

Creative Administrative Practices in Abu Dhabi Schools

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Abstract

This study aimed to identify the level of practice creative administrative practices among school principals in the Emirate of Abu Dhabi. The sample of the study consisted of (317) female teachers, and the sample was chosen using the simple random method.

To achieve the aim of the study, the researchers used the questionnaire as a tool for collecting information, and it consisted of four domains distributed as follows according to the results of the study: the field of flexibility ranked first with an arithmetic average of (3.78), followed by the field of sensitivity to problems ranked second with an arithmetic mean of (3.76), then the field of originality ranked third with an arithmetic mean of (3.73), and finally the field of fluency ranked fourth and last with an arithmetic mean of (3.72) and with high ratings on all domains and the tool as a whole. Creative administrative practices in general for the managers also came to a great extent.

The results of the study confirmed the existence of statistically significant differences in the level of administrative creative practices according to the gender variable, in favor of males, and the absence of statistically significant differences attributed to the experience variable.

Keywords: *administrative practices, creativity, administrative creativity.*

Introduction

Creativity is one of the most important elements of successful and distinguished institutions in their performance and achievement, which seeks to bring about a quantum leap 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 work method and its use in ways and techniques that keep pace with the requirements of the environment and the modern era so that it seeks to meet the renewable needs of society. (Al-Khazaleh, 2013).

Creativity is “a mixture of flexible science fiction to develop an old idea or find a new idea that results in an unusually distinct production that can be applied, used, and benefited from” (Al-Muhairi, 2003). Guilford also sees it as predisposition traits that include fluency in thinking, flexibility, originality, sensitivity to problems, redefining the problem, and clarifying it in detail (Guilford, 1986).

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As for administrative creativity, it is a combination of capabilities, preparations, and personal characteristics that, if an appropriate administrative environment is found, can promote mental processes to lead to authentic and useful results, whether to the individual's previous experiences or the experiences of the institution, society, or the world, if the results are of the level of creative inventions in one of the fields of human life and its groups, which will have a positive impact on the development of the institution or organization (Jarwan, 2002).

According to Al- Huwaidi, 2004, Creativity consists of some components or elements:

Fluency:

It represents the quantitative aspect of creativity and means a mental work in which the individual creates his mental experiences, to reach a rapid push for his mental processes to give the largest number of his experiences with the maximum speed and the deepest performance.

Flexibility:

It represents the qualitative aspect of creativity and means the individual's ability to diversify ideas and thus change the state of mind by changing the situation, directing or transforming the path of thinking with the change of the stimulus or the requirements of the situation (Ibrahim, 2002).

Originality:

It means solitude, renewal, and ideas, and it is a concept that indicates the presence of original, new ideas in the individual that no one preceded (Amer, 2005). It is the capacity most associated with creativity and creative thinking.

Sensitivity to problems:

It means awareness of the existence of problems, needs, or elements of weakness in the environment or situation (Jarwan, 2002), and it means the ability of the individual to discover problems and investigate missing information, as the individual focuses on testing many types of information, facts, and impressions, and producing many ways to express the problem (Al-Surour, 2005).

The need for creativity was and still is the main address in all aspects of life and its problems, but the world today, especially educational institutions, is more in need of creativity than before.

Education, within its lofty mission, aims to raise the potential of mental and creative capabilities among the young people targeted in the education process, and tries to direct them to be effective and productive through monitoring, diversity, and renewal of the curricula that allow all students to progress in the fields they tend to (Al-Mashajji referred to in Al-Anazi, 2008), where the focus shifted from focusing on the material economy to focus on the knowledge economy, which mainly depends on developing the creative capabilities of human capital, in addition to its reliance on speed, imagination, and flexibility. and innovation (Al-Zuhri, 2002), which in turn imposed on the educational administration the necessity of change and renewal, and the focus of attention on creative and innovative talents, these elements represent the basis for the thought of creative management (Al-Baz, 2000).

Creative administrative education has a prominent and important role in moving society to a progressive and advanced movement, which puts it in the center of care and concern, and makes its existence an urgent necessity to meet the needs of a changing and renewed society (Abdullah, 2003).

The educational administration can encourage and adopt creativity, and develop creative capabilities through advanced programs, procedures, and sound plans to create an

atmosphere dominated by competition on the one hand and increase the strength of work effectiveness on the other hand.

Creativity has become an essential feature of the characteristics that must be available to the school principal, who is considered responsible for achieving the educational goals at the lower level of administration (school administration) in light of the circumstances, challenges, and changes facing the modern era.

A creative principal is a principal who can break the routine, leave the usual traditional routine practices, and try to introduce some ideas that would change and develop the work in the school. He can search for creative ideas in all the sources that he can access, whether within the walls of his school, from his employees, or from other institutions, or to benefit from the experiences of his colleagues from school principals or the results of research and studies or on the Internet pages. The researchers cited many previous studies and their results. It dealt with creativity and creative practices to benefit from in building the questionnaire and discussing the results of the study. The study of Ozmen and Muratoglu,(2010), aimed to identify the creative competencies of school principals, especially in the field of knowledge application and management strategies. The study showed that there were no statistically significant differences between males and females in the perceptions about the nature of creative competencies that a school principal should possess.

One of the noteworthy studies in this context is conducted by Al-Huwailah and Al-Huwailah (2009) in Kuwait, to assess the managerial practices of secondary school managers in the Al-Ahmadi educational region concerning behaviors that foster administrative creativity. Another relevant study by Al-Enezi (2008) focused on revealing the level of administrative creativity exhibited by school principals in the northern region of the Kingdom of Saudi Arabia, as perceived by teachers and educational supervisors.

The investigation addressed the distinctions between Diploma and Bachelor's degree holders in terms of fluency and originality. Notably, differences were observed between individuals holding a Bachelor's degree and those with a Master's degree or higher in terms of problem-solving skills, with the Bachelor's degree holders showing an advantage. This finding highlights the significance of the qualification level in the area of sensitivity to problems.

Furthermore, Al-Sharari's (2008) study in the Kingdom of Saudi Arabia explored the role of public school principals in fostering creativity among teachers in the Al-Jouf region. The study assessed the involvement of schools in enhancing creativity among teachers, particularly in the teaching process and school environment improvement. The results indicated a moderate level of involvement. Additionally, statistically significant differences were found concerning the role of school principals in fostering creativity based on gender, favoring females, educational qualification, favoring postgraduate studies, and years of experience, favoring those with less than 5 years of experience.

The study further examined the extent of principals' practice of administrative creativity, anticipated obstacles hindering administrative creativity, and their outcomes. Principals and teachers expressed that the elements and terminology of administrative creativity were moderately accessible to principals. They concurred that principals displayed a moderate degree of engagement in administrative creativity and its various aspects. However, they also recognized that the practice of administrative creativity among principals faced significant constraints.

Accordingly, the two researchers carried out this study, which aims to know the level of administrative creativity among the principals of schools in the Abu Dhabi region from the point of view of the teachers working in them.

Research Problem:

In the context of modern school management, creativity and innovation are vital elements, essential for school principals to possess. The increasing aspirations, diverse needs, globalization, and associated challenges in various aspects of life have elevated the expectations of school principals, demanding a certain level of efficiency and effectiveness. School principals are expected to demonstrate high ambition, strong motivation, and readiness to adapt to the demands of the contemporary era by fostering their latent creative energy and stimulating innovative capabilities among the faculty they work with. Embracing creativity, innovation, and flexibility has become a fundamental criterion for effectively managing the educational process within their schools, enabling them to keep pace with societal advancements and attain a prominent position in human civilization (Al-Owaisi, 2003).

Given the current focus of societies and organizations on the knowledge economy, which heavily relies on developing creative abilities and practices, this study aims to assess the reality of administrative practices among school principals. The research aims to address the following questions:

What is the perceived level of administrative creativity practice among school principals in the Emirate of Abu Dhabi, as assessed from their viewpoint?

Are there statistically significant differences ($\alpha=0.05$) in the average responses of the participants concerning the level of administrative creativity practices among school principals in the Emirate of Abu Dhabi based on the variables of gender and experience?

The Importance of Studying:

The importance of the study lies in the following:

- It deals with one of the prominent and important topics at the level of all organizations and institutions, especially the educational ones, as it is a source for preparing the wealth of the nation and its human capital, which will assume the responsibility of leading all the various organizations and institutions.
- It focuses on the smallest administrative formation in the educational system, and the most important formation in it, which is the school administration, which undertakes the implementation of the educational policy with its specific objectives, and therefore the creation of a creative educational administration capable of setting goals, plans, and programs to develop creative abilities and skills within the scope of its work is considered very important.
- This study is considered, within the knowledge of the researchers, one of the first studies at the local level, which dealt with the issue of administrative creativity among school principals from their point of view, specifically in the Emirate of Abu Dhabi, as it will constitute a starting point towards other local studies in other regions in the Emirates and compare them with the current study.

Limitations of the study:

This study is limited to the views of principals of schools in the Emirate of Abu Dhabi about the level of administrative creativity practices used in their schools

Procedural Definitions:

- Administration creativity: In the realm of administrative creativity, it encompasses the conceptualization and implementation of novel ideas and strategies by both managers and employees. These innovative approaches aim to enhance administrative processes, methodologies, and techniques, thereby increasing overall efficiency and effectiveness in attaining organizational goals for businesses, institutions, and departments. Ultimately, such creative endeavors contribute to the betterment of society as a whole (Al-Qasimi, 2002).

- Administrative creative practices level: It is the number of ideas and practices that lead to finding administrative processes, methods, and methods that are more efficient and effective in achieving the goals of companies, institutions, and departments, and more service to society, through their answers to the study tool.

- School Principal: They represent the field commander who carries out (planning, coordination, and direction) operations inside and outside the school with all interaction and positivity.

Methodology:

The descriptive survey method was used to suit the objectives of the study.

The study sample:

The study sample consisted of (317) male and female managers who were drawn in a simple random way from the original study population for the academic year 2022/2023, and Table No. 1 shows that.

Table (1)

	categories	Repetition	The ratio
Gender	male	143	45.1
	feminine	174	54.9
Experience	Less than 5 years	80	25.2
	From 5-10	95	30.0
	More than 10 years	142	44.8
	Total	317	100.0

Frequencies and percentages according to the variables of the study

Study tool:

To achieve the objectives of the study, the researchers designed the study tool, which included four areas related to the subject of the study, namely: the field of fluency, the field of flexibility, the field of originality, and the field of sensitivity to problems.

Each paragraph of the questionnaire came to measure a specific dimension of the study questions, and the levels of answering these paragraphs were divided into five levels, where the researchers adopted the five-point Likert scale, and the creative practice was given the following degrees: very large: five degrees were given, large: four degrees were given, medium: three degrees were given, little: two degrees were given, very little: one degree was given. The criteria for judging averages are as follows:

From (1) - (less than 1.49) means that the score is very low

From (1.50) - (2.49), which means that the score is low

From (2.50) - (3.49), which means that the score is average

From (3.50) - (4.49), which means that the degree is significant

From (4.50 or more), which means that the grade is very high

Validity of the Tool:

The validity of the study tool was verified by presenting it to some arbitrators from the faculty members with experience and specialization at Al Ain University and UAE

University. They kindly gave their observations and suggestions about the questionnaire paragraphs, in terms of the accuracy of the linguistic wording, the suitability of the paragraphs for their fields, deleting the inappropriate paragraphs, and suggesting other appropriate paragraphs.

Stability of the Tool:

To verify the stability of the tool, the study tool was applied to an exploratory sample from outside the study sample consisting of (40) principals and principals in schools in the Abu Dhabi region, by the method of testing and re-testing (Test-Retest) and with a difference of two weeks between the pre and post applications, and the internal consistency coefficient was calculated according to the Cronbach alpha equation (Cronbach Alpha) for each field of the study, and for the tool as a whole, where the stability of the tool as a whole was (0.92), and for the dimensions (0.87-0.89), and Table (2) shows these coefficients and these values were considered acceptable for this study.

Table (2) Cronbach's internal consistency coefficient alpha

Field	Internal consistency
fluency	0.87
Flexibility	0.86
originality	0.84
sensitivity to problems	0.89
administrative creativity as a whole	0.90

Study variables:

This study includes the following independent and dependent variables:

First: the independent variables, which are:

- Gender Male Female.
- Experience: Less than 5 years, 5-10 years, more than 10 years.

Second, the dependent variable: Practitioner creative practices in Abu Dhabi schools.

Statistical Treatment:

After retrieving the questionnaires distributed to the study sample and unpacking the data, the statistical program (SPSS) was used to process and analyze the data, and the arithmetic means and standard deviations were extracted for each field of the study, and for each paragraph of the questionnaire to answer the first question, and the arithmetic means, standard deviations and binary analysis of variance were used to answer the second question.

Results and Discussion

The following are the results related to each question of the study according to the different fields included in the study tool, and the results were as follows:

The first question: "What is the level of practice of administrative creativity among principals of Abu Dhabi schools from their point of view?"

This question was answered through the use of arithmetic means and standard deviations for all areas of the tool, and Table 2 shows that

Table (3) The arithmetic means and standard deviations of the level of administrative creativity of school principals are arranged in descending order according to the arithmetic means

Number	Field	SMA	Standard deviation	Degree
2	Flexibility	3.78	.79	High
4	sensitivity to problems	3.76	.84	High
3	originality	3.73	.81	High
1	fluency	3.72	.84	High
	administrative creativity as a whole	3.75	.78	High

It can be seen from the above table that the domain of flexibility came in first place with the highest arithmetic mean of (3.78) and a standard deviation of (0.79), which indicates a high degree of appreciation, followed by the domain of sensitivity to problems with an arithmetic mean of (3.76) and a standard deviation of (0.84) with a high degree of appreciation, then came in the third rank the domain of originality with an arithmetic mean of (3.73) and a standard deviation of (0.81) and with a high degree of appreciation, while the field of fluency came in Palm. The last rank, with an arithmetic mean of (3.72) and a standard deviation of (0.84), with a high degree of appreciation. As for the level of creative practices among school principals for all fields of study, it came to a large degree. Perhaps this is due to the tools and workshops provided by schools, and the wide space they leave for creative practices by principals and to enhance that in the physical and functional aspects.

The following are the results according to each of the four areas of study:

First: Flexibility "

Table (4) The arithmetic means and standard deviations of the flexibility items are arranged in descending order according to the arithmetic means

Paragraph number	paragraphs	SMA	standard deviation	Degree
21	He uses his previous experiences to face similar cases and situations.	4.00	1.00	High
11	He can make important decisions and take responsibility for them.	3.97	1.11	High
13	He believes that expression is a natural phenomenon in the educational institution.	3.86	1.09	High
22	All educational issues are seen from multiple angles.	3.86	1.02	High
14	Diversify the methods of dialogue and discussion when presenting educational topics.	3.85	1.03	High
23	Distributes tasks to teachers according to their specializations and abilities.	3.85	1.10	High
17	Organizes ideas and links them according to specific strategic plans.	3.82	1.00	High
20	Prioritizes the implementation of training programs for teachers according to the available capabilities.	3.82	.98	High
16	Responds to new situations more often.	3.76	1.11	High
10	Obtains knowledge and information from many and varied sources.	3.72	.99	High
19	He changes his position when he is convinced of his invalidity.	3.69	1.20	High

9	He prepares himself in a variety of ways for any criticism directed at him.	3.63	1.17	High
12	Reorganize information and educational issues in a variety of innovative ways.	3.62	.91	High
15	He is guided by teachers' opinions before setting goals.	3.62	1.15	High
18	Presents new hypotheses about the educational issues raised.	3.60	1.02	High

It is clear from the above table that the level of administrative creative practices of principals of schools affiliated with the Directorate of Education in the Emirate of Abu Dhabi came with a high degree of appreciation. about it, and these are all requirements of the active and creative manager, and this is confirmed by the study of Sanger and Levine (Sanger & Levin, 2005) That creativity arises from the development of knowledge and experience and how to benefit from them in finding good ways. As for Paragraph No. (18), which stipulates "presents new hypotheses about the educational issues at hand", it ranked last and with a high degree of appreciation. The result of this paragraph is attributed to the fact that the educational experiences of the principal of the school throughout his educational work in the school environment may form a great knowledge and knowledge of the nature of the work and the surrounding conditions, situations, and various issues that enable him to present different hypotheses in all fields, that its attainment of the last rank may be because despite the principal's ability and educational experience in his field of work, and the fact that he occupies a privileged position In the school environment, he should be characterized by effective creative leadership characteristics, and this necessitates the necessity of continuous learning and continuous qualification in all contemporary educational developments and issues.

Second: Sensitivity to problems:

Table (5) The arithmetic means and standard deviations of the items of sensitivity to problems are arranged in descending order according to the arithmetic means

Paragraph number	paragraphs	SMA	standard deviation	Degree
42	Arranges problems according to their importance in the priority of solutions.	3.91	1.10	High
43	He patiently deals with the problems he encounters.	3.91	1.12	High
45	Encourages teamwork in solving problems.	3.91	1.07	High
40	Uses scientific thinking methodology to solve problems.	3.82	1.06	High
51	Characterized by emotional discipline towards administrative and educational problems.	3.79	1.07	High
48	Obliges objectivity when dealing with various educational problems.	3.77	1.13	High
52	Groping for defects and weaknesses of educational business outcomes.	3.77	1.05	High
41	Can connect distant objects to solve educational problems.	3.74	1.01	High
44	Frequently asked questions about the causes of problems.	3.74	1.12	High
47	Excite him with complex problems that stimulate thinking.	3.74	1.03	High
49	He can diagnose future problems and take measures to address them.	3.69	1.05	High
50	Looks for new alternatives to solve problems instead of the usual solutions.	3.67	1.04	High
53	Prepares a special plan to face obstacles that may hinder work.	3.56	1.17	High

46	Employ brainstorming skills in addressing various educational problems.	3.55	1.04	High
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It is clear from the above table that the level of administrative creative practices among principals of schools affiliated with the Directorate of Education in the Emirate of Abu Dhabi in the field of sensitivity to problems came with a high degree of appreciation. Various issues and problems may hinder the course of educational work, and necessitate the necessity of standing on them, reconsidering them, revealing their strengths and weaknesses, and addressing them according to the order of priorities, by encouraging cooperation and integration among all members of the educational staff, so that the work is collective and effective, seeking to achieve the desired purpose. While Paragraph No. (46), which states, "uses the skills of brainstorming in addressing various educational problems" at the last rank and with a great degree of appreciation, and this result is because brainstorming is a skill of the most important creative skills that are supposed to be practiced in any institution to extract the inherent creative capabilities that the educational staff possesses and exploit them in achieving the goals of the institution, so the creative school principal is the one who is aware of the importance of this skill in ensuring complex conduct His organization is for the better, and it can also be attributed to the last rank that the duties carried out by a manager The school and the educational issues that he faces in the field of work are almost recurrent, and they require the cooperation of all workers, but they may not necessitate the use of brainstorming skills very often.

Third: originality:

Table (6) The arithmetic means and standard deviations of the originality items are arranged in descending order according to the arithmetic means

Paragraph number	paragraphs	SMA	standard deviation	Degree
30	Employ information technology in the field of developing administrative and technical work.	3.89	1.04	High
35	Encourages individual initiatives aimed at developing school work.	3.87	1.10	High
29	Efficiently acquainted with all dimensions of administrative and technical work.	3.83	1.01	High
37	Contributes effectively to the development of work in the educational institution.	3.82	1.03	High
24	Employ school committees and councils in the service of the school and the local community.	3.80	1.03	High
27	Accepts new opinions on the educational issues at hand.	3.79	1.04	High
28	Use appropriate methods to achieve the objectives of education policy	3.77	.98	High
34	It works on developing self-monitoring methods among teachers.	3.74	1.14	High
36	Prepares plans to assist students in their career directions.	3.74	1.02	High
33	Employ guidance and counseling programs to develop students' capabilities.	3.70	1.08	High
39	He moves away from the commonplace of traditional ideas when dealing with different situations.	3.69	1.03	High
38	Mixes different ideas and points of view to formulate new scientific ideas.	3.68	1.02	High

31	Use information and communication technology as a means of communication between the school and the local community.	3.66	1.12	High
26	Provides solutions to educational issues with a new perspective.	3.59	1.03	High
32	Apply educational experiments and research in the school.	3.59	1.13	High
25	He can generate new ideas that no one has ever thought of before.	3.48	1.12	Medium

It is clear from the above table that the level of administrative creative practices among school principals affiliated with the Directorate of Education in the Emirate of Abu Dhabi in the field of originality came with a high degree of appreciation. Two sciences in the field of information technology, and how to use and employ it in the practice and advancement of educational work, and this is consistent with the study of Al-Hamidi (2005), which indicated that creative skills are developed through various training methods.

Paragraph No. (25) "He can produce new ideas that no one has ever touched on before" ranked last, with a medium rating. This result may be because the school environment did not face circumstances and situations that require the school principal to implement thought in producing new, unfamiliar ideas, especially since the situations and conditions that schools face are known and often repeated, in addition to what was indicated by some principals and teachers working in the schools of the Abu Dhabi region, as the laws imposed by the Ministry of Education on the school principal restrict his freedom and limit his powers and destiny to practice creative methods as they should, and this is consistent with Umbili's study (Ombe, 2004) which showed that freedom and the ability to practice work are the most important factors that develop creativity among school principals.

Fourth: Fluency:

Table (7) The arithmetic means and standard deviations of the fluency items are arranged in descending order according to the arithmetic means

Number	paragraphs	SMA	standard deviation	Degree
7	Seeks to overcome obstacles that hinder the achievement of goals by various possible means.	3.98	.99	High
1	It encourages teachers to discuss dialogue to solve educational problems.	3.91	1.03	High
8	Convinces teachers of his point of view on various educational topics.	3.82	1.07	High
2	Presents as many new ideas as possible to develop administrative performance.	3.69	1.00	High
6	Can develop the professional growth of teachers.	3.67	1.12	High
3	It gives specific objective judgments in technical and administrative subjects.	3.66	1.01	High
5	Asks open-ended questions about the problems at hand.	3.59	1.11	High
4	Brainstorming is used as a way to stimulate teachers' thinking.	3.42	1.06	Medium

It is clear from the above table that the level of administrative creative practices of principals of schools affiliated with the Directorate of Education of the Emirate of Abu Dhabi in the field of fluency came with a high degree of appreciation.

Paragraph No. (4), which states that "brainstorming is used as a means to stimulate thinking among teachers," ranked last and with a medium rating. This result may be due to several reasons, including the principal's lack of the skill of brainstorming, and

therefore his constant need for administrative development required by work in any institution. It may be because school work, with its problems and educational issues, may not require brainstorming skills to treat them, as mentioned above, as well as the principal's awareness of the nature of the role played by the teacher and the pressures imposed on him. The lack of time for both the teacher and the principal, and the lack of a suitable job climate for using such skills.

Discussion of the second question, "Are there statistically significant differences ($\alpha = 0.05$) between the averages of the respondents' responses about the level of administrative creativity practices of the principals of schools in the Emirate of Abu Dhabi due to the variables of gender and experience?"

Arithmetic means and standard deviations were extracted for the level of administrative creativity among principals and principals of Abu Dhabi schools from their point of view according to the variables of gender and experience, and the table below illustrates this.

Table (8) Arithmetic means and standard deviations of the level of administrative creativity among principals of schools in the Emirate of Abu Dhabi from their point of view according to the variables of gender, and experience.

			fluency	Flexibility	originality	sensitivity to problems	administrative creativity as a whole
Gender	male	M	3.88	3.89	3.78	3.89	3.85
		SD	.73	.73	.79	.78	.72
	female	M	3.59	3.69	3.68	3.65	3.66
		SD	.90	.83	.82	.88	.81
Experience	Less than 5 years	M	3.66	3.82	3.76	3.86	3.79
		SD	.84	.63	.67	.73	.65
	From 5-10	M	3.54	3.64	3.62	3.61	3.61
		SD	.90	.88	.96	.94	.89
	More than 10 years	M	3.87	3.84	3.78	3.80	3.82
		SD	.76	.80	.76	.83	.75

M = arithmetic mean, SD = standard deviation

Table (8) shows an apparent variation in the arithmetic means and standard deviations of the level of administrative creativity. Principals of schools in the Emirate of Abu Dhabi, due to the different categories of the variables of gender (male, female), experience (less than 5 years, 5-10, more than 10 years), dimensions, and in the tool as a whole.

To show the significance of the statistical differences between the arithmetic means, the two-way multiple analysis of variance was used on both sides, Table (9), and the triple analysis of variance for the tool as a whole, Table (10).

Table (9) Multiple triple variance analysis of the effect of gender and experience on the dimensions of the level of administrative practices of school principals in the Emirate of Abu Dhabi

source of contrast	domains	sum of squares	degrees of freedom	mean of squares	f value	Statistical significance
Gender	fluency	3.750	1	3.750	5.575	.019
Hotelling=0.072 P=0.000	Flexibility	2.308	1	2.308	3.728	.054
	originality	.480	1	.480	.738	.391
	sensitivity to problems	4.224	1	4.224	6.065	.014
Experience	fluency	3.669	2	1.835	2.728	.067
Wilkes = 0.934 P = 0.007	Flexibility	1.536	2	.768	1.240	.291
	originality	1.249	2	.624	.960	.384
	sensitivity to problems	2.433	2	1.216	1.747	.176
The error	fluency	220.411	316			
	Flexibility	197.928	316			
	originality	205.321	316			
	sensitivity to problems	224.519	316			
Total	fluency	88.278	257			
	Flexibility	137.251	257			
	originality	124.070	257			
	sensitivity to problems	150.074	257			

P= statistical significance p valu

Table (10) Bivariate analysis of the effect of gender, educational qualification, and experience on the level of creative administrative practices in the schools of the Emirate of Abu Dhabi

source of contrast	sum of squares	degrees of freedom	mean of squares	f value	Statistical significance
Gender	2.174	1	2.174	3.663	.000
Experience	1.605	2	.589	1.352	.260
The error	185.126	314	.593		
Total	189.915	317			

The results showed that there are statistically significant differences ($\alpha 0.05=$) in the areas of administrative creativity due to the gender variable in the areas of fluency and sensitivity to problems and favor of males, and this result can be explained that males have a greater ability than females in the field of thinking and using mental skills and linking ideas and attitudes and giving a comprehensive picture of them, and they have a

greater ability in research, exploration and investigation of problems that can hinder the course of school work.

The results also showed that there were no statistically significant differences ($\alpha 0.05=$) attributed to the variables of expertise and experience in all fields and the tool as a whole, and this may be because the majority of creative administrative practices practiced by the school principal are merely an application of the laws of the Ministry of Education, and the principal must abide by them, whether in his dealings with the educational staff or in the exercise of his activities and functional roles in the school environment, so their points of view came close.

Recommendations:

In light of the findings of the two researchers, they recommend the following:

1. The necessity of administrative development for educational leaders through holding courses on an ongoing basis to introduce them to administrative creativity, its methods, and requirements.
2. Create material and moral conditions that support the practice of creativity in the school environment, and encourage principals to practice creative behavior in various areas of administrative work.
3. Employing principals in their positions after preparing and qualifying them, and ensuring their readiness to practice creative administrative work in the school environment.

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