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Kampus Sultan Abdul Jalil Shah



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**THE INFLUENCE OF TRANSFORMATIONAL
LEADERSHIP ON TEACHERS' CREATIVITY
IN THE UNITED ARAB EMIRATES
PUBLIC SCHOOLS**



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**FATMAH KAMEIS ABDULLA AL KHADEIM
ALANTALIE**

SULTAN IDRIS EDUCATION UNIVERSITY

2024



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DISSERTATION PRESENTED TO QUALIFY FOR A MASTER OF EDUCATION
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FACULTY OF MANAGEMENT AND ECONOMICS
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2024



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ABSTRACT

This study aimed to examine the effect of transformational leadership (TL) on teachers' creativity (TC) in the United Arab Emirates public schools. The study employed a quantitative approach. The sample of 420 teachers was selected using a random sampling technique. This study further employed T-Test and Multiple Regression to analyse the hypotheses. Findings revealed significant effect of teacher gender on TL(IS) ($t=9.388$, $F=11.567$, $p=0.000$) with men ($M = 2.8094$, $SD=0.89162$) attaining higher scores than women ($M=1.998$, $SD=0.775$). On TL(IC), there was significant effect of gender ($t=6.031$, $F=4.033$, $p=0.000$) with men ($M = 2.707$, $SD=1.074$) attaining higher scores than women ($M=2.03$, $SD=1.119$). On TL(IM) there was a significant effect of gender ($t=6.500$, $F=3.311$, $p=0.000$) with men ($M = 2.8058$, $SD=1.082$) attaining higher scores than women ($M=2.109$, $SD=0.995$). On TL(II), gender showed a significant effect ($t=6.638$, 6.759 , $p=0.000$) with men ($M = 2.839$, $SD=1.059$) attaining higher scores than women. The findings also indicated the significant effect of teacher gender on teacher creativity (TC) components Fluency and Flexibility (FF). Findings show that teacher gender has a significant effect ($t=6.264$, $F= 21.642$, $p=0.000$) with men ($M = 2.683$, $SD=1.221$) attaining higher scores than women ($M=1.974$, $SD=0.937$). Findings on TL based on teacher experience showed that TL differs significantly across levels of teacher experience with the mean difference across group 1-4 showing significant difference ($P=0.000$). Further, Finding TC based on teacher experience showed that teacher creativity differs significantly for FF and (independent learning) IL ($FFF=15.313$, and $FIL=9.567$), ($Pff = 000$, $PIL = .000$). Finding the influence of TL and TC a significant regression equation was found ($F= 2.001$, $P<0.00$, $R^2 = 0.110$). In conclusion, the study reveals that transformational leadership in UAE public schools boosts teacher creativity, with gender and experience shaping leadership, but gender doesn't significantly influence overall creativity. The Implication of the research findings will be available to be used in implementation management and training processes of teacher education in the UAE that allow teachers to be more creative and innovative and so on to improve learning students in UAE public schools.



PENGARUH KEPIMPINAN TRANSFORMASI KE ATAS KREATIVITI GURU DI SEKOLAH AWAM UINTEG ARAB EMIRATES

ABSTRAK

Kajian ini bertujuan untuk mengkaji kesan kepimpinan transformasi (TL) terhadap kreativiti guru (TC) di sekolah awam Emiriah Arab Bersatu. Kajian ini menggunakan pendekatan kuantitatif. Sampel seramai 420 orang guru telah dipilih menggunakan teknik persampelan rawak. Kajian ini seterusnya menggunakan Ujian-T dan Regresi Berganda untuk menganalisis hipotesis. Dapatan menunjukkan kesan signifikan jantina guru terhadap TL(IS) ($t=9.388$, $F=11.567$, $p=0.000$) dengan lelaki ($M = 2.8094$, $SD=0.89162$) yang mencapai skor lebih tinggi daripada wanita ($M=1.998$, $SD=0.775$). Pada TL(IC), terdapat kesan signifikan jantina ($t=6.031$, $F=4.033$, $p=0.000$) dengan lelaki ($M = 2.707$, $SD=1.074$) mencapai skor yang lebih tinggi daripada wanita ($M=2.03$, $SD=1.119$). Pada TL(IM) terdapat kesan signifikan jantina ($t=6.500$, $F=3.311$, $p=0.000$) dengan lelaki ($M = 2.8058$, $SD=1.082$) mencapai skor yang lebih tinggi daripada wanita ($M=2.109$, $SD=0.995$). Pada TL(II), jantina menunjukkan kesan yang signifikan ($t=6.638$, 6.759 , $p=0.000$) dengan lelaki ($M = 2.839$, $SD=1.059$) mencapai skor yang lebih tinggi daripada wanita. Dapatan kajian juga menunjukkan kesan signifikan jantina guru terhadap komponen kreativiti guru (TC) Kefasihan dan Fleksibiliti (FF). Dapatan kajian menunjukkan jantina guru mempunyai kesan yang signifikan ($t=6.264$, $F= 21.642$, $p=0.000$) dengan lelaki ($M = 2.683$, $SD=1.221$) mencapai markah yang lebih tinggi iaitu. wanita ($M=1.974$, $SD=0.937$). Dapatan TL berdasarkan pengalaman guru menunjukkan TL berbeza secara signifikan merentas tahap pengalaman guru dengan perbezaan min merentas kumpulan 1-4 menunjukkan perbezaan yang signifikan ($P=0.000$). berdasarkan pengalaman guru menunjukkan bahawa kreativiti guru berbeza secara signifikan bagi FF dan (pembelajaran bebas) IL ($FFF=15.313$, dan $FIL=9.567$), ($Pff = 000$, $PIL =.000$). Mencari pengaruh TL dan TC persamaan regresi yang signifikan didapati ($F= 2.001$, $P<0.00$, $R2 = 0.110$). Kesimpulannya, kajian itu mendedahkan bahawa kepimpinan transformasi di sekolah awam UAE meningkatkan kreativiti guru, dengan jantina dan pengalaman membentuk kepimpinan, tetapi jantina tidak mempengaruhi kreativiti keseluruhan dengan ketara. Implikasi dapatan kajian akan tersedia untuk digunakan dalam pengurusan pelaksanaan dan proses latihan pendidikan guru di UAE yang membolehkan guru menjadi lebih kreatif dan inovatif dan seterusnya untuk meningkatkan pembelajaran pelajar di sekolah awam UAE.

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LIST OF ACRONYMS

ADEC	Abu Dhabi Education Council
ADEK	Abu Dhabi Department of Education and Knowledge
BCE	Bilingual Creative Education
DKHD	Dubai's Knowledge and Human Development authority
EMPs	Educational management processes
GDSS	Group decision support systems
MoE	Ministry of Education
PISA	Programme for International Student Assessment
TALIS	Teaching And Learning International Survey
TC	Teacher Creativity
TE	Teacher Experience
TL	Transformational Leadership
UAE	United Arab Emirates
WHO	World Health Organization





LIST OF APPENDICES

- A Questionnaire
- B Letter Of Approval by Research Ethics Commitee
- C Statistics Reference





CHAPTER 1

INTRODUCTION



Educational Management refers to the factual application of management principles in education fields by observing human resources, learning resources and supporting both facility and finance resources (Díez et al., 2020). Educational management processes (EMPs) have parts that comprise education planning, education administration, educational organization, educational direction, educational coordination, educational supervision, education controlling, and education evaluation. Educational management processes (EMPs) include so many components ranging from education planning to administration, organizational aspects, direction, coordination, supervision, controlling, and evaluating. Activities involved in the implementation of EMPs include giving proper information, practicing with exercises, making clarifications, and reviewing,





revising, and testing learners. These processes are systematic approaches used by school managers (Ibrahim & Mazin, 2018).

The United Arab Emirates (UAE) has been identified by the Programme for International Student Assessment (PISA) as one of the rapidly improving global education systems where the nation is actively pursuing global excellence in the field of education (Ibrahim & Alhosani, 2020). The education system in the UAE rests on a structure of pre-primary education, free and compulsory primary and secondary education in public schools where the Arabic curriculum is followed, and private schools which provide alternative curricula. Moreover, higher education institutions contribute a lot towards that (Alhosani, 2022). From the international perspective, Schools have gone through an overwhelming need these days to undergo a transformation, and the prevailing literature asserts to establish a positive relationship between transformational leadership and the capacity of effective school principals to implement successful reforms, which is positive (Litz & Scott, 2020).

During the last forty years, the status of Transformational Leadership concepts integrated with creativity concepts has been advancing rather slowly in practice but can hardly be called progressive, especially with the lack of knowledge of teacher creativity in primary schools and the impacts of transformational leadership on the case (Gaad, 2019). The study set out to investigate the impact of transformative leadership on teacher creative. The research used quantitative methods and descriptive research design; questions in close-ended questionnaires functioned as the primary tool of data collection. In this chapter, the information was presented regarding the research background, the present problem, research objectives, research questions, hypotheses,





and both the conceptual framework and theoretical framework of the study. Last, the chapter discussed the importance of research.

1.2 Research Background

Transformational leadership is a modern leadership style that was formulated by James V. Downton in 1973 and was further improved by James MacGregor Burns in 1978. In 1985, the concept of TXL grew bigger (Armstrong & Lorenz, 2020). Bernard M. Bass presented ways of assessing the effectiveness of transformational leadership by James V. Downton in 1973 and laid a foundation for Transformational leadership, which was further developed by James MacGregor Burns in 1978 (Armstrong & Lorenz, 2020).

In 1985, the whole idea of transformational leadership was further extended and specified by Bernard M. Bass, a researcher who touched upon transformational leadership measurement approaches (Kasemaa & Suviste, 2020). First mentioned in descriptive research by Burns about political leaders, the term has since then become utilized in organizational psychology. Transforming leadership, as Burns defined was a process where leaders and followers collaborate in order to help each other to ascend to a higher level of morale and motivation (Reza, 2019). He emphasised differences between the manager and leadership, focusing on different characteristics and behaviours, introducing the concept of transformational leadership and transaction leadership. Transforming, according to Burns, led significant individuals and organizations to change their attitudes (Reza, 2019).





As opposed to the transactional approach, transforming leaders are personified as the ideal morals and company issue workers who strive to guarantee the welfare of the team, organization, and community. Bass and Avolio (1994) have also implied a framework where transformational leaders demonstrate behaviours that promote higher performance standards like intellectual stimulation, individualized consideration, and inspirational motivation (Marisya et al., 2023).

On the other hand, the word creativity was first applied by Maciej Kazimierz Sarbiewski, a 17th-Century Polish poet whose meaning was later changed in the 19th century to mean innovation (Niedziedz, 2020). Sir Ken Robinson has a distinguished legacy when it comes to creativity and innovation in education. As early as 2015, a British educationist stressed that creativity should be promoted in the sphere of education as much as possible so that it can be treated as literacy (Patphol, 2022).

This view also came across clearly in his book ‘Creative Schools’ which he devoted to the current educational system, which intended to develop efficient professionals but not creative thinkers (Patphol, 2022). The educator argued that children were inherently clever enough and innovative beyond limits while subliminally portraying their non-punitive penchants of error. He opines that what seems not to be but what is wrong hinders the new options from being developed (Ken Robinson, 2015). He championed the creation of an atmosphere favorable to each individual talent, knowing the differences in the abilities of every child (Ken Robinson, 2015). For instance, regarding Teacher Creativity Mia O’Brien (2018), our hypothesis is that this phenomenon contributes to motivating class climate and helps both learners and teachers to propose ideas in a unique way. Active learning was encouraged by





creative teaching, she insisted. Thus, she proposed that ignoring limitations, challenging assumptions, defining the problem, being human, giving time to students, assessing creativity, strengthening connections, and focusing ownership would yield class creativity and transformation (O'Brien & Blue, 2018).

Currently, the UAE has adopted a number of policies and strategies to streamline transformational leadership and educational creativity. Examples of these include participation and accountability policies, innovation and creativity development, and learning new languages through the BCE program (Bilingual Creative Education) (Kharkhurin, 2021). The UAE transformational educational leadership and transformational public health leadership are yet other strategies (Litz & Scott, 2022). More so, the existing Private School Policy Guidance Manual provides an allowance for teacher-student motivation and is thus a significant education approach applicable to yielding teacher creativity (Taylor, 2019). Notably, the Strategic plan for 2017-2021 for developing innovative education systems by Ministry of Education (MoE) was one such great tactic.

As the UAE strives to become a model of a unique international educational center, it should focus on the creation and then applied knowledge of policy, management, conveyance: creativeness among teachers and students shall be encouraged. I conclude that the priorities in creativity through the components of transformational leadership in education setup would greatly affect the conduct of both the teachers and learners as they better replied. Therefore, the success of this approach, particularly under implementation according to the current research model, is predicted to bring about positive results even within all spheres of education. However, the





accomplishment of this objective is more than mere facilitation by practitioners. Leaders have to take center stage; they should identify creativity gaps, engage key stakeholders, follow policies, practice transformational leadership, and conduct extensive research. This approach guarantees long-term success in teacher creativity in the UAE.

As the number of groups that executed work activities has increased, with it, there has also arisen fresh opportunities along with challenges for leaders to keep the individual workers motivated as well as ensure high levels of the performance of such teams (Rao, 2018). Creativity as an element in the educational paradigm has been given emphasis over the past years and is perceived as an essential factor for good individual performance by students and the realization of future success (Vergara, 2018).

However, achieving such goals rather sooner is a prerequisite condition to the presence of a transformational leader. Sensitivity, variability of orientation, plasticity of thought, versatility, preparedness, and redefinitions are all a part of Gary's (2019) categorization of teacher creativity. Teacher creativity has been a recent focus of attention and some of the issues identified are apathy, no structured teaching program, variants in the creativity of learning strategies chosen and a preference for interest over duty (Antalie, 2023).

The creativity of the teacher is still very important to education management but there is a failure to focus on the primary problem of principal leadership. Despite advances in schooling input, optimum output remains out of reach unless attention to teacher creativity and leadership is also given enough consideration (Ahmed, 2019). As a matter of fact, this study aims to establish a relationship between transformational





leadership and teacher creativity that would lead to remarkable performance in schools. Studies in the field reveal that organizational climate and leadership styles science has influenced employee creativity (Heissenberger & Heilbronner, 2017; Shafi & Sarker, 2020; Vele, 2016). Such further investigation surrounding these variables leads to the validation of relationships between transformational leadership and teacher creativity in UAE public schools as literature on this issue also grows wider.

1.3 Problem Statement

Several researchers have theorized on how to achieve institutional success via teacher creativity that is facilitated by transformational leadership. Antalie (2023) suggested the establishment of instructional variables, such as dealing with structured teaching, developing self-regulated learning, teaching meta-cognitive strategies, etc. Although social systems and educational reforms have been rapidly changing in the United Arab Emirates (UAE) over the last 10-15 years, the creativity of the UAE's teachers still seems ineffective (Dickson, et al., 2014). Some of the most disappointing moments in teacher creativity in UAE are the remote teachers, poor instruction time, lack of motivation, blurring boundaries, fine tuning, individual differences and focus on Surface errors, among others (Dickson, et al., 2014; Mizyed & Eccles, 2023). In addition, teachers who lack the recommended teaching program tend to make the mistake of carelessly prioritizing individual interests rather than carrying out the duties of a professional teacher, hence hindering teacher creativity (Mizyed & Eccles, 2023). As such, school leaders need to support teachers' success and creativity through the retention of qualified teachers, addressing educator's needs, and promoting an enabling





environment for teacher creativity (Antalie, 2023). Also, contextual factors play an important part in schools' creative approaches (Samsonova, 2022).

Hojeij et al. (2021) notes that innovative teaching strategies can improve learning outcomes, motivation, and student involvement. However, implementing them can also present certain difficulties, such as opposition from peers or students, a lack of resources or assistance, or doubts regarding their efficacy or evaluation. Therefore, it is important to note that teachers in the UAE do not necessarily have smooth progress in the implementation of creative and innovative teaching practices. Sometimes, teacher involvement in creative teaching encounters resistance from both the school leaders and the students as well (Hojeij et al., 2021). This in turn implies the necessity of transformational leadership as a facilitator of creative and innovation teaching.

According to Mizyed and Eccles (2023), notes that Emirati teachers tend to face obstacles with the delivery of 21st century pedagogy in support of the UAE's goal to establish a knowledge-based economy. It emerges that teacher's tend to face challenges in the quest to improve the students problem-solving skills using traditional approaches to teaching and learning. In this regard, Mizyed and Eccles (2023) assert that in addition to demanding teacher support from policy makers, it is crucial that teachers find creative and innovative approaches to delivering teaching and learning. Evidently, this calls for the uptake of creative teaching practices among Emirati teachers particularly those teaching early years classrooms.

On the other hand, researchers have failed to address the influence of teacher experience on teacher creativity and the influence of teacher experience on Teacher Creativity (Litz & Scott, 2022). The effect of Gender on Transformation Leadership





(TL) and the influence of gender on Teacher Creativity (TC) have also not been established (Abuhassira et al., 2024). Instead, Chmer (2020) proposed professional development in updating teacher on changing practices and student needs. In this context, TALIS-Teaching and Learning Intervention Survey (2019) exposed dimensions related to working conditions of teachers, learning environment in schools and various efforts of school leadership as barriers in UAE education institutions (Hencke et al., 2019). Thus, this demonstrates the need to investigate the relationship between Transformational Leadership and Teacher Creativity in UAE public schools while also considering the moderating variable. This study will identify the factor (TL) which potentially influences Teacher creativity, precisely within the UAE context. This research thus proposed a conceptual model for transformational leadership and teacher creativity as well as giving more attention to understanding school environments and the influence of demographic factors.



1.4 Research Objectives

The specific objectives of this study were as given below.

RO 1: To examine the effect of teacher gender on the outcomes of Transformational Leadership (TL).

RO 2: To determine the effect of teacher gender has on Teacher Creativity (TC).

RO 3: To examine whether Transformational Leadership (TL) differs across different teacher experience levels





RO 4: To determine how Teacher Creativity (TC) differs across different levels of teacher experience levels

RO 5: To investigate the relationship between Transformational Leadership (TL) and Teacher Creativity (TC) in UAE public schools.

1.5 Research Questions

RQ 1: What effect does teacher gender have on the outcomes of Transformational Leadership (TL)?

RQ 2: What effect does gender have on Teacher Creativity (TC)?

RQ 3: Does Transformational Leadership (TL) differ across levels of teacher experience?

RQ 4: What difference does Teacher Creativity (TC) have across levels of teacher experience?

RQ 5: Is there a significant relationship between Transformational Leadership (TL) and Teacher Creativity (TC)?



1.6 Research Hypotheses

Table 1.1

Research Hypothesis

Hypothesis Code	Hypothesis Statement
H1	Teacher Gender has a significant effect on Transformational Leadership (TL)
H1a	Teacher Gender has a significant effect on Transformational Leadership component Intellectual Stimulation (IS).
H1b	Teacher Gender has a significant effect on Transformational Leadership component Individualised Consideration (IC).
H1c	Teacher Gender has a significant effect on Transformational Leadership component Inspirational Motivation (IM).
H1d	Teacher Gender has a significant effect on Transformational Leadership component Idealised Influence (II).
H2	Teacher Gender has a significant effect on Teacher Creativity (TC)
H2a	Teacher Gender has a significant effect on Teacher Creativity component Fluency and Flexibility (FF).
H2b	Teacher Gender has a significant effect on Teacher Creativity component Independent Learning (IL).
H2c	Teacher Gender has a significant effect on Teacher Creativity component Press and Material (SM).
H2d	Teacher Gender has a significant effect on Teacher Creativity component Personal Motivation (PM).
H3	Transformational Leadership (TL) significantly differs across levels of teacher experience
H3a	Transformational Leadership component Intellectual Stimulation (IS) significantly differs across levels of teacher experience
H3b	Transformational Leadership component Individualised Consideration (IC) significantly differs across levels of teacher experience



Hypothesis Code	Hypothesis Statement
H3c	Transformational Leadership component (IM) significantly differs across levels of teacher experience
H3d	Transformation Leadership component Idealised Influence (II) significantly differs across levels of teacher experience
H4	Teacher Creativity (TC) significantly differs across levels of teacher experience
H4a	Teacher Creativity component Fluency and Flexibility (FF) significantly differs across levels of teacher experience
H4b	Teacher Creativity component Independent Learning (IL) significantly differs across levels of teacher experience
H4c	Teacher Creativity component Press and Material (SM) significantly differs across levels of teacher experience
H4d	Teacher Creativity component Personal Motivation (PM) significantly differs across levels of teacher experience
H5	Transformational Leadership (TL) significantly influences teacher creativity in UAE public schools
H5a	Transformational Leadership (TL) component Intellectual Stimulation (IS) significantly influences teacher creativity in UAE public schools
H5b	Transformational Leadership (TL) component Individualized Consideration (IC) significantly influences teacher creativity in UAE public schools.
H5c	Transformational Leadership (TL) component Inspirational Motivation (IM) significantly influences teacher creativity in UAE public schools.
H5d	Transformational Leadership (TL) component Idealized Influence (II) significantly influences teacher creativity in UAE public schools.



1.7 Research Framework

Figure 1.1 shows the Conceptual framework of the relationship between Transformational Leadership (IV) and teacher Creativity (DV) with the dimensions shown in the table as in the variable tables. This link has attracted much attention to education research, where transformational leadership is seen as a style that is meant to inspire, encourage and transform to increase the full potential in the individuals.

However, teacher creativity is something beyond that of the teacher's personality, mental health, teaching ability, and instructional behaviour. This is so in that it includes the ability to generate original, creative, novel, and innovative ideas, practices, and solutions when playing the role of a teacher. The framework for this concept is focused on determining the influence of transformational leadership on teacher creativity and finding out the mechanisms driving this relationship. Further figure 1.1 shows the effect of demographic factors like teacher experience and gender on both the independent and dependent variables.

1.8 Theoretical Framework

MacGregor Burns hypothesized that transformational and transactional leadership are mutually incompatible styles (Passakonjaras & Hartijasti, 2020). Most transactional leaders don not aim to culturally transform the organization but rather work in the culture, while transformational leaders may wish to change organizational culture. Bass and Avolio (1994) offered a framework, in which their explanation indicated some



behaviours that distinct transformational leaders urge to obtain higher performance levels.

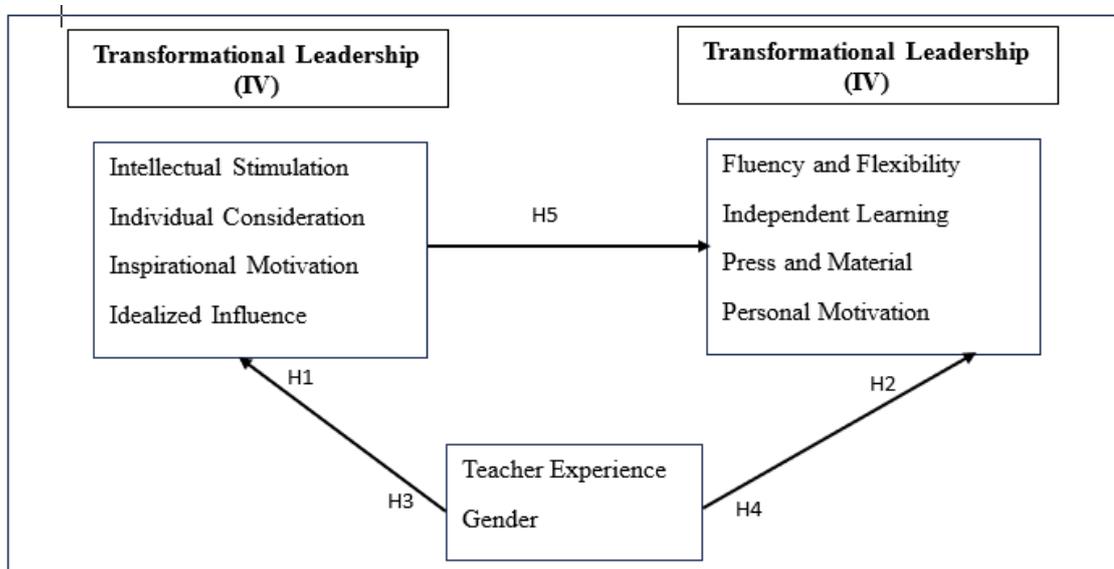
Torrance (1965) proposed flexibility and fluency, motivation, independent learning, press, and material. In addition, O'Brien and Blue (2018) believed that Teacher creativity empowers students and teachers alike to put ideas and opinions forward in a unique fashion. As a way of promoting creativity in the classroom, O'Brien and Blue (2018) advocates disregarding limitations, questioning assumptions, clarifying problems, appreciating humanity, timing for students, assessing creativity, reinforcing links, and respecting ownership. This method is postulated to lead to the emergence of creativity to the class and transformation.



importance of creativity in education. He posited that it should be treated similar to literacy in education. This happened due to his conviction that teachers were an instrument for producing good workers rather than imaginative thinkers. He argued that children are born creative and have an infinite capacity for innovation. Above all which lack the fear of making mistakes. According to him, of one never makes room for making mistakes then he/she never creates something unique (Ken Robinson, 2015).

Bass and Avolio's proposed (1994) model was adopted to study transformational leadership, as was Torrance's model (1965) of creativity measurement.



Figure 1.1*Conceptual Framework*

The extent of transformational leadership entails the fact that the leader links the sense of self and identity of the follower to the mission and the shared organizational identity. This defines an inspiring role model for leaders, makes them work with higher ownership of their organisation's initiatives, and recognizes the strengths and weaknesses of followers to ensure that they take on the work that would optimize. Transformational leadership theory and teacher creativity or creativity are most widely used with the conceptual framework suggested in Figure (1.1) above. By understanding the underlying mechanisms, such as teacher experience and gender, educators and educational leaders can enhance teacher creativity and foster a culture of innovative teaching within schools. This framework emphasizes the importance of transformational leadership in promoting teacher creativity, ultimately leading to improved educational outcomes and a more engaging and dynamic learning environment. In the context of UAE, the predominant characterization of transformational leadership and its impact on teacher creativity involves four key sub-



dimensions. The following Leadership attributes namely Idealized Influence, Inspirational Motivation, Intellectual Stimulation, and Individualized Consideration. To clarify, human identity and differences form a central focus of Transformational Leadership (TL), justifying the need to incorporate it in the subfields of education. As schools are active settings with many different needs and objectives, they are considered vital for the use of this theory, according to Armstrong & Lorenz (2020).

1.9 Operational Definitions

1.9.1 Transformational Leadership



Transformational leadership based on the leader's capacity to develop positive relations with followers while also motivating them towards achievement of both individual and collective goals/objectives (Asbari, 2020; Early, 2020; Nugroho et al., 2020). In this regard, transformational leadership involves establishing a positive relationship with followers in addition to providing them with the necessary motivation. This in turn provides a conducive and supportive working environment where employees can thrive and produce optimum performance. Notably, relationship pertains to positive and cordial interactions and engagement between the leader and follower. Further, motivation reflects the desire and stimulation to act/work towards a given achievement/outcome. In the context of the current study, transformational leadership pertains to the educational leader's/teacher's capacity to form positive and beneficial





relations with teacher and students while also motivating them to achieve collective and individual educational goals/objectives related to creative teaching in the classroom.

1.9.2 Individualized Consideration

The degree to which a leader caters to the needs of each follower and serves as a mentor, coach, or guide to them is known as individualised consideration (Asbari, 2020). This leader shows empathy for the needs and circumstances of each follower, listens to their worries, and offers support (Stock et al., 2022). Individualised consideration demonstrates to followers that a leader values their contributions to the team and is committed to helping them acquire and exhibit their competencies. As a result, the follower is inspired to grow and exhibit intrinsic motivation in their work. In the context of the current study, individualised consideration applies when the educational leaders attend to the needs of the teacher while also empowering them through coaching and mentorship towards greater capacity in teaching creatively. It also entails motivating the creative teacher to apply his/her skills and competencies towards creative teaching.

1.9.3 Intellectual Stimulation

Intellectual stimulation pertains to the degree to which transformational leaders challenge existing assumptions, take risks, and solicit ideas from followers. This involves the use of innovation, stimulation, motivation, and creativity (Asbari, 2020). This way, the leader supports collaborative innovation while encouraging followers to





think big and consider broad and novel alternatives that provide solutions to existing and emerging challenges. In the context of the current study, intellectual stimulation will involve the practice where educational leaders encourage teachers to develop new approaches and ideas geared towards effective creative teaching.

1.9.4 Inspirational Motivation

The degree to which a leader presents a compelling vision that encourages and inspires people to go above and beyond what is expected of them is known as inspirational motivation (Asbari, 2020). When it comes to their followers, leaders that employ inspiring motivation have high expectations and standards for their followers. The transformational leader has a positive view of the follower's ability to achieve goals and objectives and thus provides the necessary inspiration and motivation required to achieve and perform. In view of the current research, inspirational motivation arises when educational leaders provide teachers with a captivating vision on creative teaching. It also involves affirming the teacher's capacity for creative teaching through effective inspiration and motivation while communicating a firm believe in their capacity for creative teaching.

1.9.5 Idealised Influence

Idealized influence refers to a leader's capacity to uplift others and function as an exemplar of exceptional professional conduct. Employees respect and trust and respect





a transformational leader who exercises idealised influence. This component of transformational leadership allows the transformational leader to function as a role model that followers can emulate towards greater outcomes and performance (Asbari, 2020). In the context of the current study, idealised influence reflects the educational leader's capacity to inspire teachers through role modelling and upholding of standards, and practices that shape effective creative teaching.

1.9.6 Teacher Creativity

Torrance (1965 & 1972) defined teacher creativity as the application of knowledge and skills to produce new methods in achieving certain outcomes. It pertains to the ability to identify new problems without waiting for others as well as the ability to transfer knowledge, accept multilevel learning processes, and focus on achieving outcomes characterizes teacher creativity (Antalie, 2023). This research defines teacher creativity as the capacity to promote fluency and flexibility, independent learning, and encourage personal motivation. Creativity is the process that is undertaken when developing an idea for a new product. Therefore, teacher creativity refers to the generation and implementation of novel and innovative ideas, strategies, and practices to enhance teaching and learning processes, where divergent thinking, problem-solving skills, adaptability, and the ability to think outside the box can enhance student engagement, motivation, and academic performance, as well as promotes a positive classroom climate and innovative teaching practices. Ultimately, this research identifies teacher creativity as the ability to come up with new ideas, improve student attitude,





independence and freedom of knowledge expression, and foster innovative trials towards effective creative teaching.

1.9.7 Fluency and Flexibility

Fluency is about creating ideas in specific ways while flexibility refers to a condition that fosters productive thinking by allowing individuals to be responsive by coming up with a variety of ideas (Subekti et al., 2023). Flexibility, expresses the need to adapt existing methods and strategies towards increase levels of productivity (Rajindra et al., 2020). This study, defines fluency as the teacher's ability to generated alternative ideas and methods applicable in creative teaching. On the other hand, flexibility is about the ability to change and leverage the creative strategies and approaches applied by the creative teacher.

1.9.8 Independent Learning

This research considered independent learning the ability of teachers to blend students' learning experience based on research, independent activities, and knowledge application to situations (Alabbasi, et al., 2022). Independent learning empowers the teacher's autonomy, innovation, and creativity through taking the initiative to employ creativity and innovation in the teaching process (Alabbasi, et al., 2022). In this case, the current study defines independent learning as teacher driven action towards developing a set of strategies and methods that serve to implement creative teaching.





1.9.9 Press and Material

Grammatically, to press is to employ urgent persuasion. In other words, press refers to the surroundings/environment according to Torrance (1965). Materials are believed to comprehend children's creativity which include, learning blocks, games, and puzzles, with all these equipment, children build imagination and spatial awareness (Alabbasi et al., 2022). This research uses press to mean the environment and material means learning equipment in terms of the teacher's capacity to engage the learning tools while delivering a lesson as well as creating an enabling environment that supports creativity.

1.9.10 Motivation



Torrance and more scholars believe that motivation is a cognitive process that originates from the word motive which refers to the drives, impulses and wants for doing something within individuals (Schunk & DiBenedetto, 2020). Motivation reflects the combination of incentives, stimulation, and inspiration that drives an individual to undertake a given activity/task. In this context, this study conceptualises motivation as the combination of both intrinsic and extrinsic factors that drive the teacher to engage in creative teaching practices. Ideally, motivation are those internal and external factors that drive teachers to develop and implement creative teaching strategies that enhance learning and creativity among students.





1.9.11 Teacher Experience (TE)

Shermukhammadov (2020) explained that teacher experience is like any other work-related experience which explores into years, responsibilities and skills acquired. Teacher experience is a demographic variable which relates to the number of years one has spent working in a school environment as a teacher. It is categorized in years for instance, less than 3 years' experience, 3 to less than 6 years' experience, 6 to less than 9 years, 9 to less than 12 years' experience, 12 and above years of experience. In line with these perspectives, the researcher identifies teacher experience as the combination of skills, knowledge, and strategies acquired by the teacher over time. These skills, knowledge, and strategies are instrumental in shaping effectiveness and performance in creative teaching.



1.9.12 Gender

Gender is a complex concept that encompasses a range of identities and expressions beyond the traditional binary understanding of male and female, it was a self-identified characteristic, and individuals may identify themselves as male, female, or non-binary, among other identities (Zavaletta et al., 2022). The understanding and recognition of gender have evolved over time, and many societies are now acknowledging and respecting a broader spectrum of gender identities. As such, the current study defines gender as the identification of teachers as male or female, or any other non-binary consideration of an individual's identity. However, it is expected that binary consideration of gender as male or female will have dominance in the current study.





1.10 Research Significance

This study will contribute and guide the implementation of several UAE education policies. Examples of these policies include the UAE Public Policy Forum where teacher training and positive learning are key, the UAE Education 2020 strategy, the National Literacy Strategy, the Education Policy Reform- Building teacher's Capacity, the MoE strategy for 2017- 2021 and UAE School inspection framework will be guided by the study. This is because Transformational leadership allows the mentor to attend to the follower's concerns and needs (Ahmed, 2019) It also empowers the leader to inspire self and others and thus the study is one sure path to the successful implementation of all UAE educational policies (Asbari, 2020).



through elucidating the strengths and the weaknesses of educational management practices which are priceless in the development of a suitable TL and TC framework. The research streamlines UAE Education practices like active learning, mastery learning, peer instruction, concept mapping, student assessment, smart learning implementation, classroom management etc. Also, excellent leadership and educational efficiency determined by quality and transparent administrative services are all ranked by this study since the core objectives in transformational leadership involve the encouragement of followers to raise their abilities towards achieving organisational vision and mission (Ahmed., 2019). That way, the leaders of education in UAE Ministry of Education (MoE) and Abu Dhabi Department of Education and Knowledge (ADEK) will adopt the study during the implementation of different programs.





Since creating innovativeness in teaching is a desire for many educational institutions in order to have a positive effect on academic excellence, the globally prevailing nature of turbulence and organizational instability is calling for transformational leadership at all organizational levels. In TL, subordinates display as greater work satisfaction, organization loyalty, and engagement in organizational citizenship behaviours (Asbari, 2020). With a large number of committed employees this research has importance in initiating attempts for the advancement of transformative techniques with UAE learning institutes. As a result, this study adds to the literature on transactional leadership and teacher creativity. relation and it is suggested that transformational leadership and teacher creativity can be linked with the success of a team, and particularly within the UAE education institutions.



1.11 Study Limitations

The research faced a significant challenge in terms of meeting the research scop. This followed that the whole research scope especially geographical was a bit broad for the researcher to cover it within the allocated period. The researcher, however, sought guidance from the supervisor and then employed a self- administered questionnaire to speed up the study. Further studies were recommended with large sample size which covered all schools with the guidance of the transformational leadership and teacher creativity measure scales. Geographically this research was carried out in the UAE public schools. UAE/Emirates a country in Western Asia. It is located at the Eastern end of the Arabian Peninsula and shares borders with Oman and Saudi Arabia. The study basically investigated the two main variables; transformational leadership (IV)





and Teacher creativity (TC). The scholar spent a period of 2 years in the field and finally wrote a thesis document.

All studies register one or more limitations, and the current one is no exception. Despite this, the methodology and means of measurement and establishing the validity of measures taken by the researcher ensured that there would not be any limitations in terms of the validity or reliability of the research. In the same manner, the literature review conducted by the researcher was in-depth and critical. It helped build all necessary knowledge related to the research. With all this taken into consideration, the following are some of the limitations that emerged in the research undertaking.

Notably, very few studies have been carried out on transformational leadership and teacher creativity in UAE public schools. Instead, researchers across the globe have paid much focus on the role played by educators in creativeness and the implications on classroom management. Consequently, this work has purposed to investigate how transformative leadership impacts the creativity of educators in UAE government-based schools. As such, Ismail and Mydin (2019) show possible barriers to individuals' lack of awareness of creativity. In this context, the current study is among the few studies where different schools/ education institutions are encouraged to adopt transformational leadership for teacher creativity to be realized. Additionally, there is a lack of consensus on defining and measuring creativity as a multifaceted and complex construct. This in turn makes it challenging to compare and generalize findings across studies. Different operationalisations of creativity may yield varying results, and the lack of a standardized measurement instrument hampers the accumulation of knowledge in the field.





Therefore, contextual variability stands out as a limitation to the current study. The effects of transformational leadership on teacher creativity may vary depending on the cultural, social, and educational contexts in which the research is conducted. Factors such as the level of autonomy, the support for innovation, and the recognition of creative efforts can significantly influence the relationship. Failing to account for these contextual variations can limit the applicability of the findings.

Difficulty in isolating the impact of transformational leadership also stands out as a limitation in the study. Teachers' innovativeness can be influenced by individuals' characteristics, organizational climate, and other contextual factors. It is difficult to isolate impacts and individuals' level of creativity while keeping other factors under control. Therefore, establishing a direct causal relationship connection on transformational leadership and teacher creativity may be challenging and subject to contention.

The issue of sample distribution emerged as a significant limitation. Thus, it is expected that the use of one of the probabilistic techniques provided the chance to generalize the results more confidently. The sample size was 385 and was selected only from teaching staff in UAE public schools. Also, the original questionnaire may have been translated to avoid misinterpretation and change of meaning, which became a hindrance due to attitude differences and other significant factors. In the same sense, one cannot fully support the generalizability of findings where research on transformational leadership and teacher creativity focuses on specific contexts, such as particular schools or educational settings. Findings from such studies were not easily generalizable to other contexts, as different organizational cultures, policies, and





educational systems can influence the connection between transformational leadership and teacher creativity. Therefore, caution should be exercised when applying the findings to different settings.

Meeting the research scope, the whole research scope, especially geographical was a bit broad for the researcher to cover within the allocated period. The researcher, however, sought guidance from the supervisor and then employed a self-administered questionnaire to speed up the study. This approach proved beneficial in terms of reducing the effort, time, and resources required to administer questionnaires across wide geographical regions.

The lack of longitudinal studies also proved limiting to the current research undertaking. Most studies investigating the impacts of the transformational leadership style on educators' innovativeness employ cross-section methods, with data captured as a single entity in time. As such, longitudinal studies that track teachers' creativity over an extended period are relatively scarce. Without longitudinal data, it is challenging to determine the long-term implications to teachers and their creativity and whether any observed effects are sustained or temporary.

Lastly, the current research has only focused on public schools without the inclusion of private-based learning institutions. This hindered a holistic picture of the performance of the leadership style in question in all the education institutions of the UAE region.





1.12 Chapter Summary

The first chapter of this research thesis has discussed the key parts of the research introduction, namely the research background, problem statement, proposed objectives. These sections have been instrumental in developing and overview and background of the research undertaking as defined by the adapted research framework and conceptual framework. The chapter has laid out the objective s of the study together with the related research questions and research hypothesis. Of interest to the current research undertaking is the need to explore the influence of transformational leadership and teacher creativity. The definition of terminologies is also featured in this chapter towards developing a deeper understanding of concepts. Additionally, the section presents the research significance and research limitations that apply in the current study. The subsequent chapter will provide a literature review on relevant concepts and theories that are worthy to be discussed within the scope of the current study.





CHAPTER 2

LITERATURE REVIEW



This chapter features a comprehensive examination of the existing body of literature. It also gives a background perspective of education in the UAE in terms the history and management practices of teaching and the general education sector in the UAE.

Notably, the review of existing literature was designed to explore the theoretical foundation behind Transformational leadership (TL) and Teacher creativity (TC). In this regard, the concept of TL and TC have been explored towards understanding theoretical and practical linkages. Models articulating TC and TL within the larger context of leadership have been discussed in the review of literature. Past studies on the influence of transformational leadership (TL) on teacher creativity (TC) also feature in the review. In addition, this chapter also leverages on the consulted body of literature

