



The role of school administration in supporting creativity among high school teachers

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Abstract

The study was aimed at identifying the role of the school administration in supporting the creativity of secondary professors. The study was conducted by secondary professors of Lahmar Ammar at the State of Jijel. The analytical descriptive curriculum was used, and a 24-phrase identification was designed to cover the study's variables. The study sample also consisted of (30) professors, equivalent to 56% of the total number of professors representing the original community of (53) professors. The study found several results, the most important of which are:

- ♣ School administration contributes to motivating teachers to be creative in solving educational and psychological problems to a medium degree.
- ♣ School administration contributes to motivating teachers to creativity in teaching methods to a low degree.
- ♣ School administration contributes to motivating teachers to be creative in extracurricular activities to a medium degree.

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Problematic of the study:

Creativity in our current era is an inevitable necessity due to the tremendous development in technological means and the rapid flow and exchange of information and ideas, as well as in order to keep pace with all these developments. Creativity is the interaction of a number of abilities, aptitudes, and personal characteristics, which, if the appropriate environment is found, lead to authentic, useful, and new production that contributes to the progress and development of human life in the various fields of science, technology, administration, education, literature, and art. Al-Arabi believes that "creativity is a relative process that falls between the stage of simulation and development and the stage of original innovation. Creativity may be artistic, productive, or organizational creativity, or it may be an individual or collective work. It is an ongoing state that occurs in all stages of human life and aspects of life (Al-Shamaa and Thamud, (2000, 88). Hawari (1992, 222) also believes that "creativity is the adoption of a new existing idea, and therefore it is possible for an innovative individual to exist without creating a new idea."

Creativity plays an important role in management by improving and enhancing work, making it more enjoyable, and adding vitality and activity within the educational institution. We find that in recent years it has witnessed new positive trends. The role of the director is to maintain order within the institution and manage it according to the schedule set at the beginning of the school year. Abboud (1995, 25) defines school administration as "a system with goals that are achieved through proper work planning." Through distribution, coordination, follow-up of implementation, and evaluation of management, in addition to using incentives to stimulate motivation and making the organization's responsibilities integrated and

interactive within a collective framework dominated by a spirit of cooperation and carried out through human relations.

School administration is of great importance to the student, the teacher, and others who work in the school, and even to the parents of the students and the local environment, as the school needs it to manage its educational affairs. Administration and its efficiency have become important characteristics that distinguish the modern school from the traditional school. (Mustafa, 1999, 19)

Its mission is not limited to providing lessons and having them absorbed by learners, but the role of the school administration has become about the teacher, working to provide him with all possible means and conditions in order for him to deliver lessons effectively and making room for him to show his new talents and innovations in his field of work.

The modern school principal should not stop at a certain level of efficiency and effectiveness, nor should he be convinced of what he has achieved in performing his work with sincerity, as he must have ambition and strong motivation far beyond that, including being fully prepared to adapt to the requirements of the era in order to unleash the creative energies latent in the soul and stimulate the innovative capabilities of those working with him. So that creativity, innovation, and renewal become the main criteria that manage the educational process in his school. (Shaqour, 2002)

The secondary education stage is considered one of the most important educational stages in relation to the general goals of education in any society, so it is necessary to organize collective efforts in the school in order to develop the student comprehensively, as the secondary school is the incubator of the present and the maker of the future for them, so interest in it and its care was a foundation, curriculum and activities, teachers, workers, and administrators, and these have a leading and

pioneering position in the leadership of the secondary school (ElBaradei, 1988, 115)

Accordingly, school administration is the important organizational unit in the educational work system, and the efforts are made and spent in terms of money, equipment, or pushing ideas for development and renewal in order to serve the interests of the school. The various appropriate procedures for implementing and following up on work inside and outside the institution must also be determined through meetings held by the school principal, with the aim of achieving the goals set by the institution, and through the function and tasks of the administration, the following question can be asked:

- To what extent does school administration contribute to supporting creativity among high school teachers?

Hypotheses of the study:

- 1- School administration contributes to motivating high school teachers to be creative in methods of solving educational and psychological problems to a high degree.
- 2- The school environment contributes to motivating high school teachers to be creative in using teaching methods to a high degree.
- 3- School administration contributes to motivating high school teachers to be creative in practicing summer activities to a high degree.

Objectives of the study:

The present study seeks to:

- Revealing the role played by school administration in supporting creativity among high school teachers.
- Knowing the extent to which school administration contributes to motivating high school teachers to be creative in problem-solving methods and teaching methods.
- Knowing the extent to which school administration contributes to motivating high school teachers to be creative in activities that complement the educational process and the continuous evaluation process.

- Revealing areas in which school administration can play a role in teachers' creativity.

The importance of the study:

The importance of the study lies in the importance of the effective role of school administration, as well as working to improve the educational level of teachers and the education process and to advance the education process, as well as developing the skills of teachers and making them bring out all their creativity in the field of education. This is in order to form a generation with a good culture and scientific stock. The importance of the study is highlighted as follows:

The effective role of school administration in supporting creativity among high school teachers.

This study encourages others to research it and conduct research on the role of school administration in supporting creativity among high school teachers.

This study is also motivating for school administrators to learn about the role that school administration plays in supporting creativity.

Terms and concept of the study :

- 1- School administration: It is defined as "those coordinated efforts made by the school principal with all those working with him, including teachers, administrators, and others, in order to achieve educational goals within the school in a way that is consistent with what the nation aims to achieve in raising our children correctly on a sound basis".)Jamal, 1995, 40(The researcher defines it (procedurally): It is every coordinated and organized activity carried out by a team of workers in the field of education, that is, in the school, with the aim of actually achieving the educational goals set.
- 2- Creativity: It is defined as "any new idea, new practice, or new expression for the individual who adopts it. Therefore, the focus is not on the degree to which the idea differs from stable ideas, but rather on adopting it" (Al-Sayrafi, 2003)

The researcher defines it (procedurally): "Creativity is the process of creating new things and is added to the balance of education, development, and renewal.

3- Secondary school: The researcher defines it (procedurally) as "Secondary education is defined as the link between intermediate education, higher education, training, and vocational education on the other hand. Secondary education lasts three years: the first year of secondary school, the second year of secondary school, and the third year of secondary school. It is specific to the age group from 15 to 18 years, and the first year is a common core, and the second and third years are for entering the specialization.

Applied aspect of study :

1-Study limits

In order to achieve the objectives of the study, the descriptive analytical approach was used, which is defined as a research method that addresses existing events, phenomena, and practices available for study and measurement as they are without the researcher's interference in their course. The researcher can interact with them, describe them, and analyze them. This study aims to identify the role of school administration in supporting creativity among high school teachers, "a field study in the state of Jijel."

3-Psychometric properties of the questionnaire:

3-1- The validity of the questionnaire

The researcher standardized the questionnaire items to ensure their validity and consistency as follows.

-The truthfulness of the arbitrators:

The researcher presented the questionnaire to a group of arbitrators consisting of (05) members who are faculty members at the Faculty of Humanities and Social Sciences, specializing in psychology and educational sciences at Jijel University. The researcher responded to the opinions of the arbitrators and made the necessary deletions and amendments in light of their suggestions after recording them in a form and then preparing it. Thus, the questionnaire

Spatial and temporal boundaries:

The field study was conducted at the level of Hamar Ammar Ibn Muhammad Secondary School, Jijel Province.

The time frame means the time taken to conduct this study, as the beginning was from the time the topic was approved by the administration until the completion of collecting and analyzing the questionnaires. The study began with the theoretical aspect by collecting information related to the topic, and after that the field study was conducted at the level of the educational institution. The questionnaires, estimated at thirty (30) questionnaires, were distributed on 01/02/2024, and were retrieved on 10/02/2024.

2-Study curriculum:

came out in its final form to be applied in the field to the sample, which was randomly selected and consisted of (30) teachers belonging to this secondary school.

-Honesty of internal consistency:

The validity of the tool was calculated by calculating the validity of the internal consistency of the items, where Pearson's coefficient was used to calculate a correlation coefficient between each item and the tool. The results showed the presence of high correlation coefficients ranging between (0.75) and (0.82) at the significance level (0.05), and therefore this tool was adopted for the final study.

3-2- Stability of the questionnaire:

The stability steps were performed on the survey sample itself in two ways: the text segmentation method and the Cronbach's thousandth coefficient.

- Split-half efficient segmentation method: The questionnaire items were divided into two halves, odd-numbered items and even-numbered items, so that each section became self-contained. The correlation coefficient between the two halves was calculated using the Pearson equation, which was (0.90). Then, the Spearman-Brown equation was applied, and

it was found that the stability coefficient of the questionnaire is equal to (0.95).

- Cronbach's alpha method: The stability of the questionnaire was confirmed using Cronbach's alpha method, because it gives the minimum stability coefficient for the questionnaire, in addition to the fact that it does not require reapplying it, as all questionnaire phrases are used. It was found that Cronbach's alpha coefficient is equal to (0.88), which is a good coefficient that confirms the stability of the questionnaire.

4-Statistical methods:

After collection and analysis, the data were processed using the following statistical techniques:

-Repeats and percentages: used to calculate the number of sample members.

Pearson correlation coefficient: used to calculate the stability of the study tool.

Spearman-Brown equation: used to calculate the stability of the study tool.

-Arithmetic mean and standard deviation

5-Presenting the results of the study according to the hypotheses

5-1 First hypothesis: School administration contributes to motivating high school teachers to be creative in solving educational and psychological problems to a high degree.

Table No. 01 shows the arithmetic mean and standard deviations of the first hypothesis

N	phrase	arithmetic average	standard deviation	rank	degree
2	Management develops effective solutions to address lesson delays in a way you did not expect	2.30	0.95	1	average
1	The school administration takes into account all considerations to address the weekly timing problem.	2.20	0.48	2	average
4	Management cooperates with professors in finding solutions in a flexible manner	2.07	0.69	3	average
3	Management has many solutions to professors' problems in repeated absences.	2.00	0.64	4	Average
5	The administration hopes for the efforts made by professors in finding appropriate solutions.	2.00	0.64	5	Average
6	he administration encourages creative professors in addressing educational problems	1.87	0.73	6	average
8	Management encourages professors to find qualitative solutions to problems	1.77	0.72	7	average
7	The administration trains professors to find qualitative solutions to problems	1.40	0.62	8	Highly
General degree		1.90	0.37	/	Average

Table No. (01) shows the arithmetic averages, standard deviations, and the degree of productivity of teachers in creativity in solving pedagogical problems, as each paragraph formed this axis. It is clear from the table that paragraphs (2, 1) had average and close averages according to the order (2.30, 2.20) with standard deviations according to the order (0.95, 0.48). These are phrases that indicate that the administration has developed effective solutions to simulate delays in lessons and

address the problem of weekly timing. As well as the phrases (4, 3, 5), their averages were also average and close in order (2.07, 2.00, 2.00) with standard deviations in order (0.69, 0.64, 0.64), all of which are average cycles indicating the administration's cooperation with professors in finding solutions in a flexible manner, finding solutions to professors' problems in absences, and valuing the efforts made by professors in finding appropriate solutions. As well as the phrases (6-8), their

averages were average and close in order (1.87, 1.77) with standard deviations in order (0.73, 0.72), all of which are average scores indicating that the administration encourages teachers to address educational problems and find qualitative solutions to the problems.

Otherwise, statement (7) came out weak, with an average calculation of (1.40) and a standard deviation of (0.62) indicating that the administration trained professors to find qualitative solutions to problems.

school teachers to be highly creative in teaching methods.

5-2-Hypothesis 2: School administration contributes to motivating high

Table No. 02 shows the arithmetic averages and standard deviations of the second hypothesis

N	phrase	arithmetic average	standard deviation	rank	degree
13	The school administration provides teachers with devices that help enrich the lesson	2.43	0.62	1	Highly
9	Management helps coordinate materials smoothly	2.23	0.72	2	Average
15	The school administration urges teachers to visit specialized websites to improve the teaching process	1.67	0.75	3	Average
14	The administration supports new professors to be creative in modern teaching methods	1.47	0.50	4	Low
11	The administration organizes model lessons in the presence of professors of common subjects	1.40	0.62	5	low
16	The school administration holds round tables for teachers on the most effective teaching method	1.27	0.45	6	low
12	The administration organizes seminars on modern teaching methods	1.13	0.43	7	low
10	The school administration rewards the best professor who is creative in teaching methods	1.10	0.30	8	Low
General degree		1.60	0.33	/	low

Table (02) shows the arithmetic averages, standard deviations, and the degree of teachers' response to creativity in teaching methods, as each paragraph formed this axis. It is clear from the table that paragraph (1,3) had a high arithmetic average, as it was (2.43), with a standard deviation of (0.62), which is a phrase that indicates that the school administration provides teachers with the devices that help enrich lessons. Likewise, the phrases (15,9) had average and close averages according to the order (2.23, 1.67) and standard deviations according to the order (0.72, 0.75), all of which were average scores indicating that the administration helps professors coordinate

between subjects smoothly and urges them to visit specialized websites to improve the teaching process. Otherwise, the phrases (14, 11, 16, 12, 11) had weak scores, as their arithmetic averages were in the order (1.47, 1.40, 1.27, 1.13, 1.10) and its standard deviations, respectively (0.5, 0.62, 0.45, 0.43, 0.3), indicate that the administration supports new professors to be creative with modern teaching methods. The administration organizes model lessons in the presence of professors of common subjects, holds round tables on the most effective teaching methods, holds seminars on modern teaching methods,

and rewards the best professor who will excel in teaching methods.

5-3-Hypothesis 3: School administration contributes to motivating high school teachers to be creative in extracurricular activities to a high degree.

Table No. 03 shows the arithmetic averages and standard deviations of the third hypothesis

N	phrase	arithmetic average	standard deviation	rank	degree
18	The administration gives teachers the freedom to diversify sports activities directed at students	2.50	0.68	1	Highly
21	School administration encourages teachers to attend seminars and conferences with new locations	2.20	0.71	2	Average
17	The school administration, along with the teachers, holds high-level scientific competitions	2.03	0.55	3	Average
19	The school administration provides opportunities for teachers to organize outings for students within the characteristics of the region	1.83	0.59	4	Average
24	The school administration is keen to provide a suitable environment for teachers to conduct various activities	1.83	0.59	5	Average
22	The administration organizes recreational activities that help develop the creative abilities of teachers	1.37	0.66	6	low
23	The administration facilitates professors to hold recreational activities within the department	1.37	0.66	7	low
20	The administration, in coordination with teachers, is working to activate the role of the secondary school magazine in discovering talents	1.33	0.47	8	low
General degree		1.99	0.38	/	Average

Table (03) shows the arithmetic averages, standard deviations, and the degree of teachers' response to creativity in extracurricular activities, as a paragraph formed this axis. It is clear from the table that paragraph (18) had a high arithmetic average as follows: (2.50) with a standard deviation of (0.68), which is a phrase that refers to giving, indicating that the school administration gives teachers the freedom to distribute activities, as well as phrases (21, 17, 19, 24) Its arithmetic mean was average and close in order (2.20, 2.03, 1.83, 1.83) with standard deviations in order (0.71, 0.55, 0.59, 0.59), all of which are average scores indicating the role of the school administration in encouraging and holding competitions with teachers and providing opportunities to organize outings and ensure the provision of a suitable climate for these operations. In contrast, the phrases (22, 23, 20) had weak

scores, as their arithmetic averages were, respectively, (1.37, 1.37, 1.33) and their standard deviation was (0.66, 0.66, 0.38), and in general they indicate the organization of activities, facilitating for professors to hold activities, and working in coordination with professors to discover talents.

6-Discussion of results according to hypotheses.

6-1-Presentation and discussion of the findings on the first hypothesis.

By analyzing the results of the first hypothesis, which came as follows: "The school administration contributes to motivating high school teachers to be creative in solving educational and psychological problems" to an average degree and with an arithmetic mean of (1.90), as the school administration develops effective solutions to combat delays in lessons and the problem of weekly timing in a way that

was not expected by teachers. This is due to the experience and skill of the school administration in dealing with such problems.. The study sample also believes that the school administration cooperates with teachers to find solutions to problems in a flexible manner, meaning that the school administration works hard to track the problems that teachers encounter, such as repeated absences and delays when entering school, so that the administration strives to overcome these problems. This assistance is evident in order to make teachers the focus of attention so that they work hard and have peace of mind, which increases their motivation to be creative in solving problems. The problems it faces during the educational process. The school administration also appreciates and encourages creative teachers in addressing and solving educational problems by providing all appropriate conditions for work within the educational institution and finding qualitative solutions to their problems. This may be attributed to the interest in teachers by the school administration because when teachers' problems are solved, this motivates them to persevere and work hard in their work.. The school administration also trains teachers to find qualitative solutions to problems, but to a weak degree, due to the lack of specialists in the field, or it may be expensive to bring specialists to give lectures and train them to be creative in solving problems.

From the above and referring to the overall degree of the axis related to supporting creativity in solving educational and psychological problems, we note that the hypothesis has not been realized, which proves that the administration does not support teachers in solving problems.

6-2-Presentation and discussion of the findings on the second hypothesis.

By analyzing the results of the second hypothesis, which was as follows: "School administration contributes to motivating high

school teachers to be creative in using teaching methods." Which came with a low score and an arithmetic average of 1.60, as most of the study sample members believe that the school administration provides teachers with the devices that help enrich the lessons, and this is perhaps attributed to the fact that the study sample members, or high school teachers, do not have experience in the field of teaching because they are contract teachers. It also helps the school administration to coordinate between subjects smoothly, as the administration works hard to make the teachers work as one cohesive team through Coordination between subjects: Due to the lack of experience of professors in this field, there are difficulties in coordinating between subjects. The study sample also believes that the administration should encourage and support teachers to improve and innovate in modern teaching so that the school administration provides all the material and financial capabilities to improve and enhance teaching methods. However, this may be due to the weakness of teachers in using advanced technological means, as well as the lack of a quality office within the secondary school that works on the process of improvement and development. The study sample also believes that the school administration should organize model lessons and hold round tables for teachers. Joint materials on the most effective modern teaching methods in order to improve and enhance the educational process and deliver lessons to students in a way that is easy to understand. However, the reason for the weakness may be due to the teachers' response to such tables and lectures, which represent an increase in work for them and are considered undesirable for them. The study sample also believes that the school administration rewards the best creative professor in teaching methods, which may be due to the lack of high-level scientific competitions between the administration and the lack of interest of creative professors in modern teaching methods.

From the above and referring to the overall score of the axis related to supporting creativity in using various teaching methods, we note that the hypothesis has not been verified, which proves that the administration does not support the use of these teaching methods.

6-3-Presentation and discussion of the findings on the third hypothesis

By analyzing the results of the third hypothesis, which came as follows: "School administration contributes to motivating high school teachers to be creative in practicing educational activities," which came with an average score and an arithmetic mean of (1.80), as most of the study sample believe that school administration gives teachers a high degree of freedom to diversify in directed sports activities and thus appreciates the teachers' knowledge of the various aspects that students enjoy and the activity that helps them. The study sample also believes that the school administration encourages teachers to attend conferences and seminars on new topics, which the administration believes will help them identify activities that suit each age group and the extent to which the activities are suitable for their mental development. The school administration, along with the teachers, also holds high-level scientific competitions within the characteristics of the region to a moderate degree. It is attributed to the fact that the nature of the region in which the study was conducted is not an archaeological area or does not have areas with tourist attractions. The study sample members also believe that the school administration is keen to provide the appropriate climate for conducting various activities to a moderate degree. This is due to the small size of the secondary school and the lack of designated places for conducting activities, knowing that There is a hall designated for physical sports only and it is not service during study.

The study sample also believes that the school administration organizes recreational activities

that help develop the creative abilities of teachers, but to a weak degree. This is due to the administration's lack of great interest in developing the creative abilities of teachers, its interest in providing lessons, and its extreme keenness to implement strict laws. The study sample members also prove that the school administration facilitates teachers holding recreational activities within the department, but to a weak degree. This is due to the teachers' fear of not controlling the situation, disrupting others, and disturbing the administration. This is due to the lenient nature of the teachers. The study sample members also see the school administration's work in coordination with the teachers to activate the role of the secondary school magazine in discovering talents, but to a weak degree. This is due to the lack of interest from Teachers are concerned about the role the magazine plays in discovering talents, as well as the financial support provided by the administration and the students' reluctance to participate in preparing the magazine.

From the above and referring to the overall degree of the axis related to supporting creativity in extracurricular activities, we note that the hypothesis has not been verified, which proves that the administration does not support these activities.

Conclusion:

School administration has a role in supporting creativity among high school teachers, as it can be important, positive, and effective from the point of view of teachers at the high school level, through the areas in which school administration can contribute for teachers to be creative during this educational stage, as there are several areas in which it can contribute for teachers to be creative during this stage. The school administration also contributes to supporting the creativity of high school teachers through the results reached in solving educational and psychological problems, in the field of teaching methods, in the process of motivating teachers to be creative in extracurricular activities, and in conducting a

continuous evaluation process, all of this in order to achieve the goals of the educational process and make it successful and ensure the comfort of teachers, and all of this helps him in the creativity process.

Proposals:

After discussing the importance and role of modern management in the creativity of high school teachers, we can present a set of suggestions:

The school administration should organize scientific entertainment trips for teachers, aiming to develop their creative side.

The school administration should encourage teachers to participate in conferences, seminars, and training courses that contribute to developing their creativity.

Train teachers to use strategies that foster innovation, such as problem solving, discovery, games, brainstorming, inquiry, and uniqueness in education.

Conscious administrators must be selected who believe in the importance of creativity in the school environment and strive to develop it among teachers and learners.

The school administration should work to provide a sufficient budget to develop extracurricular activities that develop creativity among teachers.

The need for school administration to encourage teachers to master teaching

strategies and teaching methods that develop and enhance creativity skills.

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