

# The prevailing leadership Patterns and personal traits and their relationship to innovative thinking of female physical education teachers in middle schools in Baghdad Governorate

**Ahmed Khyoon Hashim, Thaer Dawood Salman**

University of Baghdad, Faculty of Physical Education and Sport Sciences, Iraq

Ahmed.Hashem1104b@cope.uobaghdad.edu.iq, thaer@cope.uobaghdad.edu.iq

## **Abstract.**

Teachers play a critical role in planning, organizing, coordinating, monitoring, and instructing, hence the topic of leadership styles receives a lot of attention. As a result, the physical education school is regarded as the most significant component of the educational process because it has the ability to weave together the teaching and educational skills, attitudes, and capacities that its students develop. Fits into their identities through her relationship with them. Teachers play a critical role in planning, organizing, coordinating, monitoring, and instructing, hence the topic of leadership styles receives a lot of attention. As a result, the physical education school is regarded the most significant aspect in the educational process since it can develop the teaching and educational skills, attitudes, and abilities. The significance of the study stems from the fact that it attempts to determine the type of relationship between the prevalent leadership styles and the personal qualities of physical education instructors in middle schools in Baghdad Governorate, specifically their innovative thinking. The research aims to: 1. Identifying the dimensions of the standards for each of the prevalent leadership styles, personal characteristics, and innovative thinking among female physical education teachers in Baghdad Governorate middle schools. 2. Identifying the association between leadership style aspects (initiative, interest in work, and interest in human interactions) and innovative thinking dimensions (fluency, flexibility, and originality) for physical education instructors in Baghdad Governorate's middle schools. 3. Investigating the association between the characteristics of personal attributes (control, responsibility, emotional balance, and sociability) and the dimensions of innovative thinking (fluency, flexibility, and originality) for physical education teachers in Baghdad Governorate's middle schools. The descriptive approach was used on (50) female physical education teachers, and the three standards were applied to them. After collecting the data and processing it statistically, a set of conclusions and recommendations were reached.

**Keywords.** Leadership Patterns , personal traits, innovative thinking

## **Introduction:**

Due to the importance of teachers in educational work, they have received a lot of attention and study from researchers, as leadership styles have an impact on the performance of employees in the educational process, in addition to the fact that some physical education teachers have personal characteristics that make them more vulnerable to psychological pressures and are more affected by them, on the contrary. One of the teachers who does not

care about the pressures resulting from the situations to which we are exposed. Leadership is necessary in all educational and non-educational fields. Therefore, the secret of the success of any institution is the successful efforts of its leaders in influencing those working with them and motivating them to provide the best of their energies with desire, conviction, satisfaction and a high morale. Therefore, the topic of leadership styles receives great attention due to the major role that female teachers play in terms of planning, organizing, coordinating, monitoring, and teaching. Also, the scientific development that the era is witnessing and the changes it has brought about in learning methods have undoubtedly contributed to the advancement of students and their progress as they should. Educational institutions should emphasize the importance of developing female teachers' energies and innovative abilities by knowing the ways and methods that lead to the development of these abilities in them, and given that female students represent the essence and goal of the educational process and its content, therefore female physical education teachers are employed for most processes and activities in the educational process to make an effective and direct contribution. In achieving educational and pedagogical growth processes to achieve the acceptable positive level of good academic achievement, physical readiness, and effective educational performance, therefore, the school of physical education is considered the most important element in the educational process, as it is able to make the teaching and educational skills, attitudes, and abilities that its students acquire into strong threads that are compatible with in their personalities through their interactions with them, The strength of any educational system depends essentially on the type of its teachers. No matter how clear the goals are, no matter how modern and abundant the educational equipment is, and no matter how efficient the administration is, the value of what is provided to students is determined by the female teachers. Scientific research has proven that effective teaching depends on the personality of the school. The curricula are the same, but the difference is between the female teachers. From the scientific and sports skills and knowledge they acquired and the spots characteristics, attributes and culture that depend mainly on the teacher because it leaves its clear imprint on them, personal traits are among the topics that have an important role, especially if the physical education teacher has personal traits that are desirable to her colleagues and students. It is more effective in bringing about positive changes in the behavior of its students. It also has an effective and important impact on the performance of sports and teaching skills due to the fact that it exploits the abilities and potentials of the students by investing time in what benefits them, and given that the main goal of the physical education school is to bring the students to the stage of self-education, so The focus in teaching is on how to learn the educational content to perform the basic skills of the activity that is taught and taught, and since the nature of the learning process requires the students to learn the basic skills for each game that is covered in the curriculum, to comprehend its content and content, and to memorize, understand, and remember a great deal of the sporting event. And the academic subject that was covered and taught, so the physical education school must be provided with basic learning methods that enable it to access scientific facts and then strive to have them acquired, understood and memorized by its students, which requires knowledge of the methods, methods and patterns of learning and teaching female students, so the learning methods and methods should contribute Practicing sports activities in developing innovative thinking among physical education teachers in middle schools. Scientific studies have proven the importance of having innovative thinking capabilities.(Fluency, flexibility, and originality) The teacher has, in addition to knowledge of the specialty, freedom from aggression towards her students, and a tendency to work with them, as well as the ability to innovate and change, intelligence, and emotional stability as a basic condition for the success of the educational process. Therefore,

the trend to study innovation has become a global trend because of its good and positive results and effects on the progress of the educational process. Communities, and (Abdul Salam Nassif 1979), citing Gilford, points out, "Innovation has become the key to education in its fullest sense and the key to solving most of the intractable problems that humanity suffers from. Therefore, we, as developing societies, must open the doors wide to introduce innovation in all fields, especially the field of education and at all stages." Educational" (Nasif, 1979, p. 89). The importance of the research lies in its participation by the researchers in knowing the type of relationship between the dimensions of leadership styles (initiative, interest in work, and interest in human relations) and the dimensions of personal traits (control, taking responsibility, emotional balance, and sociality) that prevail among female physical education teachers in middle schools in Baghdad Governorate, with dimensions Their innovative thinking (fluency, flexibility, and originality) and an attempt to benefit from the results of the study in the future. The problem of the current study is trying to answer a question on the researchers' minds related to trying to find out whether there is a relationship between each of the leadership styles (initiative, interest in work, and interest in human relations) and the personal traits (control, taking responsibility, emotional balance, and sociality) that prevail among female physical education teachers in middle schools. In Baghdad Governorate, the dimensions of innovative thinking (fluency, flexibility, and originality) to reach final results that serve the teaching process and its employees. The research aims to (identify the dimensions of the standards of each of the prevailing leadership styles, personal traits, and innovative thinking of physical education teachers in middle schools in the Governorate Baghdad, and to identify the relationship of the dimensions of the prevailing leadership styles (initiative, interest in work, and interest in human relations) with the dimensions of innovative thinking (fluency, flexibility, and originality) for physical education teachers in middle schools in Baghdad Governorate, and to identify the relationship of the dimensions of personal traits (control, taking responsibility, Emotional and social balance) with the dimensions of innovative thinking (fluency, flexibility, and originality) for physical education teachers in middle schools in Baghdad Governorate), and the research was conducted for the period from 2/4/2024 until 4/21/2024 .

#### **Methods:**

The descriptive method was used in the survey to accurately perceive the relationship s between society, trends, inclinations, desires, and development. This method provides a picture of reality and helps set indicators for future predictions (Mahjoub, 2000, p. 95).

#### **Participants**

The researchers conducted a comprehensive inventory of the number of middle schools for girls distributed in Baghdad Governorate for the academic year 2019-2020 after private schools were excluded, and the cluster sampling method was used (Muhammad Subhi and Adnan Muhammad 1983), which is a method based on dividing the statistical population into partial groups. Clear, we call each of them a cluster and then we select a simple random sample from among those clusters" (Abu Awad and Awad, 1983, p. 135). In the first stage, (58) middle schools for girls were randomly selected from among (1,710) middle schools in Baghdad Governorate, after middle schools for boys were excluded, at a rate of (3.391%). As for the second stage, the research sample was chosen from female teachers. Physical education in middle schools for girls included in the study, which numbered (50) physical education teachers. It is preferable for the sample percentage to be (1%) if the size of the population is large, as indicated by (Odeh Ahmed and Khalil Al-Khalili, 1988) (Ahmad and Al-Khalili,

1988, Page 146), and this size is larger than (30) individuals, which indicates the possibility of moderate distribution of this size. (8) female teachers were also chosen as a sample for the exploratory experiment and were excluded from the final work sample.

### **Data collection methods:**

The researchers used the following tools and devices (Arabic and foreign references, the International Information Network (the Internet), tests and measurement, personal interviews, an individual registration form for data on the Leadership Styles Scale, an individual registration form for data on the Personal Traits Scale, an individual registration form for data on the Innovative Thinking Scale).

Steps to do work The researchers used three scales: the first (Leadership Styles Scale) (Nawaf Bin Safar, 2008) (Al-Otaibi, 2008, p. 327), the second (Personal Traits Scale) (Fouad Abu Hatab, 1980) (Abu Hatab, 1980, p. 72), and the third ( Innovative thinking scale) (Sayed Muhammad 1985) (Khairallah, 1985, p. 10). The researchers found that the three standards are used and codified in the Arab environment in previous studies, so they were relied upon, in addition to their high validity and reliability. They are explained below:

First : Leadership styles scale:

This scale was prepared by (Nawaf bin Safar bin Mufleh Al-Otaibi 2008) after relying on the (Leadership Behavior Description (LBDQ)) scale prepared by (Halpin 1957) (where the original scale was used translated into Arabic and translated by Professor Dr. Muhammad Hassan Rasmi, and after making modifications it was stable. The (Leadership Styles) scale, which consists of thirty items divided into two dimensions as follows: The first dimension / (the dimension of initiative and interest in work), which includes (15) paragraphs starting from (1 to 15).The second dimension / (dimension of interest in human relations), which includes (15) items starting from (16 to 30), noting that each paragraph includes a feeling or feeling that the teacher experiences as a result of his practice of the teaching profession. The subject is asked to specify the answer to the items of the scale that is based on According to the five-point Likert method (from 1 to 5) and arranged as follows: (does not apply at all (1), does not apply to a great extent (2), applies to some extent (3), applies to a great extent (4), applies completely) (5).

Second: Personal traits scale:

This scale was prepared by Jordan Albert and translated into Arabic by Fouad Abu Hatab 1980. By using it, we can measure four personality traits that are important in daily work for a normal person (teacher), which are (control, responsibility, emotional balance, and sociability).

The scale can be applied individually or collectively, and the method of answering is by choosing one of the four statements in front of each paragraph that the teacher believes is closest to him and that is similar to him, noting that the total time for answering the scale is open-ended, and the data is transcribed on the basis of calculating the score for each trait separately. It is (18) items, by giving (2) points for each statement that is preferred to a greater degree, (1) point for each statement that is not marked, and (0) for each statement that is preferred to a lesser degree... Thus, the total score for each personality trait will be (36) degrees, while the total score of the scale will be (144) degrees.

Third: Innovative thinking test:

The test consists of two parts (the first) is prepared from one of the Torrance battery for innovative thinking known as (The Minnesota test of creative thinking) after the University of Minnesota where Torrance worked using this battery. The battery consists of four sub-tests:

(Uses, Consequences, situations, development or improvement) and each test consists of two situations and each situation has a specific time for the answer of (5) minutes. As for (the second) is the Barron test known as (Barron test of Anagrams) and it is used to measure associations or as it is called formations, as it consists It contains meaningful words from the letters of each of the two words included in the test. In its Egyptian form, it consists of two words (Democracy and Tanta) and each word has (5) minutes to answer. Each of the five tests included in the test measures the three abilities of innovative thinking, which are (fluency, flexibility, and originality). The sum of the scores for these abilities represents the total score for innovative thinking, and thus each respondent has four scores:

1. Fluency / It is measured by the ability to state the largest possible number of appropriate answers in the time specified in the four first section tests, as well as the largest possible number of correct words that have meaning in the second section of the test.

2. Flexibility: It is measured by the ability to produce appropriate answers and their variety in the four choices of the first section, as well as by the number of correct words that have meaning, provided that they are diverse and numerous, that is, by excluding repeated words.

3. Originality / It is measured by the number of answers that are not common among the group to which the respondent belongs in the tests of the first section and by the number of meaningful words that he composes that were not mentioned by the members of the group in the second section. The idea or word is original if its frequency is low, and the degree of originality decreases as its repetition increases.

4. The total score for innovative thinking / measured by the sum of the scores for fluency, flexibility, originality, and both positions together in each test.

The scientific foundations of the three measurements:

Despite the validity of the three measures used in the study and their suitability to the Iraqi environment, the researchers calculated the validity and reliability of the three measures as follows:

#### 1. Validity of metrics:

The two researchers presented the three scales to experts and specialists in sports psychology, testing, and measurement to estimate their suitability for the research sample, and they all agreed on the validity of the scales, which indicates that they enjoy content validity.

#### 2. Stability of measurements:

The researchers calculated the stability of the (leadership styles) scale in three ways: (test and retest) (Al-Qaisi, 2020, p. 198), the (half-split) method (Al-Qaisi, 2020, p. 237), and the (Cronbach's alpha coefficient) method (Al-Qaisi, 2020). (Page 287) by applying it to (8) physical education teachers from middle schools for girls in the center of Baghdad Governorate, and they were excluded from the main work sample for the academic year 2023-2024 AD. In (the test and retest method), the simple Pearson correlation coefficient was used between the scores. For both applications, the calculated value reached (0.841), which has a significance level (Sig) of (0.001), which is smaller than the approved significance level of (0.05), which indicates that the scale has a high reliability coefficient. As for the (half-splitting) method, the paragraphs were divided into two groups, the group of paragraphs that carry odd numbers and the group of paragraphs that carry even numbers. Using the Spearman correlation coefficient between the scores of the odd items and the scores of the

even items, the researcher obtained the calculated value of (0.869), which represents consistency. The internal half of the test was corrected using the Spearman-Brown equation, and the reliability coefficient of the scale became (0.929), which indicates that the scale has a high reliability coefficient. The value of (Cronbach's alpha coefficient) for internal consistency was also extracted to identify the extent to which the items relate to each other within the scale, as well as the correlation of each item with the scale as a whole. Its calculated value was reached at (0.922) at the significance level (Sig) of (0.001), which is smaller than the approved significance level of (0.05), which indicates that the scale has a high reliability coefficient. As for the reliability of the (personal traits) scale, it was also calculated in three ways: (test and retest), the (split-half) method, and the (Cronbach's alpha coefficient) method, and it was applied to the same sample. In (the test and retest method), the calculated value reached (0.880), which is smaller than the approved significance level of (0.05), which indicates that the scale has a high reliability coefficient. As for the (half-splitting) method, the calculated value reached (0.847), and by correcting it with the (Spearman-Brown) equation, it became (0.917), which indicates that the scale has a high reliability coefficient. The value of (Cronbach's alpha coefficient) for internal consistency was also extracted, and its calculated value reached (0.911) at the (Sig) significance level of (0.000), which is smaller than the approved significance level of (0.05), which indicates that the scale has a high reliability coefficient. While the reliability of the (innovative thinking) scale was also calculated in three ways: (test and retest), the (split-half) method, and the (Cronbach's alpha coefficient) method, and it was applied to the same sample. In (the test and retest method), the calculated value reached (0.836). It has a significance level of (Sig) of (0.002), which is smaller than the approved significance level of (0.05), which indicates that the scale has a high reliability coefficient. As for the (half-splitting) method, the calculated value reached (0.819) and was corrected with the (Spearman-Brown) equation. The scale's reliability coefficient became (0.900), which indicates that the scale has a high reliability coefficient. The value of (Cronbach's alpha coefficient) for internal consistency was also extracted, and its calculated value reached (0.941) at the (Sig) significance level of (0.000), which is smaller than the approved significance level. The amount is (0.05), which indicates that the scale has a high reliability coefficient.

The main research experience:

The main experiment was conducted on February 4, 2024. The researchers distributed questionnaires for the three measures (leadership styles, personal traits, and innovative thinking) to physical education teachers in middle schools for girls in Baghdad Governorate for the academic year 2023-2024. The importance of the study was clarified and accuracy was emphasized. In answering all paragraphs for all standards.

Statistical laws:

The ready-made program (IBM SPSS Statistic Ver26) was used to extract: (arithmetic mean, standard deviation, skewness coefficient by means of moments, partial correlation coefficient, Pearson correlation coefficient, Spearman-Brown correlation coefficient, Spearman-Brown equation to correct the correlation coefficient, Cronbach's alpha coefficient)

**Results and discussion**

The researchers applied the three scales to the research sample, and after completing and analyzing the answers and calculating the total scores for each dimension of each scale, in addition to the total score for each scale, the arithmetic mean, standard deviation, median values, and skewness coefficient were calculated for each scale, as in Table (1).

Table (1) Arithmetic means, standard deviations, median, and skewness coefficient.

skewness	Y	O	C	Dimensions	standard	T
0.349	65	4.177	65.84	Initiative and interest in work	Leadership Patterns	1
0.043	67.50	5.124	66.54	Caring about relationships Humanity		
0.343 -	137.50	7.802	136.56	Total marks		
0.963	31	1.909	31.70	the control	Personal traits	2
0.538 -	31	3.346	30.70	the responsibility		
0.189 -	31	6.512	27.40	Emotional balance		
0.847 -	65	6.641	63.16	Social		
0.946	125	6.267	124.90	Total marks		
0.929 -	65	6.255	62.68	Fluency	Innovative thinking	3
0.227 -	64.50	6.645	60.96	Flexibility		
0.497 -	64	6.140	61.66	originality		
0.346 -	355.50	13.414	355.22	Total marks		

We note in Table (1) the values of the arithmetic means, standard deviations, median, and skewness coefficient for all three measures. It is noted that all the skewness coefficient values for the dimensions of all measures were smaller than (+1), which indicates the good distribution and homogeneity of the sample. Presentation of the results of the correlation between the dimensions of the two scales of leadership styles and personal traits with the dimensions of the innovative thinking scale: In order to achieve the research objectives, the researchers extracted the relationship between the dimensions of the leadership styles and personal traits scales with the dimensions of the innovative thinking scale through the use of Pearson’s simple correlation coefficient law. It became clear that all dimensions of (leadership styles) and dimensions of (personal traits) were of significant significance with the dimensions of (thinking). Innovative) This is because all the calculated (R) values had a significance level (Sig), which is smaller than the approved significance level value of (0.05), which indicates that they are all significant and that there is a relationship with the dimensions of innovative thinking and the total score as well, as shown in Table (2).

Table (2) shows the correlation coefficients between the dimensions of the two scales of leadership styles and traits Personality with Dimensions of the innovative thinking scale.

The total Metric	originality	Flexibility	Fluency	Innovative thinking Metrics ← Dimensions of Metrics	Metrics
0.475	0.365	0.404	0.458	Initiative and interest in work	Leadership Patterns
0.000	0.000	0.000	0.001	Significance level Sig	
0.502	0.442	0.391	0.408	<b>Interest in human relations</b>	
0.002	0.001	0.000	0.000	Significance level Sig	Personal traits
0.461	0.392	0.320	0.454	<b>The total score of the Metric</b>	
0.000	0.000	0.000	0.000	Significance level Sig	
0.488	0.397	0.416	0.478	the control	
0.000	0.000	0.000	0.000	Significance level Sig	
0.420	0.422	0.439	0.510	the responsibility	
0.001	0.000	0.000	0.002	Significance level Sig	
0.490	0.457	0.482	0.460	Emotional balance	
0.000	0.001	0.000	0.000	Significance level Sig	
0.410	0.366	0.397	0.368	Socia	
0.002	0.001	0.003	0.001	Significance level Sig	
0.502	0.463	0.489	0.512	<b>The total score of the Metric</b>	
0.002	0.000	0.001	0.004	Significance level Sig	

### Discussion

The result reached by the researchers in the emergence of a significant relationship between the dimensions of the two scales (leadership styles and personal traits) with the dimensions of the scale (innovative thinking) among physical education teachers in middle schools in Baghdad Governorate indicates that the skill of the physical education teacher in planning the work assigned to her and being prepared To have human relations and sincere assistance to the school administration and their fellow female teachers in physical education, because social human relations are a basic and vital factor for the continuation of the high momentum in the school community and the attempt to innovate and renew in the field of school sports. They are also highly social and quick to adapt in their lives and public relations, especially among students. The school administration and the students are also characterized by decent morals, and this result is consistent with what (Mustafa Abdel Salam, 1985) pointed out: “It is known that morals are one of the important basic components of the personality, which play a major role in the individual’s ability to influence others” (Al-Hiti, 1985, p. 69). The researchers also believe that the reason for physical education teachers in middle schools being subject to the instructions and orders issued by the party responsible for them (the administration) and adhering to them, as well as being subject to implementing the teaching plan and not violating or deviating from its texts, is that most middle school principals have been chosen from among the leadership figures who are Confident in her abilities,Also, physical education teachers are able to carry out all requirements and work efficiently and command respect among all teachers in the school as a result of their interactions. However, the principals of some middle schools



are unable to change some of the ideas and convictions of physical education teachers, and thus their personal characteristics fluctuate between positive and negative, and this indicates that their behavior They are subject to what different circumstances and situations dictate to them. They prefer to involve administrators and teachers in carrying out some tasks and delegate some tasks to them while following up on these tasks in carrying out some tasks. Therefore, all of this leads to an increase in their performance in leading the class. They also have the qualities of courage, activity, kindness and adventure and do not know danger. This result is consistent with what was indicated by (Mahmoud Hassan and Haider Shaker 2011 ) “that most writers and researchers see the difference between the manager and the leader, as the manager is required to carry out the functions of the administrative process - planning, organizing, directing and controlling, while leadership is one of these functions for the manager and he cannot Without it, the manager must possess the elements of successful leadership” (Jomaa and Nouri, 2011, p. 316), and it agrees with what was stated by (Alaa El-Din Hussein 1986) “that the teacher who is characterized as practical has his thinking based on objective facts and is firm and quick to solve practical issues” ( Abdel Razzaq, 1986, p. 95).It is also consistent with what was indicated by (Ramadan Amman, 2014 AD) “that the leadership style of the director, officials, supervisors, and administrators has a role in determining the nature of the organizational climate at the university. The autocratic leader limits the initiatives of the employees and prevents them from participating in decision-making, as the director is fanatical in his opinion and tends to monopolize his opinion.” In all administrative processes, which makes the organizational climate tend toward negativity, while the democratic leader believes in the importance of human relations within the university and believes in involving employees in decision-making in order to create a positive atmosphere in which employees feel a sense of belonging to the university, which makes the organizational climate move toward positivity” (Ammon, 2014, p. 239), and it also agrees with what was stated by (Fuad Abu Hatab and Amal Sadiq 1977) (14: 138) “The competent teacher is the one who can control his emotions and his sobriety in various situations” (Abu Hatab and Sadiq, 1977, p. 138). The result also agrees with the findings of the study (Youssef Nabrawi and Ali Yahya, 1989), which indicated an increase in the trait of control (Nabarawi and Yahya, 1989, p. 27).The researchers also believe that learning methods, methods, and positive study habits should contribute to the development of innovative thinking among female physical education teachers, and this result is consistent with what (Saeb Ahmed, 1981) concluded, “that there is a relationship between academic achievement and mental abilities” (Al-Alusi, 1981, p. 97). It also agrees with what (Ibrahim Abdel Karim, 2001) pointed out: “We notice today that nations are not measured by the material or natural resources they have, but rather the measure of progress has become what this or that nation possesses of innovative human resources” (Al-Husseini, 2001, p. 12), and some studies, including the study of (Hussam El-Din Mahmoud, 1974), have concluded that “innovators have the ability to confront new situations, flexibility and tolerance, and the group’s participation in its activities and influence, and their ability to reach leadership positions” (Azab, 1974, p. 381), and the result is also consistent with what was indicated by (Zain Al-Abidin Abdel Hamid 1974) (Darwish, 1974, pp. 9-22), and (Abdul Salam Abdel Ghaffar 1977) “In addition to these mental capabilities, innovative production in particular needs the availability A number of motivational factors, such as the tendency toward free-thinking and emotional factors such as self-confidence, risk-taking, and independence in thinking” (Abdul Ghaffar, 1977, pages 200-201). This has made many of those interested in educational matters confirm that the individual acquires the necessary skills in order to access the basic sources of knowledge. This is consistent with what was indicated by (Abdullah Abd al-Dayem 2001) (11:23).”On this basis,

developed countries paid attention to awareness-raising for their students and allocating weekly hours to teach thinking first and develop it to reach the degree of innovation second” (Abdul-Dayem, 2001, p. 23), and agree with what (Nawaf Bin Safar 2008) pointed out: “The appropriate leadership style is compatible with... The appropriate personal trait is (control, responsibility, emotional balance, and sociality), and that the relationship between leadership styles, personal traits, and morale is a causal relationship between them, so that the individual can judge the success of the leader (school principal) through the leadership style and the personal trait that he possesses. Which in turn leads to a good climate that is reflected in the teachers’ performance and thus raises their level of morale” (Al-Otaibi, 2008, p. 121). The researchers also believe that physical education teachers in middle schools for girls feel that they are responsible for their work, especially before their administrations. Therefore, we see that they do not tolerate the responsibilities placed on their shoulders and therefore deal with them with complete seriousness and continue their work without getting tired or bored. However, they cannot change some ideas and convictions when... Their fellow teachers, therefore, their personal traits fluctuate between positive and negative, and this indicates that their actions are subject to what different circumstances and situations dictate to them. This result is also consistent with what was found in a study (Youssef Nabrawi and Ali Yahya 1989), which indicated a high level of responsibility (Nabrawi and Yahya (1989, p. 42),The researchers also believe that the mission of education is no longer just transferring information to physical education teachers, but rather it seeks, through its programs and activities, to train and upgrade their skills, and more importantly, to develop the ability of each school to understand and think advancedly, which requires those working in physical education to come up with the best possible formulas and methods to provide Physical education teachers are equipped with scientific and pedagogical cognitive skills to develop the innovative capabilities available to them, and this result is consistent with what was indicated by (Ayad Ismail 2004) (12: 25) “The learning style and following positive study habits among students can contribute to the development of innovative thinking.” Especially among university students who can adopt appropriate habits that may lead to developing their mental abilities as well as helping in learning and gaining experience” (Al-Samarrai, 2004, p. 25), and physical education teachers in middle schools realize that they deal with multiple categories of Society, because they study as students from different social strata, and thus they have a high level of social contact, especially in the surrounding community, which gives the school of physical education a high social image, and thus the negative quality of the social trait decreases for them. This result is consistent with the findings of (Mohamed bin Mohammed 2008), which She indicated a high social trait (Rasmi, 2008, p. 208).

### **Conclusion**

There is a significant correspondence and influence between the dimensions of the prevailing leadership styles (initiative, interest in work, and interest in human relations) with the dimensions of innovative thinking (fluency, flexibility, and originality) among physical education teachers in middle schools in Baghdad Governorate.

There is a significant correspondence and influence between the dimensions of personal traits (control, responsibility, emotional balance, and sociability) with the dimensions of innovative thinking (fluency, flexibility, and originality) among female physical education teachers in middle schools in Baghdad Governorate.

The direct effects of the dimensions of the prevailing leadership styles scale with the dimensions of the innovative thinking scale were positive and significantly significant.

The direct effects of the dimensions of the Personal Traits Scale with the dimensions of the Innovative Thinking Scale were positive and significantly significant.

### **Recommendations**

It is necessary to pay attention to the final results reached by middle school administrations and in relation to the method of dealing with their physical education teachers.

It is necessary to conduct similar studies on physical education teachers in primary and middle schools in order to determine the type of relationship between the dimensions of their three scales.

It is necessary to conduct a similar study to compare physical education teachers in primary, middle and middle schools in the three standards. . It is necessary to conduct a similar study on physical education teachers in primary, middle and middle schools in order to find out the type of relationship between the dimensions of their three scales.

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