

## **The relationship between leadership styles and physical education teachers`creativity**

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### **ABSTRACT**

The aim of this study is to consider the relationship between leadership styles and physical education teachers` creativity. The statistical sample included 160 physical education administrators and physical education teachers and research questionnaire was leadership style (Leadership style assessment questionnaire) and the creativity questionnaires (Randsepp). Results showed that the average leadership style score 127/9 (maximum possible score of 200). Average score for male and female physical education teachers' leadership style were / 129 /76 and 126/2 , respectively. Amongst the leadership style indices, the average male and female physical education teachers' perception of pragmatic leadership were 25/48 and 25/3(40). The maximum possible score for tionaltransforma leadership was 160 of which the average perception of male and female teachers were 104/28 and 100/9 respectively. Hypothesis test results showed that the correlation between leadership style and creativity was significant (0.56). This result confirms the theoretical underpinnings of the research in which leadership style acts as a facilitator and stimulator of the direct and indirect effects on people's creativity.

**Keywords:** leadership style, creativity, physical education teachers, administrators.

## INTRODUCTION

Among the organizations that have a significant and important role in human life is an educational organization. There is a great need to creative and innovative people in educational organization and other educational centers. According to Diane (2004), educational organization is a cradle for research and innovation. Kimberly (2003) also considers education institution as a place for creativity and innovation. With this new approach, we can predict that In coming decades, educational organization will be the best place for research, creativity and innovation. Benjamin et al (2006) believe that the leadership change in the methods of evaluation and selection is more effective. Studies show that less attention has been called to attract creative people and supporting research.

These changes require adaptation with the environment based on creativity and new ideas.

Given the rapid developments and the inevitable need to adapt and change with the advancement of science, the present research is to determine the relationship between leadership styles and physical education teachers` creativity.

## METHODS

Research methodology is descriptive. The statistical population is all managers (the expert) and physical education teachers were with at least three years teaching history. According to Director General official statistics, the underlying Statistical population was 2,078 of whom 160 Physical education teachers were randomly selected. Based on the following formula (Kukran):

$$n = \frac{s^2 \times p \times q}{d^2} = \frac{1.96^2 \times 0.5 \times 0.5}{0.0775^2} = 160$$

## VARIABLES MEASURING TOOLS

According to the research objectives, the best tool for data collection was a questionnaire to determine the attitudes and beliefs of Physical education teachers about leadership style and creativity. For this purpose, three questionnaires were used as follows:

- 1 - General Information Questionnaire (individual) required by the study included demographic data and Personal characteristics of subjects
- 2 - Leadership Style Assessment Questionnaire: This questionnaire includes 40 items. This questionnaire was standardized by Marshall (1996) (Last revised)
- 3 - Creativity questionnaires (Randsepp). : This questionnaire was devised by Randsepp in 1979 and published in the Staff Journal (Personnel journal)

Jvancevich and Mattson (1989) reported creativity questionnaires (Randsepp) as a comprehensive tool to measure the creativity. The questionnaire included 50 questions and each question has a Likert scale of five items. After making sure of their validity, we asked the opinions of 12 management science experts and physical education teachers.

To ensure reliability during the pilot study, we attained test-retest reliability coefficient for the leadership style questionnaire (0.95) and creativity (0.94).

To organize, summarize, classify and describe the raw scores of the sample size, we used descriptive statistical methods for calculating the frequency, averages, percentages, standard deviations data. eHer, correlation, Levin test (Homogeneity of variance), Kolmogorov Smirnov (normal distribution), parametric statistics (Pearson coefficients, statistical regression and comparison of means) were taken into account.

## **RESULTS AND FINDINGS**

The mean and standard deviation of the scores the physical education teachers would give to leadership style were calculated.

Results showed that the average leadership style score 127/9 (maximum possible score of 200). Average score for male and female physical education teachers' leadership style were / 129 /76 and 126/2, respectively.

## **CONCLUSIONS AND DISCUSSION**

Amongst the leadership style indices, the average male and female physical education teachers' perception of pragmatic leadership were 25/48 and 25/3(40). The average perception of male and female teachers were 104/28 and 100/9 respectively. Hypothesis test results showed that the correlation between leadership style and creativity was significant (0.56). This result confirms the theoretical underpinnings of the research in which leadership style acts as a facilitator and stimulator of the direct and indirect effects on people's creativity.

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