

**LIMITATIONS OF ADMINISTRATIVE CREATIVITY AMONG PRINCIPLES
OF PUBLIC SCHOOLS IN AMMAN DIRECTORATE OF EDUCATION FROM
THEIR POINT OF VIEW**

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ABSTRACT: *This study aims at identifying the limitations of administrative creativity among the principals of public schools in Amman City from their point of view. It adopts the descriptive survey methodology. The sample of the study consisted of (91) male and female principals selected randomly. To achieve the objective of the study, a 30-items questionnaire distributed over (3) dimensions: Personal, organizational and Environmental limitations. The results showed a moderate degree of different limitations of administrative creativity among the principals of public schools in Amman directorate of education. Results indicates that environmental limitations come first rank followed organizational limitations, and then by personal limitations. In addition, the results showed that there are statistically significant differences for gender variable in favor of males; and for experience in favor of those with more than ten years of experience. Finally, the study recommends engaging social and cultural institutions in the community in order to unite efforts to contribute to raising awareness of the importance of creativity and innovation in schools. Moreover, it recommends organizing programs and training courses to develop creativity skills.*

KEY WORDS: administrative creativity, limitations, principals, Amman city.

INTRODUCTION

The current time marks the era of globalization and openness, given the information revolution witnessed in all areas of life and tremendous technological progress considering global development. This was reflected in all institutions as part of this world and found itself facing many challenges and new and accelerating developments threatening its survival as it did not find new ways and different mechanisms to keep pace with those developments and adapt to it. Modern organizations in developed countries have realized that the solution lies in reviewing their policies, methods, organizational culture, and administrative systems followed, with managers convinced to work with the imperative of the transition from traditional administrative construction to democratic construction and more open and flexible participation, as they pay special attention to the human element.

Countries seek to develop their educational systems and institutions, especially those working at all different levels. They are an important tool in achieving educational goals

and working to qualify them well. This provides them with tools that contribute to facing rapid challenges, raising their creative competencies and highlighting their capabilities in developing the educational institution. This helps in achieving the desired goal with minimal efforts and costs, through the use of modern administrative methods, tools and means, to crystallize the future vision of the educational system, because the modern educational system is a dynamic system developed with the ability to keep pace with developments, and believes in creativity and excellence (Khassouneh , 2011).

Thus, educational institutions face many changes and challenges, in light of the great complexities and intense competition that has occurred in their systems. This obliged her to update, change and develop her administrative policies, regulations, and working methods to suit the challenges that arise. The development process in these institutions lies in the process of developing their management, as management has become an important artery in contemporary societies, and a fundamental pillar in the consolidation of these social systems, and in the rule of security and safety and discrimination and creativity. Therefore, it has become an imperative for institutions to face the major challenges by finding modern methods that keep pace with the huge developments to raise organizational efficiency (Al-Omari, 2015) .

Administrative creativity and innovation in schools can be created through principals who are able to build and develop an innovative and sustainable creative culture (Yuliana, 2007). In 2014, Hiso et al report that school principals who provide creative education are the basis in allowing schools to compete and grow. Principles should maintain plans on how to develop his school performance, which is reflected in the development of the performance of their employees by providing them with expertise and ingredients that will develop their institutional performance and increase their effectiveness, production and work loyalty.

However, there are some of challenges that hinder administrative creativity among school principals at several levels. Among these, the lack of administrative management skills, the lack of creative leadership for management, lack of a realistic vision and take into account the values and interests of workers, the literal commitment to regulations and laws, central decision-making and the weak system of incentives of both material and moral types in many institutions. Which in turn leads to weak motivation for creativity and ignoring creative ideas (Al- Sarayrah , Al- Majali , Salah, and Al- Asasama , 2012) .For this, the need arises to support administrative creativity and to reveal the limitations that stand in the way of its realization. From this standpoint, this study came to identify the limitations of administrative creativity among the principals of government schools in Amman directorate of education and provide recommendations and proposals to confront these limitations in the hope of developing and improving school's performance.

LITERATURE REVIEW

Despite the importance of administrative creativity in educational institutions, there are many limitations that prevent its development. It is characterized by weak administrative procedures, lack of incentives, weak of continuous evaluation process, and the presence of dictatorial leadership that does not support creativity (Jamaan, 2014).

Moreover, TOYOTOK (2016) categorized limitations that would prevent the application of creativity in educational institutions and reach the desired goal into personal and organizational limitations. Personal limitations, which relate to the individual himself, such as: weak self-confidence, and weak confidence in others leads, the resistance to change, inability to take risks and hesitation in presenting unfamiliar ideas to avoid failure and a tendency to depend on others. Organizational limitations, which relate to the organization, such as laws and institutional systems, policies, goals, procedures, organizational structure, management philosophy, authority pattern, leadership style, and communication systems used and the scarcity of programs and training courses on creativity and innovation skills in the work.

Al- Enezi (2018) conducted a study including sample of (60) academic leaders. The study indicates that the obstacles to administrative creativity ranged between low and medium, and the presence of statistically significant differences attributed to the gender variable in favor of males.

Al- Otaibi (2018) conducted a study aimed at identifying obstacles to administrative creativity among leaders of government schools in Afif Governorate, where the study was limited to personal and organizational obstacles in administrative creativity in Afif Governorate. The researcher used the descriptive survey method, and a sample consisted of (74) leaders. He concluded that the respondents' estimates organizational limitations to be high, and the Personal Limitations are moderate.

In 2016, TOYOTOK conducted a study includes of 940 primary teachers, 911 middle school teachers, and 649 secondary school teachers in Kokasinan district of Kayseri. A stratified sampling procedure is used and approximately 1,000 inventories are distributed at all school levels. 171 primary school teachers, 178 secondary school teachers, and 164 answered the data collection tool. The results showed that there is a weak relationship in the negative direction across the organizational culture and structure factor of creativity management behaviors among school leaders, as well as a negative relationship between administrative creativity and organization structure.

Al-Harthy (2012) conducted a study aimed at identifying organizational, personal, cultural and social limitations of administrative creativity in secondary school principals. The study

sample consisted of 298 principals and teachers. The results showed that there are no differences between the principles' gender in terms of the limitations of administrative creativity in Jeddah governorate, according to the variables of gender and experience. As for the variable of the education level, there are statistically significant differences in favor of graduate studies.

Problem Statement

The need of administrative creativity is one of the important topics because of its importance for the individual and society. School principle required to demonstrate several skills such as creativity, innovation, effective leadership, and continuity towards development and facing limitations that may prevent the educational institution from reaching its goal.

The school administration needs to have clear vision in order to achieve the planned goals and convey its mission. However, limitations, problems and challenges facing school principals remain one of the most important issues that in front of them. These limitations have a negative impact on creativity and innovation, which vary from school administration to another (Al-Hijaya and Al-Roud, 2011).

Several studies have confirmed the low level of administrative creativity such as the study by Al-Salami (2012), Al- Harthy (2012), Al- Enezi (2018), and Al- Otaibi (2018). These studies revealed the need to examine such limitations of administrative creativity to propose a successful model that can contribute to exceed limitations and support administrative creativity and innovation. Therefore, this study aims to identify the limitations of administrative creativity among the principals of public schools in Amman directorate of education for future improvement.

Study Questions

Current study seeks to answer the following questions:

- 1- What are the limitations of administrative creativity among the principals of public schools in Amman directorate of education from their point of view?
- 2- Are there statistically significant differences at the degree of ($\alpha \leq 0.05$) between the perception of principals on administrative creativity attributed to the variables of (gender, experience)?

Study Objectives

The study aims at achieving the following objectives:

1. Identifying the limitations of administrative creativity among principals of public schools Amman directorate of education.

2. Identifying if there any statistical differences between principals ' perceptions in terms of the limitations of administrative creativity differences in the obstacles to administrative creativity according to gender and experience.

METHODS AND DATA COLLECTION

This study uses the descriptive and analytical approach to collect data and achieve its objectives in identifying the limitations of administrative creativity among the principals of public schools in Amman directorate of education from their point of view. The sample of the study consisted of (91) male and female principals selected randomly. To achieve the objective of the study, 30-items questionnaire distributed covers three potential limitations: environmental, organizational and personal. Table (1) shows the sample demographic characterlike.

Table (1) Sample characteristics

Variable		Frequency	Percentage
Sex	Male	41	45%
	female	50	55%
Experience	Less than 5 years	30	33%
	From 5- less than 10 years	35	38%
	More than 10 years	26	29%
	Total	91	100%

Instrument Validity

To ensure the validity of the study instrument, it was sent to (15) arbitrators from the University of Jordan, Hashemite University and University of Al-Bayt to judge its content and ability to measure what it was designed for. Their comments considered by deleting, modifying and appending some items.

Instrument Reliability

To verify the reliability of the instrument, the study tool was applied to a pilot sample from outside the study sample consisting of (40) school principals. Then, we calculated the internal consistency coefficient according to the Cronbach alpha, which confirms high level of reliability reached (0.88).

RESULTS

Following are the results related to each question according to the different investigated limitations as follows:

Results of the first question: "What are the limitations of administrative creativity among the principals of public schools in Amman directorate of education from their point of view? To answer this question, arithmetic means and standard deviations for the limitations of administrative creativity have been calculated among the principals of public schools in Amman directorate of education. Table 2 shows the results.

Table (2) Descriptive estimates of Different limitations.

Limitations	Mean	St. Deviation	Level
Environmental constraints	3. 53	0.9637	Medium
Regulatory constraints	3. 52	0.8793	Medium
Personal handicaps	3. 44	0.8368	Medium
All dimensions	3. 49	0.8932	Medium

Table 2 shows that the arithmetic means ranged between (3.44 - 3.53), where the environmental limitations ranked first, with the highest arithmetic mean of (3.53) ; while personal limitations ranked last, with a mean of (3.44). Moreover, all limitations on average scored a medium level of (3.49). For more details, next will show the descriptive results for each limitation.

Environmental Limitations:

Table (3) shows the arithmetic means, standard deviations, grade estimates of study sample on each paragraph of the paragraphs of this dimension.

Table (3) Descriptive estimates of Environmental Limitations

Item	Paragraphs	Mean	St. Deviation	Level
4	Lack of cooperation between the local community and the school in its new ideas for developing work	3.67	.899	Medium
7	There is a lack of material and moral support from members of society and its institutions for the ideas presented by the school	3.65	.825	Medium
2	Parents insist on sticking to the usual routine methods and resist the thoughts that deviate from them	3.61	.936	Medium
10	Society follows dependency and stereotypical behavior	3.58	.857	Medium
8	The experiences of an individual's acquired environment have a negative impact on the direction of his managerial creativity	3.55	.887	Medium
1	Habits and traditions of society hinder without the introduction of new ideas, creativity Yeh	3.52	.929	Medium
9	There is poor media interest in expanding intellectual horizons through thinking skills development programs	3.49	.871	Medium
3	Parents' opposition to unfamiliar new ideas in school work progress	3.44	.867	Medium
6	Weak channels of communication and Altoas between the school and the local community; to find solutions to new	3.43	.856	Medium
5	Criticism of ideas, methods and new activities in the application of the curriculum by the parents of things	3.39	0.866	Medium

Table (3) shows that the arithmetic means ranged between) 3.67-3.39), where item (4) ranked one, which states “the lack of cooperation of the local community with the school in its new ideas for developing work ”.

Organizational Limitations:

Table (4) shows the arithmetic means, standard deviations, grade estimates of study sample on each paragraph of the paragraphs of this dimension.

Table (4) Descriptive estimates of Organizational Limitations

Item	Paragraphs	Mean	St. Deviation	Level
3	Lack of programs and training courses on creativity and innovation skills at work	3.61	1.345	Medium
8	The scarcity of moral incentives for people with new positive ideas	3.59	.792	Medium
5	Lack of appreciation of the importance of officials working group as a way to propose ideas of the new solutions Nasph problems	3.58	.763	Medium
7	Literal commitment to enforce laws	3.57	.766	Medium
2	Limited freedom to complete school work	3.54	.733	Medium
6	Weak promotion of experimenting with new methods in school administration and solving their problems	3.52	1.057	Medium
4	The administrative system lacks sufficient flexibility to develop the work	3.49	.979	Medium
1	Poor contact and communication with officials	3.47	.930	Medium
10	Lack of interest in the continuous development of business policies, systems and regulations	3.45	.927	Medium
9	Lack of effective communication between school personnel and their colleagues in other schools	3.40	1.345	Medium

Table (4) shows that the arithmetic means ranged between) 3.40-03.61), where item (3) ranked first, which states “Lack of programs and training courses on creativity and innovation skills at work ”.

Personal Limitations

Table (5) shows the arithmetic means, standard deviations, grade estimates of study sample on each paragraph of the paragraphs of this dimension.

Table (5) Descriptive estimates of Personal Limitations

Item	Paragraphs	Mean	St. Deviation	Level
9	Personal keenness to adhere to the instructions	3.59	.788	Medium
5	Officials' resistance to change and renewal.	3.57	.739	Medium
3	Reluctance to present unfamiliar ideas.	3.53	.825	Medium
8	Poor confidence in others leads to rejection of their suggestions.	3.51	.756	Medium
1	The belief that adherence to established laws at work leads to success and distinction.	3.48	1.003	Medium
7	Focusing effort on hard and neglecting minor problems.	3.45	.911	Medium
6	Avoid asking about known things for fear of embarrassment.	3.38	.853	Medium
5	Sufficiency in one idea and mastering it is better than multiple ideas and distraction.	3.34	.877	Medium
4	Reluctance to present unfamiliar ideas.	3.32	.878	Medium
10	Lack of interest in finding new solutions For problems.	3.28	.738	Medium

Table (5) shows that the arithmetic means ranged between 3.28 -3.59), where item 9) ranked first , which states "Personal keenness to adhere to the instructions".

Results of the second question:” Are there statistically significant differences at the degree of ($\alpha \leq 0.05$) between the perception of principals on administrative creativity attributed to the variables of (gender, experience)?” . To answer this question, we conducted t-test for examining differences related to gender and ANOVA test for examining differences related to experience. Results shown in table (6) and t respectively.

Table (6). T-test for differences related to gender.

Limitations	Sex	Frequency	Mean	St. Deviation	T	Sig.
Personal limitations	Male	41	3.48	0.67	3.466	* 0.016
	female	50	3.37	0.78		
Regulatory limitations	Male	41	3.85	0.54	3.33	* 0.000
	female	50	3.75	0.59		
Environmental limitations	Male	41	3.88	0.43	0.956	0.265
	female	50	3.76	0.36		
Total score	Male	41	3.73	0.54	2.584	* 0.000
	female	50	3.62	0.57		

Results in table (6) indicate that there is a significant difference at the level of ($\alpha < 0.05$) between the perception of principals on the limitations of administrative creativity attributed to gender and in favor of male principles. However, there is no significant differences at the degree of ($\alpha \leq 0.05$) between the perception of principals on environmental limitations attributed to gender.

Table (7). One Way ANOVA for differences related to experience.

Limitations	Source of Variance	Sum of squares	DF	Mean squares	P	Sig
Personal Limitations	Between groups	7.45	2	4.36	10.076	0.001
	Within groups	319.665	88	0.545		
	Total	327.115	90			
Organization Limitations	Between groups	1.367	2	0.75	1.735	0.153
	Within groups	170.567	88	0.36		
	Total	171.934	90			
Environmental Limitations	Between groups	1.005	2	0.60	1.386	0.364
	Within groups	1 88,622	88	0.48		
	Total	23.450	90			

Results in table (7) indicate that there is a significant difference at the level of ($\alpha \leq 0.05$) between the perception of principals on the Personal limitations of administrative creativity attributed to experience and in favor long experience. However, there is no significant differences at the level of ($\alpha \leq 0.05$) between the perception of principals on the organization and environmental limitations of administrative creativity attributed to experience

CONCLUSION

The results showed a moderate degree of different limitations of administrative creativity among the principals of public schools in Amman directorate of education. Results indicates that environmental limitations come first rank followed organizational limitations, and then by personal limitations. In addition, the results showed that there are statistically significant differences foe gender variable in favor of males; and for experience in estimating personal limitations in favor of those with more than ten years of experience. However, there is no significant differences between the perception of principals on the

organization and environmental limitations of administrative creativity attributed to experience.

RECOMMENDATIONS

The study recommends engaging social and cultural institutions in the community in order to unite efforts to contribute to raising awareness of the importance of creativity and innovation in school s. Moreover, it recommends organizing programs and training courses to develop creativity skills. Moreover, we recommend conducting more research on this topic involving new limitations.

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