

## The Administrative Creativity Skills of the Public Schools Principals in Tafila Directorate of Education

Suliman S. Al-hajaya and Atallah A. Al-roud\*

*Department of Educational Psychology, \*Department of Curricula and Instruction,  
Faculty of Educational Sciences, Tafila Technical University, Tafila – Jordan  
Telephone: (0777401213), \*Telephone: (0777468618);  
E-mail: Atallah\_roud@yahoo.com, \*< sulimanhajaya@yahoo.com>*

**KEYWORDS** Educational Institution. Practice. Innovation. Competence

**ABSTRACT** The study aimed to identify the degree of the administrative creativity of the public principals' practice in Tafila Directorate of Education. The sample consisted of 402 teachers (male and female) chosen randomly. The instrument of this study included 36 items. Means, standard deviations, and 3 – way ANOVA were used for statistical purposes. The results indicated that there are statistically significant differences for the interaction of gender with experience, the interaction of experience with scientific qualification and the interaction of gender, experience and qualification. According to the results it is recommended that the Directorate of Education in Tafila Province should hold training courses to develop the principals' competence in administrative creativity skills, motivating the teachers who hold bachelor degrees or less to join high programs in education (General diploma, master) to develop their academic and educational knowledge.

### INTRODUCTION

Creativity is considered as one of the most important factor that the educational institutions paid attention to in the field of the process of teaching and learning in the light of the competition among these institutions for surviving and superiority. The educational institutions encourage and urge creativity as a major goal to be achieved. The success of education for achieving the goals in schools requires an educational leader and principal who is responsible for his educational role. He must be brave to achieve qualitative education which provides individuals with confidence, and to be open- minded to participate with prosperous and continuity of creativity (Al-Taweel 2006). The success in future also requires school leaders assigned with qualitative characteristics to get along with globalization, data processing and the rapid developments of various methods of communication and technology (Mo'taman 2003). Shamayleh (2006), Al-Omyan (2002) and Vecchio (1991) indicated that there are several practices that help in developing administrative creativity:

- 1- Encouraging teachers to introduce their ideas which must be listened to and respected.
- 2- Finding effective communication methods between teachers which allow information and ideas to be exchanged and discussed.
- 3- Encouraging teachers to debate freely in or-

der to motivate them to present creative thoughts.

- 4- Offering moral and financial support for innovators and sponsoring creative projects.
- 5- Giving chance for initiatives and ventures and to tolerate the results of failure.
- 6- Offering teachers personal independence.

For the important role of a principal, it seems to be that he has to stimulate the creative abilities of his teachers to encourage creativity and innovate the basic incentives for the instructional process in his school.

Administrative creativity topic is regarded as one of the new important topics that calls the leaders to discard routine work and move towards creativity, innovation, and get knowledge as fast as possible with the lowest cost and in easy ways.

### Review of Studies

Many studies had been conducted relating to this topic.

Mohammad (2006) conducted a study entitled "The degree of information technology practice and its relationship with administrative creativity of private secondary schools principals in Jordan." The sample consisted of 70 male and female principals and 210 male and female teachers chosen randomly. The results indicated that there was a high level of administra-

tive creativity of the private secondary schools principal from the teachers' point of view. It also indicated that there are no statistically significant differences in the level of the administrative creativity of the private secondary schools principal attributed to the variables of gender, scientific qualification, and the practical experience.

Kratzer et al. (2004) conducted a study entitled "Motivating the workers latent powers: Creative performance and communication processes towards creative work methods." The sample consisted of 44 groups of eleven firms for testing the effect of communication processes that the members of each group practice on creativity for the group performance. The results showed that the division of the work team into small groups has a negative effect on the work team creativity as a whole.

Hawamdeh (2003) conducted a study aimed to identify the images of the educational leaders to the common systematic climate in the educational directorates in Jordan and the level of their administrative creativity. The sample consisted of 264 educational leaders from educational directorates in Jordan. The results showed that the level of creativity of those educational leaders was in general high.

Ubben (2000) conducted a study entitled "The principal: Creative leadership for effective schools." It aimed at finding out a relationship between educational leadership and the practice of problem solving in a practical way. The conclusions of this study indicated that the schools leadership is a complex work and the effective and creative principal has to follow up continuously the basic issues in knowledge and learning and he has to work for developing his school and teachers.

Al-Qatawneh (2000) aimed in his study to define the behavior of educational supervisors in the Jordanian ministries and analyzing the relationship between systematic climate, creative behavior, and democratic factors. The sample consisted of 282 administrative supervisors. The results showed that there is a statistically significant relationship between creative behavior and the variable of age and there are no statistically significant differences between creative behavior and democratic variables.

Cohen (1999) conducted a study aimed to define the bureaucratic organization need for creativity. He showed that the challenge which faces these bureaucracies is redesigned so that the new construction and organization encour-

age and support creativity. Then bureaucracies will respond to individuals who work in them and to the consumers whom they serve. Among these methods which encourage creativity in these bureaucracies is the focusing on sharing in work and supporting people who have creative ideas.

Scott and Reoinaid (1994) conducted a study aimed at developing a model for creative behavior in the place of work through the effect of leadership, individual style in problem solving and the relation of the team work's direct and indirect behavior.

The results showed that there is correlative relationship between creative behavior and the supervisory relationship. There is also a positive correlation between psychological climate of the workers and the creative behavior.

### **The Importance of the Study**

The importance of this study emerged from the fact that creativity is an important factor in any work. It appears through the following:

1. Administrative creativity topic is regarded as one of the new important topics that require from the leaders to discard routine works and move towards creativity, innovation, and get knowledge as fast as possible with the lowest cost and in the easiest ways.
2. It is hoped that the Ministry of Education in general benefits from this study and the Directorate of Education in Tafilah Province in specific, to identify the degree of public schools principals practicing the skills of administrative creativity from the teachers perspectives, and in the light of the results, it is possible to hold training sessions that contribute in increasing administrative competence of principals.
3. It is hoped that the principals of schools in Tafilah Province may benefit from the results of this study by identifying their degree of practicing the skills of administrative creativity from their teachers' perspectives and recognizing the aspects of strength and weaknesses, and to enhance them to modify their practice regarding the skills of administrative creativity.

### **Objectives and Questions of the Study**

The study aimed at recognizing the degree of the public schools principals practice in Tafila

Directorate of Education for the skills of administrative creativity from the teachers' perspectives through answering the following questions:

- 1- What is the degree of the public school principals' practice in Tafila Directorate of Education for the skills of administrative creativity?
- 2- Are there any statistically significant differences ( $\alpha = 0.05$ ) in the degree of the public schools principals practice in Tafila Directorate of Education for the skills of administrative creativity attributed to the variables of gender, experience, and scientific qualification?

### The Problem of the Study

Despite the recommendations of the education conferences that the Jordanian Ministry of Education had held (1987- 1994), and the practical courses of each school administration to raise its competence and efficiency through working with recent concept which changes the routine work of administrative positions into creative and leading processes.

The two researchers noticed through visiting schools and through the initiative of Tafila Technical University (TTU) "professor for each school" that many principals are still practicing the traditional style in their work.

The idea of this study also came to recognize the degree of the principals' practice for the skills of administrative creativity from the teachers' perspectives.

### Limitations of the Study

The study is limited to the principals of public schools (male and female) in Tafila Directorate of Education in Tafila Province for the first semester of the academic year 2008-2009.

### Action Definitions

- Professor for Each School*: It is a project adopted by TTU as a means of cooperation between the university and schools.
- *Administrative Creativity*: The results that an examinee gets after answering the items of the questionnaire.
- *Skills of Administrative Creativity*: It is a group of skill and behaviors which are practiced by the principal in their school in order to

achieve the goals in effective and competent way.

- *Principal*: Male and female (headmaster and headmistress).
- *Public School*: State schools.

## MATERIAL AND METHODS

### Population of the Study

The population of the study consisted of the male and female teachers in public schools in Tafila Educational Directorate in Tafila Province for the academic year 2008-2009. The total number of 2010 teachers were from 116 public schools. Table 1 shows the numbers of the sample.

**Table 1: Distribution of the study population**

<i>Gender</i>	<i>Number</i>
Male	804
Female	1206
Total	2010

### Sample of the Study

The sample consisted of 402 male and female teachers with ratio of 20% from the study population taken randomly. Table 2 indicates the numbers of the sample distributed according to the interaction of the study variables levels (gender, experience, and scientific qualification).

### Methods

The two researchers designed an instrument after inspecting the previous literature. It consisted of items in its initial form and every item included the selection for the degree of the principals practice for the administrative creativity using a five-fold scale measurement starting from strongly agree (5) scores agree (4) scores no opinion (3) scores disagree (2) scores and disagree (1). Score after computing the validity and reliability the instrument took its final form with 36 items.

### Validity of the Study

The instrument was presented to a group of referees in the field of educational management and specialists in assessment and evaluation. Six items were eliminated and others were modified. The final form of the instrument included 36 items.

**Table 2: Distribution of the sample according to the study levels**

<i>Gender</i>	<i>Experience</i>	<i>B . AAnd less</i>	<i>B.A + high diploma</i>	<i>M.A and above</i>	<i>Total</i>
Male	Less than 5 years	11	21	11	43
Male	From (5-10)years	18	10	17	45
Male	more than (10)years	27	29	13	69
Female	Less than 5 years	32	37	9	78
Female	From (5-10)years	64	45	14	123
Female	more than (10)years	14	22	8	44
Total		166	164	72	402

### Reliability of the Instrument

The reliability was computed by using test – retest and the internal consistency method (Cronbach alpha).

The instrument was distributed to an exploration sample of 40 male and female teachers taken randomly from the study community. After three weeks the instrument was applied to the same sample. the results

From the table it is clear that the instrument has acceptable scores of reliability for the purposes of this study according to the two mentioned methods as Table 3 shows.

**Table 3: Values of the coefficient of reliability**

Test- re test	0.78
Internal consistency (Cronbach alpha)	0.82

### Statistical Analysis

The researchers used means and standard deviation for answering question one. For answering question two, 3 – way ANOVA analysis was used.

## RESULTS

### Result of the First Question

What is the degree of the public schools principals' practice of the public schools in Tafila Directorate of Education for the skills of administrative creativity from the teachers' perspectives?

For answering this question means and standard deviations were used and Table 4 shows the results.

It is obvious that item (26) “the principal makes unofficial contacts to solve the personal problem facing teachers” has the highest mean 4.22 with a standard deviation of 0.506, followed by item number (28) “the principal develops his

relations with the professionals who work in other organizations to serve the school” with mean of 4.16 and standard deviation of 0.777

Item (24) came in the third rank” the principal works on creating open channels for communication with teachers “ with an mean of 4.12 and standard deviation of 0.812. The item (22) “the principal desires working within a risky- spirit team” and the item 19th have got the lowest mean at the ranks 32.31 respectively with mean of 2.02 and 1.99 and with standard deviations of 0.933 and 0.684 respectively. It is indicated that the total mean is 3.25 and the standard deviation is 0.26 (Table 4).

### The Results of the Second Question

Are there statistically significant differences at the level (0.05e” á) in the degree of public schools principals ‘practicing the skills of administrative creativity in Tafila Directorate of education that are attributed to gender, experience and scientific qualification?

To answer this question, 3-way ANOVA was used as shown in Table 5.

The results show that there are statistically significant differences in administrative creativity skills for the principals of the schools attributed to gender, experience, qualification, the interaction of gender and experience, the interaction of experience and scientific qualification variables, whereas, there are no statistically significant differences in the degree of administrative creativity skills for the principals of the public schools attributed to the interaction of gender with scientific qualification, and the interaction of gender with both scientific qualification and experience (Table 5).

A: The interaction of gender and experience: to determine the cause of the differences in administrative standard skills for the principals of the schools according to gender and experience variables, means and standard deviations were computed as shown.

**Table 4: Means and standard deviations for the degree of public schools principals' practice in the skills of administrative creativity arranged in a descending way**

<i>Item number</i>	<i>The item</i>	<i>Mean</i>	<i>Standard deviation</i>	<i>Class</i>
26	The principal makes unofficial contacts to solve the personal problems that face teachers.	4.22	0.506	1
28	The principal develops his relations with the professionals who work in other organizations to serve the school.	4.16	0.777	2
24	The principal works on creating open canals for communication with teachers.	4.12	0.812	3
25	The principal works on developing relations with clients.	4.11	0.609	4
27	He gets use of his personal relations to get the requirements of the school.	4.03	0.634	5
10	The principal has the ability to adapt with change.	3.91	1.12	6
11	The principal is at the front of those trying to experience a new idea.	3.86	1.19	7
13	The principal sees change as a natural phenomenon at work.	3.82	1.114	8
15	The principal has the ability to adopt new methods at work.	3.71	1.07	9
16	The principal shows a great desire to development and change.	3.70	1.21	10
12	The principal offers new effective methods to implement the work.	3.66	1.18	11
9	The principal creates new methods for implementing the work.	3.56	1.25	12
14	The principal encourages teachers to draw future plans for development and change.	3.54	1.08	13
29	The principal accepts the new effective ideas in work.	3.51	0.899	14
30	The principal rewards teachers who have new ideas.	3.39	0.849	15
32	The principal encourages teachers offering any new ideas in work.	3.36	0.914	16
31	The principal projects any new idea offered by teachers to encourage them to innovate.	3.35	0.832	17
36	He innovates new methods that can be implemented at work .	3.32	1.70	18
2	The principal offers innovated solutions and alternatives for the problems that face the school.	3.28	0.696	19
1	The principal tries new methods to solve problems that occur at work.	3.26	0.761	20
3	The principal lets teachers share in solving problems that face the school.	3.23	0.717	21
4	The principal pays attention to the problems that teachers suffer from in school.	3.23	0.644	21
8	The principal tries to discover the problems of the school so as to solve them.	3.16	0.685	22
7	The principal has the ability to discover the ability of the reasonable creative ideas.	3.16	0.594	22
5	The principal can make decisions rapidly and continuously.	3.15	0.508	23
35	The principal offers the necessary facilities for teachers to get the information they need quickly.	3.14	0.875	24
33	The principal tries the new ideas and does not judge them in advance.	3.14	1.13	24
6	The principal has the ability to find several alternatives for the problems.	3.12	0.472	25
34	The principal gives constructive criticism for the new ideas.	3.11	0.844	26
23	The principal tries new methods for working despite risks.	2.25	0.896	27
17	The principal has the courage to make creative jobs.	2.22	0.760	28
20	The principle has the ability to detect the degree of ambiguity in various situations at work.	2.10	0.835	29
18	The principal is ready to utilize every new idea.	2.03	0.568	30
21	The principal has the ability to keep on working for long hours.	2.02	0.912	31
22	The principal likes working within a risky-spirit team.	2.02	0.933	31
19	The principal tends to do high risk jobs.	1.99	0.684	32
Total		3.25	0.26	

### **B: The Interaction of Experience and Scientific Qualification**

To determine the resource of the differences for administrative creativity skills for the principals of the schools according to the interaction of experience and scientific qualification

### **DISCUSSION**

#### **First Question**

What is the degree of the public schools principals' practice for the administrative creativity skills from their teachers' perspectives in Tafila Directorate of Education?

**Table 5: 3-way ANOVA for the skills of administrative creativity of the principals of the public schools according to gender, experience, and scientific qualification variables**

<i>Resource</i>	<i>Sum of squares</i>	<i>Degrees of freedom</i>	<i>Mean squares</i>	<i>F</i>	<i>Mean level</i>
Gender	0.709	1	0.709	15.688	000*
Experience	3.132	2	1.566	34.630	000*
Qualification	1.343	2	0.671	14.846	000*
Gender *experience	1.211	2	0.605	13.387	000*
Gender *qualification	0.173	2	0.086	1.917	0.148
Experience* qualification	1.849	4	0.462	10.225	000*
Gender* experience* qualification	0.234	4	0.058	1.295	0.271
Total	17.364				

The results indicated that item (26) “the principal makes unofficial contacts to solve the personal problems that face the teachers “ had the highest mean, followed by the 18th item “the principal develops his relations with the professional who works in other institutions to serve the school” (Table 4).

This might be attributed to the fact that principals of schools activate the parents’ council by opening ways of communication with them and by getting benefits from them to serve the school and the teacher. Also, the participation of the principals in various local councils may help them open the ways of communication to be in contact with various organizations of the local community which help principals to serve the school and the teachers.

The results of this study go with the results of Hawamdih (2003) and Cohen’s (1994) studies which indicated that the level of administrative creativity in communication field was high, and also in line with the results of Ubben’s study (2000) which indicated that the creative and effective principal of a school always works for developing the school and his teachers.

The results indicated that the 19th item “ the principal tends to do high risk jobs “ has got the lowest mean, and this might be attributed to the many routine actions done by school principals which do not require risk or encourage it, so they do not encourage any new ideas and do not believe in team work as they regard their mission is to implement the educational policy. Also, the results are in line with Kratzer et al’s study (2004)

which indicated that the division of the work into a small team has negative relation and effects on the creativity of the team as a whole, and also Scott and Reoinaid’s (1994) study which indicates that there is a positive relation between the psychological climate of the workers and the creativity method. The results are not in line with the study of Hawamdih (2003) showed that the adventure spirit was high (Table 4).

## Second Question

Are there significant statistical differences at the level ( $\alpha = 0.05$ ) in public schools’ principals practicing the administrative creativity skills attributed to the variables of (gender, experiences, and scientific qualification) in Tafila Directorate of Education?

The results showed that there are statistically significant differences in the means of the skills of administrative creativity for public schools principals in Tafilah Directorate of Education due to gender and experience for the favor of those who have less than 5 -year experience and this might be attributed to the matter that this group members are new graduates or have little practical and technical experiences and lack of understanding of creativity skills (Table 6).

The results of the current study are consistent with the results of Shamayleh’s study (2006). The results indicated that there are statistically significant differences in the means of administrative creativity skills for public schools principals in Tafila directorate of education according to the interaction of experience and scientific qualification and those differences are for the favor of those with less than 5- year experience and with bachelor degree level and less, and this may be attributed to the matter that this group with short experience and poor educational qualification might be related to their perspectives that their principals are practicing the skills of administrative creativity at their schools (Table 7).

The results are not consistent with the studies of Shamayleh (2006) and Mohammad (2006) regarding the interaction of experience and scientific qualification.

## CONCLUSION

Upon the previous results, it is noticed that there are statistically significant differences in

**Table 6: Means and standard deviations for administrative creativity skills for the public schools principals according to the interaction of gender and experience**

Experience	Less than 5 years		5-10 years		More than 10 years	
	Mean	Standard deviation	Mean	Standard deviation	Mean	Standard deviation
Males	3.53	0.29	3.29	0.18	3.09	0.21
Females	3.29	0.23	3.26	0.22	3.08	0.23

The figures indicate that males with less than 5 -year experience have got the highest mean 3.53 with a standard deviation of 0.29, while females have got 3.29 and a standard deviation of 0.23.

**Table 7: Means and standard deviations for administrative creativity skills for the principals of the schools according to the interaction of experience and scientific qualification**

Experience	Bachelor and less		Bachelor + Diploma		Master degree and above	
	Mean	Standard deviation	Mean	Standard deviation	Mean	Standard deviation
Less than 5 years	3.44	0.26	3.40	0.26	3.18	0.30
5-10 years	3.30	0.18	3.25	0.28	3.23	0.12
More than 10 years	3.18	0.18	2.98	0.2	3.19	0.23

It is noticed that individuals with less than 5- year experience and with bachelor degree and less, have got the highest mean 3.44 with a standard deviation of 0.26.

administrative creativity skills for the principals of the schools attributed to the interaction of gender, experience, qualification, interaction of gender and experience, and interaction of experience and qualification.

## RECOMMENDATIONS

In the light of the results in the current study, the researchers recommend the following:

The Directorate of Education in Tafila Province has to hold training courses to develop the principals' competence in administrative creativity skills, motivating the teachers of bachelor degree holder or less to join high programs in education (general diploma, master) to develop their academic and educational knowledge and conducting similar studies on educational supervisors and division chiefs in Tafila Directorate of Education

## REFERENCES

- Al-Omyan M 2002. *Organizational Behavior in Business Organizations*. Amman: Dar Wael Publication.
- Al-Qatawneh I 2000. *Change and its Impact on Creative Behavior: A Field Study of Supervisors of Managers in the Ministries of Jordan*. Masters' Thesis, Unpublished. Amman, Jordan: University of Jordan,
- Al-Taweel A. 2006. *Educational Administration*. 3rd Edition. Amman: Dar Wael for Publication.
- Cohen B 1999. Fostering innovation in a large human service. *Administration in Social Work*, 23(2): 47-59.
- Hawamdih A 2003. *The Systematic Climate in Educational Directorates and its Relation with Administrative Creativity of Educational Leadership in Jordan*. Ph.D Thesis, Unpublished. Amman Arab University for High Studies. Amman, Jordan.
- Kratzer L, Ogerth J, Engelen Jom Van 2004. Stimulating the potential: Creative performance and communication in innovation teams. *Creativity and Innovation Management Quarterly*, (March) 13: 63-71.
- Mo'taman I 2003. *Preparation of the School Principal to Lead Change*. Amman: Center for the Educational Authors.
- Mohammad Z. 2006. *The Practicing Degree of Information Technology and its Relation with Administrative Innovation for the Managers of the Private Secondary Schools in Jordan*. Masters' Thesis, Unpublished. Amman, Jordan: Amman University for Graduate Studies.
- Scott S, Reoinaid A, 1994. Determinates of innovation in the work place, *Academy of Management Journal*, 37(3): 580-607.
- Shamayleh A.2006. *Leadership Patterns of Directors of Public Secondary Schools in Jordan and its Relationship to Creative Behavior for Teachers*. Doctoral Thesis, Unpublished. Amman, Jordan: Amman Arab University for Graduate Studies.
- Tafila Directorate of Education 2008/2009. *Statistical Brochure*. Tafila-Jordan: Department of Educational Planning.
- Ubben C. 2000. *The Principal: Creative Leadership for Effective Schools*. USA: Allyn and Bacon.
- Vecchio C 1991. *Organizational Behavior*. 2nd Edition. New York: Dryden Press.