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The Degree of Creativity Management and Its Relationship to Administrative Performance Among Government School Principals in Theban District from the Teachers' Point of View

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ABSTRACT
The current research aims to identify the degree of creativity management and its relationship to the administrative performance of government school principals in Theban District from the teachers' point of view. The researcher used the descriptive approach, where a questionnaire was designed as a tool for data collection, and the research sample consisted of (107) male and female teachers in the Theban district education schools, and they were selected in the available way. The results indicated a (high) level of the degree of creativity management and its relationship to administrative performance among government school principals in Theban District from the teachers' point of view ranked third with a high degree. The level of administrative performance was at (average) level. The results also indicated that there were statistically significant differences ($\alpha = 0.05$) due to the effect of the gender variables in managing creativity and administrative performance. The differences came in favor of males, and there were no differences in the variable and years of experience, and there were statistically significant differences ($\alpha = 0.05$) due to the effect of (the educational qualification) and the differences came in favor of the educational qualification (higher studies). There is a positive, strong, and statistically significant correlation at the significance level ($\alpha = 0.05$) between the degree of creativity management and administrative performance among government school principals in Theban District from the teachers' point of view.
KEYWORDS:CREATIVITY MANAGEMENT, ADMINISTRATIVE PERFORMANCE, SCHOOL PRINCIPALS.
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INTRODUCTION

The issue of management is of great interest among workers, as professionals and academics agree in that, knowing that the issue of management is very important for the organization, because management has develop a dynamic impact on the interaction of individuals and organizations.The Arab British Academy defines management as the process of inspiring individuals to do their best to achieve desired results. (Arab British Academy for Higher Education, 2014)

Creativity is one of the most important components of successful and distinguished institutions in their performance and achievement that seek to bring about a qualitative shift and fundamental changes in their administrative methods of work, support the individuals working in them, and encourage their creative behavior, so that they become more efficient and effective. Creativity is a kind of change and renewal in the way of work, and its use of methods and techniques that keep pace with the requirements of the environment and the modern era, as it seeks to meet the renewed needs of society. There are many and varied definitions of creativity, as he (Al-Muhairi, 2003) defined it as a mixture of flexible science fiction to develop an old idea, or find a new idea that results in a distinct and unusual production that can be applied, used, and benefited from, while Guilford sees it (Guilford, 1986). It is a set of preparatory features that include fluency in thinking, flexibility, and originality, sensitivity to problems, redefining the problem, and clarifying it in detail. As for administrative creativity, it was expressed (Jarwan, 2002) that it is a combination of abilities, preparations, and personal characteristics that, if an appropriate administrative environment is found, can promote mental processes to lead to authentic and useful products, whether in relation to the individual's previous experiences, or the experiences of the institution, or community, or the world. It can be defined as a process that seeks to bring about a distinctive shift at the level of organization by generating a set of creative and innovative ideas, and implementing them by work individuals and groups, which has a positive impact on the development of the institution or organization (Al-Anzi, 2008).

Administrative creativity is considered an integrated system in which the administrative organization cooperates and in which all employees and its affiliates participate. One of the types of creativity and excellence they have, and in view of the components of the creative process, the employee is the basis of the creative process, and through him the institution turns to the process of administrative creativity. (Murad, 2016).

The researcher believes that successful management requires an educational leader characterized by

creative and administrative skills that help him to be influential in his workers in order to gain the support of their cooperation and motivate them to reach the highest degree of efficiency, creativity and teamwork until the desired goals of the educational institution are achieved with quality and mastery, as the leader is in his ability To influence and bring about change in his subordinates, averageing that the influence comes from the creative skills practiced by the successful leader and gained their experience through practice, training and experience.

THE STUDY PROBLEM:

The school principal is an educational administrative leader who is entrusted with managing the educational and educational process in the school and directing it towards achieving the educational goals and objectives. In the service of his administrative and educational responsibilities that always need development and renewal according to well-studied and appropriate administrative and creative methods of creative management. Which makes the educational domain represented by the school environment need to provide the appropriate climate for the practice of creativity . From this point of view, the study problem is determined by answering the following questions:

- The first question: What is the degree of creativity management among government school principals in Theban District from the teachers' point of view?
- The second question: Are there statistically significant differences at the significance level ($\alpha = 0.05$) in the estimates of the study sample members for the degree of creativity management among government school principals in Theban District from the teachers' point of view?
- The third question: What is the degree of administrative performance of public school principals in Theban District from the teachers' point of view?
- The fourth question: Are there statistically significant differences at the significance level ($\alpha = 0.05$) in the estimates of the study sample members for the degree of administrative performance among government school principals in Theban District from the teachers' point of view?
- The fifth question: Is there a correlation between the degree of creativity management and its relationship to the administrative performance of public school principals in Theban District from the teachers' point of view?

OBJECTIVES OF THE STUDY:

-Identifying the degree of creativity management among government school principals in Theban District from the teachers' point of view.

-Detecting statistically significant differences in the estimates of the study sample members for the degree of creativity management among government school principals in Theban District from the teachers' point of view.

-Identifying the degree of administrative performance of public school principals in Theban District from the teachers' point of view

-Revealing the statistically significant differences in the estimates of the study sample members for the degree of administrative performance among the principals of public schools in Theban District from the teachers' point of view.

-Revealing the correlation between the degree of creativity management and its relationship to the administrative performance of government school principals in Theban District from the teachers' point of view?

THE IMPORTANCE OF STUDY:

The theoretical and practical importance was addressed as follows:

THEORETICAL IMPORTANCE: It is hoped that the study will contribute to drawing the attention of school principals to the necessity of practicing creativity management and raising their awareness of this. It is also hoped that it will enrich the Arabic library in general and the local library in particular.

APPLIED IMPORTANCE: the researcher hopes that the results of the study will contribute to providing information to decision makers about the degree of practice of creativity management in schools. On the other hand, in designing appropriate programs by decision-makers to raise awareness among school principals of the need to practice creative management skills

DEFINITIONS AND PROCEDURAL TERMS:

CREATIVITY: Mustafa (2014) defines it as: "The individual's ability to produce new ideas with the help of others to generate these ideas, and to reformulate his previous experiences, which enable him to use imaginative skills, and which help in the emergence of the new, rare and innovative, which makes the degree of benefit from this The ideas are great, and enable him to develop modern visions of the future.

ADMINISTRATIVE CREATIVITY: It is the practice of administrative work with a variety of more positive thoughts and methods, which constitutes a positive and appropriate work environment and environment for working individuals and work groups, each in the domain of continuous generation of new ideas and outstanding performance, or constructive solutions to expected problems within or outside the organization, by departing

from the norm in These domains are beyond the traditional in thought and action, in an effort to increase the organization's internal and external efficiency, growth, survival, and increase its competitiveness (Al-Mutairi, 2016).

PROCEDURAL DEFINITION: The manager's ability to reformulate his previous experiences to reach modern future visions by practicing creativity methods, and seeking to find and innovate new and modern averages and methods, with the aim of developing managerial creativity.

THE LIMITS OF THE STUDY:

This study is limited to the following limits:

OBJECTIVE LIMITS: The degree of creativity management and its relationship to administrative performance among government school principals in Theban District from the teachers' point of view.

Spatial limits: Schools of the Directorate of Education, Theban District.

Time limits: This study was implemented in the second semester of the year 2022.

Human limits: The study was limited to teachers of the Theban district education schools.

THEORETICAL LITERATURE AND PREVIOUS STUDIES:

ADMINISTRATIVE CREATIVITY:

Today, the world is witnessing a lot of changes and developments in various domains of economic, social, information, cultural, political and technical life, which has prompted educational institutions, whether public or private, to seek to develop methods of work within them, on a permanent and continuous basis, so that these institutions can keep pace with the tremendous knowledge developments that Speak in the world today, and achieve this by investing the energies of creators within it to the fullest extent, and benefiting from it so that these creators can fulfill the roles entrusted to them to the fullest extent (Al Shaer, 2016).

Administrative creativity is considered an important averages for the growth and development of institutions in general and educational institutions in particular, for the sake of their sustainability on the one hand, and in order to achieve the desired goals on the other hand, as the system that does not innovate and does not develop is destined to decline and decay, but may be demise, and creativity Administrative helps those institutions to adapt to various changes, and helps them to face challenges, whether political, economic, technical, or informational, and thus achieve the goals of the organization that it seeks to achieve, and leads creativity to innovation and innovation, which makes the organization ahead of other competing organizations and ensures It has access to advanced positions in competition and creativity (Al-Azzawi et al., 2012).

In view of the critical importance that creativity achieves, it is necessary to provide the appropriate atmosphere for work in addition to allocating the necessary averages to develop creativity by following stages and strategies that enable the institution to reach the highest levels of administrative creativity, which leads to an increase in the efficiency of the human element as the main factor for increasing productivity within organizations. Creativity is nothing but an individual's vision of a phenomenon in a new way that requires the ability to sense the existence of a problem, to address it by thinking differently to find the appropriate solution to it (Al-Salem et al., 2009).

THE CONCEPT OF MANAGERIAL CREATIVITY:

The definition of administrative creativity is one of the general definitions of creativity itself. Creativity in management is related to the ideas developed in the domains of management, domains of product improvement, team leadership, and improvement in customer service. , This is due to the complexity of creative phenomena on the one hand, the difference and multiplicity of domains in which the definition of creativity has expanded on the other hand, the varying interests of researchers and specialists, and the diversity of their cultural and scientific approaches and schools of thought (Al-Haqbani, 1997).

Administrative creativity is defined as: the ability to possess a new idea through imagination and rapid visualization of various solutions in the face of any problem, as there are four elements for the new idea: personal, authentic, useful, and averageingful to reach the solutions that the creator wants (Al-Barjawi, 2015). Khairy (2013) defined administrative creativity as a single intellectual process that combines brilliant knowledge and creative work, touching various domains of life, dealing with reality and striving for the best. It can also be defined as a set of procedures, processes and behaviors that lead to improving the general climate in the organization and activating creative performance by motivating workers to solve problems and make decisions in a more creative and unfamiliar way of thinking (German, 2018).

(Wiig, 2013) defined managerial creativity as a set of clear and well-defined approaches and processes aimed at discovering and managing knowledge functions, whether positive or negative, in various types of operations, identifying new products or strategies, enhancing human resource management, and achieving a number of Another goal to be achieved.

The researcher considers that administrative creativity is the products of a new idea that is being

implemented, which is intended to develop the production or service provided, and the aim of which is to solve the problems faced by institutions, develop the applicable system, or find a new practical method for carrying out the work and activities of the institution, in a way that ensures the achievement of goals efficiently and effectively.

THE IMPORTANCE OF ADMINISTRATIVE CREATIVITY:

Administrative creativity constitutes a averages of great importance in renewal, change, development and inventing new methods and solutions to existing problems in an innovative way that saves time, effort and cost, and in view of the new developments resulting from the information revolution and the technological explosion of knowledge, and with the intensification of competition between institutions, the diversity of needs of individuals and the increase in their ambitions. Several problems have emerged that have prompted these institutions to respond to these developments by making changes and adjustments that go along with them, as it is difficult to achieve this except through new ideas and modern methods that respond to these permanent and continuous changes day after day (Shaqoura, 2012).

Al-Hudhali (2010) pointed out that the importance of creativity lies in the fact that it helps to put forward new, different and positive ideas and methods that make the work environment a positive environment to achieve the goals of institutions, as it seeks to change and develop in the organization to keep pace with knowledge and technological developments in the work environment and find solutions to problems. It also introduces employees in institutions to organizational values, deepens them and focuses on performance, encourages employees to be independent, simplifies administrative procedures, and creates a flexible and easy regulatory environment for dealing.

Maqabla (2014) considers that the positives provided by administrative creativity in institutions are many, including the ability to respond to the changes in the surrounding environment, which makes the institution in a stable position as it has the willingness to face these changes in a way that does not affect the functioning of institutional operations, and improve the institution's services for the benefit of the institution and the creative individual, and the administrative creativity contributes to the development of the intellectual and mental capabilities of the workers in the organization by giving them the opportunity to test those abilities, and it also strikes a balance between the various development programs and the available material and human capabilities, which leads to the good exploitation of human resources and benefiting from their capabilities. By giving them the opportunity to search for new in the domain of work and constantly update work systems in line with the surrounding changes.

CREATIVITY INGREDIENTS:

Creativity is based on a number of basic components agreed upon by psychologists, including: fluency, flexibility, originality and sensitivity to problems.

1. **FLUENCY:** "Represents a person's ability to "produce a large amount of ideas that exceed the general average within a specified period of time" (Al-Suwaidan, 2002), and to produce "the largest possible number of paragraphs, or alternative responses from information stored in memory, or solutions questions, or open-ended problems" (Al-Zayyat, 2002), and this ability can be expressed through several factors, namely:

A- **WORD FLUENCY:** It averages producing the largest number of words or words that meet certain conditions.

b- **ASSOCIATIONAL FLUENCY:** It is sometimes called associative fluency, and it averages the speed of producing a number of words with specific properties and relationships.

C-**IDEAL FLUENCY:** It is the ability to generate a large number of ideas, regardless of the quality of these ideas.

D- **EXPRESSIVE FLUENCY:** which is the ability to express ideas easily by formulating them in useful words and phrases (Al-Suwaidan, 2002) .

2. **FLEXIBILITY:** It is the diversity of ideas, the lack of stagnation in front of one mentality, or a fixed method for finding solutions, so change, renewal, development, and acceptance of different ideas are necessary. It is the individual's ability to constantly switch thoughts, and not to be stereotyped in stable thoughts. In other words, it averages his ability to change the mental angle through which he looks at things and multiple situations, so that he can be freed from mental inertia by moving between different categories without relegating to one category. The transition between the various categories is an expression of the flexibility of the individual, and the ease of changing the mental attitude (Khairallah, 2009)

3. **ORIGINALITY:** It is the individual's ability to generate new, amazing, or rare ideas that no one has previously seen, and the less common the idea, the higher the degree of its originality. Undoubtedly, this is a relative matter that is due to the group's acceptance of it and its counting as unique and valuable. The measure of originality, then, goes back to two things: the measure of its unfamiliarity, and the measure of its mastery and appreciation. Originality is one of the most important components of creativity, and one of the capabilities most

closely related to creative thinking, and perhaps this is clear through its definitions, as the focus was mostly on the elements of novelty and originality. This singular, unusual, or singular production characterizes the creative person if he comes up with original and new ideas that differ from what others came up with (Al-Huwaidi, 2004). Finally, the concept of administrative creativity has become a modern and important concept for administrative institutions of all kinds, under any framework, and in any country. "It accompanies the processes of development and administrative reform, with the aim of bringing about a qualitative and radical change in the averages and administrative methods in a way that goes beyond the customs and traditions that impede positive development. Among the most dangerous of these habits: individualism and placing all powers in the hands of senior management members, which may neglect opportunities for participation, reduce the sense of spiritual affiliation to institutions and work groups, and suppress free voices and creative abilities" (Al-Rawi, 2000).

ADMINISTRATIVE PERFORMANCE:

Evaluating the performance of individuals is defined as: Knowing the pros and cons of various human activities and the efficiency of their work in order to arrange them in comparison with the expected development in which the work is being performed. The scholars of this topic tried to reach a comprehensive and integrated definition of the process of evaluating the performance of individuals, and for this there were many definitions and differed in their content and purpose. Al-Maghraby (1995) pointed out that the performance appraisal of individuals is: a process whereby workers are evaluated in a fair and equitable manner, by rewarding them as much as they work and produce based on elements and rates according to which their performance is compared to determine their level of efficiency.

Hassan (1998) pointed out that performance: the process of arranging work for employees either upward or downward according to their ability, experience and personal habits. A method by which a value, degree, or weight is given to human effort, quantitative or qualitative, mental or physical in the domain of functional work and during a certain period of time, and performance is evaluated.

Administrative performance is defined as "the result of the effort and behavior of all individuals, workers, and the organization in all its departments and sections, which determines the extent to which the institution is able to achieve the outputs and objectives of its business through excellence in its performance (Rawi, 2013).

Laudon (2012) summarizes the indicators of administrative performance measurement as follows:

-Indicators of internal operations in the institution: they average all administrative work and services provided by the institution, and the systems that are employed to accomplish these works and related to data management, exchange and storage, and the quality of their outputs.

- The employee's production level: It averages linking the employee's productivity level according to the skills and experiences he possesses, and the degree of employment of the available tools to facilitate work.

-Indicators of skills and experience: they average the ability of individuals to employ modern technologies in the domain of work, improve its level, and submit proposals.

PERFORMANCE PARAMETERS:

Judeh and Abdel-Fattah (2004) indicated that the determinants of administrative performance are as follows:

Individual motivation: the individual must have a motivation to work, and this motivation may be strong or weak.

The ability to perform the assigned work: the individual must have the ability to perform the work assigned to him.

Awareness of the role and status: the individual must realize and understand his role in the organization; because there are people who make great efforts and it is not acceptable.

PREVIOUS STUDIES:

Al-Mutairi (2020) conducted a study aimed at identifying the degree of creative leadership practice among female educational supervisors in Riyadh, and the researcher selected (142) female leaders from secondary schools in Riyadh as a random sample for the study. A questionnaire consisting of (48) statements distributed on three elements: the skills of practicing creative leadership, the difficulties that limit the practice of creative leadership skills among educational supervisors, and suggestions that contribute to the development of their practices in the domain of creative leadership, and the axis of practicing creative leadership included (28). A statement that includes three basic skills: fluency, flexibility, and originality. The researcher used the apparent validity and Pearson correlation coefficient to verify the validity of the internal construction of the tool. He also used the Alpha Cronbach equation to verify the stability of the tool, and 142 female leaders of secondary schools in Riyadh were selected. For the academic year (1440-1441 AH), they were chosen by the simple random method, they were chosen by the simple random method. The most prominent results of the study indicated that the degree of practicing creative leadership by female educational supervisors was "medium", and the results also indicated that the degree of difficulties facing the practice of creative leadership was "high, and there were

no plans to develop creative leadership skills among female educational supervisors by education departments." In the first place among those difficulties, “setting restrictions on the educational supervisor with the need to implement work procedures accurately” came in the second place. At the end of the study, the researcher made several recommendations, including: motivating educational supervisors to practice creative leadership by giving them the opportunity to make suggestions Creative initiatives, and providing financial incentives to outstanding supervisors who practice the creative leadership style.

Al-Khathami and Al-Alfi (2020) also conducted a study aimed at identifying the degree to which the school leaders of KhamisMushait governorate practice creative leadership, and the descriptive analytical approach was used to achieve the objectives of the study. Initiative, originality, sensitivity of criticism to problems, and they used apparent honesty and Cronbach's alpha coefficient to verify the indications of validity and reliability of the questionnaire. (Educational stage, educational qualification, years of experience). The results of the study indicated that the degree of school leaders' practice of creative leadership was "high". The results also indicated that there were no statistically significant differences attributed to the variables of educational qualification and years of experience, while the differences were statistically significant in the educational stage variable, and were in favor of the primary stage. The researchers recommended several recommendations, most notably: training school leaders to use the skill of predicting school problems before they occur by observing the behavior of students and teachers, and using the increased motivation of subordinates to achieve in a different and different way from the routine.

Al-Hussein (2018) conducted a study aimed at identifying the degree of creative leadership practice among female primary school leaders in BaniTamim Governorate, and revealing the obstacles that hinder their practice. Three elements: the practice of creative leadership by school leaders, the obstacles to their application of creative leadership, and suggestions for the application of creative leadership by school leaders. The first axis included (29) phrases distributed on four domains: originality, flexibility, problem solving, and fluency, and the researcher used apparent honesty. And the Pearson correlation coefficient to verify the validity of the internal construction of the tool, and also used the Alpha Cronbach equation to verify the stability of the tool, and it was applied to (193) of the parameters of HotatBaniTamim for the academic year (1438-1439 AH), and they were chosen by the simple random method. The most prominent results of the study indicated that the degree of school leaders practicing creative leadership was high, and also indicated that the degree of personal obstacles facing school leaders towards practicing creative leadership was "medium", and the obstacle of "adopting the traditional method of problem solving" ranked first among the obstacles. Personal and then disabled "quick, unstudied solutions to solve problems", while the degree of administrative obstacles was "high", and the highest severity was "lack of material and moral incentives" and then "work according to the centralization of systems and circulars." The results also indicated that there are statistically significant differences attributed to all the study variables (scientific qualification, experience, and training courses) on some elements of the questionnaire. The researcher presented a proposal from eight dimensions to develop creative leadership practices among school leaders.

Al-Boshi and Al-JawharaBubashit (2018) conducted a study aimed at identifying the degree of creative leadership practice and ways to develop it at Al-Ghamm University, Abdul Rahman bin Faisal, and ways to develop these practices. Creative leadership skills and ways to develop creative leadership . The focus of creative leadership skills consists of (34) phrases distributed over six skills, namely: fluency, flexibility, originality, sensitivity to problems, fluency, and risk-taking. The study sample consisted of (349) members of the Teaching, they were chosen by stratified random method, according to the variables of gender, college, and academic experience, and the results of the study indicated that the practice of creative leadership was "significant", and the results indicated that there were statistically significant differences in the responses of the sample members attributed to the sex variable, and the differences were in favor of males. While there were no statistically significant differences attributed to the variables of college and academic experience, the study recommended the need to adopt developmental mechanisms to develop the creative skills of academic leaders, and to establish a center concerned with creativity and innovation.

Al-Enezi (2017) conducted a study that aimed to identify the degree of creative leadership practice among educational supervisors in Riyadh, and to identify the difficulties that hinder their practice of administrative creativity. Three elements: the practice of creative leadership, the difficulties that prevent the practice of administrative creativity, and suggestions for its development. The practice axis included (13) a phrase as a single structure for creative leadership without fragmenting it according to creativity skills. The Alpha Cronbach equation was used to verify the stability of the tool, and the questionnaire was applied to (179) educational supervisors from the supervisors of the city of Riyadh for the academic year (1436-1437 AH), in a random way. , as well as on the axis of difficulties, and the axis of proposals . The most difficult difficulties from the educational supervisors’ point of view were “the large number of administrative burdens” and then “the lack of supervisors’ participation in specialized programs in developing administrative creativity.” The study made several recommendations, including: the education departments’ adoption of creative projects that would

develop administrative creativity in the domain of educational supervision, and the necessity Involve educational supervisors in conferences, scientific forums and training programs that aim to develop their skills in the domain of administrative creativity.

Abu Jameh (2017) also conducted a study aimed at revealing the reality of creative leadership among secondary school principals in the Kingdom of Saudi Arabia, and the descriptive analytical approach was used to achieve the objectives of the study. : Fluency, flexibility, originality, sensitivity to problems, and continuity of direction. The researcher used the apparent sincerity and the validity of the internal construction to verify the validity of the questionnaire, while he used Cronbach's alpha coefficient to verify its stability. The study sample consisted of (187) leaders and agents of secondary schools in Medina, They represent the entire study community for the academic year (1439-1440 AH), including (90) leaders. The results of the study indicated that the degree of high school leaders' practice of creative leadership was "high" on all the elements of the questionnaire except for the axis of flexibility, which was the degree of its practice. The results also indicated that there were statistically significant differences in the responses of the sample members due to the job and educational qualification variables. Al-Zahrani (2016) conducted a study to identify the degree to which school principals in Al-Mandaq governorate possess leadership skills and their relationship to their job performance from the teachers' point of view. The questionnaire consisting of (60) items as a tool for data collection, and the results of the study showed: that the degree to which school principals in Al-Mandaq governorate possess leadership skills was significant, and the results also showed that there were no statistically significant differences in the degree of estimates of the study sample members to the degree to which school principals possessed For leadership skills according to the study variables (educational qualification, educational stage, years of experience, training courses).

Pakika and Tessa Putt (Phimkoh, P,.Tesaputa. 2015) conducted a study aimed at developing a creative leadership program for school administrators in Thailand, finding elements and standards for the industry and formation of creative leadership for school administrators in Thailand, analyzing the current situation, needs and strategies of creative leadership, and developing a program to nurture creative leadership for administrators Schools in Thailand, and the application of the results of the Creative Leadership Care Program for school administrators in Thailand. Imagination, flexibility, vision, trustworthiness, that the most important creative leadership strategies are training, self-study, domain visit, and integration of hypothesis with practice. Classroom for creative leadership application

Botha, R.J. (2013) conducted a study that aimed to reveal the need for South African schools to practice creative ingenuity, and to identify the appropriate creative leadership curriculum for future South African school leaders. This study used the qualitative approach. One of the most prominent results of this study was an understanding of the nature The factors surrounding school administration and the changes affecting them and the challenges that stand in front of them is the first step to knowing the appropriate creative leadership style in a creative environment. School leaders must lead in a different, creative and innovative way.

Ozmen and Muratoglu (2010) conducted a study aimed at identifying the creative competencies of public school principals in Turkey in the domain of knowledge application and management strategies. The study sample consisted of (100) school principals and teachers, and a questionnaire was used to collect data from the sample, and the descriptive survey method was used in this study. Effective work, the practice of administrative communication, the formation of social support networks, and the competencies of organization and management. The study showed that there were no statistically significant differences between males and females in perceptions about the nature of creative competencies that the school principal should possess.

Toremen (2003) conducted a study aimed at identifying the factors that principals can use to create a creative environment in the school, and the characteristics that characterize the creative organizational climate. ; Evaluate achievements with justice, provide the opportunity for workers to want to take risks and not be afraid of failure, deal with workers' mistakes with tolerance and compassion, reduce bureaucracy by concentrating powers in one hand, provide a communication system that allows the exchange of experiences and ideas, encourage individual creativity, provide psychological support, and give time Sufficient for creators, granting incentives to creators, and providing the necessary material capabilities for creativity, as the study showed that creativity can be learned through the auxiliary and supportive atmosphere of creativity.

COMMENTING ON PREVIOUS STUDIES:

The previous studies aimed to identify the degree of creative leadership practice in several societies, as the study community varied according to the type of education. The primary stage, studies dealing with the secondary stage, in addition to the diversity of the study community according to the directorate affiliated to it.

The axes and skills of creativity that were addressed in the previous studies also varied. Some of them dealt with the basic skills of creativity, which are: the skills of originality, flexibility, fluency, sensitivity to problems and elaboration, while other studies dealt with additional skills such as the skill of initiative, the skill of perseverance or continuing the trend, as in the study of Al-Khathami and Al-Alfi. (2020) and the study of Abu

Jameh (2017), while some of them dealt with creativity as a single component and structure, as in the study of Al-Anazi (2017).

As for the tool used and the indications of its validity and stability, all studies used the "resolution" to collect data, and most of the studies used the internal consistency validity (Pearson's coefficient) to verify the validity of the tool in addition to the apparent validity, while other studies were satisfied with the apparent validity only. As for verifying the stability of the tool, all studies were satisfied with verifying it through the "Alpha Cronbach" equation in all studies.

As for the results of the studies, most of the results indicated that the degree of practicing creative leadership was "high" or "medium", and that there were also obstacles and difficulties at a "high" degree in most studies that prevented practicing creative leadership.

A number of studies dealt with the extent to which there are differences due to variables (educational qualification, training courses, years of experience, type of job, gender) and some studies indicated that there were statistically significant differences in some of those variables. There were differences attributed to the educational qualification variable as in Sarah Al Hussein study (2018) and the study of Abu Jameh (2017), differences due to the variable of sex, as in the study of Ghada Al-Boushi and Al-JawharaBoubashit (2018), differences due to the variable of employment, as in the study of Abu Jameh (2017), and differences due to the variable of training courses, as in the study of Sarah Al-Hussein (2018).

The researcher notes - to her knowledge - the absence of studies that dealt with the degree of creativity management and its relationship to administrative performance among government school principals in Theban District, from the teachers' point of view in particular, which encouraged her on the subject and community of the current study, and the researcher will also benefit from the tools of previous studies in developing a special questionnaire with the current study.

RESEARCH METHODOLOGY:

The current research followed the descriptive approach, to study a specific problem or scientific phenomenon; In order to reach logical explanations for it, this method was used to study the degree of creativity management and its relationship to administrative performance among public school principals in Theban District from the teachers' point of view.

RESEARCH COMMUNITY:

The research community consisted of all teachers in public schools in the education of Theban.

THE RESEARCH SAMPLE:

The research sample consisted of (107) male and female teachers in the schools of Theban District, they were chosen by the available method. Table (1) shows the distribution of the research sample members according to the research variables (gender, years of experience, educational qualification).

TABLE (1) : DISTRIBUTION OF THE RESEARCH SAMPLE MEMBERS ACCORDING TO PERSONAL CHARACTERISTICS

Variable	Classification	Repetition	Percentage%
Gender	Male	40	37.4
	Female	67	62.6
	Total	107	100.0
Years of Experience	Less than 5 years	10	9.3
	5-10 years	16	15.0
	More than 10 years	81	75.7
	Total	107	100.0
Academic qualification	BA	59	55.1
	Higher studies	48	44.9
	Total	107	100.0

STUDY TOOL:

After reviewing the theoretical literature, and previous studies related to the degree of creativity management and its relationship to administrative performance among government school principals in Theban District from the teachers' point of view, the researcher used the questionnaire as a tool for collecting information and data related to this research; It fits with the nature of the research in terms of its objectives, methodology, and its ability to collect data, information and facts in a specific reality and in a relatively short time. The researcher built a scale through the use of studies, research and messages related to the topic of the research. The tool in its final form included (27) items distributed over four domains, the first domain: fluency by (5) items, the second domain: growth flexibility by (7) items, the third domain: originality by (6) items, and the fourth domain:

administrative performance by (9) paragraphs, where the paragraphs were formulated in a smooth and clear manner, the research sample members can answer them, and the scale was designed with a five-step gradation (strongly agree, agree, neutral, disagree, strongly disagree) and numerical scores were given, respectively: (5 , 4, 3, 2, 1). The validity and reliability of the scale were verified by the method of virtual honesty and internal consistency.

VIRTUAL HONESTY:

Virtual honesty verified the questionnaire by presenting to a committee consisting of (4) specialized arbitrators in educational administration to ascertain the suitability and ability of the tool to achieve the objectives of the study. The questions and objectives of the study were also attached with the tool, and the questionnaire was modified based on the comments and amendments attached by the arbitrators to come up with the best instrument that is able to represent what you are prepared to measure. The validity and reliability of the scale were verified by the method of virtual honesty and internal consistency.

The following scale was adopted to correct the pentatonic scale

(1.33) =1 (for the lower limit scale - (5) for the upper limit scale)/ (3) the required number of categories)

And then add the answer (1.33) to the end of each category.

Accordingly, it is: (from 1.00 - 2.33 low, from 2.34 - 3.67 medium, from 3.68 - 5.00 high)

CALCULATION OF HONESTY AND CONSTANCY

To verify the validity of the tool, it was applied to an exploratory sample consisting of (20) individuals from the research community, but from outside the target research sample, in order to calculate the values of Pearson's correlation coefficients for the relationship of the paragraphs with the domain to which they belong, as in Table (2).

TABLE (2) :CORRELATION OF THE PARAGRAPHS OF EACH DOMAIN WITH THE TOTAL SCORE

Paragraph No.	Pearson correlation coefficient	Paragraph No.	Pearson correlation coefficient	Paragraph No.	Pearson correlation coefficient	Paragraph No.	Pearson correlation coefficient
			Creativity management				
Fluency		Flexibility		Originality		administrative performance	
1	.847**	1	.725**	1	.751**	1	.875**
2	.853**	2	.776**	2	.810**	2	.708**
3	.782**	3	.780**	3	.826**	3	.834**
4	.793**	4	.810**	4	.857**	4	.849**
5	.781**	5	.675**	5	.873**	5	.790**
		6	.771**	6	.853**	6	.809**
		7	.795**			7	.710**
						8	.778**
						9	.865**
Domain correlation coefficient of the instrument	.895**		.932**		.911**		.907**

Tool domain correlation coefficient .895** .932** .911** .907**

The data in Table2 indicate that the correlation coefficients for the tool domains are statistically significant values.

STABILITY:

The stability of the research tool averages the stability and reliability of the results and the extent of compatibility or consistency in the results of the questionnaire, as it was applied more than once in similar conditions. The scale, as (alpha) can be interpreted as the internal stability coefficient between the answers, and indicates its high value on the degree of high stability and ranges between (0-1) and its value is acceptable at (0.60) and above, and in other studies it is acceptable at (0.70). And above, according to the following table (3) shows that.

TABLE (3) :THE INTERNAL CONSISTENCY COEFFICIENT ACCORDING TO CRONBACH'S ALPHA EQUATION AND THE PEARSON CORRELATION COEFFICIENT OF THE DOMAIN WITH THE TOOL AS A WHOLE

Number	Domain	Number of Paragraphs	Cronbach Alpha
1	Fluency	5	0.869
2	Flexibility	7	0.879
3	Originality	6	0.909
4	administrative performance	9	0.929
	Total	27	0.966

The data in Table 3 indicate that the internal consistency coefficients according to Cronbach's alpha equation for the tool as a whole (0.966), which are statistically significant values and indicate the stability of the tool.

SEARCH PROCEDURES:

The researcher did the following:

- Reviewing the educational literature and previous studies related to the current research topic.
- Determining the number of research community members and the sample
-Preparing the search tool in its initial form after reviewing the educational literature and studies related to the topic of the research.
-Verify the significance of the validity and stability of the research tool to come up with the final image of the tool.
- Applying the final form of the research tool to the members of the target research sample on the specified date.
-Data encoding and statistical processing to answer the research questions, and come up with appropriate recommendations in light of the results of the research.

SEARCH VARIABLES:

The research includes the following variables:

FIRST: THE TAXONOMIC VARIABLES:

- Gender: It has two levels (male and female).
- Years of experience: It has three categories (less than 5 years, from 5 years to 10 years, and more than 10 years).
- Academic Qualification: It has two categories (Bachelor and Higher studies studies).

SECOND: THE MAIN VARIABLE:

The degree of creativity management and its relationship to administrative performance among government school principals in Theban District from the teachers' point of view.

Statistical methods used:

Based on the nature of the research and the goals it sought to achieve, the data were analyzed using the Statistical Package for Social Sciences (SPSS) programs, and the results were extracted according to the following statistical methods:

1. Pearson correlation coefficient
2. Cronbach's alpha coefficient: to calculate the stability of the search tool.
3. Frequencies and percentages of personal variables.

The first question: What is the degree of creativity management among government school principals in Theban District from the teachers' point of view?

STUDY RESULTS AND ANALYSIS:

To answer this question, the arithmetic averages and standard deviations of the degree of creativity management among government school principals in Theban District were calculated from the teachers' point of view, taking into account their descending order according to their averages, and Table (4) illustrates this.

TABLE (4) :ARITHMETIC AVERAGES AND STANDARD DEVIATIONS OF THE DOMAINS OF THE RESEARCH TOOL, TAKING INTO ACCOUNT THEIR ORDER IN DESCENDING ORDER ACCORDING TO THEIR ARITHMETIC AVERAGES

Domain No.	Domains	Arithmetic average	Standard deviation	Rank	Level
1	Fluency	3.82	0.72	1	High
2	Originality	3.79	0.69	2	High
3	Flexibility	3.72	0.65	3	High
	Domains as a whole	3.77	0.64	-	High

It is noted from the results in Table (4) that the arithmetic averages of the domains of creativity management degree for the principals of public schools in Theban District from the teachers' point of view ranged between (3.72-3.82) and the first domain (Fluency) came with an arithmetic average of (3.82) and a high degree and first place, It was followed by the second domain (flexibility) with an arithmetic average of (3.79) and a high degree and second place, followed by the third domain (originality) with an arithmetic average of (3.72) and a high degree and the third and last, and the arithmetic average of the domains as a whole was (3.77) and a high degree.

DOMAIN: FLUENCYTHE FIRST

The arithmetic averages and standard deviations of the paragraphs of the "fluency" domain were calculated, taking into account their descending order according to their arithmetic averages, as shown in Table (5).

TABLE (5) :ARITHMETIC AVERAGES AND STANDARD DEVIATIONS OF THE FLUENCY DOMAIN PARAGRAPHS

Number	Paragraphs	Arithmetic average	Standard deviation	Rank	Level
1	Principals have the ability to put forward a number of ideas	3.93	0.82	1	High
3	Principals have the ability to articulate what they want to convey	3.88	0.79	2	High
2	Principals have the ability to produce words to express a situation	3.82	0.98	3	High
4	Principals are able to suggest a number of alternatives	3.79	0.84	4	High
5	Principals have the ability to imagine a situation mentally	3.70	0.90	5	High
	Domain as a whole	3.82	0.72	-	High

It appears from Table (5) that the arithmetic averages of the paragraphs of the "Fluency" ranged between (3.70-3.93), the highest was for paragraph No. (1), which states "Principals have the ability to put forward a number of ideas" with an average of (3.93) and a high degree, It is followed by Paragraph No. (3), which states, "Principals have the ability to clarify what they want to convey from ideas," with an arithmetic average of 3.88, a high degree, and the second rank, and in the last place, Paragraph No. (5), which states "Principals have the ability to visualize the situation mentally." With an arithmetic average (3.70) and a high degree, and the arithmetic average of the domain of "fluency" as a whole was (3.82) and a high degree

THE SECOND DOMAIN: FLEXIBILITY

The arithmetic averages and standard deviations of the paragraphs of the "flexibility" domain were calculated, taking into account their descending order according to their arithmetic averages as shown in Table (6).

TABLE (6) :ARITHMETIC AVERAGES AND STANDARD DEVIATIONS OF THE FLEXIBILITY DOMAIN PARAGRAPHS

Number	Paragraph	Arithmetic average	standard deviation	Rank	Level
2	Principals have the ability to move from one situation to another	3.87	0.79	1	High
5	Principals have the ability to accept other people's opinions	3.81	0.83	2	High
4	Principals have the ability to adapt at work with different personality styles	3.73	0.82	3	High
1	Principals have the ability to not be bound by one way of thinking	3.70	0.89	4	High
7	Principals have the ability to give a variety of appropriate responses to a single situation	3.68	0.84	5	High
6	Principals have the ability to complete other people's work	3.64	0.85	6	Medium
3	Principals have the ability to look from different angles of a situation	3.63	0.85	7	Medium
	domain as a whole	3.72	0.65	-	high

It appears from Table (6) that the arithmetic averages of the paragraphs of the “flexibility” domain ranged between (3.63-3.87), the highest for paragraph No. (2), which states that “principals have the ability to move from one position to another” with an arithmetic average of (3.87) and a degree of High, followed by Paragraph No. (5), which states that “principals have the ability to accept the opinions of others” with an arithmetic average of (3.81) and a high degree and second place, and in the last place Paragraph (3), which states “Principals have the ability to look from different angles of the situation "With an arithmetic average of (3.63) and a medium degree, and the arithmetic average of the domain of "flexibility" as a whole was (3.72) with a high degree.

THE THIRD DOMAIN: ORIGINALITY

The arithmetic averages and standard deviations of the paragraphs of the "originality" domain were calculated, taking into account their descending order according to their arithmetic averages, as shown in Table(7)

TABLE (7 :)ARITHMETIC AVERAGES AND STANDARD DEVIATIONS OF THE ORIGINALITY DOMAIN PARAGRAPHS

Number	Paragraph	Arithmetic average	Standard deviation	Rank	Level
3	Principals have the ability to participate in implementing new plans	3.89	0.80	1	High
1	Principals have the ability to come up with new ideas	3.85	0.80	2	High
4	Principals have the ability to use feedback to suggest new ideas	3.82	0.81	3	High
2	Principals have the ability to adopt new ideas	3.77	0.82	4	High
6	Principals have the ability to turn new ideas into a modern strategy	3.72	0.82	5	High
5	Principals have the ability to develop innovative and new solutions	3.66	0.90	6	Medium
	Domain as a whole	3.79	0.69	-	High

It appears from Table (7) that the arithmetic averages of the paragraphs in the domain of "originality" ranged between (3.66-3.89), the highest was for paragraph No. (3), which states that "principals have the ability to participate in the implementation of new plans" with an average of (3.89) and a high degree, followed by paragraph No. (1) Which states “principals have the ability to find new ideas” with an average of (3.85) and a high degree and second place, and in the last place paragraph No. (5), which states that “principals have the ability to develop innovative and new solutions” with an average of arithmetic is (3.66) with a medium degree, and the arithmetic average for the domain of "originality" as a whole was (3.79) with a high degree.

The second question: Are there statistically significant differences at the significance level ($\alpha = 0.05$) in the estimates of the study sample members for the degree of creativity management among government school principals in Theban District from the teachers' point of view?

The arithmetic averages and standard deviation of the degree of creativity management among public

school principals in Theban District were calculated from the teachers' point of view. Table (8) shows that.

TABLE (8) :ARITHMETIC AVERAGES AND DEVIATIONS OF THE DEGREE OF CREATIVITY MANAGEMENT AMONG PUBLIC SCHOOL PRINCIPALS IN THEBAN DISTRICT FROM THE TEACHERS' POINT OF VIEW DUE TO THE VARIABLE (GENDER, YEARS OF EXPERIENCE, EDUCATIONAL QUALIFICATION)

variable	category	Arithmetic average	Standard deviation
Gender	Male	3.93	0.61
	Female	3.68	0.65
Years of Experience	Less than 5 years	3.85	0.61
	5-10 years	3.91	0.47
	More than 10 years	3.74	0.68
Educational qualification	BA	3.67	0.69
	Higher studies	3.90	0.56

Table (8) shows an apparent variance in the arithmetic averages and standard deviations of the degree of creativity management among government school principals in Theban District from the teachers' point of view according to the research variables (gender, years of experience, educational qualification). The triple variance on the tool as a whole Table (9) illustrates this.

TABLE NO. (9:)TRIPLE VARIANCE ANALYSIS OF THE EFFECT OF (GENDER, YEARS OF EXPERIENCE, EDUCATIONAL QUALIFICATION) ON THE RESPONSES OF THE RESEARCH SAMPLE MEMBERS ON THE CREATIVITY MANAGEMENT DEGREE SCALE FOR PUBLIC SCHOOL PRINCIPALS IN THEBAN DISTRICT FROM THE TEACHERS' POINT OF VIEW.

Contrast source	Sum of squares	Degrees of Freedom	average squares	"F" value	Statistical Indication
Gender	1.996	1	1.996	5.152	0.025
Years of Experience	0.798	2	0.399	1.030	0.361
Educational qualification	2.521	1	2.521	6.508	0.012
Error	39.515	102	0.387		
Total	43.845	106			

Table (9) shows the following:

-There are statistically significant differences (α = 0.05) Due to the effect of (gender) in the responses of the research sample members on the degree of creativity management among government school principals in Theban District from the teachers' point of view, and the differences came in favor of males.

- The results also showed that there were no differences due to the variable (years of experience) in the responses of the research sample members to the degree of creativity management among government school principals in Theban District from the teachers' point of view.

-There are statistically significant differences (α = 0.05) due to the effect of (the educational qualification) in the responses of the members of the research sample on the degree of creativity management among government school principals in Theban district from the teachers' point of view, and the differences came in favor of the scientific qualification (higher studies).

THE THIRD QUESTION: What is the degree of administrative performance of public school principals in Theban District from the teachers' point of view?

The arithmetic averages and standard deviations of the paragraphs of the "administrative performance" domain were calculated, taking into account their descending order according to their arithmetic averages, as shown in Table (10).

TABLE (10): ARITHMETIC AVERAGES AND STANDARD DEVIATIONS OF THE ITEMS IN THE FIELD OF ADMINISTRATIVE PERFORMANCE

Number	Paragraph	Arithmetic average	standard deviation	Rank	Level
8	Principals have the ability to persuade and dialogue.	3.83	0.85	1	High
9	Principals have the ability to organize ideas and suggestions.	3.80	0.85	2	High
7	Principals provide an opportunity for others to express their opinions on the topic at hand without restrictions	3.79	0.89	3	High
6	Principals continually follow up on the implementation of alternative ideas to ensure successful implementation.	3.74	0.84	4	High
3	Principals arrange ideas into sections by topics.	3.66	0.88	5	Medium
5	Principals turn alternative ideas into practical solutions.	3.63	0.84	6	Medium
4	Principals analyze each idea into its own partial variables.	3.62	0.97	7	Medium
1	Principals use different techniques to produce ideas such as brainstorming.	3.61	0.91	8	Medium
2	Principals' focus on the quantity of ideas put forward, not the quality of the ideas.	3.38	1.06	9	Medium
	Domain as a whole	3.67	0.71	-	Medium

It appears from Table (10) that the arithmetic averages of the paragraphs in the field of "administrative performance" ranged between (3.38-3.83), the highest was for paragraph No. (8), which states that "managers have the ability to persuade and dialogue" with an arithmetic average of (3.83) and a high degree, followed by Paragraph No. (9) Which states that “managers have the ability to organize ideas and suggestions” with an average score of 3.80 and a high degree and in the second place, and in the last place Paragraph No. (2) Which states “managers focus on the quantity of ideas presented and not on their quality” with an arithmetic average (3.38) to a medium degree, and the arithmetic average for the field of "administrative performance" as a whole was (3.67), with a medium degree.

FOURTH QUESTION: Are there statistically significant differences at the significance level ($\alpha = 0.05$) in the estimations of the study sample members to the degree of administrative performance of public school principals in Theban District from the teachers' point of view?

TABLE (11) :ARITHMETIC AVERAGES AND DEVIATIONS OF ADMINISTRATIVE PERFORMANCE AMONG PUBLIC SCHOOL PRINCIPALS IN THEBAN DISTRICT FROM THE TEACHERS' POINT OF VIEW DUE TO THE VARIABLE (GENDER, YEARS OF EXPERIENCE, EDUCATIONAL QUALIFICATION)

Variable	Category	Arithmetic average	Standard deviation
Gender	Male	3.84	0.55
	Female	3.57	0.78
Years of Experience	Less than 5 years	3.64	0.74
	5-10 years	3.83	0.55
	More than 10 years	3.64	0.74
Educational qualification	BA	3.58	0.73
	Higher studies	3.78	0.68

Table (11) shows an apparent discrepancy in the arithmetic averages and standard deviations of the administrative performance scale among government school principals in Theban District from the teachers' point of view according to the research variables (gender, years of experience, educational qualification). The binary variance on the tool as a whole Table (12) illustrates this.

TABLE (12 :)BINARY VARIANCE ANALYSIS OF THE EFFECT OF (GENDER, YEARS OF EXPERIENCE, EDUCATIONAL QUALIFICATION) ON THE RESPONSES OF THE RESEARCH SAMPLE MEMBERS ON THE MEASURE OF ADMINISTRATIVE PERFORMANCE OF PUBLIC SCHOOL PRINCIPALS IN THEBAN DISTRICT FROM THE TEACHERS' POINT OF VIEW.

Contrast source	Sum of squares	Degrees of Freedom	average squares	"F" value	Statistical Indication
Gender	2.170	1	2.170	4.443	0.037
Years of Experience	0.643	2	0.321	0.658	0.520
Educational qualification	2.151	1	2.151	4.404	0.038
Error	49.824	102	0.488		
Total	54.023	106			

Table 12 shows the following:

-There are statistically significant differences (α = 0.05) due to the effect of (gender), and the differences are in favor of males.

The results also showed that there were no differences due to the variable years of experience.

-There are statistically significant differences (α = 0.05) due to the effect of (the educational qualification), and the differences came in favor of the educational qualification (higher studies)

THE FIFTH QUESTION: Is there a correlation between the degree of creativity management and its relationship to the administrative performance of public school principals in Theban District from the teachers' point of view?

To answer this question, the Pearson correlation coefficient was calculated between the degree of creativity management and its relationship to administrative performance among public school principals in Theban District from the teachers' point of view, and table (13) illustrates this.

TABLE NO. (13) :THE RESULTS OF THE CORRELATIVE RELATIONSHIP BETWEEN THE DEGREE OF CREATIVITY MANAGEMENT AND ITS RELATIONSHIP TO THE ADMINISTRATIVE PERFORMANCE OF PUBLIC SCHOOL PRINCIPALS IN THEBAN DISTRICT FROM THE POINT OF VIEW OF TEACHERS.

	Administrative performance	
Tool	Correlation coefficient	Statistical significance
Creativity management	.794**	0.000

It appears from Table (13) that there is a positive, strong, and statistically significant correlation at the significance level (α = 0.05), and this indicates a positive correlation between the degree of creativity management and its relationship to administrative performance among government school principals in Theban District from the teachers' point of view, where the correlation coefficient reached (.794**) with a statistical significance (0.000).

RECOMMENDATIONS:

-Work to improve the capacity of managers in the Ministry of Education and strengthen the prevailing administrative practices related to empowering workers and promoting an open culture.

- Getting a better understanding of managers' tendencies, desires, and tendencies; In order to improve performance.

- Facilitating the exchange of experiences between school principals to support change processes and administrative creativity.

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