

Leadership Behavior and its Relationship to the Administrative Creativity of Training Leaders from the Perspective of Educational Supervisors and Specialists in the Province of Baghdad

Ass. Prof. Ragaa Q. L. Al – Maliky

Ministry of Education - General Directorate Preparation of Teachers, Training and Educational Development, Baghdad, Iraq

Abstract

This study summarized the need to determine the level of trainers of trainees' leadership behavior and administrative innovation. It was the study problem to the researcher as well as the importance of this subject which is impact the general level of performance. Moreover, the study aims to determine the leadership behavior and its correlation with administrative innovation which is required to supervisors' TOT in Baghdad governorate. Descriptive analysis approach has been adopted in this research and the researcher chose (1055) headmasters from Karkh and Rusafa sections in Baghdad to the academic year (2017-2018). Samples chosen by a rate of (22%) of the original society where the number of the samples was (228). The data collection tool has been built based on different aspects and it has been verified. Literature review has been shown in current study and previous studies, as well as terms of the study. The outcomes of this study shown that there is a good level of leadership behavior and administrative innovation of the TOT's, while there is a correlation between both variables. The researcher suggests much suggestion for further studies.

Keywords

leadership behavior, administrative innovation, trainers of trainees (TOT), External innovation, Technological Innovation, Collective creativity, Individual innovation.

I. Introduction

Education is the main entry point for comprehensive human development, in addition, educational institutions are one of these vital tools in human societies, and educational administration is the key and starting point in the process of educational reform and development to keep pace with the needs and aspirations of society. As a result of the changing circumstances experienced by the organizations today, whether political, cultural, social, economic or other, the leaders made it imperative to have skills, capabilities and other professional requirements that would be able to face the changes taking place and how to deal with them efficiently and competently. This interest was evident in the attempts being made in the methods and criteria for selecting leaders from workers in the field of educational affiliation, which is a basic requirement for the purpose of developing the teacher, teacher, educational supervisor and specialist to a training leader to inspire, encourage, guide and direct educational work (Al-Nujaihi, 1981: 169)^[9].

The main focus of management is the management of human beings, and successful management is concerned with human resources starting with the right choice, as it is the starting point in an effective management system, therefore it chooses individuals who have mental, creative and social skills and whose culture is compatible with the culture of their institutions, and helps them to develop their skills and capabilities through training in addition to motivating them and providing the appropriate environment for work, and ending with the proper evaluation of performance (Al-Hawari, 2002: 215-234).

Accordingly, the leadership behavior that training leaders take is the main factor in the success or failure of educational institutions because of its decisive role in influencing the behavior of others in those institutions, and in creating the scientific atmosphere and sound healthy and effective environment, that the presence of the leader has become an imperative necessity in today's world and has become administrative creativity is a necessity and feature of

a successful leader. In addition, behavior affects administrative creativity and ensures the survival and continuity of the institution alike (Farid: 1995: 33).

Hence, we felt that there is a problem represented by the training leaders lacking some leadership practices and behaviors as well as that there is a kind of weakness in their work which the researcher felt and through the work in the field of training as well as their evaluation questionnaires by the trainees, which formed a problem that needs to search and investigate it. As well as revealing and identifying the level of leadership behavior for training leaders from the perspective of the trainees, as well as identifying the level of administrative creativity they have, which constitutes a starting point for research and a problem that must be identified and presenting solutions and proposals from our point of view, as this is a major factor in the success of training courses and how to prepare training leaders in the future.

Leadership is a very important phenomenon in the life of societies, hence it was necessary for every group working to achieve a common goal or goals that its first task be to direct and coordinate collective action and pay its steps towards its desired goals, and this cannot be done without the presence of a person, it has been customary to call him the leader (Ahmad, 1994: 33-34).

There are leaders in all organizations and fields of work, and there are followers. Success and progress depend on the type and adequacy of leadership. Hence, leadership is felt in various political, economic, educational and social fields and is the core of the administrative process (Leithwood, K & Druke, 1998, 32).

The force that flows between leaders and individuals in an important way entails directing the energies of individuals in a coordinated and harmonious manner towards achieving the goals set by the leaders and employing principles, means and methods for specific and specific goals (Talib, 2: 1998)^[3].

Leadership is a humanitarian process that motivates individuals towards achieving the goals of the organization and the successful

leader is the one who can gain the cooperation and understanding of the members of his group and convince them that achieving the goals of the organization is a success for them and achieves their personal goals as well as a positive impact on the morale and productivity of individuals (Nashwan, Jamil, 2004, 33)^[21].

The topic of leadership behavior in recent decades has received great attention from researchers and scholars, as well as the practice of leadership behavior that is concerned with human relations has positive effects on the interaction process between management and subordinates. (66: Lomonaco, 1996)^[18].

The importance of leadership behavior is highlighted for training leaders and through their participation in training courses, which represents the important factor and also responsible for bringing about the necessary change and development in the educational process at the level of goals, procedures and working methods to cope with the scientific, social, economic, political and cultural changes, the nature of the relationship that connects training leaders and their dealings with (Educational and teaching cadres), which are characterized in some aspects by convergence, overlap and interaction and are of great importance, as they determine the extent of its activity, its potential, the nature of its work and its impact on others (Emily, 1992: 143)^[13].

Of the utmost importance to the workers and the leader of the training, he must advance the tasks and not be active and the responsibilities that fall on him as well as directing the course of work as he must be a teacher, researcher, friend, good example, innovative and creative to be strong and influential during his interaction with others. (Al-Khatib, 2000: 183)^[8].

The educational process is a human process characterized by activity and characterized by human ends, and the treatment of the leadership of the educational system with the various dimensions of the educational process takes place through the human component, and therefore educational leaders must have sufficient understanding and awareness of how to lead this person, and how to deal with it so that it happens From him to the utmost effort and with conviction while practicing a certain role (Al-Taweel, 2001: 42)^[12].

The educational leader must have the ability to influence the work group in the educational institution, to create and provide the appropriate healthy climate in order to increase their effectiveness, and develop their skills, through achieving homogeneity between them, and convincing them that in achieving school goals personal success for them and achieving their goals.

The importance of administrative creativity has increased in light of the intensity of competition between educational institutions, because it is the spark that keeps them moving always and looking to a higher horizon. Without creativity, modern and sophisticated methods of doing business cannot emerge. (Shnitter, 2013: 61-62)^[22].

This importance has appeared in the contemporary environment, and the pressures that necessitated widespread attention imposed on it are represented by it because it represents one of the two aspects of the current civilized progress, and it is one of two tools of great importance in the progress of the modern man and his help in finding solutions to internal and external problems and the problems of his current life and keeping pace with developments. Facing future challenges together (Darwish, 1983: 83)^[16] is the key to the future of any institution. Creativity is the element that allows the leader and the institution to move forward (Cox and John, 1998: 135).

And it contributes to pushing employees towards highlighting

their talents to be able to excel production in the future, as well as improving management behaviors in creative ways to exploit capabilities and thus their development and for institutions to respond to these developments they must work to produce and provide a large number of creative leaders because this response it requires fertile imagination, superior creative capabilities, and fast management solutions. Any organization that does not place administrative creativity as a major goal and does not urge employees to be creative will be destined to underdevelopment and inability to contribute to the development and development of themselves and their institutions. (Al-Arifi 2014: 27-26).

The present study derives its importance in the following points:

- a. The research provides information that can be used by the Ministry of Education and the General Directorates of Education to reform and develop the preparation and training departments, in Baghdad and Iraq in general.
- b. Setting criteria for selecting training leaders that can be used in future research.
- c. Benefit of researchers in conducting new research by reviewing the results of the study, and what suggestions and recommendations it may reach, and the possibility of applying similar studies to other samples in other educational topics.
- d. The importance of the group and the educational institutions that they lead as training leaders and at the same time they are educational supervisors and they form the backbone of the educational process, as they have a prominent role in direct supervision of educational and teaching bodies.
- e. In its contribution to raising awareness among training leaders about administrative creativity, its importance to educational institutions, and its importance with regard to how to deal with the development and development of the human resources working in these institutions, as creativity is an important tool in facing challenges.
- f. This research is part of the ongoing research and investigation of educational development in all areas of educational administration in Iraq.

The aim of this research is;

- a. Identify the level of leadership behavior among training leaders in the Baghdad governorate
- b. Learn about the level of managerial innovation for training leaders in the Baghdad governorate.
- c. Learn about the relationship between leadership behavior and managerial creativity among training leaders.

II. Review of Literatures and Theoretical Aspect

We will present topics related to the research and what relates to leadership behavior, administrative creativity, training leaders, etc. My agencies:

A. Leadership behavior

The emergence of leadership was linked to the emergence of the human community. Since the dawn of humanity, leadership has been known as a major component in the life of the human community, as research and studies have proven that the great goals of each society are not complete without a group, and the group is not organized by the achievement process without a leader who coordinates its efforts to reach the goal, that the future civilization of society is concentrated in the hands of leaders, because leadership is one of the important determinants that

contribute to the nature of interactions within the group. Leadership is the process by which a leader exerts a kind of social influence on other members of the group, by exploiting the strength granted to him by the organization that affects him in the behavior and behavior of others. (Baira, 1988: 325), as well as directing individual behavior, coordinating their efforts, and reconciling their thoughts and perspectives in a specific situation with the intent to reach a specific goal. (Abdel Wahab, 1975: 333)^[2], in addition to the guidance provided to subordinates by someone who works within a formal framework to influence subordinates. ”(Stewart and Manz, 1995: 750).

That leadership is a set of behaviors practiced by the leader in the group, which is the result of an interaction between the qualities of the leader’s personality, subordination, mission characteristics, organizational structure, and the surrounding cultural context, and it urges individuals to achieve the goals in the most effective manner that represents high efficiency in the performance of individuals. (Shawky, 1992: 48)^[24].

Leadership is the ability of an individual to influence, direct, and guide a person or group in order to gain their cooperation and motivate them to work with the highest degree of efficiency in order to achieve the desired goals (Likert, R. and likert, 1981: 206)^[17]. The group to prepare and obtain the goal. (Stogdill, 1963: 322)^[25].

Based on the foregoing, it is clear that leadership is based on the leader’s ability and his mental, cognitive, emotional and motivational aspects to influence the members of the group, by defining the goals he seeks to achieve, as the leader’s success depends on his awareness of the expression, and his ability to confront problems and solve them in ways effective in addition to persuading the members of the group to accept the goals and urge them to achieve them, according to Al-Zoubi that if we want to understand leadership, then it is necessary to understand the relationship between three overlapping elements in leadership, namely the leader, position, and members of the group (followers), and the leader with his characteristics and capabilities that help to specify the goals of the group, and the position that includes the desired functions and goals, and the followers with their

characteristics, motives and capabilities, as well as the leader’s relationship with his subordinates must be based on guidance and guidance and urging individuals to work together based on friendliness and respect.

Leadership behavior is a function related to a job, either to reach a certain goal, or to strengthen the group and maintain its continuity, and based on the importance of leadership behavior, interest in it and its study by specialists has evolved as a result of the rapid progress achieved in behavioral sciences, there are many theories and studies that it addresses the dimensions and patterns of leadership behavior to explain and describe a leader’s behavior. (Al-Tariq, 1997: 54)^[11].

Researchers and specialists have referred to the issue of leadership and leadership behavior in particular, as they both came according to his point of view. There are those who identified two types of leaders as my agency:

- a. Social sentimental Leader: who is keen on providing psychological support to the worker, solving his problems and overcoming the disputes that occur between workers.
- b. The leader who issues pressure: The leader issues more suggestions and instructions here and exerts pressure on his subordinates to push them to achieve the goal.

In their theoretical structure, both (Haus and Dessler) point out four dimensions of leadership behavior, as follows:

- a. Support: It means the leader’s concern for the needs of employees and in a friendly manner.
- b. Participation: It means consulting the leader with his subordinates and adopting their proposals when making any decision.
- c. Orientation towards achievement: It means encouraging employees to take responsibility, make efforts and make improvements in the methods of performance of workers.
- d. Coaching: Means to guide and guide employees according to a specific plan.

As for (3: Stogdill, 1963)^[25], it was determined through a study carried out by (11) a dimension of leadership behavior which is:

Group representation	Settle disputes	Endure mystery	Persuasion	Regulating the work environment
Give freedom	Hold on to the role	Appreciation	Accuracy in prediction	Integration
Influencing superiors				

It is clear from the above that these dimensions of leadership behavior, despite their differing students and the methods used in their study, are similar to each other, although they differ in the designations.

There are a set of tasks and functions for training leaders concerned with course management for educational and teaching bodies, school administrations and their assistants, they are many and varied and can be summarized as follows:

Table (1): Training leaders jobs

First: Interest in work, it includes the following functions;	Second: Attention to subordinates, it includes the following functions;
• Determine the goals for each educational program or activity that is planned.	• Establishing social relations between him and the subordinates and between the subordinates themselves.
• Coordination between the foundation’s programs and services, and the efforts of subordinates.	• Knowing and adopting subordinates’ views and opinions related to work.
• Providing easy and effective means of communication between them, subordinates, and each other.	• Achieving justice among subordinates.
• Provide information and data necessary for the proper functioning of the work, and push it in the right direction.	• To instill the spirit of joint work among subordinates, and to share with him the burden of responsibility responsibility.

<ul style="list-style-type: none"> • Directing subordinate activities towards the correct path that they should take. 	<ul style="list-style-type: none"> • Representing them officially and expressing them in front of others.
<ul style="list-style-type: none"> • Overseeing his organization helps him solve disputes and disputes that may hinder the achievement of the institution's goal. 	<ul style="list-style-type: none"> • Recognizing the value of the subordinate, respecting him, and giving him the opportunity to make effective collective decisions.
<ul style="list-style-type: none"> • Writing reports by informing officials of what is happening in the institution, and everything that is done, and takes action. 	<ul style="list-style-type: none"> • A tribute to their efforts and successful accomplishments.
<ul style="list-style-type: none"> • Developing a permanent evaluation system that enables it to review the organization's work to determine its strengths and weaknesses, as well as evaluating the performance of subordinates to determine the extent of success or progress in this performance. 	Singh (1966:61)

B. The concept of administrative creativity

Organizations face many challenges due to the tremendous progress in science as well as complex and dynamic economic, social and cultural changes which require organizations to adapt to these challenges to stay and continue, and organizations work in light of the challenges they face to find optimal ways to adapt to these challenges through what it possesses creative energies. The environment of educational institutions has become characterized by a continuous movement in finding the means and methods that enable them to renew their activities and benefit from their capabilities. Scientific, technical and educational progress has imposed on the management of educational institutions an additional responsibility it was embodied in keeping pace with this development and rapid change in the various areas of life, and adapting to it by preparing a new generation capable of keeping pace with these developments. It must also be convinced that the modern era and the conditions and features that it differs from the old era, such as modernity, have made resorting to creativity an imperative in front of countries, organizations, officials, managers, businessmen, seekers of knowledge and every person wherever he is (Farid, 1995: 37).

A number of scientists, researchers, and management scientists have put forward ideas that became known later as theories and known their names, as they presented various treatments about creativity, and also reviewed the features of organizations and influencing factors (Al-Sarayrah, 2003: 205)^[10].

C. The importance of administrative creativity

Administrative creativity is of great importance in all organizations seeking success, and this importance can be summed up in the following points.

- It is an integral part of the culture of any organization, as it occupies the heart of its activities and operations.
- Administrative creativity enables the ability to develop to satisfy the needs of subordinates on the one hand and the ability to achieve the growth goals that the educational institution seeks on the other hand.
- It helps to improve coordination, internal control and organizational structure.
- Facilitates administrative processes that enable it to continue and continue its work and find creative solutions to the problems it faces efficiently and effectively, and to bring about positive changes in building the educational institution and administrative processes.
- It is considered the main incentive to find new job opportunities, support competitiveness, and thus achieve leadership

- It helps the organization to adapt and interact with all surrounding environmental variables, improve its productivity, and improve its performance and the performance of its employees, and contributes to improving the quality of education.
- It works to find discoveries, proposals and ideas to develop new, creative and innovative systems, regulations, procedures and methods of work, which results in the emergence of programs and services outside the main educational institution activities. (Nadim Akroush, 2004: 5-6)^[20].

D. Types of administrative creativity

The researchers' rankings in the field of organizational behavior for the various types of administrative creativity have multiplied accordingly, starting from different starting points according to its characteristics, nature, field or source, or according to the decision taken, and can be limited to the following: There are of his class according to its uses to two types: -

First - Classifying creativity according to its uses:

- Product Innovation means providing a new product to replace an advertised product with the aim of satisfying an existing need.
- Process Innovation, which appears in the form of operations developed within organizations, such as operations and human resource management. This creativity focuses on improving efficiency and effectiveness. (Al-Amiri & El-Ghali, 2007: 410)^[5].

Second - classification of creativity according to the nature of the effect of creativity:

- Radical Innovation this type usually falls within broad and studied programs and projects that need great capabilities and special care by the higher management. Some researchers have called this type with total or main creativity.
- Incremental Innovation takes place according to an approach that adds and improves, it means introducing minor changes to improve the approach and perspective adopted by the organization in its administrative and organizational practices. It is called partial or secondary creativity.

Third - Classifying creativity according to its field

- Administrative Innovation it includes changes in the organizational structure, business design, organization operations, new policies and strategies, new control systems, and others.
- Technological Innovation, which includes the development of new products or changes in the technologies used by the organization, changes in production methods, computer inputs to work, and others.

Fourth - Classifying creativity according to its sources:

- a. External innovation is represented in the organization obtaining ideas from external sources such as other organizations that have similar activity or research centers and others.
- b. Inner Innovation: The creativity adopted by the organization is expressed, and the source of ideas in it is within the organization such as senior management, workers and departments of the organization such as research and development and others.

Fifth: Classifying creativity according to the decision taken:

- a. Individual innovation is the creativity achieved by individuals who possess creative capabilities and traits and are issued by senior management.
- b. Collective creativity: This is achieved through developing the creative thinking of workers through education, training and sharing ideas, and by the necessity of learning to solve problems creatively and this is done by following flexibility in thinking so that it deviates from the familiar methods to new frameworks and methods in dealing with problems, (Shnitter, 2013: 72)^[22].

(Moussa, 1990: 171)^[19] emphasizes that the ability of the productivity of individuals and organizations and the development of creativity processes depend to a large extent on the ability to achieve efficiency in investing and increasing the employment of material and human capabilities with high efficiency.

From all of the foregoing, we see that the human element is the most important element of production and quality, and it is the real key in achieving the required goals, foremost among which is the promising leadership that seeks to distinguish in performance. (Hilal, 1995: 46).

In this regard, training leaders are chosen according to criteria and according to their capabilities and skills, and they are chosen and nominated by the directorates of general education and through their training departments to work as training leaders within the preparation and local and central training department.

E. Factors affecting administrative creativity

Table below shows the factors effecting administrative creativity, as help creativity and hinder creativity.

Table (2): Factors affecting administrative creativity

First: factors that help creativity	Second: factors that hinder creativity
<ul style="list-style-type: none"> ✓ The creative organization works to strengthen the link with social organizations. ✓ Adopting work teams as a main strategy within the innovation strategy, ✓ Increase effective communication between workers within the organization. ✓ Paying attention to communicating the developed technological experiences through continuous training. Providing the necessary supplies and facilities for creativity. ✓ Flexibility of formulating systems and instructions in a way that helps creativity, to take advantage of the wide range of ideas presented with a focus on honoring the losers. ✓ Raising the level of abundance of stimuli that help generate new ideas, and encourage and develop creativity skills. <p>(Al Mamouri, 2004: 48 - 49)</p>	<p>Environmental constraints: the lack of a suitable place, or overcrowding, and the lack of material support necessary for the creative project (Hassan, 131: 2004) that some societies reject creators, and may impose penalties on them. As well as resisting change because society members are accustomed to thinking in a specific context.</p> <p>Psychological and emotional handicaps: New ideas often occur to people, but they do not follow them due to fear of criticizing others, or the belief that they cannot take responsibility for their implementation, and this is called fear thinking (Haegan, 1999: 417).</p> <p>Badness organizational climate and early criticism of new ideas: The badness organizational climate and prevailing pattern of oversight, the presence of a dictatorial president, the lack of support of colleagues for ideas, and the evaluation systems and incentives used are not conducive to creativity and frustrate and energize human energies (Al-Qaryouti, 308: 2000).</p> <p>Cognitive constraints are represented in the traditional view of problems and rigidity of opinion (Hassan, 131: 2004).</p> <p>In addition to limited administrative creativity is at the lowest level or no if it is the experience and culture of leadership. Limited. (Musa, 1990: 128-129).</p>

III. Review of literatures

We will present a number of previous Arab and foreign studies related to the subject of the research, as we tried to obtain Iraqi studies directly related to the topic of the research and did not succeed (as far as we knows).

a. Woodard D. (1994)^[26]:

(Leadership patterns of middle school principals and their relationship with teacher motivation towards work)

The study aimed to determine leadership styles among middle school principals in the state of Georgia in the United States of America and determine the level of teacher motivation towards work. And revealing the relationship between the leadership styles of middle school principals and the teacher's motivation towards work. The researcher followed the descriptive approach. The study was applied to a sample of (420) teachers working in (10) schools and the study tool were: two questionnaires, the first to describe

leadership behavior, and the second to measure the teacher’s motivation to work. The study reached a set of results, the most important of which are:

There is an intermediate correlation between the leadership style of the principal and the teacher’s motivation towards work. The study gave a statistical indication that teachers are more motivated to implement the objectives of the middle school program when they work for a director with a high ability in leadership behavior skills.

b. (2001 Wippy,)

The leadership style for academic heads and job satisfaction the study aimed to: Identify the leadership style of academic heads and job satisfaction with the members of the teaching staff at Guman University, the researcher followed the descriptive approach, and the study sample included (150) of the faculty members, the study tool is a questionnaire to measure job satisfaction with faculty of school. The study reached a set of results, the most important of which are that the authority of the president was weak while the tasks were clear. And that the democratic pattern increases the job satisfaction of the faculty members, in addition to having a high internal job satisfaction.

c- (Al-Assaf, 2005)⁶¹:

The reality of administrative creativity is an applied study. The study aimed to answer the following main question: What is the reality of creativity among school principals in Riyadh city, and what are the obstacles that limit their ability to administrative creativity? As the study was applied to a sample consisting of (113) administrative supervisors, two forms were distributed to them, the first was directed to principals, and it consisted of four parts (information about school members, the level of creativity, and proposals in developing administrative creativity), and the second was directed to supervisors and consisted of two parts (information on individuals the study, and the reality of creativity for school

principals). The study reached several results, the most important of which is that the level of creativity was higher than the level of creativity, and there are no statistically significant differences between the levels of creativity of school principals.

d- Al-Qurashi, 2008⁶⁴

Administrative creativity and its relationship to change management among primary schools directorates and aid in Makkah Al-Mukarramah city, the study aimed to determine the degree of availability of administrative creativity skills among primary school principals and assistants in the school, and to determine the degree of primary school principals and aid practicing methods of change and determine the correlation between creativity and change management. The results of the study indicate the following: - Provides administrative creativity skills for primary school principals and assistants in Makkah Al-Mukarramah city. The degree of primary school principals and aids practice of change management methods came with a low degree and the containment method came with a high degree, there is a negative correlation relationship with statistical significance at the level of significance of 0.05 between the degree of administrative creativity (the traditional method) and a positive relationship between administrative creativity and change management (the inclusive method). There are statistically significant differences between members of the community with regard to the degree of availability of managerial creativity skills according to the variable type of work and years of study.

IV. Application Aspect

The current research community consisted of supervisors in Baghdad Governorate (Karkh 1,2,3 Rusafa 1,2,3) for the academic year (2017-2018) of (1055) individuals, as the number of males (529) and the number of females (526) are educational and specialist supervisors distributed to the general directorates of education, table (1) shows the details.

Table (3): research population & its percentage.

Directorates	Educational supervisors			Professional supervisors			General Total	%
	Male	Female	Total	Male	Female	Total		
Rusafa I	55	51	106	49	44	93	199	19%
Rusafa II	72	59	131	34	37	71	202	19%
Rusafa III	54	47	101	37	22	59	160	15%
Karkh I	35	64	99	34	34	68	167	16%
Karkh II	67	61	128	24	39	63	191	18%
Karkh III	48	53	101	20	15	35	136	13%
Total	331	335	666	198	191	389	1055	100%

A research sample consisting of (288) training leaders from supervisors and supervisors representing the research community was selected by (107) supervisors and (121) female supervisors. (Odeh and McCoy, 1992) indicated that the proportion of the research sample is appropriate when the community is small and is counted in hundreds, almost from the original community to search. This sample was chosen by the stratified random method (22%) of the research community, as shown in table (2).

Table (4): Research sample

General directorates in Baghdad	No.	%
Rusafa I,II,III	121	53%
Karkh I,II,III	107	47 %
Total	228	100 %

The questionnaire contains three main questions as;
First question: What is the leadership behavior required for the training leader in the Baghdad governorate?

Second question: What are the requirements that help the training leader to advance his work and make him creative?

Third question: Your most important suggestions for development is the work of the training leader.

In addition to that we conduct interviews and personal meetings with directors of the General Directorates of Education in Baghdad, and a number of educational supervisors. The interview took place in a unilateral manner, as the researcher reported their ideas and opinions to serve the research objectives. We have a look on

the training system in Iraq and the course of work in it after meeting with a number of specialists in the field of educational management, educational planning and educational policy and those involved in training and preparing training programs in the Ministry of Education.

After all of the above, we came up with many answers, opinions and ideas, as they were used in the form of questionnaire according to the fields that suit them, the number of (30) figures distributed among five scopes are (Leadership ability, challenge the ways of work, Empowering and supporting others, developing a common vision), and in its primary form, as in table (3).

Table (5): Number of figures in questionnaire for Leadership behavior and administration creativity.

Leadership behavior		administration creativity	
Scope	Numbers	Scope	Numbers
Leadership ability	7	Ability to Change	8
challenge the ways of work	8	Solve Problem	8
Empowering and supporting others	7	Stimulus	8
developing a common vision	8	Human resource development	9
Total	30	Total	33

The honesty of the tool is one of the conditions that must be met in the tests and measurements. The truthfulness of the test defines the extent of the test achieving the purpose for which it was prepared. (Return, 1987: 159)

To identify the apparent honesty of the current research tool, it was presented in its primary form to a group of experts and specialists in the field of educational management, measurement and evaluation, and others, and their number was (9) and by adopting a percentage (80%) or more for the purpose of arbitrating and verifying the veracity of its paragraphs. Educational, and according to what the experts and arbitrators showed in their opinions and views on the questionnaire paragraphs, they separated their suggestions on the researcher to amend some paragraphs and merge the other and delete a number of paragraphs to be in their final form consisting of (28) paragraph, the researcher put a triple scale in terms of the degree of importance of the paragraph (large, medium, and weak), respectively (3, 2 and 1). As shown in table (6)

Table (6): Experts results as Leadership behavior & administration creativity

Leadership behavior			administration creativity		
Scope	Numbers	%	Scope	Numbers	%
Leadership ability	7	25 %	Ability to Change	5	18%
challenge the ways of work	7	25%	Solve Problem	7	25%
Empowering and supporting others	7	25%	Stimulus	9	32%
developing a common vision	7	25%	Human resource development	7	25%
Total	28	100%	Total	28	100%

For the stability of tools, we adopted the test-retest method, due to its suitability of the nature of the study and its re-application after two weeks, on a group consisting of (24) supervisors, where the value of the correlation coefficient between the test scores was calculated using the Pearson correlation coefficient. The value of the correlation coefficient (0.911) is very good. The coherence factor of the internal consistency of the test items was also extracted by applying the formula (Kyodor-Richardson-20), where its value reached (0.894). These values are appropriate and well established, thus the tool is ready for application to the sample.

The tool was applied to the basic research sample for the academic year 2018-2019, as (250) questionnaires were distributed, and only 228 actual questionnaires were retrieved from them. We use the following statistical measures using (SPSS) program.

a- Agreement rate: To extract the percentage of arbitrators for each paragraph of the research questionnaire.

b- Pearson correlation equation: to measure the coefficient of tenacity with the concept of stability.

c- Alpha – Cronbach equation: to measure the coefficient of persistence by the concept of consistency.

d- Fischer equation: To describe each paragraph of the research tool and to know its value and its arrangement in relation to the other paragraphs within the same field to present the results.

e- Percentage weight: The mean hypothesis of the percentage of weights for the alternatives approved in the questionnaire was adopted.

6- Z-test ($n > 30$), of two unequal independent samples. Statistical analysis of the test items:

After applying the test to the second exploratory application sample of (50) supervisors and supervisors, correcting the answers and calculating the grades arranged in descending order, two extremist groups were identified in the total degree (upper and

lower) and at a rate of (50%), and they were in each of them (25) conducted the following statistical analyzes:

Presentation and discussion of results: The results of the research will be presented according to its objectives and try to discuss it, as well as a number of conclusions, recommendations and proposals will be developed.

a. To achieve the first goal (to identify the level of leadership behavior among training leaders).

The Z-test was used for one sample to compare between the theoretical mean of (26) and the arithmetic mean of (6.372) and with a standard deviation of (2.285). Greater than the tabular (1.96) at the level of significance (0.05) with a degree of freedom (227),

and that the difference in favor of the average members of the sample is closer to good, the training leaders have the study sample and this result indicates that the training leaders have good and high capabilities in the level of exercising leadership behaviors, which requires them to do so, as they are in close contact with the class of trainees, and it must be persistent in this field and try to continue to reinforce these capabilities and practices, as shown in Table 7.

Table (7): Theoretical and hypothetical mean, standard deviation, degree of freedom, Z value, and level of significance for the scores of the research sample in the leadership behavior test.

Sample	Theoretical mean	Mean	Standard deviation	Degree of freedom	Z value		Statistical significance
					Calculated	Tabulated	
228	26	6.372	2.285	227	6.895	1.96	Significant

b. To achieve the second goal in identifying the level of administrative creativity that must be met by training leaders, the Z-test was used for one sample, where the arithmetic mean is (14.7) and a standard deviation of (4.726) and when compared to the theoretical mean of (12) it was found that there is no statistically significant differences between the arithmetic mean and the theoretical mean, where the calculated Z value reached (4.96) which is higher than the tabular Z value (1.96) at the level (0.05) with a degree of freedom (227), meaning that the level of administrative creativity that must be met by training leaders of the educational supervisors and specialists among the members of the sample mean, which indicates the presence of a type of administrative creativity of the members of the research sample, even if it is at the average level and is closer to the good, which requires training leaders to urge more development of their creative capabilities and capabilities to a better level than it is currently and as shown in table (8).

Table (8): Theoretical and hypothetical mean, standard deviation, degree of freedom, Z value, and level of significance for the scores of the research sample in the administrative creativity of training leaders.

Sample	Theoretical mean	Mean	Standard deviation	Degree of freedom	Z value		Statistical significance
					Calculated	Tabulated	
228	12	17.4	4.726	227	4.96	1.96	Significant

c. To verify the third goal, which provides for the identification of the relationship between leadership behavior and the level of administrative creativity that must be available to training leaders in the Baghdad governorate. Pearson correlation coefficient has been used, where the calculated correlation coefficient value (0.694) is greater than the tabular value (0.131) at the level (0.05) with a degree of freedom (226), meaning that there is a correlation relationship with statistical significance between leadership behavior and administrative creativity of training leaders in the Baghdad governorate have individuals in the sample, which is an indication of the impact of one of the two variables on the other, that is, as long as administrative creativity is available to training leaders, which requires them to have leadership practices and behaviors that indicate the presence of these capabilities indicating their creativity, which explains the researcher's viewpoint by doing this in the leadership behavior test and their grades in a test for the creativity of the administrator to be met by training leaders as shown in table (9).

Table (9): Correlation Coefficient between Leadership behavior and the level of managerial creativity that must be met by training leader.

Degree of Freedom	Correlation Coefficient		Statistical significance
226	Calculated	Tabulated	Significant
	0.694	0.131	

Discussion

1. Through the results of the research, it appeared that the variable of leadership behavior and managerial creativity have an important role and a significant impact on training leaders, which is evident through the answers of the members of the research sample.
2. There is an indicative correlation between the variable of leadership behavior and managerial creativity among training leaders.
3. The level of leadership behavior of the training leaders was

at a level above average and close to good.

4. A high level of managerial creativity among training leaders.

Conclusion & Recommendation

1. It is important and necessary to take advantage of the results of the study in the framework of activating, improving and developing the leadership behavior of training leaders, which will be reflected on the skills and responsibilities of training leaders within the educational institution through

- conducting courses, programs and workshops for educators and academics.
2. Increasing interest in leadership behavior in order to conduct educational work for the better.
3. The need to include training leaders in training courses (TOT) to develop their training capabilities and rely on youth energies.
4. The need to include training leaders in training programs that develop their capabilities, capabilities and knowledge of the dimensions of their work.
5. The necessity to urge those in charge of the educational and training system to provide material and moral support to training leaders in order to better perform the functional roles assigned to them.
6. Conducting a similar study at the level of Iraq as a whole.
7. Conducting other field studies that adopt the method of building training programs for training leaders.
8. Conducting a pilot study on the impact of training courses for training leaders to determine their evaluation.

References

- [1] Abbas, Jawad and Abdel-Hamid, Khawlah, (2011): *The effect of intellectual capital on organizational creativity, an analytical study at the University of Babylon, Ahl Al-Bayt Journal, Iraq.*
- [2] Abdel Wahab, Ali (1975): "Personnel Management", second edition, Cairo: Ain Shams Library.
- [3] Al- Talib, Hisham (1998): *A Guide to Leadership Training.*, First Edition, Palestine: Dar Al-Mustaqbal.
- [4] Al Qurashi. Adela bint Abdullah bin Ali bin Saleh (2008). *Master Thesis in Administrative Sciences, Naif Arab University of Science for Security, College of Graduate Studies, Saudi Arabia.*
- [5] Al-Amiri, Mahdi Mohsen, and Al-Ghalabi. Taher Mohsen Mansour (2007). *Management and Business First Edition, Wael Publishing.*
- [6] Al-Assaf, Wafa Abdul Aziz (2005): "The reality of innovation and its constraints," *Master Thesis, Riyadh.*
- [7] Al-Badri, Tariq Abdul Hamid. (2001). *Leadership and administrative methods in educational institutions, 1st ed., Amman: Dar Al Fikr for printing and publishing.*
- [8] Al-Khatib, Radah et al. (2000): *Educational Administration and Supervision, Modern Trends, Dar Al-Nadwa, Amman, Jordan.*
- [9] Al-Najihi, Muhammad Labib, on *Educational Thought (2nd edition), Dar Al-Nadhah Al-Arabiya, Beirut, 1981.*
- [10] Al-Sarayrah, Aktham (2003), *The relationship between culture and administrative creativity in potash and phosphate companies, Mu'tah Journal, Volume 18, No. (4).*
- [11] Al-Tariq, Ali (1997): "Psychology of leadership is an applied study in Yemen", *Sanaa, Rakzi Abadi for Studies and Publishing.*
- [12] Al-Taweel, Hani Abdel-Rahman, (2001), *Educational Administration and Organizational Behavior, 2nd edition, Amman: The University of Jordan, Amman, Jordan.*
- [13] Amelie Platic (1992), *Secondary Learning in the World, translated by Kamal Rafiq & Al-Jarrah, Hoda Zahid and Mona Adel, Ministry of Education, Center for Educational Research and Studies, Educational Media File.*
- [14] Ba'irah, Abu Bakr (1988): "Principles of Management," *Benghazi: Center for Research and Economic Sciences.*
- [15] Cox, Diffany-John, Hoover, (1998) *Leadership in Crises, translated by Hani Khaldjorim Sartawi, House of International Ideas, Riyadh.*
- [16] Darwish, Zain Al-Abidin, (1983) *Development Methodology and Applied Creativity, Dar Al-Maaref, Kuwait.*
- [17] Likert, R. and likert, J.G (1981) *Application of system 4 in Automobile Assembly plant, in Davis, K, and New storm, J. (Eds). Or gain national Behavior, New York Mc Graw – Hill.*
- [18] Lomonaco. C. (1996). *The Relationship between Leadership Style of Georgia Elementary School Principals and Selected Variables. Dissertation Abstract International. 57.*
- [19] Musa, Ghanem Finjan (1990) *Modern Trends in Human Resources Management, Al-Raya Press, Baghdad, Iraq*
- [20] Nadim Akroush, Mamoun, Nadim Akroush, Suheir (2004) *New Product Development: An Integrated and Modern Strategic Entrance, First Edition Amman, Jordan: Wael Publishing House.*
- [21] Nashwan, Yaqoub Hussein, and Jamil Omar Nashwan (2004): *Organizational Behavior in Educational Administration and Supervision, Dar Al-Furqan, Amman, Jordan.*
- [22] Shanter, Abdul Rahman Taher (2013): *Master Thesis (Activating Organizational Creativity by Adopting Some Dimensions of Quality of Work Life), College of Administration and Economics, University of Baghdad.*
- [23] Shawky, Zarif (1992): *leadership behavior and management effectiveness.* "Cairo: Gharib Library
- [24] Stewart, G. and manz, C. (1995) *leadership for self-manging work teams: A/typology and interactive model, human Relations, 48, no 7.*
- [25] Stogdill, Ralph, M. (1963): *Manual of (LBD& – XII) Bureau of business Research, The Ohio state University Columbus, Ohio.*
- [26] Woodard, D., (1994) "Principals leader ship styles and teacher work motivation their relationship to middle school program impel mentation", *D.A.I, Vol 5, No(5.(*