership role: "The school principal's ability to direct teachers in order to achieve goals through influence, which is either by adopting and accepting the subordinates of the leader principal, or by using official authority when necessary" (Al-Saadi & Al-Dahiani, 2018, 180).

Procedurally, the researcher defined the leadership role of the school principal as the behavior of the individual who occupies the position of principal in secondary schools within the Green Line in directing and pushing individuals within the school towards achieving the desired educational goals, and was measured by the total degree of the study sample's responses to the tool that was developed for this purpose.

Job creativity: "The individual's ability to produce, which is characterized by the greatest possible intellectual fluency, flexibility, and originality" (Al-Titi, Ibdah, & Jaradat, 2016, 314).

Procedurally, the researcher defined job creativity as the ability of the secondary school teacher within the green line to use new techniques and teaching methods, so as to contribute to the development and rising students' knowledge, and was measured by the total degree of the study sample's responses to the tool that was developed for this purpose.

Green Line: A political term used by the Palestinians to refer to the Palestinian lands on which Israel was established in 1948 and whose Palestinian people became part of the state and its political, educational and cultural systems.

STUDY LIMITS:

The current study was limited by the following limits:

Objective limits: the leadership role of secondary school principals, and the job creativity of teachers.

Human limit: a sample of secondary school principals and teachers.

Time limit: the first semester of the academic year (2021-2022).

Spatial limit: Secondary schools within the Green Line.

The generalization of the results of the current study was determined by the honesty and objectivity of the responses of the study sample, as well as the validity and reliability of the two tools that were used.

METHODS AND PROCEDURES

STUDY METHODOLOGY

The descriptive correlational survey method was used due to its suitability to the objectives of the study.

STUDY POPULATION AND SAMPLE

The study population consisted of all the principals and teachers of secondary schools in the northern region within the Green Line, which numbered (25) principals (750) teachers, while the sample consisted of (258) principals and teachers, who were chosen by simple random method. Table (1) shows the distribution of the study sample according to its intermediate variables (gender, job title, experience, and school level).

Table (1): Distribution of respondents according to gender, academic qualification, years of experience, and job title

Intermediate variable	Intermediate variable levels	Number	Percentage
Gender	Male	120	46.5
	Female	138	53.5
Qualification	Bachelor or less	34	13.2
	Master or higher	224	86.8
Years of experience	Less than 10 years	38	14.7
	10 years or more	220	85.3
Job title	Teacher	239	92.6
	Principal	19	7.4
Total		**258**	100

STUDY TOOLS

For the purposes of achieving the objectives of the study, two tools were developed, as follows:

The first tool: a questionnaire to measure the level of leadership role played by principals of secondary schools within the Green Line from the point of view of principals and teachers.

After reviewing the relevant theoretical literature and previous studies, the first study tool was developed, which consisted in its initial form of (43) items, distributed into five dimensions: administrative tasks, teachers, the educational process, positive school climate, and the local community.

The validity and reliability of the first study tool were verified through the following:

a. **Virtual validity:**

The tool was presented to a group of experienced and specialized arbitrators, with the aim of expressing their opinions on the accuracy and correctness of the tool's content in terms of: clarity of the content of the items, the integrity of its linguistic formulation, its suitability to measure what it was developed for, its affiliation with the dimension to which it belongs, and the addition, modification or omission of what they see fit to the items, as a criterion (80%) was adopted by the arbitrators' consensus to accept the amendment.

The arbitrators' notes were taken into account according to the standard that was adopted, and the tool remained in its final form, consisting of (43) items, distributed into the five dimensions previously mentioned.

b. Construct validity:

The tool was applied to an available exploratory sample of (39) principals and teachers, who were excluded from the study sample, in order to calculate the correlation coefficients for the relationship of items with their dimensions (R1), and the corrected correlation coefficients for the relationship of items with their dimensions (R2), as shown in Table (2).

Table (2): The values of (R1) and (R2) of the first tool

Dimension	Item	R1	R2
Administrative tasks	1	.84**	0.8
	2	.84**	0.8
	3	.85**	0.8
	4	.83**	0.79
	5	.87**	0.83
	6	.90**	0.87
	7	.72**	0.65
	8	.72**	0.65
	9	.74**	0.66
Teachers	10	.73**	0.66
	11	.90**	0.85
	12	.81**	0.75
	13	.84**	0.77
	14	.85**	0.81
	15	.81**	0.75
	16	.79**	0.72
	17	.86**	0.81
Educational process	18	.83**	0.8
	19	.87**	0.84
	20	.85**	0.82
	21	.78**	0.74
	22	.88**	0.85
	23	.82**	0.79

Dimension	Item	R1	R2
	24	.73**	0.68
	25	.81**	0.78
	26	.86**	0.83
	27	.87**	0.83
	28	.87**	0.84
	29	.83**	0.79
Positive school climate	30	.89**	0.86
	31	.85**	0.8
	32	.87**	0.83
	33	.84**	0.78
	34	.91**	0.87
	35	.90**	0.86
	36	.86**	0.81
	37	.88**	0.85
Community	38	.83**	0.76
	39	.82**	0.74
	40	.80**	0.68
	41	.83**	0.74
	42	.81**	0.69
	43	.75**	0.65

The results showed that the values of (R1) ranged between (0.72) and (0.90) for the dimension of administrative tasks, and between (0.79) and (0.90) for the dimension of teachers, and between (0.73) and (0.88) for the dimension of the educational process, and between (0.84) and (0.91) for the positive school climate dimension, and between (0.75) and (0.83) for the local community dimension. All of them are statistically significant and higher than the cut point (0.35) indicated in (Bryman & Cramer, 1997).

The values of (R2) ranged between (0.65) and (0.87) for the dimension of administrative tasks, and between (0.72) and (0.85) for the dimension of teachers, and between (0.68) and (0.85) for the dimension of the educational process, and between (0.78) and (0.87) for the positive school climate dimension, and between (0.65) and (0.76) for the local community dimension. All of them are statistically significant, and higher than the cut point (0.30) referred to in (Leech, Barrett, & Morgan, 2011), which indicates the validity of the construction of the tool according to what was stated in (Brown, 1983).

c. Stability

The tool was re-applied to the same available survey sample two weeks after the first application, and the Cronbach alpha coefficients (internal consistency) were calculated for the questionnaire dimensions, and for the questionnaire as a whole, and the repetition stability coefficient, as shown in Table (3).

Table (3): Indicators of stability of the first tool

Dimension	Cronbach Alpha	Repetition stability
Administrative tasks	0.94	0.92
Teachers	0.93	0.9
Educational process	0.96	0.89
Positive school climate	0.96	0.9
Community	0.89	0.93
Total		**0.94**

The results showed that the internal consistency stability coefficients ranged between (0.89) and (0.96) for the sub-dimensions, and the repetition stability coefficients ranged between (0.89) and (0.93) for the sub-dimensions, and (0.94) for the questionnaire as a whole. All of them are higher than the cut point (0.70) referred to in (Cronbach, 1951), and therefore the tool has a high level of stability.

The second tool: a questionnaire to measure the level of job creativity among secondary school teachers within the green line from the point of view of principals and teachers.

After reviewing the theoretical literature and previous related studies, the second study tool was developed, which consisted in its initial form of (23) items, distributed into four dimensions: sensitivity to problems, fluency, flexibility, and acceptance of risk.

The validity and reliability of the second study tool were verified through the following:

a. Virtual validity:

The tool was presented to a group of experienced and specialized arbitrators, with the aim of expressing their opinions on the accuracy and correctness of the tool's content in terms of: clarity of the content of the items, the integrity of its linguistic formulation, its suitability to measure what it was developed for, its affiliation with the dimension to which it belongs, and the addition, modification or omission of what they see fit to the items, as a criterion (80%) was adopted by the arbitrators' consensus to accept the amendment.

The arbitrators' notes were taken into account according to the standard that was adopted, and the tool remained in its final form, consisting of (23) items, distributed into the four dimensions previously mentioned.

b. Construct validity:

The tool was applied to an available exploratory sample of (39) principals and teachers, who were excluded from the study sample, in order to calculate the correlation coefficients for the relationship of items with their dimensions (R1), and the corrected correlation coefficients for the relationship of items with their dimensions (R2), as shown in Table (4).

Table (4): The values of (R1) and (R2) of the second tool

Dimension	Item	R1	R2
Sensitivity to problems	1	.85**	0.78
	2	.89**	0.85
	3	.91**	0.86
	4	.92**	0.88
	5	.89**	0.84

Dimension	Item	R1	R2
	6	.84**	0.77
Fluency	7	.84**	0.77
	8	.92**	0.88
	9	.90**	0.86
	10	.87**	0.8
	11	.91**	0.86
	12	.86**	0.8
Flexibility	13	.89**	0.83
	14	.87**	0.81
	15	.85**	0.77
	16	.85**	0.78
	17	.77**	0.69
	18	.78**	0.67
Risk Acceptance	19	.84**	0.73
	20	.85**	0.75
	21	.85**	0.76
	22	.76**	0.64
	23	.81**	0.69

The results showed (4) that the values of (R1) ranged between (0.84) and (0.92) for the sensitivity to problems dimension, between (0.86) and (0.92) for the fluency dimension, and between (0.77) and (0.89) for the flexibility dimension, and between (0.76) and (0.85) for the acceptance of risk dimension. All of them are statistically significant and higher than the cut point (0.35) indicated in (Bryman & Cramer, 1997).

The values of (R2) ranged between (0.77) and (0.88) for the sensitivity to problems dimension, between (0.80) and (0.88) for the fluency dimension, between (0.69) and (0.83) for the flexibility dimension, and between (0.64) and (0.76) for the risk acceptance dimension. All of them are statistically significant, and higher than the cut-off mark (0.30) referred to in (Leech, Barrett, & Morgan, 2011), which indicates the validity of the tool construction, according to (Brown, 1983).

c. Stability

The tool was re-applied to the same available survey sample two weeks after the first application, and the Cronbach alpha coefficients (internal consistency) were calculated for the questionnaire dimensions, and for the questionnaire as a whole, and the repetition stability coefficient, as shown in Table (5).

Table (5): Indicators of stability of the second tool

Dimension	Cronbach Alpha	Repetition stability
Sensitivity to problems	0.94	0.9
Fluency	0.94	0.9

Dimension	Cronbach Alpha	Repetition stability
Flexibility	0.91	0.91
Risk Acceptance	0.88	0.89
Total		**0.91**

The results showed that the internal consistency stability coefficients (Cronbach alpha) ranged between (0.88) and (0.94) for the sub-dimensions, and the repetition stability coefficients ranged between (0.89) and (0.91) for the sub-dimensions, and (0.91) for the questionnaire as a whole. All of them are higher than the cut point (0.70) referred to in (Cronbach, 1951), and therefore the tool has an acceptable level of stability.

CORRECTION OF STUDY TOOLS

The arithmetic averages of the responses of the study sample were classified into three grades, as follows:

Value	Grade/Level
2.33-1.00	**Low**
3.67-2.34	**Medium**
5-3.68	**High**

STUDY OUTCOMES

Outcomes of the first question: "What is the level of leadership role practiced by principals of secondary schools within the Green Line from the point of view of principals and teachers?"

To answer this question, arithmetic averages and standard deviations of the study sample's estimates about the level of secondary school principals' practice of the leadership role within the green line from the point of view of principals and teachers were calculated. Table (6) shows that.

Table 6: The arithmetic averages and standard deviations of the study sample's estimates about the level of leadership role practice among secondary school principals

Dimension	Arithmetic average	Standard deviation	Rank	Practice level
Administrative tasks	3.58	0.57	1	Medium
Educational process	3.56	0.61	2	Medium
Positive school climate	3.55	0.63	3	Medium
Community	3.45	0.63	4	Medium
Teachers	3.42	0.65	5	Medium
Total	**3.52**	**0.55**		**Medium**

It is noted from Table (6), that the arithmetic average of the estimates of the study sample on the dimensions of the leadership role combined was (3.52), the standard deviation (0.55) and at a medium level, where the dimension of administrative tasks came in the first rank and at a medium level, and the dimension of the educational process came in the second rank and at a medium level, and the dimension of positive school climate in the third rank and at a medium

level, the local community dimension in the fourth rank and at a medium level, and the teachers dimension at the fifth rank and at a medium level.

The arithmetic averages and standard deviations of the study sample's estimates about the level of leadership practice among school principals within the green line from the teachers' point of view, and in each dimension separately, were calculated, and tables (7-11) show this.

- **Dimension of Administrative Tasks**

Table 7: Arithmetic averages and standard deviations of the dimension of administrative tasks

No.	Item	Arithmetic average	Standard deviation	Rank	Practice level
7	Makes firm decisions when the situation requires it.	3.73	0.63	1	High
8	Uses technology tools in carrying out his duties.	3.65	0.64	2	Medium
4	Follows up the commitment of teachers and students to school rules and regulations.	3.6	0.67	3	Medium
9	Uses feedback to improve school performance.	3.58	0.73	4	Medium
2	Holds periodic meetings with teachers to follow up on work progress.	3.57	0.64	5	Medium
1	Follows up the implementation of the quarterly and annual plans for teachers.	3.56	0.64	6	Medium
5	Makes future plans to implement the goals of the school.	3.53	0.71	7	Medium
6	Provides sources of support for the school.	3.51	0.79	8	Medium
3	Develops future plans to manage potential school crises.	3.45	0.79	9	Medium
	Total	**3.58**	**0.57**		**Medium**

It is noted from Table (7), that the total arithmetic average of the dimension of administrative tasks was (3.58) and the standard deviation of the estimates was (0.57) and at a medium level, as item (7) ranked first and at a high level, while item (3) came in the last rank and at a medium level.

- **Dimension of The Educational Process**

Table (8): Arithmetic averages and standard deviations of the dimension of the educational process

No.	Item	Arithmetic average	Standard deviation	Rank	Practice level
24	Follows up the results of students' achievement tests.	3.74	0.63	1	High
25	Follows up on students' issues and problems.	3.69	0.62	2	High

No.	Item	Arithmetic average	Standard deviation	Rank	Practice level
21	Provides a safe school environment.	3.65	0.66	3	Medium
23	Encourages teachers to use modern technologies and teaching aids.	3.65	0.65	3	Medium
20	Keeps teachers informed of the latest educational developments.	3.61	0.69	5	Medium
19	Provides the educational needs of teachers.	3.58	0.73	6	Medium
29	Involves students in extracurricular activities and competitions.	3.55	0.74	7	Medium
22	Encourages teachers to share educational experiences with other parties.	3.54	0.73	8	Medium
26	Supervises the preparation and implementation of treatment plans for underachieving students.	3.48	0.77	9	Medium
18	Adopts teachers' creative ideas.	3.46	0.81	10	Medium
28	Highlights the achievements of teachers in front of others.	3.43	0.84	11	Medium
27	Provides moral incentives to teachers.	3.36	0.86	12	Medium
	Total	**3.56**	**0.61**		**Medium**

It is noted from Table (8), that the total arithmetic average of the dimension of the educational process was (3.56) and the standard deviation of the estimates was (0.61) and at a medium level, as item (24) came in the first rank and at a high level, while item (27) came in the last rank and at a medium level.

- **Positive School Climate Dimension**

Table 9: Arithmetic averages and standard deviations for the positive school climate dimension

No.	Item	Arithmetic average	Standard deviation	Rank	Practice level
32	Encourages the formation of work teams.	3.6	0.68	1	Medium
36	Treats teachers with respect.	3.59	0.73	2	Medium
37	Works to resolve conflicts within the school with reconciliation.	3.58	0.69	3	Medium
30	Pays attention to students with special needs.	3.56	0.68	4	Medium
33	Encourages teachers to share educational experiences between each other.	3.55	0.74	5	Medium
35	He deals with teachers honestly.	3.55	0.75	5	Medium

No.	Item	Arithmetic average	Standard deviation	Rank	Practice level
34	Keen to have open channels of communication between him and the teachers.	3.53	0.72	7	Medium
31	Cares about the personal circumstances of teachers and students.	3.47	0.76	8	Medium
	Total	**3.55**	**0.63**		**Medium**

It is noted from Table (9), that the total arithmetic average of the positive school climate dimension was (3.55) and the standard deviation of the estimates was (0.63) and at a medium level, as item (32) came in the first rank and at a medium level, while item (31) came in the last rank and at a medium level.

- **Dimension of The Local Community**

Table 10: Arithmetic averages and standard deviations of the local community dimension

No.	Item	Arithmetic average	Standard deviation	Rank	Practice level
39	Involves the school in events organized by the local community.	3.56	0.71	1	Medium
43	Communicates with parents about their children's academic conditions.	3.55	0.74	2	Medium
38	Accepts the active participation of the local community in solving the problems of students and the school.	3.53	0.73	3	Medium
41	Organizes educational and awareness courses and events implemented by the local community.	3.47	0.78	4	Medium
40	Local community organizations are allowed to use the school's facilities to organize their events.	3.28	0.78	5	Medium
42	Attracts community donations to needy students.	3.31	0.89	6	Medium
	Total	**3.45**	**0.63**		**Medium**

It is noted from Table (10), that the total arithmetic average of the dimension of local community was (3.45), the standard deviation of the estimates (0.63) and at a medium level, as item (39) ranked first and at a medium level, while item (42) came in the last rank and at a medium level.

- **Dimension of Teachers**

Table 11: Arithmetic averages and Standard Deviations of Teachers' Dimension

No.	Item	Arithmetic average	Standard deviation	Rank	Practice level
10	Provides solutions to problems and situations facing teachers.	3.55	0.71	1	Medium

No.	Item	Arithmetic average	Standard deviation	Rank	Practice level
16	He delegates authority to teachers related to their teaching duties.	3.53	0.75	2	Medium
14	Contributes to the professional development of teachers.	3.52	0.72	3	Medium
12	Seeks fairness and objectivity in evaluating teachers.	3.47	0.79	4	Medium
15	Involves teachers in formulating school goals.	3.48	0.68	5	Medium
17	Takes into account the individual differences among teachers.	3.36	0.78	6	Medium
11	Distributes the tasks among the teachers fairly.	3.24	0.96	7	Medium
13	Involves teachers in making school decisions.	3.16	0.91	8	Medium
	Total	**3.42**	**0.65**		**Medium**

It is noted from Table (11), that the total arithmetic average of the dimension of teachers was (3.42), the standard deviation of the estimates was (0.65) and at a medium level, as item (10) came first and at a medium level, while item (13) came in the last rank and at a medium level.

Outcomes of the second question: "Are there statistically significant differences at the significance level (α = 0.05) in the responses of the study sample about the leadership role practiced by secondary school principals within the green line due to the effect of the variables (gender, academic qualification, experience, and job title)?"

To answer this question, the arithmetic averages and standard deviations of the study sample's estimates about the level of leadership role practice among secondary school principals, according to the variables: gender, academic qualification, experience, and job title were calculated. Table (12) shows that.

Table (21): The arithmetic averages and standard deviations of the study sample's estimates about the leadership role practiced by secondary school principals, according to the intermediate variables

Dimension	Intermediate variable	Intermediate variable levels	Arithmetic average	Standard deviation
Administrative tasks	Gender	Male	3.54	0.57
		Female	3.61	0.56
	Qualification	Bachelor or less	3.6	0.46
		Master or more	3.57	0.58
	Experience	Less than 10 years	3.7	0.36
		10 years or more	3.56	0.59
	Job title	Teacher	3.58	0.57
		Principal	3.47	0.51
Teachers	Gender	Male	3.46	0.65
		Female	3.38	0.65

Dimension	Intermediate variable	Intermediate variable levels	Arithmetic average	Standard deviation
	Qualification	Bachelor or less	3.48	0.52
		Master or more	3.41	0.67
	Experience	Less than 10 years	3.47	0.52
		10 years or more	3.41	0.67
	Job title	Teacher	3.42	0.64
		Principal	3.36	0.76
Educational process	Gender	Male	3.59	0.58
		Female	3.53	0.63
	Qualification	Bachelor or less	3.57	0.61
		Master or more	3.56	0.61
	Experience	Less than 10 years	3.58	0.56
		10 years or more	3.56	0.61
	Job title	Teacher	3.56	0.62
		Principal	3.55	0.5
Positive school climate	Gender	Male	3.58	0.61
		Female	3.53	0.64
	Qualification	Bachelor or less	3.71	0.5
		Master or more	3.53	0.64
	Experience	Less than 10 years	3.71	0.46
		10 years or more	3.53	0.65
	Job title	Teacher	3.56	0.63
		Principal	3.52	0.61
Community	Gender	Male	3.48	0.63
		Female	3.42	0.64
	Qualification	Bachelor or less	3.52	0.56
		Master or more	3.44	0.65
	Experience	Less than 10 years	3.52	0.54
		10 years or more	3.43	0.65
	Job title	Teacher	3.44	0.65
		Principal	3.6	0.35
Total	Gender	Male	3.54	0.54
		Female	3.5	0.56
	Qualification	Bachelor or less	3.58	0.45
		Master or more	3.51	0.57
	Experience	Less than 10 years	3.6	0.4
		10 years or more	3.51	0.57
	Job title	Teacher	3.52	0.56
		Principal	3.5	0.51

The results showed that there were apparent differences in the five dimensions and the total, according to the intermediate variables.

To determine the statistical significance of the differences in the five dimensions (individually) and the total according to the gender variable, the t-test for independent samples was used. Table (13) shows this.

Table 13: Results of the t-test to compare the arithmetic averages according to the gender variable

Dependent variable	Intermediate variable	Arithmetic average	Standard deviation	Statistical (t-test)	Degrees of freedom	Statistical significance
Administrative tasks	Male	3.54	0.57	-1.049	256	0.295
	Female	3.61	0.56			
Teachers	Male	3.46	0.65	0.993	256	0.322
	Female	3.38	0.65			
Educational process	Male	3.59	0.58	0.782	256	0.435
	Female	3.53	0.63			
Positive school climate	Male	3.58	0.61	0.579	256	0.563
	Female	3.53	0.64			
Community	Male	3.48	0.63	0.809	256	0.42
	Female	3.42	0.64			
Total	Male	3.54	0.54	0.484	256	0.629
	Female	3.5	0.56			

The results showed that there were no statistically significant differences due to the gender variable.

To determine the statistical significance of the differences in the five dimensions (individually) and the total according to the academic qualification variable, the t-test for independent samples was used. Table (14) shows this.

Table 14: Results of the t-test to compare the arithmetic averages according to the academic qualification variable

Dependent variable	Intermediate variable	Arithmetic average	Standard deviation	Statistical (t-test)	Degrees of freedom	Statistical significance
Administrative tasks	Bachelor or less	3.6	0.46	0.308	256	0.758
	Master or more	3.57	0.58			
Teachers	Bachelor or less	3.48	0.52	0.603	256	0.547
	Master or more	3.41	0.67			
Educational process	Bachelor or less	3.57	0.61	0.043	256	0.966

Dependent variable	Intermediate variable	Arithmetic average	Standard deviation	Statistical (t-test)	Degrees of freedom	Statistical significance
	Master or more	3.56	0.61			
Positive school climate	Bachelor or less	3.71	0.5	1.568	256	0.118
	Master or more	3.53	0.64			
Community	Bachelor or less	3.52	0.56	0.709	256	0.479
	Master or more	3.44	0.65			
Total	Bachelor or less	3.58	0.45	0.655	256	0.513
	Master or more	3.51	0.57			

The results showed that there were no statistically significant differences due to the academic qualification variable.

To determine the statistical significance of the differences in the five dimensions (individually) and the total according to the variable of experience, the t-test for independent samples was used. Table (15) shows this.

Table (15): The results of the t-test to compare the arithmetic averages according to the experience variable

Dependent variable	Intermediate variable	Arithmetic average	Standard deviation	Statistical (t-test)	Degrees of freedom	Statistical significance
Administrative tasks	Less than 10 years	3.7	0.36	1.48	256	0.14
	10 years or more	3.56	0.59			
Teachers	Less than 10 years	3.47	0.52	0.565	256	0.572
	10 years or more	3.41	0.67			
Educational process	Less than 10 years	3.58	0.56	0.234	256	0.815
	10 years or more	3.56	0.62			
	Less than 10 years	3.71	0.46	1.684	256	0.093

Dependent variable	Intermediate variable	Arithmetic average	Standard deviation	Statistical (t-test)	Degrees of freedom	Statistical significance
Positive school climate	10 years or more	3.53	0.65			
Community	Less than 10 years	3.52	0.54	0.781	256	0.436
	10 years or more	3.43	0.65			
Total	Less than 10 years	3.6	0.4	0.992	256	0.322
	10 years or more	3.51	0.57			

The results showed that there were no statistically significant differences due to the variable of experience.

To determine the statistical significance of the differences in the five dimensions (individually) and the total according to the job title variable, the t-test for independent samples was used. Table (16) shows this.

Table (16): Results of the t-test to compare the arithmetic averages according to the job title variable

Dependent variable	Intermediate variable	Arithmetic average	Standard deviation	Statistical (t-test)	Degrees of freedom	Statistical significance
Administrative tasks	Teacher	3.58	0.57	0.824	256	0.411
	Principal	3.47	0.51			
Teachers	Teacher	3.42	0.64	0.417	256	0.677
	Principal	3.36	0.76			
Educational process	Teacher	3.56	0.62	0.102	256	0.918
	Principal	3.55	0.5			
Positive school climate	Teacher	3.56	0.63	0.238	256	0.812
	Principal	3.52	0.61			
Community	Teacher	3.44	0.65	-1.063	256	0.289
	Principal	3.6	0.35			
Total	Teacher	3.52	0.56	0.179	256	0.858
	Principal	3.5	0.51			

The results showed that there were no statistically significant differences due to the job title variable.

Outcomes of the third question: "What is the level of job creativity among secondary school teachers within the green line from the point of view of principals and teachers?"

To answer this question, the arithmetic averages and standard deviations of the study sample's estimates about the level of job performance of school teachers within the green line from the teachers' point of view were calculated. Table (17) shows this.

Table (17): The arithmetic averages and standard deviations of the study sample's estimates about the level of job creativity among school teachers within the green line from the teachers' point of view

Dimension	Arithmetic average	Standard deviation	Rank	Practice level
Risk Acceptance	3.54	0.56	1	Medium
Flexibility	3.53	0.55	2	Medium
Sensitivity to problems	3.5	0.65	3	Medium
Fluency	3.47	0.66	4	Medium
Total	**3.51**	**0.58**		**Medium**

It is noted from Table (17), that the arithmetic average of the estimates of the study sample on the dimensions of job creativity combined was (3.51), the standard deviation (0.58) and at a medium level, as the risk acceptance dimension came in the first rank and at a medium level, the dimension of flexibility came in the second rank at a medium level, the dimension of sensitivity to problems came in the third rank at a medium level, and the fluency dimension came in the fourth rank at a medium level.

The arithmetic averages and standard deviations of the study sample's estimates about the dimensions of job creativity among school teachers within the green line from the point of view of principals and teachers, each separately, were calculated. Tables (18-21) show this.

a. Dimension of Risk Acceptance

Table 18: Arithmetic averages and standard deviations of the acceptance of risk dimension

No.	Item	Arithmetic average	Standard deviation	Rank	Practice level
22	He takes responsibility for his suggestions and decisions.	3.62	0.61	1	Medium
20	Participates in school work teams tasked with complex tasks.	3.59	0.66	2	Medium
21	He develops in his students the spirit of adventure and not being afraid of making mistakes.	3.52	0.67	3	Medium
23	He accepts failure as the experience that precedes success.	3.52	0.7	3	Medium
19	Looks for tasks that challenge his abilities.	3.43	0.73	5	Medium
	Total	**3.54**	**0.56**		**Medium**

It is noted from Table (18), that the total arithmetic average of the risk acceptance dimension was (3.54), the standard deviation of the estimates was (0.56) and at a medium level, as item (22) came in the first rank and at a medium level, while item (19) came in the last rank and at a medium level.

b. Dimension of flexibility

Table 19: Arithmetic averages and standard deviations for the elastic dimension

No.	Item	Arithmetic average	Standard deviation	Rank	Practice level
17	Adopts new creative ideas.	3.67	0.56	1	High
16	Receptive to unfamiliar job assignments.	3.56	0.62	2	Medium
14	Works to remove obstacles to new ideas and proposals.	3.54	0.64	3	Medium
15	Innovates non-traditional uses of teaching aids	3.52	0.68	4	Medium
13	He presents his students with creative ideas.	3.49	0.75	5	Medium
18	He benefits from opinions contrary to his own.	3.43	0.74	6	Medium
	Total	**3.53**	**0.55**		**Medium**

It is noted from Table (19), that the total arithmetic average of the dimension of flexibility was (3.53), the standard deviation of the estimates was (0.55) and at a medium level, as item (17) came in the first rank and at a high level, while item (18) came in the last rank and at a medium level.

c. Dimension of sensitivity to problems

Table 20: Arithmetic averages and standard deviations of the dimension of sensitivity to problems

No.	Item	Arithmetic average	Standard deviation	Rank	Practice level
6	Possesses the ability to organize ideas.	3.62	0.68	1	Medium
4	Changes his action plan according to the developments of the problem.	3.53	0.72	2	Medium
2	Talks with others about various ideas related to a specific topic	3.52	0.73	3	Medium
3	Analyzes problems before proceeding to solve them.	3.48	0.74	4	Medium
5	Offers multiple solutions to the same problem.	3.46	0.75	5	Medium
1	Plans for potential problems.	3.4	0.81	6	Medium
	Total	**3.5**	**0.65**		**Medium**

It is noted from Table (20), that the total arithmetic average of the sensitivity to problems dimension was (3.50), the standard deviation of the estimates was (0.65) and at a medium level, as item (6) came in the first rank and at a medium level, while item (1) came in the last rank and at a medium level.

d. Dimension of fluency

Table 21: Arithmetic averages and standard deviations of the dimension of fluency

No.	Item	Arithmetic average	Standard deviation	Rank	Practice level
12	Employs modern technologies in teaching	3.59	0.69	1	Medium
7	Innovates solutions to deal with problems	3.58	0.69	2	Medium
9	Avoids routine teaching methods	3.48	0.75	3	Medium
8	Uses teaching methods that stimulate students' thinking	3.47	0.75	4	Medium
11	Analyzes problems from different angles	3.43	0.77	5	Medium
10	Guides students towards solving problems they are unfamiliar with.	3.3	0.86	6	Medium
	Total	**3.47**	**0.66**		**Medium**

It is noted from Table (21), that the total arithmetic average of the dimension of fluency was (3.47), the standard deviation of the estimates was (0.66) and at a medium level, as Item (12) ranked first with an arithmetic average (3.59), a standard deviation (0.69), and at a medium level, while Item (10) came in the last rank at a medium level.

Outcomes of the fourth question: "Are there statistically significant differences at the significance level (α = 0.05) in the responses of the study sample about the level of job creativity among secondary school teachers within the green line due to the effect of the variables (gender, academic qualification, experience, and job title)?"

To answer this question, the arithmetic averages and standard deviations of the study sample's estimates about the level of job creativity among school principals within the green line, according to the variables: gender, academic qualification, experience, and job title, were calculated. Table (22) shows this.

Table (22): The arithmetic averages and standard deviations of the study sample's estimates about the level of job creativity among school teachers, according to the intermediate variables

Dimension	Intermediate variable	Intermediate variable levels	Arithmetic average	Standard deviation
Sensitivity to problems	Gender	Male	3.53	0.65
		Female	3.48	0.66
	Qualification	Bachelor or less	3.51	0.63
		Master or more	3.5	0.66
	Experience	Less than 10 years	3.55	0.48
		10 years or more	3.49	0.68
	Job title	Teacher	3.51	0.64
		Principal	3.35	0.8
Fluency	Gender	Male	3.46	0.65
		Female	3.48	0.67
	Qualification	Bachelor or less	3.57	0.62
		Master or more	3.46	0.67

Dimension	Intermediate variable	Intermediate variable levels	Arithmetic average	Standard deviation
	Experience	Less than 10 years	3.59	0.46
		10 years or more	3.45	0.69
	Job title	Teacher	3.49	0.66
		Principal	3.29	0.69
Flexibility	Gender	Male	3.53	0.55
		Female	3.54	0.56
	Qualification	Bachelor or less	3.65	0.48
		Master or more	3.52	0.56
	Experience	Less than 10 years	3.64	0.44
		10 years or more	3.52	0.57
	Job title	Teacher	3.55	0.55
		Principal	3.39	0.58
Risk acceptance	Gender	Male	3.54	0.58
		Female	3.53	0.54
	Qualification	Bachelor or less	3.65	0.47
		Master or more	3.52	0.57
	Experience	Less than 10 years	3.61	0.42
		10 years or more	3.52	0.58
	Job title	Teacher	3.56	0.53
		Principal	3.27	0.76
Total	Gender	Male	3.51	0.58
		Female	3.51	0.57
	Qualification	Bachelor or less	3.59	0.53
		Master or more	3.5	0.58
	Experience	Less than 10 years	3.6	0.41
		10 years or more	3.5	0.6
	Job title	Teacher	3.52	0.57
		Principal	3.33	0.66

The results showed that there are apparent differences according to the intermediate variables. To determine the statistical significance of the apparent differences according to the gender variable, the t-test for independent samples was used. Table (23) shows this.

Table (23): Results of the t-test according to the gender variable

Dependent variable	Intermediate variable	Arithmetic average	Standard deviation	Statistical (t-test)	Degrees of freedom	Statistical significance
Sensitivity to problems	Male	3.53	0.65	0.639	256	0.524
	Female	3.48	0.66			
Fluency	Male	3.46	0.65	-0.28	256	0.78

Dependent variable	Intermediate variable	Arithmetic average	Standard deviation	Statistical (t-test)	Degrees of freedom	Statistical significance
	Female	3.48	0.67			
Flexibility	Male	3.53	0.55	-0.174	256	0.862
	Female	3.54	0.56			
Risk acceptance	Male	3.54	0.58	0.162	256	0.872
	Female	3.53	0.54			
Total	Male	3.51	0.58	0.095	256	0.925
	Female	3.51	0.57			

The results showed that there were no statistically significant differences due to the gender variable.

To determine the statistical significance of the apparent differences according to the academic qualification variable, the t-test for independent samples was used. Table (24) shows this.

Table (24): Results of the t-test according to the academic qualification variable

Dependent variable	Intermediate variable	Arithmetic average	Standard deviation	Statistical (t-test)	Degrees of freedom	Statistical significance
Sensitivity to problems	Bachelor or less	3.51	0.63	0.128	256	0.898
	Master or higher	3.5	0.66			
Fluency	Bachelor or less	3.57	0.62	0.898	256	0.37
	Master or higher	3.46	0.67			
Flexibility	Bachelor or less	3.65	0.48	1.33	256	0.185
	Master or higher	3.52	0.56			
Risk Acceptance	Bachelor or less	3.65	0.47	1.323	256	0.187
	Master or higher	3.52	0.57			
Total	Bachelor or less	3.59	0.53	0.916	256	0.36
	Master or higher	3.5	0.58			

The results showed that there were no statistically significant differences due to the academic qualification variable.

The effect of experience on estimates about the teachers' job creativity level

To determine the statistical significance of the apparent differences according to the variable of experience, the t-test for independent samples was used. Table (25) shows this.

Table (25): Results of the t-test according to the experience variable

Dependent variable	Intermediate variable	Arithmetic average	Standard deviation	Statistical (t-test)	Degrees of freedom	Statistical significance
Sensitivity to problems	Less than 10 years	3.55	0.48	0.524	256	0.601
	10 years or more	3.49	0.68			
Fluency	Less than 10 years	3.59	0.46	1.152	256	0.251
	10 years or more	3.45	0.69			
Flexibility	Less than 10 years	3.64	0.44	1.331	256	0.184
	10 years or more	3.52	0.57			
Risk Acceptance	Less than 10 years	3.61	0.42	0.836	256	0.404
	10 years or more	3.52	0.58			
Total	Less than 10 years	3.6	0.41	1.008	256	0.314
	10 years or more	3.5	0.6			

The results showed that there were no statistically significant differences due to the variable of experience.

The effect of the job title on estimates about the teachers' job creativity level

To determine the statistical significance of the apparent differences according to the job title variable, the t-test for independent samples was used. Table (26) shows this.

Table (26): Results of the t-test according to the job title variable

Dependent variable	Intermediate variable	Arithmetic average	Standard deviation	Statistical (t-test)	Degrees of freedom	Statistical significance
Sensitivity to problems	Teacher	3.51	0.64	1.043	256	0.298
	Principal	3.35	0.8			
Fluency	Teacher	3.49	0.66	1.26	256	0.209
	Principal	3.29	0.69			
Flexibility	Teacher	3.55	0.55	1.211	256	0.227

Dependent variable	Intermediate variable	Arithmetic average	Standard deviation	Statistical (t-test)	Degrees of freedom	Statistical significance
	Principal	3.39	0.58			
Risk acceptance	Teacher	3.56	0.53	2.15	256	0.032
	Principal	3.27	0.76			
Total	Teacher	3.52	0.57	1.438	256	0.152
	Principal	3.33	0.66			

The results showed that there is a statistically significant difference in the dimension of accepting risk in favor of teachers, while there are no statistically significant differences in the dimensions of: sensitivity to problems, fluency, or flexibility.

Outcomes of the fifth question: "Is there a statistically significant correlation between the level of leadership role practiced by principals of secondary schools within the green line and the level of job creativity among the teachers of those schools?"

To answer this question, Pearson correlation coefficients between the level of leadership role practiced by principals of secondary schools within the green line and the level of job creativity of the teachers of those schools were calculated. Table (27) shows this.

Table (27): Pearson correlation coefficients between the level of leadership role practiced by principals of secondary schools within the Green Line and the level of job creativity among teachers of those schools

Leadership role	Job creativity				Total
	Sensitivity to problems	Fluency	Flexibility	Risk Acceptance	
Administrative tasks	.651**	.642**	.596**	.620**	.664**
Teachers	.816**	.793**	.789**	.774**	.838**
Educational process	.851**	.813**	.799**	.771**	.856**
Positive school climate	.832**	.783**	.784**	.759**	.835**
Community	.744**	.731**	.761**	.726**	.781**
Total	**.874****	**.843****	**.833****	**.815****	**.890****

***** Statistically significant at (α = 0.05).***

It is noted from Table (27) that the five dimensions of the leadership role practiced by secondary school principals within the green line, individually and collectively (total), have a positive, statistically significant correlation to the four dimensions of job creativity, individually and collectively (total). Accordingly, the level of job creativity among secondary school teachers within the green line increases with the increase in the level of creative leadership of principals.

RECOMMENDATIONS AND OUTCOMES DISCUSSION

Outcomes discussion of the first question: "What is the level of leadership role practiced by principals of secondary schools within the Green Line from the point of view of principals and teachers?"

The results showed that the estimates of the study sample about the level of practicing the leadership role came at a medium level, as the estimates on the dimension of administrative tasks came in the first rank and at a medium level, the estimates on the dimension of educational process came in the second rank and at a medium level, the estimates on the positive school climate came in the third rank and at a medium level, the estimates on the local community dimension ranked fourth at a medium level, and estimates on the dimension of teachers came at the fifth rank, and at a medium level. The estimates of the study sample on the dimensions of the leadership role collectively reached a medium level.

The researcher attributes this result to the interest of principals in administrative tasks because they are concerned with them, and they are required to implement them, and they are responsible for them before the higher authorities, as it is the first axis in their work, which is represented in the conduct and organization of the educational process in their schools. Also, the evaluation of principals depends on their success in completing administrative tasks more than it depends on other tasks. Therefore, the estimates on the dimension of administrative tasks came in the first rank. As for the coming of the dimension of teachers in the last rank, the researcher attributes it to the fact that principals often consider that tasks related to teachers are tasks imposed by the nature of the work, and they are defined by the job description of teachers, and that the school has been prepared in advance to suit the nature of the tasks that teachers perform so that they do not need to focus on them.

The results of the dimensions of the leadership role of the school principal were discussed separately, as follows:

Dimension of Administrative Tasks

The results showed that the estimates of the study sample on the items of the dimension of administrative tasks came at a medium to high level, as item (7) came in the first rank, and at a high level, while item (3) came in the last rank, and at a medium level, and the estimates of the study sample on the dimension of administrative tasks as a whole came at a medium level. The researcher attributes this result to the fact that the decision in the school is the responsibility of the principal, as the powers conferred on him by the higher authorities by virtue of his job position make his decision effective regardless of the way it is taken, and that he is the one who bears the responsibility for the decision without any other party, and since some situations require firmness from the principal, especially in cases where it is difficult to satisfy all concerned with the decision; Therefore, principals resort to firmness, without regard to involving teachers in a democratic manner in making some decisions, especially those related to situations that constitute a threat to security and safety, or those that impede the progress of school work and prevent the achievement of goals. As for the advent of item (3) in the last rank, and at a medium level, the researcher attributes it to the interest of principals in avoiding crises, and their eagerness to manage them in the best ways and the least damage, and this requires that there be plans prepared in advance for that. As for the item with a medium level of estimation, the researcher attributes it to the fact that principals often manage crises simultaneously when they occur because the school crises that the administration faces are often recurring crises, and schools have previously faced them so that principals have sufficient experience to deal with them. As for the emergency crises that the principal has not previously faced, they may be unknown in terms of their causes, introductions and effects, so that the plans developed in advance may not be appropriate to confront them, just as some school crises may

not be confined to the school, but rather transcend society and its various institutions such as the crisis of continuing teaching during the Corona pandemic, for example which was beyond the capabilities of schools to confront. Hence, principals may not always be blamed, and accused of negligence in not developing future plans to confront crises.

a. Dimension of The Educational Process

The results showed that the estimates of the study sample on the items of the dimension of the educational process ranged from medium to high levels, as item (24) came in the first rank, and at a high level, while item (27) came in the last rank, and at a medium level, and the estimates of the study sample on the dimension of the educational process as a whole reached a medium level.

The researcher attributes this result to the principals' keenness to excel in the results of the students' achievement tests, because of their impact on improving the reputation of the school, its administration, and its teachers, whether in the community or before the Ministry of Education. The reason can also be attributed to the fact that the results of the students in the tests are an indication of the extent to which the educational goals are achieved, which center around the student in the first place. The result can also be attributed to the interest of principals in following up the results of students' achievement tests, as it enables principals to evaluate teachers' performance, address shortcomings, and develop remedial plans when students' achievement is low. As for the advent of item (27) in the last rank, the researcher can attribute it to the fact that some principals are aware of the importance of providing moral incentives to teachers, and their reflection on their motivation and their sense of satisfaction with their performance, while there are other principals who consider outstanding performance by teachers to be a duty and a necessity, and therefore do not require the provision of incentives.

b. Positive School Climate Dimension

The results showed that the estimates of the study sample on the items of the dimension of positive school climate came at a medium level, as item (32) came in the first rank, and at a medium level, while item (31) came in the last rank, and at a medium level. The estimates of the study sample on the dimension of positive school climate as a whole came at a medium level.

The researcher attributes this result to the fact that principals realize that the formation of work teams to accomplish tasks has a major role in the success and speed of their completion. This is because it involves the distribution of roles and cooperation among the team members so that each team member knows his duties and responsibilities, and therefore the roles do not overlap, and it facilitates the completion of the task in the shortest time and the highest efficiency, in addition to that the work teams contribute greatly to the exchange of experiences, and the formation of human relations between teachers from the members of the same team, which has a positive impact on the performance of teachers in the school in general. As for the advent of item (31) in the last rank, the researcher attributes it to the fact that principals realize that the personal circumstances of teachers and students have a reflection on their performance and achievement, and that these circumstances may be an obstacle for them, and constitute for them a problem that makes it difficult to adhere to attendance, or prevent them from achieving their goals, especially since they may not be disclosed. Hence, the existence of trust and a good relationship between the principal and the person who suffers from special circumstances, whether he is a teacher or a student, motivates him to inform the principal of those

circumstances, especially when he guarantees that the principal will take into account his circumstance and take care of him.

c. Dimension of The Local Community

The results showed that the study sample's estimates on the items of the local community dimension came at a medium level, as item (39) came in the first rank, and at a medium level, while item (42) came in the last rank, and at a medium level, and the study sample's estimates on the community dimension as a whole came at a medium level.

The researcher attributes this result to the principals' awareness of the need to participate in the activities organized by the local community because it creates cooperation between the school and community institutions that contribute to the school's obtaining community support, whether that support is in the form of services, such as obtaining training programs for school staff and students, or facilitating the use of the facilities of these institutions and getting to know them, or that support was in the form of material support, such as in-kind and financial donations, which enables principals to provide the equipment needed by the school, and to provide incentives to creative teachers and students. As for the advent of item (42) in the last rank, it may be attributed to the principals' concern for needy students to obtain what helps them in their lives and their continuity in educational attainment, and since the schools' budgets are specific in terms of spending, and may not be sufficient to support these needy students; therefore, principals seek support and donations from the local community.

d. Dimension of Teachers

The results showed that the study sample's estimates on the teachers' dimension items came at a medium level, as item (10) came in the first rank, and at a medium level, while item (13) came in the last rank, and at a medium level, and the study sample's estimates on the teachers' dimension as a whole were at a medium level.

The researcher attributes this result to the keenness of the principals to maintain the friendly relations in his school between the teachers themselves, and between the teachers and the students, and since the problems and situations facing the teachers often result from misunderstanding, which disturbs the friendly relations and understanding, and may hinder the progress of work and the achievement of goals; therefore, principals resort to presenting solutions to the problems and situations facing teachers. The reason may also be attributed to the fact that technical problems and situations that impede the workflow are among the responsibilities of the principal, and he must find solutions to them to ensure smooth workflow and the ability to achieve goals easily. As for the advent of item (13) in the last rank, the researcher attributes it to the awareness of principals of the need to involve teachers in making school decisions because they are concerned with them and their implementation. The involvement of teachers also enriches the decision in terms of knowing all aspects and the obstacles that may encounter it, which makes the decision sound and more considerate of teachers' circumstances, and makes teachers feel their importance and respect, and thus increases their self-confidence, and increases their respect and cooperation with the administration. However, there are some decisions that may be issued by the higher authorities, and therefore the principal can only implement them, and there are some teachers who put their own interests before the interest of work, and therefore their suggestions do not take into account the interests of the school and other teachers, which leads principals not to involve them or consider their views. The reason may also be attributed to following the autocratic

style of management by some principals, and their lack of confidence in the opinions of teachers.

Outcomes discussion of the second question: "Are there statistically significant differences at the significance level (α = 0.05) in the responses of the study sample about the leadership role practiced by secondary school principals within the green line due to the effect of the variables (gender, academic qualification, experience, and job title)?"

The results related to this question showed that there was no statistically significant difference between the arithmetic averages of the study sample's estimates about the level of leadership role practiced by secondary school principals in the five dimensions (individually) and the overall (combined) due to the gender variable.

The results also showed that there was no statistically significant difference between the arithmetic averages of the study sample's estimates about the level of leadership role practiced by secondary school principals in the five dimensions (individually) and the overall (combined) attributable to the academic qualification variable.

The results also showed that there was no statistically significant difference between the arithmetic averages of the study sample's estimates about the level of leadership played by secondary school principals in the five dimensions (individually) and the total (combined) due to the variable of experience.

The results also showed that there was no statistically significant difference between the arithmetic averages of the study sample's estimates about the level of leadership role practiced by secondary school principals in the five dimensions (individually) and the overall (combined) attributable to the job title variable.

The researcher attributes this result to the awareness of the principals of the different categories of the variables of the importance of the leadership role that they play because of its positive effects on teachers and students and on the school in general, by providing all means that contribute to the success of the school in achieving its goals, ensuring the continuity of the educational process in it smoothly and easily, and overcoming the obstacles and problems it faces. It is also attributed to the professionalism that principals enjoy in terms of fairness among teachers in distributing tasks and evaluation, taking into account their circumstances, following up on students and their achievement, providing all necessary equipment and tools that increase their chances of excellence, spreading an atmosphere of friendship and cooperation among teachers, and keenness to build cooperative relations between the school and the community. Since the principals and teachers of both genders, with different academic qualifications, experience and job titles, have the same interests, strive to achieve the same goals, live under the same circumstances, and are subject to the same instructions and regulations, therefore, there were no differences in their estimates.

Outcomes discussion of the third question: "What is the level of job creativity among secondary school teachers within the green line from the point of view of principals and teachers?"

To answer this question, the arithmetic averages and standard deviations of the study sample's estimates about the level of job performance of school teachers within the green line from the teachers' point of view were calculated.

The results showed that the estimates of the study sample on the dimensions of practicing job creativity came at a medium level, as the estimates on the dimension of risk acceptance came

in the first rank, and the estimates on the dimension of flexibility came in the second rank, and the estimates on the dimension of sensitivity to problems came in the third rank, and the estimates on the dimension of fluency came in the fourth rank, and all of them are at medium levels. The estimates of the study sample on the dimensions of job creativity combined came at a medium level.

The researcher attributes the emergence of the dimension of accepting risk in the first place to the motivation of teachers and their desire to bring about change. It is well known that the profession of teaching is a profession that is slow to change, and has a routine nature, and boredom seeps into the hearts of those working in it shortly after practicing it, and since human nature longs for new things, adventure, and breaking the routine, therefore it is noted that teachers, especially young ones, are always enthusiastic about testing new experiences, knowledge and methods, taking risks and taking responsibility for that risk, and motivating students to take the initiative and accept the challenge. As for the advent of the dimension of fluency in the last rank, the researcher attributes this to the extent of the availability of techniques and tools that help the teacher in experimenting and applying different and varied strategies in his work, as the equipment is provided by the Ministry, and may not be available in all schools, or insufficient, and therefore the teacher's fluency is limited to finding ways and using multiple methods in his work.

The researcher discussed the dimensions of creativity of the teachers separately, as follows:

1. The Dimension of Risk Acceptance

The results showed that the estimates of the study sample on the items in the dimension of risk acceptance came at a medium level, as item (22) came in the first rank, and at a medium level, while item (19) came in the last rank, and at a medium level, and the estimates of the study sample on the dimension of risk acceptance as a whole were at a medium level.

The researcher attributes this result to the enthusiasm, love of adventure, and the desire for change among teachers, especially the new ones, with the aim of breaking the routine and moving away from stereotypes in teaching, which have a significant negative impact represented in the occurrence of boredom in the hearts of students and teachers alike. Hence, teachers resort to experimenting with different ideas and methods, and they adopt new activities such as trips and competitions, and they try to activate technical tools such as computers and the Internet, and they bear responsibility for their suggestions and decisions, even if those suggestions and decisions involve risks. They also participate in school work teams assigned to complex tasks, accept the challenge, and each of them tries to develop in his students the spirit of adventure and not to be afraid of making mistakes. As for the advent of item (19) in the last rank, the researcher attributes it to the fact that tasks that challenge abilities may be doomed to failure, which is what teachers do not want, especially tasks that may reflect negatively on students and the school.

2. The Dimension of Flexibility

The results showed that the estimates of the study sample on the items of the dimension of flexibility ranged from medium to high levels, as item (17) came in the first rank, and at a high level, while item (18) came in the last rank, and at a medium level, and the estimates of the study sample on the dimension of flexibility as a whole were at a medium level.

The researcher attributes this result to the motivation and enthusiasm enjoyed by teachers and principals, especially the new ones, with a desire for excellence and creativity, and therefore

they try to adopt new creative ideas, work to remove their obstacles, accept unfamiliar job tasks, and try to present creative ideas to students, and not be limited to boring routines, and through this they generate flexibility, and they have a greater ability to achieve goals, and improve their performance, which is reflected in improving the school's reputation and raising its level. As for the advent of item (18) in the last rank, the researcher attributes it to the fact that each person forms his opinion based on his experience and experiences in life, and he believes that his opinion is the best and most appropriate, so it is difficult for him to benefit from opinions that differ from his own, unless he is fully convinced of them, so this item came in the last rank.

3. The Dimension of Sensitivity to Problems

The results showed that the estimates of the study sample on the items of the dimension of sensitivity to problems came at a medium level, as item (6) came in the first rank, and at a medium level, while item (1) came in the last rank, and at a medium level, and the estimates of the study sample on the dimension of sensitivity to problems as a whole were at a medium level.

The researcher attributes this result to the principals and teachers gaining experience in solving problems during their work, which qualifies them to avoid and solve them when they occur, and since most of the problems that occur in schools are recurring problems, so the principal or teacher does not find it difficult to identify their causes and solve them, depending on previous experiences. Whereas, in the event of a problem that has not been previously dealt with, it is natural for the principal and teachers to rush to find out its causes, ways to solve it, and limit its aggravation and effects, through consultation and review of similar problems. Hence, it is imperative for the school staff to take advantage of this problem in increasing the ability to organize ideas. As for the advent of item (1) in the last rank, the researcher can attribute it to the fact that principals are trying to link the causes of problems with their results, with the aim of predicting problems before they occur, and thus preventing their causes, and limiting their negative effects and consequences on the school, on students and workers. Hence, they plan for any possible problem.

4. Fluency Dimension

The results showed that the estimates of the study sample on the items of the dimension of fluency came at a medium level, as item (12) came in the first rank, and at a medium level, while item (10) came in the last rank, and at a medium level, and the estimates of the study sample on the dimension of fluency as a whole were at a medium level.

The researcher attributes this result to the teachers' keenness to provide the best for their students, and their desire to diversify the use of teaching methods, including those based on the use of modern technologies, because of their impact on facilitating the educational and learning process. However, these technologies may not be available in schools, or they may not be sufficient for all students, which limit the teacher's ability to employ them. Perhaps some teachers do not have the necessary knowledge to deal with it, or they prefer to use traditional methods. The reason may also be attributed to the teachers' fear that students will be drawn into the negative use of these technologies, especially the Internet, so the estimates were medium. As for the advent of item (10) in the last rank, the researcher attributes it to the teachers' commitment to the curricula established by the Ministry of Education, and therefore they focus on familiar problems, and within the values and traditions of the society in which the school is

located. The reason can also be attributed to the large number of school burdens placed on the shoulders of the teacher, which hinders him from researching unfamiliar problems.

Outcomes discussion of the fourth question: "Are there statistically significant differences at the significance level (α = 0.05) in the responses of the study sample about the level of job creativity among secondary school teachers within the green line due to the effect of the variables (gender, academic qualification, experience, and job title)?"

The results related to this question showed that there were no statistically significant differences between the arithmetic averages of the study sample's estimates about the level of job creativity of secondary school teachers in the four dimensions (individually) and the total (combined) due to the gender variable.

The results also showed that there were no statistically significant differences between the arithmetic averages of the study sample's estimates about the level of job creativity of secondary school teachers in the four dimensions (individually) and the total (combined) due to the academic qualification variable.

The results also showed that there were no statistically significant differences between the arithmetic averages of the study sample's estimates about the level of job creativity of secondary school teachers in the four dimensions (individually) and the total (combined) due to the variable of experience.

This result in the absence of differences may be attributed to the fact that teachers of different categories have similar competencies, work in similar conditions, and bear the burdens and tasks to the same degree, and that their work with each other contributes to the exchange of expertise and experience among them so that each of them benefits from the others. In addition, creativity is not an issue that is taught, and therefore there is no effect on the academic qualification in it, and hence there were no differences in their estimates.

The results also showed that there was a statistically significant difference between the arithmetic averages of the study sample's estimates about job creativity among secondary school teachers in the dimension of risk acceptance and in favor of teachers, while there was no statistically significant difference between the arithmetic averages of the study sample's estimates about job creativity among secondary school teachers in the dimensions of: sensitivity to problems, fluency, or flexibility.

This result may be attributed to the fact that the nature of the teacher's work often requires him to adopt individual plans or programs in order to overcome individual differences among students, which requires them to always search for new or innovative ideas that may not be familiar to some of them, so the teacher applies these programs, methods, or plans as a kind of risk and challenge.

As for the dimensions of sensitivity to problems, fluency, and flexibility, the problems facing teachers and principals of different categories of variables are the same, as they deal with the same social environment, and under the same laws, regulations, and instructions. The desire and enthusiasm are present among teachers and principals in different categories of variables, and pushes them to prove themselves, and try to highlight their capabilities and competencies in bearing burdens and performing tasks, and teachers' pursuit of promotions and professional growth is an important factor that pushes them towards creativity.

Outcomes discussion of the fifth question: "Is there a statistically significant correlation between the level of leadership role practiced by principals of secondary schools within the Green Line and the level of job creativity among the teachers of those schools?"

The results related to this question showed that the five dimensions of the leadership role practiced by secondary school principals within the green line, individually and collectively (total), have a positive, statistically significant correlation to the four dimensions of job creativity, individually and collectively (total). Accordingly, the level of job creativity among secondary school teachers within the green line increases with the level of creative leadership of principals.

The researcher attributes this result to the fact that principals represent role models for their teachers, and that the creative principal who provides teachers with all their requirements and needs, creates a comfortable climate for them in an atmosphere free of problems, works to overcome difficulties, overcome obstacles that stand in front of them, and makes them feel important to society, is the principal with whom teachers strive to work, make every possible effort, and be creative in their work and perform their tasks for him.

RECOMMENDATIONS

Considering the results, the study recommended the following:

- Inviting principals to create a healthy school environment, due to its positive effects in increasing teachers' creativity.
- Holding training courses for principals and teachers on dimensions of innovation in leadership.
- Easing the burden on teachers in order to raise their level of creativity.
- Encouraging principals to provide amenities for teachers so that they can devote more time to their work, school, and creativity.
- Providing technological tools in schools because of their impact on facilitating tasks, increasing teachers' creativity and improving their performance.
- Conducting more studies looking at conflict management and creativity in other societies.

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