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THE PRACTICING DEGREE OF TALENTED SCHOOL PRINCIPALS FOR TRANSFORMATIVE LEADERSHIP WITHIN THE GREEN -LINE AND ITS RELATIONSHIP WITH JOB CREATIVITY OF TEACHERS

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Abstract
The study aimed to determine the degree of transformational leadership practiced by principals of gifted schools within the Green Line, the level of job creativity among teachers, and the relationship between them. A descriptive approach was used, with a questionnaire applied to a sample of 300 principals and teachers. The results showed that there were significant differences in the arithmetic mean of the sample's estimates of the degree of gifted school principals practicing transformational leadership due to gender variables, favoring the male category. The level of functional creativity among teachers of gifted schools within the Green Line from the perspective of principals and teachers was very high. However, there were no statistically significant differences in the arithmetic mean of the sample members' estimates of the level of functional creativity among school teachers. Gifted individuals within the Green Line were attributed to the gender variable in any field of study, except for linkage and analysis, where the differences came in favor of the male category. There were no statistically significant differences attributed to the variables (educational qualification and years of experience) in any field of study, and in the total score, except for the two fields (risk and risk, and connection and analysis). The results revealed a positive, moderate, statistically significant correlation between the degree of gifted school principals practicing transformational leadership within the Green Line and the level of job creativity among teachers. Based on these findings, the researcher made a set of recommendations.

Keywords: Transformational Leadership, Job Creativity, School Principals, Teachers, Schools for the Gifted, the Green Line.

Background

Driven by technical breakthroughs, digital transformation, and an increasing focus on creativity, excellence, and innovation, educational institutions today are seeing fast changes. These developments provide difficulties that call for creative and visionary leadership, especially in colleges housing gifted individuals. Effective navigation of these obstacles depends on transformational leadership, which helps institutions to build a culture of creativity and excellence by means of which they may overcome obstacles (Hijazy, 2022).

The emphasis of transformational leaders on inspiring and motivating teachers, improving their creativity, and enabling them to be leaders themselves defines them. Emphasising moral principles, group projects, and the search of common visions to reach institutional goals, this leadership approach stresses Transformational

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leaders that encourage respect and loyalty among staff members empower teachers to surpass expectations and match their own aspirations with the goal of the institution (Haj & Jubran, 2016; Anderson, 2018; Turner, 2020). Such leaders act as role models and facilitators, therefore fostering an environment in which creativity and teamwork blossom (Amayra & Ashour, 2020).

Schools must be creative and innovative if they are to handle world issues including globalisation and intercultural dynamics. Schools have to create a rich environment that encourages original problem-solving and decision-making. Establishing such an atmosphere depends much on transformational leaders who inspire teamwork and a culture of mutual respect and cooperation (Al-Tijani, 2020; Assaf, 2015). Particularly talented schools gain from creative teaching strategies, specialised tools, and an emphasis on students' interests and aptitudes—all of which are absolutely vital to help them realise their full potential (Al-Ajez & Murtaja, 2012). The Ministry of Education has carried changes inside the Green Line to meet the particular requirements of outstanding educational institutions. These changes stress advanced courses, higher-order thinking skills, and creative teaching approaches meant to develop students's capacities. Through encouraging cognitive, critical, and creative thinking, these initiatives hope to change education and advance a culture of excellence. Effective teaching strategies, creative project design, and encouragement of originality and initiative among students—all of which teachers are taught—are all part of their training (Al-AJez & Murtaja, 2012). This strategy emphasises the need of giving gifted students a conducive surroundings with enough of resources so they may flourish.

In education, transformational leadership fits the necessity for institutional development and reform. Creatively and innovatively minded leaders not only solve current problems but also guarantee the long-term viability of their educational institutions. Transformational leaders help schools to reach excellence and equip children for future difficulties by empowering teachers, including them in decision-making, and creating a cooperative and inclusive culture. [Warner, 2022; Al-Hdairis, 2020].

Ultimately, transformational leadership's importance in educational environments is great in promoting institutional excellence, creativity, and innovation. Schools—especially those for gifted students—have to embrace this leadership approach if they are to negotiate modern problems, empower their staff, and motivate their pupils. Transformational leaders guarantee that educational institutions stay robust and flexible in a fast changing environment by building a culture of cooperation and invention (Abu Rumman, 2016; Al-Yaqoub, 2023).

Statement of the Problem & Questions of the Study :Since this is regarded as one of the most crucial elements influencing the attainment of job creativity in view of the changing and complex conditions, globalization, and handling them, any school from the schools for the talented within the Green Line must invest the energies and intellectual, mental, and mental abilities of the teachers optimally in human capital. It calls for creative management as a means of progress, innovation and initiative, devising fresh approaches and answers to current problems, and daring to voice ideas and send the required recommendations. Talented schools within the Green Line have to change school administration into transformational leadership, where principals are creative, innovative leaders who always search for new goals and means, employ their intelligence, are not afraid of experimentation, and have an exploratory tendency. Recognising the value of the role of outstanding school principals as leaders in developing and enhancing creative performance. They decide their next actions; they are leaders who always look for unusual combinations and rare connections of

ideas.

Among the most crucial traits that set creative leaders apart from others is their creative vision based on their capacity to envision and imagine several alternatives to handle current issues, their capacity to ask the right and challenging questions, their flexibility, their capacity to adapt, experiment and innovate, their audacity to express opinions and submit the required proposals. They are distinguished by personal autonomy and avoidance of factors and influences demoralising teachers.

Ensuring achievement and using capabilities with a high capacity to commit to reaching the desired goals in a comprehensive and integrated way for pioneering projects in line with the school curriculum for the talented within the Green Line, through an organisational climate that supports creative performance and sustainable quality of work in order to reach the strategic plans and general goals of talented schools. The concept of the study came with the intention of connecting its aspects (transformational leadership and career creativity among teachers of brilliant schools) due of the disparity in the results of some of the presented studies and what they advised. More precisely, the study tried to address the following queries:

1. To what degree do talented school principals practice transformational leadership within the Green Line from the point of view of principals and teachers?
2. Are there statistically significant differences at the significance level (α=0.05) in the study sample members' estimates of the degree of transformational leadership practice among talented school principals within the Green Line due to the study variables (gender, academic qualification, years of experience, and job title)?
3. What is the level of job creativity of teachers of talented schools within the Green Line from the point of view of principals and teachers?
4. Are there statistically significant differences at the significance level (α = 0.05) in the study sample members' estimates about the level of job creativity of teachers within the green line due to the study variables (gender, academic qualification, years of experience, and job title)?
5. Is there a statistically significant correlation at the level of statistical significance (α = 0.05) between the degree to which talented school principals within the Green Line practice transformational leadership and the level of job creativity of teachers?

Purpose of the Study

The current study sought to achieve the following objectives:

1. Identifying the degree to which principals of talented schools practice transformational leadership within the Green Line from the point of view of principals and teachers in order to enhance the job creativity of teachers of talented schools.
2. Detecting whether there are statistically significant differences in the study sample members' estimates of the degree to which talented school principals within the Green Line practice transformational leadership due to the variables of the study (gender, academic qualification, years of experience, and job title) in order to work to eliminate those differences, if they exist.
3. Identifying the level of job creativity of teachers of talented schools within the Green Line from the point of view of principals and teachers in order to work on improving that level and its impact on their performance and productivity.

4. Revealing whether there are statistically significant differences in the study sample members' estimates about the level of job creativity of teachers in talented schools within the Green Line due to the effect of the study variables (gender, academic qualification, years of experience, and job title) in order to improve the level of performance.
5. Revealing the nature of the correlation between the degree to which talented school principals within the Green Line practice transformational leadership and its relationship to the level of job creativity of teachers, in order to work to improve that relationship because of its repercussions on the course of the educational learning process.

Significance of the Study

It comes from the importance of the topic that I addressed, as it came in an attempt to reveal the degree of practice of transformational leadership among principals of talented schools within the Green Line and its relationship to the level of job creativity of teachers. The importance of the current study is represented in the following:

a. Theoretical importance:

This study is - as far as the researcher knows - one of the few Arab studies and may be one of the first studies to be conducted within the Green Line for revealing the degree of transformational leadership practice among talented school principals and its relationship to the level of job creativity of teachers. Therefore, it is hoped that this study will enrich the theoretical aspect in the areas of transformational leadership and job creativity and the relationship between them, in addition to enriching the Arab library with the information it provides about the concepts of transformational leadership and job creativity and the relationship between them, which can benefit directors of talented schools, teachers, students, and postgraduate students.

b. Applied importance:

The study's practical importance lies in the results it reaches, which contribute to directing the attention of decision-makers in the Ministry of Education in the event that these results are taken into account in order to improve the degree of transformational leadership practice and the level of job creativity of teachers of talented schools, to reflect positively on the performance of school principals and teachers and their motivation towards their work and achieving effectiveness, and in creating an organizational climate conducive to job satisfaction, which is indirectly reflected in the achievement of students, the performance of teachers in schools, their creativity and the output of their job creativity through the provision of renewed programs in schools for the talented and their promotion. In addition, this study may open horizons for researchers to conduct more studies similar to the current study and on other educational topics related to the topic of the current study.

Operational Definitions of Terms

The current study included the definition of the following terms:

Transformational leadership: Al-Ghams & Al-Nouh (2019, 204) defined it as "the leader's ability to create a clear vision, encourage the development of individuals, work to provide them with feedback in their area of work on a regular basis, and raise the morale of individuals through the concepts of cooperation, justice, and mutual trust."

Procedurally, it is defined as a leadership style practiced by talented school principals in order to motivate students, teachers, and employees of the educational institution to work hard, and to raise their convictions and

loyalty to the school in which they work. In this study, it was measured by the total score obtained on the scale that was prepared for this purpose.

Job creativity of teachers: It can be defined as "the personal desire and behavior drive that drives a person to employ his potential, abilities and knowledge in order to achieve a goal or a set of goals for the purpose of distinguished achievement, creativity and innovation" (Lubart, 2014, 3).

Procedurally, it is defined as the process through which male and female teachers of talented schools within the Green Line seek to make a qualitative and distinctive shift in their schools by generating original, unprecedented creative ideas while taking risks and providing innovative and creative solutions to the problems and challenges facing students and implementing them on the ground to achieve their goals and the goals of the school in which they work, taking care to invest their expertise and apply the unconventional creative approach, and it was measured in this study by the grades obtained by the study sample members on the scale prepared by the researcher for this purpose.

Talented students: They are "children and youth who possess high intellectual, creative, artistic, or leadership ability, or in specific academic areas, and who need services or activities that are not usually provided by the school in order to fully develop these abilities" (Saifan & Al-Sorour, 2019, 61).

Talented schools: They are one of the most effective methods of care provided to talented students, who have proven to have distinct talents and abilities. They require independent care in schools of their own that enjoy a degree of independence in curricula and teaching strategies, and teachers who have a high degree of job creativity and distinguished performance that are not available in ordinary schools (Warner, 2022).

Green Line: The Green Line in Palestine is the term given to the line that separates the territories occupied in 1948 from the territories occupied in 1967. It was defined by the United Nations after the armistice in 1949.

Limitations of the Study:

Objective limit: It is represented in identifying the degree to which principals of talented schools practice transformational leadership within the Green Line and its relationship to the job creativity of teachers.

The human limit: This study was limited to a sample of principals and teachers in talented schools within the Green Line.

Spatial limit: The current study was implemented to talented schools within the Green Line.

Temporal limit: This study was conducted during the first semester of the 2022/2023 academic year.

Study limitations: The generalizability of the results depends on the study sample, the instruments used to collect data, and the extent of their acceptable psychometric properties (validity and reliability).

METHODS AND PROCEDURES

STUDY METHODOLOGY

The study used the descriptive, correlational approach, because this approach is the most appropriate for conducting such a study.

STUDY POPULATION

The study community consisted of all male and female principals and male and female teachers working in talented schools within the Green Line, numbering (1,500) male and female principals, male and female teachers, according to statistics from the Ministry of Education for the academic year 2022/2023.

STUDY SAMPLE

The study was conducted on a sample of teachers and principals within the Green Line, numbering (300), and they were selected randomly from the study population, where the study sample responded to the study instrument electronically. Table (1) shows this.

Table (1): Distribution of study sample members according to its variables

Variable	Variable levels and categories	Number	Percentage
Gender	Male	99	33
	Female	201	67
	Total	300	100
Qualification	Bachelor	85	28.3
	Postgraduate	215	71.7
	Total	300	100
Years of experience	Less than 10 years	195	65
	10 years or more	105	35
	Total	300	100
Job title	Teacher	254	84.7
	School principal	46	15.3
	Total	300	100

STUDY INSTRUMENT

After referring to theoretical literature and previous relevant studies, the researcher developed a data collection instrument that consisted of two axes: the first to measure the degree of transformational leadership practice among principals of talented schools within the Green Line, and in its final form it consisted of (35) items distributed into five areas, and the second axis to measure the level of job creativity of teachers, which in its final form consists of (35) items distributed into five areas.

CONSTRUCT VALIDITY OF THE INSTRUMENT

The questionnaire was applied to an exploratory sample consisting of (30) principals and teachers from outside the target study sample, in order to calculate the values of Pearson correlation coefficients for the items to the axis and the areas to which they belong. This is as shown in Table (2).

Table (2): Pearson correlation coefficients of the axis items to the area to which they belong, and to the axis as a whole

Area	Item number	Item link with		Area	Item number	Item link with	
		Area	Axis			Area	Axis
The first axis: the degree of practice of transformational leadership							
Idealized influence	1	0.59	0.44		19	0.72	0.48
	2	0.59	0.55		20	0.85	0.66
	3	0.82	0.63		21	0.73	0.62
	4	0.73	0.53	Intellectual stimulation	22	0.79	0.66
	5	0.65	0.52		23	0.75	0.51
	6	0.42	0.46		24	0.63	0.68
Motivation	7	0.53	0.37		25	0.79	0.66
	8	0.57	0.62		26	0.78	0.48

Area	Item number	Item link with		Area	Item number	Item link with	
		Area	Axis			Area	Axis
	9	0.46	0.59		27	0.66	0.73
	10	0.3	0.43		28	0.51	0.6
	11	0.55	0.66	Individualized consideration	29	0.83	0.76
	12	0.39	0.42		30	0.65	0.56
	13	0.69	0.78		31	0.68	0.73
	14	0.59	0.66		32	0.59	0.55
Decision Making	15	0.56	0.8		33	0.85	0.72
	16	0.36	0.67		34	0.63	0.52
	17	0.68	0.45		35	0.6	0.61
	18	0.66	0.45				
Second Theme: The Level of Job Creativity of Teachers							
Originality	1	0.82	0.72		19	0.58	0.5
	2	0.8	0.75		20	0.43	0.37
	3	0.78	0.7		21	0.37	0.33
	4	0.71	0.62		22	0.62	0.3
	5	0.67	0.69		23	0.72	0.34
	6	0.82	0.74		24	0.63	0.24
	7	0.78	0.67	Risk-taking	25	0.52	0.8
Fluency and flexibility	8	0.64	0.74		26	0.39	0.71
	9	0.81	0.75		27	0.37	0.49
	10	0.74	0.73		28	0.33	0.57
	11	0.67	0.49	Linkage and analysis	29	0.91	0.57
	12	0.45	0.38		30	0.91	0.55
	13	0.64	0.52		31	0.83	0.43
	14	0.75	0.62		32	0.88	0.49
Sensibility to problems	15	0.45	0.49		33	0.81	0.48
	16	0.5	0.54		34	0.35	0.8
	17	0.56	0.54		35	0.73	0.36
	18	0.48	0.47				

Statistically significant at the level (0.05)

Table (2) shows that the values of the Pearson correlation coefficients of the items to the areas in the first axis (the degree of practicing transformational leadership) ranged between (0.30) and (0.85) and the values of the correlation coefficients of the items to their axis as a whole ranged between (0.37) and (0.80). The values of the Pearson correlation coefficients of the items to the areas in the second axis (the level of teachers' job creativity) ranged between (0.33) and (0.91), while the value of the correlation of the items to their axis as a whole ranged between (0.24) and (0.80). These values are acceptable for the study.

Pearson correlation coefficients were also calculated for the areas to the axis, and the values of the Pearson

inter-correlation coefficients for the areas to each other were calculated for each axis, as shown in Table (3).

Table (3): Pearson correlation coefficients of the areas to the axis, and values of the Pearson inter-correlation coefficients of the areas in each axis

The first axis: the degree of practice of transformational leadership						
Relationship	Statistical	Idealized influence	Motivation	Decision Making	Intellectual stimulation	Individualized consideration
Motivation	Correlation coefficient	0.69**				
Decision Making	Correlation coefficient	0.79**	0.77**			
Intellectual stimulation	Correlation coefficient	0.38*	0.85**	0.41*		
Individualized consideration	Correlation coefficient	0.38*	.80**	.61**	0.80**	
Overall of the axis	Correlation coefficient	0.74**	0.97**	0.83**	0.82**	0.86**
The second axis: the level of administrative creativity among teachers of talented schools						
Relationship	Originality	Fluency and flexibility	Sensibility to problems	Risk-taking	Linkage and analysis	Originality
Fluency and flexibility	Correlation coefficient	0.84**				
Sensibility to problems	Correlation coefficient	0.47**	0.58**			
Risk-taking	Correlation coefficient	0.60**	0.38*	0.71**		
Linkage and analysis	Correlation coefficient	0.52**	0.54**	0.36*	0.30*	
Overall of the axis	Correlation coefficient	0.87**	0.84**	0.78**	0.76**	0.69**

****Statistically significant at the level (0.05). **Statistically significant at the level (0.01).***

Table (3) shows that the values of the correlation coefficients of the areas (the degree of practicing transformational leadership) to their axis, and the values of the inter-correlation coefficients of the areas to each other were appropriate, as the correlation values to the axis as a whole ranged between (0.74) and (0.97), while the inter-correlations between the areas ranged between (0.38) and (0.85).

It is also noted that the values of the correlation coefficients of the areas (the level of job creativity) to their axis as a whole, and the values of the inter-correlation coefficients for the areas were also appropriate, as the correlation values to the axis as a whole ranged between (0.69) and (0.87), while the inter-correlations between the areas ranged between (0.30) and (0.84). These values are considered appropriate to achieve the purposes of the current study.

STUDY RESULTS

Outcomes of the first question: "To what degree do talented school principals practice transformational leadership within the Green Line from the point of view of principals and teachers?"

To answer this question, arithmetic means and standard deviations of the degree to which talented school principals within the Green Line practice transformational leadership from the point of view of principals and teachers were calculated, as in Table (6).

Table (6): Arithmetic means and standard deviations of the degree to which talented school principals practice transformational leadership in the areas

Order	Area no.	The axis and its areas	Arithmetic mean	Standard deviation	Practice degree
1	2	Motivation	4.28	0.33	Very high
2	3	Decision Making	4.24	0.38	Very high
3	4	Intellectual stimulation	4.23	0.41	Very high
4	5	Individualized consideration	4.19	0.49	High
5	1	Idealized influence	4	0.81	High
Total for the first axis			4.13	0.32	High

Table (6) shows that the sample members' estimates of the degree to which talented school principals practice transformational leadership as a whole were high, and the areas came in the following order: the area of (motivation) in the first rank, with a very high degree, followed by the area of (decision making) in the second rank, with a very high degree, then the area of (intellectual stimulation) came in the third rank, with a very high degree, followed by the area of (individualized consideration) in the fourth rank, with a high degree, and finally the area of (ideal influence) came in the fifth rank, with a high degree.

The arithmetic means and standard deviations of the study sample members' estimates on the items in each area separately were calculated, as follows:

First: the area of motivation

Table (7): Arithmetic means and standard deviations of the items in the area (Motivation)

Rank	Item number	Items	Arithmetic mean	Standard deviation	Practice degree
1	10	Shows enthusiasm and optimism while working clearly	4.37	0.61	Very high
2	14	Encourages teachers to professional completion and training workshops	4.31	0.59	Very high
3	13	Increases the desire to bring about change in education	4.3	0.59	Very high

Rank	Item number	Items	Arithmetic mean	Standard deviation	Practice degree
4	12	The principal is keen to provide rewards to increase the creative work of teachers	4.27	0.51	Very high
5	11	Focuses on the school's future strategic plans	4.26	0.59	Very high
6	8	Uses motivating and inspiring methods for multiple talents	4.23	0.64	Very high
7	9	Encourages teamwork in an unconventional way	4.21	0.56	Very high
Motivation area as a whole			4.28	0.33	Very high

Table (7) shows that the overall arithmetic mean was very high, with the highest rating being for item (10), with a very high degree, followed by item (14), with a very high degree, and item (9) coming in last, with a very high degree.

Second: The area of decision making

Table (8): Arithmetic means and standard deviations of the items in the area (Decision Making)

Rank	Item number	Items	Arithmetic mean	Standard deviation	Practice degree
1	17	Evaluates decisions with a highly professional team	4.33	0.58	Very high
2	20	Makes decisions supporting the development of creativity among teachers	4.3	0.53	Very high
3	15	Directs teachers to participate in decision-making on an ongoing basis	4.27	0.56	Very high
4	21	Keeps pace with decision-making at a regular pace	4.25	0.62	Very high
5	16	Formulates constructive, appropriate decisions consistent with the school's aspirations	4.22	0.55	High
6	19	Grants decision-making powers	4.18	0.55	High
7	18	Draw future lessons from the consequences of decisions	4.15	0.72	High
Decision-making as a whole			4.24	0.38	Very high

Table (8) shows that the overall arithmetic mean of the items in the area of decision-making was very high. The highest rating was for item (17), with a very high degree, followed by item (20) in second rank, with a very high degree. Item (18) ranked last, with a high degree.

Third: The area of intellectual stimulation

Table (9): Arithmetic means and standard deviations of the items in the area (Intellectual Stimulation)

Rank	Item number	Items	Arithmetic mean	Standard deviation	Practice degree
1	28	Stimulates competition among teachers to increase creativity	4.32	0.58	Very high
2	24	Boosts teachers ' confidence in a supportive environment	4.31	0.57	Very high
3	26	Develops sustainable creative quality in the school	4.23	0.63	Very high
4	22	Attracts and accommodates high-potential teachers	4.21	0.57	Very high
4	25	Directs teachers to seek innovative solutions	4.21	0.65	Very high
6	27	Develops skills with creativity	4.18	0.56	High
7	23	Presents unprecedented renewable ideas and projects	4.15	0.66	High
Intellectual stimulation as a whole			4.23	0.41	Very high

Table (9) shows that the overall mean of the items in the area of intellectual stimulation was very high. The highest rating was for item (28), with a very high degree, followed by item (24) at the second rank, with a very high degree. Item (23) ranked last, with a high degree.

Fourth: The area of individualized consideration

Table (10): Arithmetic means and standard deviations of the items in the area (individualized consideration)

Rank	Item number	Items	Arithmetic mean	Standard deviation	Practice degree
1	34	Creates an effective multidisciplinary creative environment for teachers	4.24	0.66	Very high
2	29	Shows interest in needs, tendencies and individual differences among teachers	4.22	0.65	Very high
3	35	Keen to raise the morale of all teachers permanently	4.21	0.68	Very high
4	32	Increases opportunities for creativity to achieve job satisfaction	4.19	0.71	High
5	31	The principal directs teachers to choose what suits each teacher's personality and ambition	4.17	0.59	High

Rank	Item number	Items	Arithmetic mean	Standard deviation	Practice degree
6	30	Works to achieve satisfaction and self-well-being to increase production	4.15	0.64	High
7	33	Allows teachers to work independently	4.13	0.77	High
Individualized consideration as a whole			4.19	0.49	High

Table (10) shows that the overall arithmetic mean of the items in the area of individualized consideration was high. The highest rating was for item (34), with a very high degree, followed by item (29) in second rank, with a very high degree. Item (33) ranked last, with a high degree.

Fifth: The area of ideal influence

Table (11): Arithmetic means and standard deviations of the items in the area (ideal influence)

Rank	Item number	Items	Arithmetic mean	Standard deviation	Practice degree
1	2	Motivates teachers to achieve personal strategic goals	4.22	0.87	Very high
2	4	Seeks to provide fair creative opportunities among teachers	4.18	0.97	High
3	3	The principal has an influential personality to achieve the school vision	4	0.85	High
4	5	Strengthens relationships between teachers	3.96	1.04	High
5	7	The positive behavior of the principal reflects positively on the behavior of teachers	3.91	0.98	High
6	1	The principal can follow up the goals to be reached	3.88	0.92	High
7	6	Adopts professionalism in evaluating the performance of teachers according to the gradation of their performance levels	3.86	0.97	High
Ideal influence as a whole			4	0.81	High

Table (11) shows that the overall arithmetic mean of the items in the area of ideal influence was high. The highest rating was for item (2), with a very high degree, followed by item (4) in second rank, with a high degree. Item (6) ranked last, with a high degree.

Outcomes of the second question: "Are there statistically significant differences at the significance level (α = 0.05) in the study sample members' estimates of the degree to which talented school principals within the Green Line practice transformational leadership due to the variables (gender, academic qualification, years

of experience, and job title)?"

To answer this question; Arithmetic means and standard deviations of the degree to which talented school principals within the Green Line practice transformational leadership according to the intermediate variables (gender, academic qualification, years of experience, and job title) were calculated, as shown in Table (12).

Table (12): Arithmetic means and standard deviations of the degree to which talented school principals within the Green Line practice transformational leadership according to the intermediate variables

Variable	Variable levels	Statistical	Areas					Overall of the axis
			Idealized influence	Motivation	Decision making	Intellectual stimulation	Individualized consideration	
Gender	Male	Arithmetic mean	4.18	4.32	4.28	4.28	4.28	4.21
		Standard deviation	0.69	0.36	0.34	0.42	0.49	0.32
	Female	Arithmetic mean	3.92	4.26	4.22	4.2	4.14	4.09
		Standard deviation	0.86	0.32	0.39	0.4	0.49	0.31
Qualification	Bachelor	Arithmetic mean	4.08	4.3	4.25	4.25	4.23	4.16
		Standard deviation	0.81	0.3	0.35	0.38	0.46	0.3
	Postgraduate	Arithmetic mean	3.97	4.27	4.24	4.22	4.17	4.12
		Standard deviation	0.82	0.35	0.39	0.42	0.5	0.32
Years of experience	Less than 10 years	Arithmetic mean	3.95	4.27	4.25	4.21	4.15	4.11
		Standard deviation	0.83	0.35	0.39	0.43	0.52	0.33
	10 years or more	Arithmetic mean	4.11	4.3	4.22	4.26	4.26	4.17
		Standard deviation	0.78	0.29	0.35	0.37	0.42	0.3

Variable	Variable levels	Statistical	Areas					Overall of the axis
			Idealized influence	Motivation	Decision making	Intellectual stimulation	Individualized consideration	
Job title	Teacher	Arithmetic mean	4.02	4.28	4.25	4.24	4.21	4.14
		Standard deviation	0.8	0.32	0.37	0.39	0.48	0.31
	School principal	Arithmetic mean	3.91	4.25	4.2	4.2	4.06	4.07
		Standard deviation	0.9	0.4	0.39	0.51	0.56	0.37

Table (12) shows that there are apparent differences between the arithmetic averages resulting from different levels and categories of study variables. In order to verify the significance of the apparent differences, a four-way analysis of variance was conducted according to the intermediate variables, as shown in Table (13).

Table (13): Results of the four-way analysis of variance on the sample members' estimates according to the study variables

Variance source	Squares sum	Degrees of freedom	Squares average	F value	Statistical significance	Effect size
Gender	0.721	1	0.721	7.344	**0.01**	0.02
Qualification	0.045	1	0.045	0.46	0.5	0
Years of Experience	0.133	1	0.133	1.351	0.25	0.01
Job Title	0.075	1	0.075	0.769	0.38	0
Error	28.942	295	0.098			
Total	29.916	299				

Table (13) shows that there are statistically significant differences due to the gender variable in favor of the male category, and there are no differences due to the variables (academic qualification, years of experience, and job title); Since the size of the effect resulting from the joint effects of the intermediate variables on the sample members' estimates was low, and because there was no statistically significant effect according to Hotelling's Trace test on any of the four variables, the researcher contented herself with a four-way analysis of variance on the total score of the axis.

Outcomes of the third question: "What is the level of job creativity of teachers of talented schools within the Green Line from the point of view of principals and teachers?"

To answer this question; The arithmetic means and standard deviations for the axis of the level of job creativity

of teachers of talented schools within the Green Line from the point of view of principals and teachers, and its areas were calculated, taking into account the order of the areas in descending order according to their arithmetic means, as in Table (14).

Table (14): Arithmetic means and standard deviations of the axis of the level of job creativity of teachers of talented schools within the Green Line and its areas

Rank	Area Number	The axis and its areas	Arithmetic mean	Standard deviation	Level of job creativity
1	5	Linkage and analysis	4.32	0.33	Very high
2	2	Fluency and flexibility	4.26	0.4	Very high
3	1	Originality	4.22	0.45	Very high
4	4	Risk-taking	4.21	0.43	Very high
5	3	Sensibility to problems	4.19	0.47	High
The total of the second axis			4.24	0.3	Very high

Table (14) shows that the overall arithmetic mean was very high. The area of linkage and analysis came in the first rank, with a very high level, followed by the area of fluency and flexibility in the second rank, with a very high level, then the area of originality in the third rank, with a very high level, and in the fourth rank came the area of risk-taking, with a very high level, and the area of Sensibility to problems ranked fifth, with a high level.

The arithmetic means and standard deviations of the study sample members' estimates were also calculated on the items of each of the areas separately, and were as follows:

First: the area of linkage and analysis

Table (15): Arithmetic means and standard deviations of the items in the area of (linkage and analysis)

Rank	Item number	Items	Arithmetic mean	Standard deviation	Creativity level
1	31	Able to generate new ideas based on previous things	4.41	0.54	Very high
2	35	Suits his objectives in a way that suits the school curriculum for the talented	4.37	0.52	Very high
3	32	Invests time to analyze unachieved goals	4.33	0.56	Very high
4	30	Can focus and accomplish without distracting from the goal	4.3	0.53	Very high
5	29	Connects inspiring ideas and elements to reach the goal	4.29	0.54	Very high

Rank	Item number	Items	Arithmetic mean	Standard deviation	Creativity level
6	34	Adopts multiple teaching strategies to achieve creativity	4.28	0.51	Very high
6	33	Understands the relationships between the effect and cause of creativity	4.28	0.56	Very high
Linkage and analysis as a whole			4.32	0.33	Very high

Table (15) shows that the overall arithmetic mean was very high. The highest rating was for item (31), with a very high level, followed by item (35) in the second rank, and with a very high level. Item (33) ranked last, with a very high level.

Second: The area of fluency and flexibility

Table (16): Arithmetic means and standard deviations of the items in the area (Fluency and Flexibility)

Rank	Item number	Items	Arithmetic mean	Standard deviation	Creativity level
1	12	Participates in training and renewed professional development	4.34	0.62	Very high
2	11	Develops work mechanisms accurately in line with creativity	4.33	0.56	Very high
3	13	Fluent in drafting achievement files smoothly	4.27	0.51	Very high
4	8	Accomplishes the presentation of creative ideas in a short period of time	4.24	0.63	Very high
4	10	Intelligently accommodates unexpected situations	4.24	0.54	Very high
6	9	Fluent in developing alternative strategic plans for creativity	4.19	0.6	High
7	14	Invests diverse capabilities to improve achievement	4.18	0.61	High
Fluency and flexibility as a whole			4.26	0.4	Very high

Table (16) shows that the overall arithmetic mean was very high. The highest rating was for item (12), with a very high level, followed by item (11), with second rank, and with a very high level. Item (14) ranked last, with a high level.

Third: The area of originality

Table (17): Arithmetic means and standard deviations of the items in the area (Originality)

Rank	Item number	Items	Arithmetic mean	Standard deviation	Creativity level
1	7	Increases the desire for personal progress and achievement	4.34	0.56	Very high
2	3	Creates an organizational climate that supports creative performance	4.32	0.62	Very high
3	6	Encourages creative initiatives and professional competencies	4.22	0.59	Very high
4	4	Has opportunities to be creative locally	4.2	0.7	Very high
5	5	Ensures the sustainable creative quality of academic outcomes	4.18	0.6	High
6	2	Produces unusual creative products	4.16	0.6	High
7	1	Able to come up with original, unprecedented ideas	4.1	0.64	High
Originality as a whole			4.22	0.45	Very high

Table (17) shows that the overall arithmetic mean was very high. The highest rating was for item (7), with a very high level, followed by item (3), in the second rank, and with a very high level. Item (1) ranked last, with a high level.

Fourth: The area of risk-taking

Table (18): Arithmetic means and standard deviations for the items in the area (Risk-taking)

Rank	Item number	Items	Arithmetic mean	Standard deviation	Creativity level
1	27	He works with a high degree of commitment and loyalty to reach the goal	4.42	0.55	Very high
2	28	He studies creative projects comprehensively and integratedly	4.33	0.56	Very high
3	26	He uses his many talents with passion to increase creativity	4.25	0.56	Very high
4	23	He responsibly faces all unexpected developments	4.18	0.77	High
5	25	He shares his creative experiences with teachers	4.14	0.64	High
6	24	He changes his point of view with the options presented in the area of creativity	4.09	0.73	High

Rank	Item number	Items	Arithmetic mean	Standard deviation	Creativity level
7	22	He goes out of the ordinary and seeks innovation in innovative ways	4.08	0.71	High
Risk-taking as a whole			4.21	0.43	Very high

Table (18) shows that the overall arithmetic mean was very high. The highest rating was for item (27), with a very high level, followed by item (28), in the second rank with a very high level. Item (22) was ranked last and with a high level.

Fifth: The area of Sensibility to problems

Table (19): Arithmetic means and standard deviations of the items in the area (Sensibility to Problems)

Rank	Item number	Items	Arithmetic mean	Standard deviation	Creativity level
1	16	He invests diverse abilities to improve problem solving	4.3	0.62	Very high
2	19	He participates with the professional staff in removing obstacles to creativity	4.28	0.59	Very high
3	15	He realizes that there are immediate problems at work	4.23	0.58	Very high
3	18	He makes an effort to solve problems in different creative ways	4.23	0.59	Very high
5	17	He can explain the causes of problems during work	4.18	0.62	High
6	20	He makes preventive plans to avoid future problems	4.1	0.83	High
7	21	To find solutions, he depends on the participation of teachers	4.01	0.74	High
Sensibility to problems as a whole			4.19	0.47	High

Table (19) shows that the overall arithmetic mean was high. The highest rating was for item (16), with a very high level, followed by item (19), at the second rank, and with a very high level. Item (21) ranked last, with a high level.

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

To answer this question; Arithmetic means and standard deviations of the sample members' estimates about the level of job creativity among talented school teachers within the green line according to the intermediate variables (gender, academic qualification, years of experience, and job title) were calculated, as shown in Table (20).

Table (20): Arithmetic means and standard deviations of the level of job creativity according to the study variables

Variable	Variable levels	Statistical	Areas					Axis Overall
			Originality	Fluency and flexibility	Sensibility to problems	Risk-taking	Linkage and analysis	
Gender	Male	Arithmetic mean	4.26	4.28	4.23	4.27	4.37	4.28
		Standard deviation	0.42	0.4	0.47	0.41	0.34	0.31
	Female	Arithmetic mean	4.2	4.25	4.17	4.19	4.3	4.22
		Standard deviation	0.46	0.4	0.47	0.43	0.32	0.3
Qualification	Bachelor	Arithmetic mean	4.28	4.29	4.24	4.24	4.3	4.27
		Standard deviation	0.38	0.4	0.47	0.44	0.29	0.3
	Postgraduate	Arithmetic mean	4.19	4.24	4.17	4.2	4.33	4.23
		Standard deviation	0.47	0.39	0.47	0.42	0.34	0.3
Years of experience	Less than 10 years	Arithmetic mean	4.21	4.26	4.17	4.17	4.32	4.23
		Standard deviation	0.48	0.41	0.49	0.45	0.36	0.31
	10 years or more	Arithmetic mean	4.24	4.26	4.22	4.29	4.32	4.27
		Standard deviation	0.37	0.38	0.43	0.36	0.26	0.29
Job title	Teacher	Arithmetic mean	4.23	4.26	4.2	4.24	4.3	4.25
		Standard deviation	0.41	0.38	0.46	0.39	0.3	0.28
	Principal	Arithmetic mean	4.15	4.25	4.11	4.05	4.43	4.2
		Standard deviation	0.61	0.48	0.54	0.56	0.42	0.4

Table (20) shows the presence of apparent differences resulting from different levels of study variables. In

order to verify the significance of these differences, a four-way analysis of variance was conducted according to the intermediate variables, as shown in Table (21).

Table (21): Results of the four-way analysis of variance on the effect of the study variables on the estimates of the study sample members

Variance source	Squares sum	Degrees of freedom	Squares average	F value	Statistical significance
Gender	0.165	1	0.165	1.798	0.18
Qualification	0.076	1	0.076	0.831	0.36
Years of Experience	0.087	1	0.087	0.947	0.33
Job Title	0.019	1	0.019	0.203	0.65
Error	27.1	295	0.092		
Total	27.447	299			

Table (21) shows that there are no statistically significant differences due to the intermediate variables.

A four-way multivariate analysis of variance was also conducted on the individual areas. Table (22) shows this.

Table (22): Four-way multivariate analysis of variance on the areas of creativity level according to the study variables

Variance source	Minion	Squares sum	Degrees of freedom	Squares average	F value	Statistical significance
Gender Hotelling's Trace=0.016 Sig=0.444	Originality	0.119	1	0.119	0.59	0.44
	Fluency and flexibility	0.034	1	0.034	0.211	0.65
	Sensibility to problems	0.112	1	0.112	0.501	0.48
	Risk-taking	0.252	1	0.252	1.434	0.23
	Linkage and analysis	0.446	1	0.446	4.248	**0.04**
Qualification Hotelling's Trace=0.009 Sig=0.752	Originality	0.358	1	0.358	1.783	0.18
	Fluency and flexibility	0.124	1	0.124	0.781	0.38
	Sensibility to problems	0.181	1	0.181	0.809	0.37
	Risk-taking	0.01	1	0.01	0.059	0.81
	Linkage and analysis	0.009	1	0.009	0.087	0.77
Years of Experience Hotelling's Trace=0.013	Originality	0.068	1	0.068	0.34	0.56
	Fluency and flexibility	0.002	1	0.002	0.01	0.92

Variance source	Minion	Squares sum	Degrees of freedom	Squares average	F value	Statistical significance
Sig=0.583	Sensibility to problems	0.164	1	0.164	0.733	0.39
	Risk-taking	0.555	1	0.555	3.157	0.08
	Linkage and analysis	0.001	1	0.001	0.006	0.94
Job Title Hotelling's Trace=0.065	Originality	0.064	1	0.064	0.318	0.57
	Fluency and flexibility	0.005	1	0.005	0.029	0.87
Sig=0.003	Sensibility to problems	0.119	1	0.119	0.533	0.47
	Risk-taking	0.935	1	0.935	5.319	**0.02**
	Linkage and analysis	0.663	1	0.663	6.314	**0.01**
Error	Originality	59.292	295	0.201		
	Fluency and flexibility	46.733	295	0.158		
	Sensibility to problems	65.919	295	0.223		
	Risk-taking	51.874	295	0.176		
	Linkage and analysis	30.991	295	0.105		
Total	Originality	59.902	300			
	Fluency and flexibility	46.896	300			
	Sensibility to problems	66.494	300			
	Risk-taking	53.627	300			
	Linkage and analysis	1.119	300			

Table (22) shows the following:

- There are statistically significant differences attributed to the gender variable in the area of linkage and analysis in favor of the male group.
- There are no statistically significant differences due to the variables (academic qualification and years of experience).
- There are statistically significant differences due to the job title variable in the area of (risk-taking) in favor of the teacher category and in favor of the principal category in the area of (linkage and analysis).

Outcomes of the fifth question: "Is there a statistically significant correlation at the significance level (α =

0.05) between the degree to which talented school principals within the Green Line practice transformational leadership and the level of job creativity of teachers?"

To answer this question; Pearson correlation coefficients between the transformational leadership axis and its areas, and the teachers' job creativity axis and its areas were calculated, as shown in Table (23).

Table (23): Correlation coefficients between the transformational leadership axis and its areas, and the teachers' job creativity axis and its areas

Relationship	Statistical	Idealized influence	Motivation	Decision Making	Intellectual stimulation	Individualized consideration	First axis overall
Originality	Correlation coefficient	0.18	0.28	0.3	0.55	0.71	0.58
Fluency and flexibility	Correlation coefficient	0.05	0.28	0.16	0.21	0.29	0.26
Sensibility to problems	Correlation coefficient	0.2	0.2	0.15	0.28	0.36	0.35
Risk-taking	Correlation coefficient	0.28	0.14	0.04	0.21	0.25	0.29
Linkage and analysis	Correlation coefficient	0	0.4	0.13	0.25	0.23	0.25
Second axis overall	Correlation coefficient	0.21	0.34	0.22	0.42	0.52	**0.49**

Statistically significant at the level (0.05)

The results in Table (23) indicate that there is a moderate positive statistically significant correlation at the significance level ($\alpha = 0.05$) between the transformational leadership axis and its areas, and the teachers' job creativity axis and its areas. This expresses a moderate-value relationship between the two axes (transformational leadership and teachers' job creativity).

CHAPTER FOUR
OUTCOMES DISCUSSION AND RECOMMENDATIONS

Outcomes discussion of the first question: "To what degree do talented school principals practice transformational leadership within the Green Line from the point of view of principals and teachers?"

The result of this question showed that the sample members' estimates of the degree to which talented school principals practice transformational leadership on the areas of the axis as a whole were high. The areas came in the following order: the area of (motivation) in the first rank, with a very high degree, followed by the area of (decision making) in the second rank, with a very high degree, then the area of (intellectual stimulation) in the third rank, with a very high degree, followed by the area (Individualized consideration) ranked fourth, with a high degree, and finally the area of (ideal influence) came in fifth rank, with a high degree.

This result can be attributed to the fact that male and female principals of talented schools within the Green Line may be consistent in their orientations with those of the Ministry of Education, as it focuses on practicing the transformational leadership style as a global administrative thought, as the transformational leadership style is considered one of the appropriate administrative methods to bring about change and development in schools. Transformational leadership represents the school's ability to continuously improve and develop by paying attention to the development of its employees. The transformational leadership style is characterized by adopting behaviors and practices that encourage the building of trust between the school leader and teachers through empowering and delegating them with necessary authorities to perform their tasks and responsibilities, and since the successful school leader is the one who works to empower teachers to help him transform the school's vision into reality, the school principal who has a transformational behavior helps his school move forward towards local, regional and global competitiveness, as he has the ability to provide teachers with energy and inspiration to empower them, during crises, Therefore, the availability of modern administrative methods among school principals has become an urgent necessity, especially since transformational leadership is one of the modern educational management methods that can be used to confront the challenges and crises facing the school; so the school leader is the one who provides the school with factors of strength and progress, works to constantly develop its goals, infuses it with factors of innovation and renewal, and keeps pace with changes to ensure its ability to confront and overcome challenges and crises.

The reason for this result may be that every development of education is based on improving its performance, so the strategies are what take into account the development of these systems. Developments in the areas of management science have led to the emergence of modern theories and studies in the area of administrative leadership, and the application of their concepts in the area of educational and school administration has had an effective impact on the performance of the modern school and its appropriate role in pushing the educational process towards raising the efficiency of the educational process, as educational transformational leadership works to help develop faculty members, maintain a collaborative professional school culture, enhance teacher development, and help teachers solve problems more effectively. The transformational leader is characterized by a clear vision, which he achieves using ethical methods and means. He prefers the interest of the organization over personal interest, encourages creativity, trusts teachers, and opens the way for them to grow, develop, and realize themselves.

The area of motivation came in first rank, with a very high degree. This may be due to the impact of the behaviors and practices followed by the school leader in front of the teachers, and its positive role in moving

their internal motivations towards work in an attempt to imitate the leaders' behaviors and practices, and the effective role this impact has in developing the sense of responsibility and the trend towards achieving the school's goals effectively. The principal is the role model for teachers. He must clearly show his enthusiasm while working, and encourage teachers to join professional growth programs and training workshops, to increase their desire to bring about the required change in the teaching and learning process. The school leader must also provide material and moral incentives that will stimulate teachers' motivation, encourage them to work in a group spirit, and motivate them to carry out their job roles and perform them in creative and ideal ways. The school principal must develop strategic plans that stimulate the multiple talents in the school.

With regard to the area of decision-making, it came in second rank, and to a very high degree. This may be due to the skills that the transformational school leader possesses in surveying teachers' opinions and soliciting their ideas and suggestions; Therefore, he is keen to empower teachers and delegate some powers to them due to his belief in their abilities, and his keenness to strengthen his relationship with teachers, as he forms a specialized team of qualified and experienced teachers to evaluate the decisions he issues and draw lessons from them to be able to formulate decisions appropriate to the school's future aspirations.

The area of intellectual stimulation ranked third, with a very high degree. This may be due to the belief of talented school principals in the high abilities of some teachers, so they are keen to attract them to benefit from their experiences in talented schools to improve their outcomes. In addition, the role played by talented school principals in establishing teamwork and its role in achieving the school's vision and mission pushes it toward providing incentives such as honoring certificates of appreciation, excellence, and promotion for job holders that would stimulate the spirit of initiative and competition among teachers, which would lead to increasing their production and creativity in performing their job tasks to the fullest by providing an attractive educational environment that stimulates creativity and innovators.

The ranking of individual consideration in the fourth position with a high degree can be explained by the fact that the school leader recognizes the importance of the learning environment and its role in stimulating creativity among staff. Therefore, they are committed to creating an effective and creative learning environment. Additionally, they prioritize the needs and desires of teachers and strive to fulfill them. They also work to provide comfort and tranquility, as well as self-well-being for all teachers. This includes allowing teachers to work independently and boosting their morale while showing a genuine interest in meeting their needs and preferences within the school. This approach aims to increase their productivity and help them achieve their aspirations.

As for the ideal sphere of influence coming in the fifth rank, and to a high degree, this may be due to the personality of the school leader and the skills and competencies he possesses in order to achieve the school's vision, as the principal strives to provide fair creative opportunities among teachers, works to strengthen relationships between them, and evaluates their performance with high professionalism. He also motivates teachers to achieve the personal strategic goals they seek, and monitors the achievement of the goals they want to reach.

Outcomes discussion of the second question: "Are there statistically significant differences at the significance level (α = 0.05) in the study sample members' estimates of the degree to which talented school principals within the Green Line practice transformational leadership due to the variables (gender, academic qualification, years of experience, and job title)?"

The result of this question indicated that there were statistically significant differences attributed to the gender variable in favor of the male group. The results did not show any statistically significant differences due to the variables (academic qualification, years of experience, and job title).

The reason for the lack of statistically significant differences according to the academic qualification variable can be attributed to the fact that teachers and principals with different academic qualifications agree on the importance of transformational leadership, as transformational leadership contributes to setting standards for school performance within an integrated and coherent system that makes it capable of responding effectively to internal and external changes, and sets values for the school, supports it and brings about changes in its culture and beliefs. It also works to raise the level of school performance, responds effectively to the changes that occur in the school's work climate, and fluctuations in the needs and desires of teachers as well as those dealing with the school staff, as well as raising the confidence of school staff, making them feel citizenship and belonging, and giving them the necessary motivation to achieve outstanding creative performance.

The reason for the lack of statistically significant differences depending on the variable of years of experience working in the educational area can be explained by the fact that principals and teachers of talented schools, regardless of their years of experience, have sufficient understanding and awareness of the importance of transformational leadership in terms of developing the performance of teachers in the school, improving their skills, encouraging them to work collaboratively, reducing their professional isolation, supporting school cultural changes, establishing a professional school culture, encouraging teachers to provide creative solutions to school problems, motivating them to participate in new activities and making additional efforts to achieve the school's mission and goals. It also forms a single team from the school community that shares responsibilities and powers, sets before teachers broad, achievable hopes, and establishes a cooperative climate that inspires excellence and creativity.

The researcher attributes the reason for the lack of statistically significant differences according to the job title variable (principal, teacher) to the fact that principals and teachers at different job levels have broad knowledge and awareness of the importance of practicing transformational leadership in the educational process, as it works to help teachers develop and build a cooperative school culture. This means that teachers plan together and participate for continuous improvement, so transformational leaders place faculty members in a shared community of making joint decisions and planning together in a way that reduces teachers' isolation, serves to support cultural changes, and delegates authority to others.

Outcomes discussion of the third question: "What is the level of job creativity of teachers of talented schools within the Green Line from the point of view of principals and teachers?"

The result of the question showed that the level of job creativity among talented schoolteachers within the Green Line was very high. The areas came in the following order: the area of linkage and analysis came in the first rank, and with a very high level, followed by the area of fluency and flexibility in the second rank, and with a very high level, then the area of originality in the third rank, and with a very high level, and in the fourth rank came the area of risk-taking, and with a very high level, and finally the area of Sensibility to problems in the fifth rank, and with a high level.

The researcher attributes the reason for this result to the high importance of job creativity of teachers and its positive results within the school environment specifically. In order for any school to reach creativity, the energies and intellectual, mental and intellectual abilities of human capital must be optimally invested, because

this is considered one of the most important factors influencing their achievement of creativity and intellectual development, in light of the changing and complex conditions, globalization, and dealing with them, and for this to be achieved, it requires creative leadership as a means of development, renewal, initiative, and innovation of new methods and solutions to existing problems, and in recognition of the importance of the role of leadership in developing and enhancing the creative performance of teachers; The creative leader is an innovative person who is always looking for new goals and means. He uses his intelligence in a way that is not afraid of experimentation. He refuses to be a prisoner of routine. He does not shackle himself to the restrictions of futile procedures. His tendency is exploratory, and he determines his future steps. He is a leader who is always looking for new combinations and rare connections of ideas, and accordingly the topic of creativity captured the attention of education leaders to move them to production instead of consumption. Creativity encourages the production of creative ideas, not routine ones, increases the quality of decisions made to address problems, is a powerful factor in stimulating enthusiasm and makes employees feel satisfied with themselves and their work, and keeping talented school principals abreast of modern developments in a way that is compatible with the challenges and rapid developments in the world, given that managing teachers and treating them with distinct treatment helps them develop their job creativity and innovation, which was reflected in the responses of the study sample members, as their estimates about the level of job creativity among talented school teachers were at a very high level.

The emergence of the area of association and analysis in the first rank, and with a very high level, can be attributed perhaps to talented schoolteachers' possession of the necessary competencies and abilities to generate creative ideas and link them through designing educational activities appropriate to the content of the school curriculum provided to talented students. In addition, they possess the skill of diversifying learning strategies that achieve creativity due to their enrollment in the training programs and completions that the Ministry of Education holds on an ongoing basis in the area of teaching strategies in light of the educational developments and successive technical innovations that education is witnessing, and they are aware of the mutual relationship between the effect and cause of creativity. Hence, their estimates on this area and its items were at a very high level.

The area of fluency and flexibility comes in the second rank, with a very high level. This may be due to the responses of the study sample members to the items in this area, where they emphasized that male and female teachers of talented schools participate in renewed training and professional development, develop their work mechanisms in creative and innovative ways, are proficient in carrying out tasks on time, have the ability to invest in their diverse abilities, and develop strategic plans that stimulate creativity.

The appearance of the area of originality at the third rank, and with a very high level, is explained by the fact that teachers of talented schools strive for excellence and uniqueness in ideas, and they have the ability to come up with creative and rare ideas that can be implemented on the ground, so that these ideas are unique and have not been presented before. This affected the teachers' performance of their tasks, and their keenness to create an organizational climate that supports creative performance. In addition, male and female teachers in talented schools within the Green Line have appropriate opportunities to be creative and present creative initiatives that will improve the quality of the outcomes of the teaching and learning process.

With regard to the emergence of the area of risk-taking in the fourth rank, and with a very high level, this may be due to the teachers' possession of multiple talents that enable them to perform their tasks and duties assigned

to them in unusual, creative ways, in search of innovation in innovative ways, and prompting them to share their creative experiences with their peers as an exchange of experiences. Hence, the ratings of principals and teachers in this area are very high.

As for the emergence of the area of Sensibility to problems at the fifth and last rank, and with a high level, this may be due to what was caused by the responses of principals and teachers to the items of this area, as they indicated that teachers of talented schools participate with their colleagues and principals in removing obstacles to creativity, and invest in their diverse abilities in confronting school problems, finding solutions to them in creative and innovative ways, and developing preventive plans to avoid any future problems at school.

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

The result of this question showed that there were statistically significant differences due to the gender variable in the area of linkage and analysis, where the differences were in favor of the male category.

The researcher attributes the reason for the lack of differences according to the gender variable in the areas of the level of job creativity to the fact that male and female teachers, as a result of practicing the same habits and character in the area of educational work, have a high level of creativity in general, but males have a higher ability to connect ideas and analyze them in creative ways, as the success of creative performance in any institution requires providing good management of this creativity, which in turn helps to translate creative potential, whether at the level of the individual, group, or institution, into real behavior.

This can only be achieved through the presence of successful administrative leadership, which seeks to provide the appropriate climate for creativity, because transforming the creative potential of an individual, group, or institution represents the basic part of the work of administrative leaders, who aspire to provide all means and opportunities for workers, and to create, shape and develop the organizational climate for creativity, by working to adopt behaviors that help improve their abilities, encourage the development of their creative tendencies, and find creative decisions and solutions to existing problems.

The result of the question did not show any statistically significant differences due to the variables (academic qualification and years of experience) in any area of study or in the total degree.

The researcher attributes the reason for the lack of significant differences according to the academic qualification variable to the fact that the study sample members, regardless of their academic qualifications, agree on the importance of creativity in the educational function, as developing creativity contributes to self-realization, developing individual talents, and improving human growth. Creative people also contribute to the productivity of society as a whole, culturally, scientifically, and economically. Considering creativity as an educational goal is one of the necessities of the educational process, and activating its role as one of the aspects of solving problems. Creative behavior is also the accurate and correct criterion for the change process, because it serves as an incentive to extract the best from principals, contributes to providing distinguished services to beneficiaries that exceed their expectations, enhances the work environment with openness and trust, and saves time and effort.

The reason for the lack of differences according to the variable of years of experience is that principals and

teachers, regardless of their years of experience in educational work in schools, emphasize the importance of creativity among teachers. In light of the concepts of creativity, the role of the school principal is no longer a routine role aimed at making the school run routinely according to specific rules and instructions. Rather, the development of the educational process has required him to undertake new tasks and responsibilities that go beyond the instructions and tasks prescribed for him as the school principal. Towards this, diligent efforts were launched to provide the appropriate educational environment to empower teachers and increase their level of creativity.

The result of the question indicated that there were statistically significant differences due to the job title variable in the area of (risk-taking) in favor of the teacher category, and in favor of the principal category in the area of (linkage and analysis).

This result can perhaps be attributed to the fact that principals and teachers, regardless of their job title, agree that teachers in their schools are intellectually similar to each other. They also work within a similar administrative and technical framework, therefore their endeavors to achieve and practice competitiveness are similar, and they work under the same conditions to achieve the same goals. On the other hand, the agreement in the perceptions of the study sample members regarding the level of teachers' creativity in their performance of their roles and duties may be due perhaps to the fact that male and female teachers work in a similar work environment in all talented schools within the Green Line, where the school leader implements the strategic plans prepared for him in advance by the Ministry. Therefore, they believe that teachers do not differ from each other much in the level of their practice in all areas of job creativity, except for the area of risk-taking, where the differences were in favor of teachers. They all strive for excellence and creativity in their work, to achieve their goals and the goals of the school in which they work. The differences were in favor of the principals in the area of linkage and analysis because the principals had a higher ability to link ideas as they were originally teachers, but they underwent training programs and completions that may have given them a higher ability than the teachers to analyze and link, so the differences were in their favor in this area.

Outcomes discussion of the fifth question: "Is there a statistically significant correlation at the significance level (α = 0.05) between the degree to which talented school principals within the Green Line practice transformational leadership and the level of job creativity of teachers?"

The result of the question indicated that there is a moderate positive correlation between the transformational leadership axis and its areas, and the teachers' career creativity axis and its areas.

The researcher attributes the existence of this result perhaps to the fact that principals and teachers realize the importance of the role played by the transformational leader, and its positive repercussions and effects on teachers' performance of their assigned tasks and duties in a creative manner. Therefore, they emphasize the strong relationship between the two variables, as the school principal's practice of the transformational leadership style leads to providing an educational climate for teachers that contributes to developing their spirit of job creativity. The researcher believes that this result stems from the fact that educational institutions need not only competent leaders, but also rather these educational institutions need to dispense with the traditional method common in many of them with management that is characterized by innovation, cultivates, and develops it among its staff. This has become necessary and inevitable in all educational institutions, most notably talented schools, to develop the service they provide to students to achieve quality in their outcomes. This requires the presence of dynamic, transformative school leadership that continues effectively to achieve

its goals and improve its outcomes.

RECOMMENDATIONS:

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

- Maintaining this high degree of transformational leadership among principals of schools for talented students within the Green Line, while giving greater importance to individual considerations and ideal influence.
- Encouraging talented school principals to practice transformational leadership more within the Green Line, giving greater importance to individual considerations and ideal influence.
- Emphasizing the job creativity of teachers in talented schools within the Green Line in all areas, with greater attention to the area of Sensibility to problems, linking, and analysis.
- Conducting similar studies in other educational regions, to identify the degree to which principals of talented schools practice transformational leadership within the Green Line and its relationship to teachers' job creativity, and to address other variables.
- Working to provide material facilities in the school environment that will enhance the practice of transformational leadership and consolidate the principles of creativity and innovation.
- Working to develop creative teaching practices among teachers of Arab talented schools within the Green Line by training them on them, and constantly motivating them to employ creative teaching skills in their various specializations.
- Developing the functional competencies of talented schoolteachers and employing them to develop talent, in addition to contributing to the development of educational materials, providing supporting media, and developing traditional and computerized educational methods.

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