The Impact of Creativity Management in Fighting the Educational Crisis in Secondary Schools in Palestine from the Viewpoint of Headmasters

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Abstract

The study aims to identify the impact of creativity management in fighting the educational crisis in secondary schools in Palestine from the viewpoint of headmasters, researcher worked to follow the descriptive analytical method and also resorted to statistical methods, has developed a questionnaire included several paragraphs about the school crisis and creativity administrative, in order to test the hypotheses of the study, she has distributed 120 questionnaire to headmaster of secondary schools in Palestine, 100 questionnaire returned and valid for the analysis, means, frequencies computed, standard deviations, and Pearson correlation test, the results indicated that there are many crises in secondary schools, school principals working on the practice of creativity management in fighting these crises, finally the results pointed out there is a correlation between the creative management and fighting crises in Secondary schools in Palestine. researcher recommended that the need to strengthen creativity management in solving schools crises and give school principals more training courses on the face of school crisis in secondary schools in Palestine.

Introduction

School is the most important organization in Palestine educational system. One of the elements to a school's success is an experienced leader (whether principal or headmaster), who has a positive attitude and is able to create a school environment that encourages cooperation and communication among staff members, between staff and administration, and between staff members and the pupils. A solid leadership is the most essential key to school success. This suggests that there is a need to identify the quality of the personnel responsible in the organization and how this kind of leadership able to evoke commitments of the teachers in order to bring the school into success. School needs to improve from time to time and this process of change needs to be lead by a qualified leader who is talented, determined, knowledgeable and capable.

crises that occur in organizations and institutions are only sudden changes to the internal or external according to e organization or enterprise environment without expecting them or opportunity to avoid them, and the truth, which is supposed to stand in front of it too much to understand, and realize it is the lack of state in the world completely immune from the crisis, even survived these risks and horrors for many years, crises accompanied the human since it was found on this earth and deal with it in accordance with the potential available to reduce their effects.(Molly Schar, 2009)

some crises occur outside the control of management, as some of the crises that occur as a result of leakage of important information and sometimes secret strategy or a new plan or a new project to the outside of the organization which leads to the opposite of what planned. Experts suggest at this stage, a number of actions and decisions to deal with the crisis, including:
-The establishment of a special center to crises.
-Formation trainee team called team opportunities.
-A sophisticated communications network processing permanent insurance.

The challenge is to reach its peak in the presence of the crisis stage where it actually requires to take the most difficult decisions and fastest. The main leadership feature in a crisis is to maintain the simplicity of the things that people are asked to do things, for example, or the business which they were trained not to do new business is accustomed.

The crisis management is a reaction planned based on scientific methodology- crisis management running it through adequacy and effectiveness, the crisis management means predicted crisis occurred and work to prevent and minimize the negative effects ,and this will not materialize as planned not to deal with the crisis as one of the pillars of the philosophy of educational organization (Harvard Business Review (2000).

Brock, Sandoval and Lewis (1996, p 14), offering a definition applicable to schools, suggest that crises are sudden, unexpected events that have an 'emergency quality' and have the potential to impact on the entire school community.

Creative's programs also incorporate teachers, school administrations, community members and governments with a mandate to rebuild or strengthen the institutional capacity of education systems.

Study Problem:

There are many educational crises in secondary schools in Palestine, where the impact of these crises on secondary education outcomes and this is what led to the existence of a state of uncertainty by parents on their

children's future so it can summarize the problem of the study in this major question:

Why there isn't application to creativity management in secondary schools in Palestine from the viewpoint of school principals?

The importance of studying:

Dealing with the educational crisis through the application of creativity contributes significantly to the reduction of the worsening educational crises in the high school administration, The application of the elements of the administration in the fight against educational crises occupying the attention of many researchers in these days, so The importance of this study in its ability to develop a comprehensive plan applies school principals will help them in dealing with the school crises are plain and simple.

Objectives of the study:

This study aims to identify the following:

1-Reality Crisis educational crises in secondary schools in Palestine.

2- Following the management of creativity in the face of educational crises in Palestine.

3-To what extent the application of the elements of educational administration in the face of crises in Palestine.

Hypotheses:

Depending on the objectives of the study were above the formulation of the following assumptions:

First hypothesis : There are no secondary schools in the educational crises in Palestine

Second hypothesis: Secondary school principals in Palestine does not exercise creativity administration in the face of school crises.

Third hypothesis: There correlation statistically significant between creativity and administrative management of the educational crisis by secondary schools in Palestine managers.

Data Analysis:

The data gained from this research was analyzed with a device called Statistical Package for the Social Science (SPSS) Version 15.0. Descriptive analysis was used to interpret the demographic variables. The researcher used frequency, percentage, mean and standard deviation. In addition to this, the researcher also used Pearson correlation test to identify the relationship between the variables.

Literature review

a crisis is a situation where schools could be faced with inadequate information, not enough time, and insufficient resources, but in which leaders must make one or many crucial decisions. (Webster's Ninth Collegiate Dictionary, 1987).

The School Crisis Management Team is the most important tool for crisis intervention in the school. It comprises a group of staff of the school who knows the school community, the students and each other well enough to make the necessary decisions when a crisis occurs.

The School Crisis Management Team serves to manage the effects of a crisis and to help the school restore its normal functioning. It co-ordinates the various resources of the school to deal with the unusual situation. The functions of the Team are to (Newgass, S., and D. Schonfeld, 2000) :

1- Draw up a school crisis plan

2-Collect and clarify ongoing information of the crisis

3- Evaluate the impact of the crisis to the school

4- Coordinate all resources, in and outside school, and respond quickly to the crisis.

5- Provide support to teachers, students and parents

6- Coordinate the progress of the crisis management

7- Evaluate the crisis plan

8-Coordinate the follow up work

School crisis plans typically highlight the importance of leaders taking charge by assessing the situation, making decisions, giving direction to others, and supervising activities (Petersen & Straub, 1992; Pitcher & Poland, 1992; Watson et al., 1990). Perhaps the first determination any leader must make is whether a crisis is present or imminent. Without the recognition of a problem, efforts to prevent or respond to the problem cannot be undertaken. In an article with the provocative title, "How Schools Promote Violence," Conoley, Hindmand, Jacobs, and Gagnon (1997) identify ten common mistakes by school leaders. At the top of their list, "Let's wait until there's trouble," describes the tendency among some leaders to function in a reactive mode, ignoring potential problems until it is too late. Duke's (1987) analysis of school leadership stresses that principals must cope with high levels of ambiguity and complexity in most school functions—from evaluating instructional effectiveness to managing student discipline. To be successful, school leaders must have a well-developed vision of how their schools should function and what they want to accomplish.

In relation to the leadership style, the literature found that the most effective leadership style during times of crisis is transformational leadership. At this point, however, it is argued that a transformational leadership style itself is sometimes insufficient. During crisis events, leaders should have a vision, which is defined as "a leader's mental image of an organization's future" (Ylimaki, 2006, p. 622)**.**

Emergency management in the schools involves a greater interdependence between school and community leaders such as fire, police, emergency medical services (EMS) and mental health personnel. This collaboration helps to create a dynamic and interactive environment in which the school based administrators' authority can be transformed and shared through a single voice and a collective message about emergency management priorities and actions. Depending on the scope of the crisis, this may mean that administrators may be called upon to share responsibility in decision making with local responders, hand control over to the key incident commander from first responding agencies, or possibly maintain their autonomy in an emergency situation (ERCM, 2007) .

School administrators' active involvement in school emergency management helps schools to:

1- Promote emergency preparedness as a high priority within the district, schools, and classroom and equal in importance to increasing academic achievement;

2- Articulate the key components and critical activities of the four phases of emergency management— prevention mitigation, preparedness, response, and recovery;

3- Work with community partners, build from their expertise and collaboratively develop, implement and sustain emergency management plans based on the unique characteristics of each school that can support the whole school community (including people with disabilities and special needs);

4- Help first responders and other community partners understand the unique characteristics of the school building, school grounds, students and families; and

5- Understand that managing a crisis or emergency should be done within the context of the National Incident Management System (NIMS), a unified, standardized national system for managing domestic incidents that is suitable for schools nationwide to use during all phases of emergency management to facilitate local decision-making and improvement.

According to the American Red Cross (2005), good planning will facilitate a rapid, coordinated, effective response when a crisis occurs. Crisis management planning is a continuous process in which all phases of the plan are being reviewed and revised. Good plans are never finished. They can always be updated based on experience, research, and changing vulnerabilities.

Previous studies:

Mona Mastur Ali AL-Ghamdy.(2007)   The leadership's Role of school administration's supervisor in crisis management,   The study aims at identifying the most important managerial crises that face the school administration supervisor during her work in secondary schools, their causes and the obstacles and the most important competencies required for practicing her leaderships role in management crisis.

Results of the study:

l. The most important managerial crises in the secondary schools that face the school administration supervisor are (physical aggression of students towards teachers – Asking for a vacation from many teachers of the same time – schools robbery).

2. The most important causes of managerial crises in the secondary schools were : the lack of experience of qualified counselors who are specialized in psychological counseling, the poor qualification programs of pre-Service teachers and the shortage of specialized supervisors in the field of crisis management.

3. The most important obstacles that faced school administration's supervisor were: lack of a specialized reference person for giving instruction and follow up at the time of management crisis, the little number of mutual communication among schools concerning exchanging experiences dealing with crisis management and the poor rules of instruction and systems which guide the school headmistress at the time of crisis.

4. The most important competencies that the school administration supervisor should acquire are : solving the human problems that the school may face , being aware of the relevant consequences of school crisis and being patient in dealing with the crises.

Recommendations of the Study:

1-Developing leadership skills of education supervisors through providing training programs for them.

2-Developing the selection's standards of school administration's supervisors, schools headmistress , and school headmistress assistants .These standards should include the culture of school crises management the ability of recognizing the administration problems and solving them.

3-Assuring the importance of school administration supervisor's knowledge of the crises that faced other schools either inside the kingdom or outside it.

Raed abed alal (2009) Methods of Crises Management to Public Schools Principals in Gaza Governorates and their Relationship to Strategic Planning, This study aimed to identify methods of crises management to public schools principals in Gaza governorates and their relationship to strategic planning , The study has shown the following findings**:**

There is statistically significant positive correlation between the methods of schools crises management (cooperation, confrontation, and containment) and school strategic planning where Pearson correlation is ,

There is statistically significant negative correlation between the methods of escape and the school strategic

planning where Pearson correlation ,
There are statistically significant differences between the estimated average of public schools principals practices in Gaza governorates to their practices to methods of crises management attributed to sex in cooperation and confrontation for males, There are statistically significant differences between the estimated average of public schools principals in Gaza governorates attributed to educational area between schools principals (North Gaza and East Gaza Directorates) versus schools Principals in Rafah Directorate to (North Gaza and East Gaza Directorates), There are no statistically significant differences between the estimated average of public schools principals in Gaza governorates to their practice of methods of crises management attributed to qualification , years of service and educational stage, There are no statistically significant differences between the estimated average of public schools principals in Gaza governorates to their practices of strategic planning attributed to sex, qualification, years of service, level of education and educational area.

Recommendations :
1. Holding training courses to schools principals related to school strategic planning.
2. Working on making crises planning an important and integral part for strategic planning.
3. Having a well qualified staff to prepare plans to overcome crises and scenarios of confrontation.
4. Holding training programs and workshops to the workers in schools to the effective and modern methods to face the scholastic crises.
5. Forming a trained team to confront schools crises under leadership of the school principals and the membership of some teachers , the social consultant, the school health teacher, and the school secretary.

Maisoun T. Al-Zu'bi (2014) The Degree of the Availability of the Crisis Management Elements in the Departments of Education in the Governorate of Irbid from the Viewpoint of the Heads of departments, The study aimed to identify the degree of the availability of the elements of crisis management in the departments of Education in the governorate of Irbid from the viewpoint of the heads of departments. To achieve the objectives of the study, the researcher used analysis and descriptive methods by designing a questionnaire that consists of two
parts: The first section included personal information relating to the members of the study sample, and the second section consisted of (34) items distributed on (5) areas: the detection of the signals of early warning, which consisted of (7) items, preparedness and prevention, (8) items, containing damage, (5) items, regaining activity, (6) items, and
learning, (8) items. The population consisted of (41) heads in 1st Irbid department, the sample consisted of (37) heads of department of education in the governorate of 1st Irbid, and the results showed the existence of the degree of the availability of the elements of crisis management in the departments of education in the governorate of Irbid with a high degree. There are no significant differences in Crisis Management Elements due to gender and experience.
The study recommended the following:
1. Taking interest in collecting detailed information at the places affected by the crisis by the Directorate of Education.
2. Taking interest in the establishment of signals of early warning to detect the presence of a crisis in the departments of Education.

Cheantel M. Adams (2006) An Analysis of Secondary Schools' Crisis Management Preparedness: National Implications, The purpose of this study is to analyze crisis management plans of schools that have experienced crisis situations in the past. The plans used by these schools to manage these crisis situations will be evaluated for their effectiveness or ineffectiveness in re-establishing stability to their organization. With such information, other schools may more effectively create plans, which enhance their own ability to effectively manage crisis situations. The elements proving most effective may be used to replicate effectiveness, and the elements of the plan that were least effective will be reconsidered to increase successful management of crisis si It is important for educators to analyze their level of crisis preparedness. Fortunately, several resources are available to aide in the process of planning. Schools that have performed extensive crisis management planning will respond more effectively when a crisis situation occurs. By examining levels of preparedness, schools can evaluate their own level of planning and improve in the areas in which they are lacking. tuations in the future.

Ahmad derbass (2012) the principals' ability to cope with crisis management in jadeh city , The purpose of this study was to determine to which extent public school principals' in Jeddah, Saudi Arabia can manage and deal with crises in their schools. The sample of this study consisted of (43) principals. Only (39) of them cooperated in answering the questionnaire (91%) of the total sample. The researcher adopted the descriptive survey methodology. To achieve the objective of the study, a questionnaire of (77) statements developed by (ALhazaymah, 2004), was used after modification to suit Saudi social environment.

The collected data were analyzed using frequencies, percentage, arithmetic means, T- test and ANOVA. Major findings were as follows :
1-Respondents perceived that principals manage crisis according to their personal views in reaction manners.

2- Respondents perceived that principals don't deal with crisis according to a scientific methodology.

3- There were no statistically significant differences at 0.05 among the principals viewpoints in dealing with crises according to their university degree.

4-There were no statistically significant differences at 0.05 among the principals viewpoints in dealing with crises according to their practical experience.

There were no statistically significant differences at 0.05 among the principals viewpoints in dealing with crises according to their school level.

David J. Alba et al (2011) Crisis Preparedness: Do School Administrators and First Responders Feel Ready to Act, This study explored the perceptions of 60 Rhode Island school principals, three district-level administrators, and three first responders (e.g., police, fire) in regards to school safety through addressing the following research questions:

1) Is there a significant difference in the perceptions of urban, urban ring, and suburban principals with respect to crisis preparedness training?

2) Is there a significant difference in perceptions of elementary, middle, and high school principals with respect to crisis preparedness training?

3) What are the perspectives of district leadership and first responder personnel with respect to the implementation of crisis preparedness training?

Study results show that , national research on school emergency preparedness indicated that a majority of school districts across the United States had written emergency management plans; however, paucity was noted in the best practices regarding their refinement, evaluation , and practice with first responder personnel. The research further indicated the need to identify the barriers which prevented school districts, first responders and community partners from training together, and to develop strategies which could address those factors (GAO, 2007a)

The results of this study may be utilized to create a context for addressing perceived barriers in addition to validating the need to develop future collaborative training efforts.

Statistical analysis :

Study population :

The study population consisted of all secondary school principals in Palestine.

Study sample :

The researcher select a random sample of one hundred director of High School distributors at several schools in Palestine.

Description of the study sample:

Gender :

	Frequincies	Percentage
Male	54	54.0
Femle	46	46.0
Total	100	100%

Showed the results of the analysis above indicates that there are 54% of the study sample are male and that there is 46% of the study sample were female.

Age:

	Frequincies	Percentage
25-35	25	25.0
36-45	42	42.0
46 and more	33	33.0
Total	100	100%

the results of statistical analysis above indicates that there are 25% of the study sample aged between 25-35 and there are 42% of the study sample aged between 36-45 and also there are 33% of the study sample aged more than 46 years.

Education:

	Frequincies	Percentage
Bachelor	52	52.0
Master	37	37.0
Master and more	11	11.0
Total	100	100%

above results of the analysis indicates that there are 52% of the study sample have a Bachelor of science degree, and there are 37% of the study sample Master as well as there are 11% of the study sample Master and above.

Experience :

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		Frequincies	Percentage
1-5	35		35.0
6-10	32		32.0
11-15	21		21.0
16-20	8		8.0
20 and more	4		4.0
Total		100	100%

Showed the results of the analysis above indicates that there are 35% of the study sample members have experience between one to five years, and there are 32% of the study sample members have experience between 6-10 years as well as there are 21% of the study sample members have experience between 11-15 years, as well as there are 8 of the study sample have experience between 16-20 years old, as well as there are four members of the study sample had more than 20 years of experience.

Study reliability :

the value of Cronbach's Alpha is 0.86 which indicate that all the paragraphs of the study have a high reliability and that makes it acceptable in social and educational research.

School crisis :

no	Item	Mean	Std
1	The school is facing a crisis access in winter	3.66	1.165
2	Power outages sometimes from school	3.88	1.094
3	The absence of one of the school teachers	3.45	.968
4	Problem between the teacher and the student occurred	2.87	.884
5	Teachers' strike at times	3.30	.870
6	Crises of the occupation	3.49	.893
7	A fire inside the school	3.46	.846
8	One student suddenly disease	3.54	.869
9	Problem among students occur	3.56	.891
10	Problem between the manager and the teacher occurrence	3.47	.915
	Total	3.4680	.57663

It showed the results of statistical analysis above that the answers to school principals about the presence of school crises measured by circles computational paragraphs school crises and which indicated that this class is a medium which means that it shows that there are school crisis in secondary schools from the perspective of school principals in Palestine and that the arithmetic mean of the total is 3.46, a medium degree as well.

Creative management :

	Item	Mean	Std
1	Managers trying to implement new methods and techniques to resolve any problem faced at work.	3.50	.959
2	Performing managers and their sophisticated new way in the face of crises	3.34	.928
3	Managers are keen to offer suggestions and new ideas.	3.38	.982
4	Managers have great skill in planning	3.75	1.048
5	Managers are keen on good organization to meet the school crisis	3.50	.905
6	Managers interested in the good direction in crisis management	3.64	1.015
7	Managers seeking ideas and suggestions that contribute to solving labor problems.	3.56	1.048
8	Individuals keen to embrace new ideas and even faced some obstacles applied.	3.42	1.103
9	Decisions taken by managers conducted in accordance with the foundations of thought.	3.35	1.067
10	Managers have the ability to simplify and organize their thoughts.	3.36	1.000
11	Managers feel the joy and excitement and challenge in dealing with labor problems.	3.58	1.075
12	Managers has an accurate view of the problems of work.	3.51	1.040
13	Managers are expected to work problems before they occur.	3.30	1.096
14	Provide training based on creativity in the face of administrative and educational crises	2.85	.869
	Total	3.4312	.57658

Testing study Hypothesis:

First hypothesis : There are no secondary schools in the educational crises in Palestine

t-computed	t-tabulated	sig	Accept or refuse Ho
8.11	1.69	0.00	Refuse

Through the study tested the hypothesis result of t- computed is bigger than T -tabulated. so we reject the null hypothesis and accept alternative hypothesis that there are many school crises in secondary schools in Palestine in the viewpoint of school principals.

Second hypothesis: Secondary school principals in Palestine does not exercise creativity management in the face of school crises

t-computed	t-tabulated	sig	Accept or refuse Ho
7.47	1.69	0.00	Refuse

Through the study tested the hypothesis results of t - computed is bigger than T -tabulated. so we reject the null hypothesis and accept alternative hypothesis that confirm principals exercising creativity administration during the school confronted crises in Palestine.

Third hypothesis: There correlation statistically significant between creativity and administrative management of the educational crisis by secondary schools in Palestine managers.

Creative management / Crisis management	Pearson correlation	Sig
	0.408	0.00

**. Correlation is significant at the 0.01 level (2-tailed).

Results show that Pearson correlation test indicate that there is a correlation between the creative department and run the school crisis from the perspective of secondary school principals in Palestine, where the Pearson correlation coefficient is 0.40, and the level of significance 0.00 less than 0.01, and the relationship of the result confirms that the secondary school principals exercising creativity administration during a confrontation school crisis.

Findings and recommendations

Results:

Results of statistical analysis to the following results:

1-There are many educational crises in secondary schools in Palestine.

2- principals practiced creativity management in Palestinian secondary school in fighting school crises.

3-There is a correlation between creativity management and crisis management in secondary schools in Palestine.

Recommendations:

Depending on the above results the researcher recommended the following:

1-The need to work on the application of Creative management in crisis management in schools and educational institutions in Palestine

2- Encourage school administrators to pay attention to the application of the principles of modern administration in addressing the educational crises in schools.

3-Work to give school principals several training courses in the field of combating school crises.

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