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The Reality of Administrative Creativity among the Principals of General Secondary Education Schools: A Field Study in Sohag City

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The results of the study showed that the secondary school administrations in Sohag have applied the elements and aspects of administrative innovation at a low level. The results of the study also revealed the most important obstacles that can limit the administrative creativity of the administrations of these schools to reach a very high degree. Managers of these schools to encourage administrative creativity in the administrations of these schools.

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I. Introduction

There is no doubt that the interest in creativity and creators is justified, because creativity is a component of human civilization, so the interest of educational institutions to spread the culture of creativity among all its employees in order to encourage them to innovate and achieve the desired goals.

Many administrative and pedagogical literature has emphasized the organizations ' need for creativity by affirming that creativity has become one of the principal functions of the Director, and that it is the duty of each manager to learn how to manage the processes of creativity, where creativity is necessary and vital to the Organization and not just a luxury.

Most of the studies in the field of administrative innovation have confirmed the urgent need to create a creative direction in the field of education, the study of Dan David et al. (Davies, Dan, 2013). The review found comparatively few empirical studies published in the period 2005-2011 providing findings addressing the review objectives. There was, however a reasonable weight of research evidence to support the importance of the following factors in supporting creative skills development in children and young people: flexible use of space and time; availability of appropriate materials; working outside the classroom/school; "playful" or "games-bases" approaches with a degree of learner autonomy; respectful relationships between teachers and learners; opportunities for peer collaboration; partnerships with outside agencies; awareness of learners' needs; and non-prescriptive planning. The review also found evidence for impact of creative environments on pupil attainment and the development of teacher professionalism

Despite the increasing interest in educational management issues in many Arab countries over the last three decades, the leaders of the educational system have not worked with the modern and evolving concepts of educational management that move them from the mere routine management of administrative functions to an innovative process that adopts On: Strategic planning, effective coordination, institutional organization and holistic Evaluation (trusted, 2001, p. 102) Therefore, the researcher considers the importance of studying the topic of administrative creativity and the obstacles that prevent the attention of educational literature from the writers of management and researchers, and many studies.

Several studies have indicated that the secondary education administration in the Arab Republic of Egypt suffers from obstacles and problems. Sulaiman (2004) pointed out that the administration of the secondary school in Egypt is still using the traditional methods of management, and discouraging some principals from innovation, innovation and creativity in the school.

Sulaiman (2004) pointed to the fear of some school principals of applying some modern administrative methods, in addition to the negative climate in schools where the spirit of work in a team based on the common vision of all its members, He also noted the lack of effective leadership that produces modern methods in management, as well as the absence of cooperative and collective work between different administrative levels

Abdul Rasool (2010) noted that most school principals either fall under the umbrella of the bureaucratic leadership style, which is literally committed to implementing the dictates of higher administrative levels

Therefore, the current study aimed to identify the reality of administrative creativity among the principals of secondary education schools in Sohag, Egypt and the extent of their application to the elements

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of creativity and obstacles that hinder principals of secondary education from achieving creativity in their schools.

More often than not, leaders fail by their inability to create a vision that is realistic and exciting and considers the values and interests of the staff. Effective leaders find creative ways to develop visions that do more than simply focus on measurable products (student achievement). Effective leaders acknowledge they must also recognize the importance in developing and establishing relationships so that people feel connected and part of the greater whole. (Robert Herrera, 2010).

Therefore, as principals creatively search for innovative ways to allocate time and supportive materials for teachers to learn, plan, and incorporate new practices into classroom instruction, they must also insure other critical components for quality professional development are included. Based on the results of this study, it appears that effective principals have found ways to routinely incorporate these strategies and behaviors into their practices.(Robert Herrera, 2010).

As Mohammed and Mahmood pointed out (2008), there are problems of creativity among school principals, and their lack of many administrative management skills. The most important obstacles to achieving managerial innovation in general education schools are the literal adherence to regulations and laws, The incentive system of both material and moral types, inadequate material return, central decision-making, lack of creative management leadership, lack of internal motivation for creativity, disregard of creative opinions, lack of freedom and democracy.

Consistent with the study of Al-Salmi, Saud (2008), which emphasizes that the degree of awareness of the school administrators to the dimensions of the concept of administrative creativity is medium, The study also pointed to the loss of most of the time of the school administration in the typical administrative processes that focus on controlling the educational process within the school.

Based on previous studies, which emphasize the existence of obstacles that limit the administrative creativity in schools, this study, which the researcher hopes to contribute to the detection of aspects of administrative innovation of secondary school principals in Sohag, and the disclosure of the obstacles encountered in this regard. Thus, the problem of the study can be crystallized by the following basic question: "What is the reality of administrative creativity among secondary school principals in Sohag" ? This question is divided into the following sub-questions.

II. Objectives of the Study

The main objective of this study is to identify aspects of administrative innovation among secondary school principals in Sohag city and the obstacles that impede their managerial creativity. The secondary objectives are as follows:

- Knowledge of the level of administrative creativity among school principals Secondary education in Sohag.
- Knowledge of the reality of applying the elements of administrative creativity, namely, originality, fluency, flexibility, risk, ability to analyze, sensitivity to problems and out of the ordinary among school principals Secondary education in Sohag.
- Identify the environmental, organizational and personal obstacles that limit the administrative creativity of school principals Secondary education in Sohag city.
- To find a number of recommendations that will activate the administrative creativity of the principals of secondary schools in Sohag.

III. Methodology

The study used the analytical descriptive approach in the study of the reality of administrative creativity and its factors and obstacles in the level of school principals in general secondary education in Sohag. The study is based on a mixed design design that allows the use of quantitative and qualitative methods to collect and analyze data.

The researcher used a tool to collect information, a questionnaire to determine the reality of administrative creativity and identify factors and constraints of the school principals secondary education in the province of Sohag. The focus of the questionnaire was based on literature review in this field. The questionnaire included the general information of the respondent; then an assessment of the extent to which the elements of managerial creativity are applied. The originality, fluency, flexibility, risk, analytical ability, sensitivity to problems and out of the ordinary are among the principals of the secondary secondary school in Sohag. And environmental, organizational and personal constraints that limit the administrative creativity of school principals Secondary education in Sohag. The tool was presented to some specialists and took their views. The researcher applied the quantitative methods of repetitions and percentages to analyze questionnaires data after application.

Thus, we can summarize the sources used in this research in two main sources of information:

Secondary Sources: The researcher aimed at addressing the theoretical framework of the research to the secondary data sources which are related to the Arabic and foreign related books and references, periodicals, articles, reports, documents, bulletins and statistics related to administrative creativity and obstacles. And reading in various Internet sites.

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Primary Sources: To address the analytical aspects of the research topic, the researcher sought to collect the initial data through the questionnaire as a main research tool, designed specifically for this purpose, and distributed to managers working in secondary schools.

IV. Community and Study

The study population consists of secondary school principals in Sohag. Fifty-five questionnaires were distributed and 50 questionnaires were retrieved for analysis.

a) Study tool

The researcher used to collect the information related to the study questionnaire, which was designed through the questions of the study and its objectives. A number of previous studies were used. The questionnaire included three branches:

Section I: The focus of the secondary school administrations in the city of Sohag to achieve administrative innovation and consists of phrases from (1-19).

Section II: The degree of application of administrative innovation through the elements of administrative creativity and includes originality, fluency, flexibility, risk, sensitivity to problems, and out of the ordinary and each of them three terms and order of (20-40).

Section III: The environmental, organizational and personal constraints that limit the creativity of the administrations of these schools, and consists of the words (41-60).

According to the five-dimensional Likert scale, the weights of the questionnaire sections were determined in the second and third sections. Five points were given for the answer very much, four points were given for the answer, three were answered moderately, and only two were answered. Very few.

b) Stability of the study instrument

The Cronbach's Alpha test was used to measure the stability of the tool., It is clear that the stability coefficients of each axis are high and statistically significant at 0.01. While the stability coefficient for all axes was 0.938. This indicates the stability of the results that can result from the application of this tool as well as the possibility of generalizing the results of the study in light of its practical limits.

c) Characteristics of the study community

The study community is categorized according to four variables: Age, qualification, years of experience, job title, and the following is an illustration of the characteristics of the study personnel.

Table 1: Distribution of study personnel according to demographic variables

No.	Variable	Variable Classes	The Iteration.	Percentage
1	Age	Less than 30	12	25
		30 – Less than 40	28	58.5
		40-Less than 50	8	16.5
2	qualification	Doctor	0	0
		Master	0	0
		B.C	36	79
		Others	14	21
3	Years of experience	less than 5 years	14	12.5
		5 years and less than 10 years	32	66.7
		More than 10 and more	4	2.8
4	Job title	Principal	41	83.3
		assistant director	9	16.7

Table 1 shows that 58.5% of the research population is concentrated in the age group 30 to less than 40 years, followed by the age group below 30 years and 25%, with the conclusion that the majority of primary school departments are over 30 years of age, which is 83.5%.

As for the Scientific Qualification, table (2) indicates that the majority of the study personnel with a bachelor's degree, which is 79%, while 21% of the study personnel have less qualifications than the Bachelor, also shows from table (2) that the work experience is important for the high school departments It corresponds to the age groups and the scientific qualifications of the study personnel, as 66.7% have served between 5 years and 10 years while 20, 8% have increased their service over 10 years. The table also indicates that the percentage of managers in the sample was 83.3% while the agents of those schools were 16.7% of the sample.

V. Results

To answer the first question of the study, the arithmetic mean of the secondary school principals in Sohag city was calculated towards questions about the aspects of administrative creativity, and to determine the level of each paragraph the answers were grouped within five levels: the average arithmetic value between (1 and 1.8) indicates the level Very low approval, while the range between (1.81 and 2.6) indicates a low approval level, the range of (2.61 and 3.34) indicates an

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average approval level, and the range of (3.41 and 4.20) denotes a high level of approval while the range of (4.21 and 5) is statistically significant at a very high level of approval. Table 3 shows the respondents ' answers to questions about creative aspects.

By extrapolating table (2), it is clear that the creative aspects of the principals of secondary schools were average by creating the appropriate organizational environment for creativity and designing the organizational structure in a way that ensures that the use of modern techniques is absorbed, as illustrated by the table (2) that the innovation aspects of school skills Secondary was low in relation to an appropriate degree of decentralization between school management and education management and the development of school management to keep up with the use of modern techniques at work and to train teachers in creative thinking methods and to give appropriate material incentives to creators and to give moral incentives Suitable for creators while their responses were very low in terms of presenting new ideas that achieve creativity and in achieving effective coordination between the management of the school and its employees and supporting the participation of teachers in decision-making and conducting studies on methods of developing work and taking into account the human aspect For teachers.

Table 2: Aspects of administrative creativity of the high school administrations in Sohag City

No.	Phrase	Average Answer
1	Create the appropriate organizational climate for creativity	2.66
2	Design the organizational structure in a way that ensures the use of the techniques	2.61
3	Provide an appropriate degree of decentralization between the school administration and the education administration	2.45
4	Developing the school administration to keep abreast of the use of modern techniques in work	2.36
5	Train teachers on creative thinking methods.	2.32
6	Give appropriate material incentives to creators	2.21
7	Give appropriate moral incentives to creators	2.2
8	To introduce business in a renewed way to seek innovation	2.18
9	Re-characterization of employee functions	1.31
10	The use of electronic management in the development of educational services	1.24

With regard to the degree of application of the element of authenticity contained in table (3), their responses were of a low degree of consent in all their terms. With regard to the degree of application of the element of fluency and the incoming, table (3) Their responses to the degree of approval medium in the phrase that says" We have sufficient skills through which we convince our dealers and make sure to express our opinions even if it is a violation of my bosses " while their replies came Medium in the words "school principals have work-related discussion skills."

As to the degree of application of the element of flexibility contained in table (3), their responses were of a low degree of consent with regard to the diligence of administrations in seeking ideas that contribute to solving work problems, and at a high level of consent to interest in opinions that contradict our views to benefit from The opinions of others and also regarding their eagerness to benefit from criticizing others to us.

Table 3: Degree of application of elements of creativity (originality-fluency-flexibility)

No.	Phrase	Average Answer
1	Degree of application of originality element	
	We do the work entrusted to us in a sophisticated manner	2.48
	We are trying to apply new methods in the school to solve any problem we face	2.48
	We are keen to introduce new ideas to work in school	2.04
	Average	2.33
2	Degree application of fluency element	
	We have the skills to convince our clients	2.75
	We are keen to express our opinions, even if they were contrary to my bosses	2.74
	School principals have job-related skills	2.6
	All phrases	2.69
3	Degree of application of flexibility	
	We seek ideas that contribute to solving work problems	2.48

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	We care about opinions that contradict our opinions to benefit from the opinions of others	2.66
	We take care to take advantage of others' criticism of us	2.66
	All phrases	2.54

As to the degree of application of the element of risk, incoming, analytical capability, incoming, problem sensitivity and the element of deviation, table (4) indicates that the element of risk was their average response in respect of their appreciation of the ideas developed, even if not applied, They were keen to propose new methods of doing business despite centralization in education, but with regard to the reluctance of administrations to apply new methods of doing business for fear of failure, their responses were very low.

As to the degree of application of the analytical capacity component, their responses were moderate in simplifying ideas when dealing with problems at work and in not taking decisions randomly but in a thorough study, while their response to obtaining detailed information before we started the new work came Medium as to the degree of application of the sensitivity element to the problems and the element of deviation, their responses were medium in all their terms.

Table 4: Degree of application of the risk element and incoming-analysis ability-sensitivity to problems-out of the ordinary

No.	Phrase	Average Answer
1	Degree of application of risk element	
	We are keen to propose new ways of performing work despite the centrality of education	2,99
	We are interested in providing innovative ideas even if not applied	1.68
	We hesitate to apply new methods to perform our actions for fear of failure	1.52
	All phrases	2.06
2	Degree of application of the ability to analyze	
	Our ideas are simplified when problems are encountered.	3,49
	Decisions are not taken randomly, but rather by extensive study	3,44
	We get detailed information before we start the new work	2,98
	All phrases	3.30
3	Degree of application of the sensitivity component of the problems	
	We are thrilled when dealing with business problems	3.55
	We have an accurate vision of the problems of work	3,47
	We have the ability to anticipate business problems before they happen	3,34
	All phrases	3.45
4	The degree of application of the element is out of the ordinary	
	We usually prefer hard work for simple routines	2.62
	We are keen to provide ideas that have already been presented when facing problems	2.62
	Our performance is similar to that of other schools	2.58
	All phrases	2.60

As for the environmental, organizational and personal constraints that limit the administrative creativity of the secondary school administrations in the city of Sohag and listed in table (5), their responses were high in terms of increasing the rates of labour pressure, and the lack of incentives to encourage creativity and inertia in the implementation Laws and regulations. The lack of justice in school, the favouritism of some school staff and the inadequacy of the school's organizational climate for creativity. The non-participation of subordinates in the decision making and double standards in the school, relying on stereotyped thinking in the school and not encouraging the education departments in the region for creativity and poor coordination between the school staff and ignoring the strategies of creative thinking in the school and the absence of planning The overall strategy.

Their responses were moderate with regard to the lack of qualified educational departments to support the creative environment, the non-use of e-governance, the absence of effective vertical communication between school management and education management, and the absence of effective horizontal communication between committees and teachers and the inability The current organization of the school to absorb advanced communication techniques and organizational conflict between teachers who elevate their resistance to development. And the organizational conflict between the teachers that increases their resistance to change and the fear of failure when experimenting with all new.

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Table 5: Obstacles to administrative creativity

No.	Phrase	Average Answer
1	Increased rates of work pressure	3,90
2	Lack of incentives to encourage creativity	3,77
3	Inertia in the implementation of laws and regulations.	3.45
4	Lack of justice in school	3.42
5	Favoritism of some staff at school	3.34
6	Lack of effective vertical communication between the school administration and the education administration	3.14
7	Lack of effective horizontal communication between committees and teachers	3.04
8	The inability to absorb sophisticated communication techniques	3.00
9	Organizational conflict raises the degree of resistance to development.	2.92
10	Fear of failure when you try everything new	2.90
	All Phrase	2.52

By arranging the terms according to respondents ' responses, it is clear that the highest barriers to creativity in schools have been to increase the rates of work pressure and lack of incentives to encourage creativity and inertia in the implementation of laws and regulations. And the lack of justice in the school, the less obstacles from the point of view of the respondents in the fear of failure when experimenting with all new and organizational conflict between the teachers that increases their resistance to change and the development and the inability of the current organization of the school to absorb the advanced communication techniques on Order.

VI. Conclusions

1. Discuss the results of the question related to the aspects of the administrative creativity of the high school administrations in Sohag City, the results of the study showed that there is a low perception of all axes of the tool and this indicates that the administrative creativity aspects of principals of basic education schools are low as seen by the managers of those Schools.
2. With regard to the reality of the application of the elements of administrative creativity, namely originality, fluency, flexibility, risk, ability to analyze, sensitivity to problems, and deviation from the usual, the results concluded that the respondents' response was moderate in some of these elements and low in other elements.
3. The results conclude that the obstacles that limit the administrative creativity of the high school administrations in the city of Sohag were high and can be explained to the centrality that the Ministry continues to follow in the administration of education, although the principals are given some powers to administer their teacher according to the policy of each region Educational in the Kingdom Furthermore, there is a lack of participation of some school staff in the process of educational decision-making and the playing of creative participation because they represent them from the deviation from the system, in addition to the social environment in which the principals of schools where the social intermediation prevails in this community.

Through the foregoing, the following conclusions can be drawn:

1. The aspects of creativity are very low among the principals of secondary schools in Sohag City from the point of view of Principals.
2. The principals of the primary schools in hail apply different elements of administrative creativity from their point of view.
3. There are some obstacles impeding the administrative creativity of the secondary education departments in Sohag City.

VII. Recommendations

Based on the findings of the researcher, he recommends attention to the following aspects:

1. Provide an appropriate degree of decentralization of school management and education Management.
2. Work on providing a specific mechanism to provide incentives to encourage creativity.
3. Simplify procedures in the implementation of laws and regulations.
4. Working to create the organizational climate in the school for creativity.
5. Managers participate in decision making by subordinates.
6. The need to conduct training on creative thinking instead of relying on stereotypical thinking at school.
7. Opening effective communication channels between school staff.
8. The need to clarify the creative work in comprehensive strategic planning.
9. Not hesitate to apply modern administrative methods because of the critical importance of creativity, and not to fear the application of methods that have a high percentage of risk.

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10. Use e-management in the development and delivery of services that help to innovate.
11. To apply the modern administrative concepts of the school administrations such as activating the principle of participation and the formation of task forces and teamwork and administrative decision making to encourage creativity.
12. Conducting studies on the methods of working development in the school.

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