

## **THE LEVEL OF CREATIVE BEHAVIOR PREVAILING AMONG PRINCIPALS AND TEACHERS OF PRIMARY SCHOOLS IN THE NORTHERN TRIANGLE REGION IN ISRAEL**

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### **Abstract:**

The study aimed to identify the level of creative behavior prevalent in primary schools in the Northern Triangle region in Israel. The study adopted the descriptive survey approach, as this approach is more suitable for this type of studies. The study population consisted of all primary school teachers in the Northern Triangle region, who numbered (1606) male and female teachers, and the study sample consisted of (56) male and female principals who were chosen intentionally (intentional sample) and (331) male and female teachers who were chosen by simple random method. The results showed that the level of creative behavior in primary schools in the Northern Triangle region in Israel was highly significant in all domains and in the total score.

The results showed that there were statistically significant differences at the level of significance ( $\alpha \leq 0.05$ ) on the development of the creative behavior of teachers due to the different variables of job title (in favor of managers), and the educational qualification variable (in favor of postgraduate studies).

The results also showed that there were no statistically significant differences at the significance level ( $\alpha \leq 0.05$ ) due to the variables of gender and years of experience.

**Key Words:** Creative Behavior, Primary Schools, Triangle Region, Israel.

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 <http://dx.doi.org/10.47832/2717-8293.22.33>

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## **Introduction:**

Creativity is one of the educational goals that developed societies seek to achieve, as creative people participate actively in the development of their societies in all areas of scientific, cultural and educational life.

When people think in a traditional way, and suffer from a weakness in the use of innovative thinking, they cannot solve the problems facing them, and they cannot invent what is new and good, at a time when the need has become urgent to get out of traditional patterns of thinking, and to acquire more advanced patterns and methods of thinking due to the tremendous scientific and technological progress, and to try to catch up with the developed countries.

Creativity has become the common goal pursued by all developed countries in the world for the development of these countries, as a result of which the development of creativity for students has become necessary now, and in recent years most scientists have emphasized the great impact of creativity between the individual and the environment on creativity.

The school, as the social and educational institution entrusted by society with the education of young people, is largely responsible for the development and stimulation of creativity among students, and it can be the factory of creativity and creators, and at the forefront of the important human elements in the school environment comes the teacher as the cornerstone of the educational process.

## **The first axis: the general framework of the study**

### **Study problem**

Modern administrators and their educational administration should encourage and nurture the innovation process in their institutions, in line with globalization and the challenges it poses that require creativity in managing the educational process and leading the modern. The creative director is usually characterized by the ability and enthusiasm to adopt new projects, taking risks to try new ideas from the employees of the educational institution, and his confidence in the employees' ability to be creative, if they are given the opportunity, support and encouragement.

Many studies have recommended the importance of studying creative behavior in educational institutions, especially primary schools, and its relationship to some variables, such as the study of Al-Rahbi (2019), the study of Al-Laqqi, (2018), the study of Yildiz, Uzun, and Coskun (2017).

The issue of the study is to identify the development of the creative behavior of teachers in primary schools in the Northern Triangle region within the Green Line, from the

point of view of the study sample, and to search for the type of correlation between organizational culture and creative behavior.

### **Study Question**

1- What is the degree of developing the creative behavior of teachers in primary schools in the Northern Triangle region in Israel from the point of view of the study sample?

2- Are there any statistically significant differences at the significance level ( $\alpha \geq 0.05$ ) between the average responses of the study sample members, on the development of the creative behavior of teachers in primary schools in the Northern Triangle region in Israel, from the point of view of the study sample, due to the variables of gender, years of experience, educational qualification, and job title?

### **Study Objectives**

- Identifying the development of the creative behavior of teachers in primary schools within the green line from the point of view of the study sample, in order to develop and improve the quality of education in primary schools.

- Shedding light on the differences in the response of the study sample members to developing the creative behavior of teachers in primary schools, due to the variable of gender, experience, educational qualification, and job title, to get to know the respondents' viewpoints according to the study variables.

### **Study Importance**

The importance of the study stems from the topic it deals with, and is represented by the following:

#### **Theoretical importance:**

The importance of the study is the importance of its subject, which is the development of the creative behavior of teachers.

#### **Applied importance:**

It is hoped that this study will benefit:

- School principals within the Green Line by providing information that contributes to the preparation of plans and programs, to enhance and develop the creative behavior of their teachers.

- Primary school teachers in the Arab community within Israel, as they are expected to contribute to putting forward ideas and initiatives to develop and enhance their creative behavior.

- Informing the Ministry of Education and decision makers to develop practical strategies and prepare programs and plans to develop the creative behavior in primary schools within Israel.

### **Method and procedure**

The methodology and procedures of the study are a major axis through which the applied side of the study was completed, and through it the data required to conduct statistical analysis was obtained to reach the results that were interpreted in the light of the literature of studies related to the subject of the study.

### **Study methods**

The study adopted the descriptive analytical approach to answer the questions of the study, due to its appropriateness, the nature of this study and its objectives.

### **Study population and sample**

The study community consists of all principals and teachers of primary schools in the Northern Triangle region in Israel, during the second semester of the academic year 2021/2022, who numbered (1606) principals and teachers, according to the statistics of the Ministry of Education in the Northern Triangle region in Israel, and a random sample of (331) teachers was selected from the study population, and (56) principals, and the following table shows this:

**Table (1)**

**Distribution of study community members according to job title**

<b>Study variables</b>	<b>Categories</b>	<b>Number</b>	<b>Percentage</b>
<b>Job title</b>	Principal	56	3.5
	Teacher	1550	96.5
	Total	1606	100

### **Study Tools**

The study questionnaire was developed to collect data by reference to the theoretical literature and previous studies related to the study problem. The questionnaire included paragraphs measuring the degree of effectiveness of e-learning in light of the Corona pandemic from the point of view of secondary school students in the Northern Triangle area in the Palestinian interior, consisting of (23) items.

The questionnaire was distributed electronically to the members of the study sample, and it was responded to according to the Likert five-point scale.

## **Second axis: Theoretical Framework**

### **The concept of creative behavior**

It is a creative human behavior, which crystallizes as a result of the creative decisions of the individual or group, which resides within each of us, flowing in cases of stimulating perceptions and stimulating feelings through many means. There are distinguished individuals who have the faculty of the constant and vital presence of the subconscious mind, who can obtain the most appropriate and best solutions from a group of options, or devise a group of innovative visions and perceptions of an issue that has been sealed as intractable (Yildiz, Uzun & Coskun, 2017).

Creative behavior is a key issue in management, especially in an era of fierce competition between institutions and the growing realization of limited resources. For this reason, work must be done to increase productivity, and this can only be achieved by practicing creativity.” It is innovation and creation of different synonyms for one meaning, which means the birth of something new, unfamiliar, or looking at things in an unfamiliar way (Al-Qaryouti, 2015).

Creative management is also considered a feature of the modern enterprise in light of the fierce competition, the dynamism of the business environment and the opportunities and threats it bears. Therefore, it is noted that there are many areas for creative management, whether in building strategies or in innovating methods and systems, or in organizing the skills and capabilities of workers or in Updated responses to the needs of the environment, in terms of goods and services, and addressing the problems that these organizations face in the era of globalization in a rapidly changing world.

### **elements of creative behavior**

There is a consensus among researchers that creative behavior comes into being as a result of the influence of a group of personal, psychological, mental and social influences. The individual is considered complementary to the institution's role in creativity because administrative creativity is the development and application of new ideas by individuals who deal with each other within a favorable organizational climate. Adopting and spreading creative activity throughout the institution and the surrounding environment (Al-Rahahleh, 2014).

As for the elements of creative behavior in any organization or institution, it includes the following (Salman, 2012):

**Fluency:** It means the ability to produce a large number of ideas in a certain period of time, as the creative person is superior in terms of the ideas he presents on a specific topic in a

fixed period of time compared to others, i.e. he has a high ability to flow ideas and easily generate them. The most important thing that is measured in ability is his creative ability to put words into as many meaningful sentences and phrases as possible.

**The ability to analyze:** This means the ability to divide the main problems into sub-problems, or the ability to break down any action or situation into simple units to be reorganized and easier to deal with.

**The spirit of risk:** It is a process of producing and dealing with effective and new ideas, and adopting responsibility for its results that meet the needs and desires of customers, and it is a process of continuous updating and renewal of the institution as a whole.

**Originality:** that is, the production of what is unfamiliar, what is far-reaching, what is new, unusual, and what is clever and subtle of responses. Or it is represented in the ability to generate new ideas and come up with new and rare ideas that are not familiar. People with authenticity are described as those who can move away from commonplace and commonplace, realize the relationship and think of new and original ideas and solutions, and originality is represented by the highest levels of creativity.

### **levels of creative behavior**

Many researchers believe that creativity is divided into levels, starting from the organization of life matters and ending with the creative product that constitutes a breakthrough from the habit and a departure from the ordinary and is characterized by the following (Ibrahim and Abdel Muttalib, 2013):

**Creativity at the individual level:** It is that creativity that comes from one of the working individuals, as that individual possesses creative capabilities, capable of developing work, solving problems and improving the level of performance, which is achieved by individuals who have creative capabilities and attributes, but creativity at the individual level is its results Confined to a narrow field and limited to the creative individual. Creativity can also be expressed at the individual level through the characteristics of the creative person, which are knowledge, learning, intelligence, risk tolerance and social habits, as well as the degree of complexity that the individual deals with.

**Creativity at the group level:** It means the creativity that is presented by the group that cooperates with each other within the framework of work, to implement the ideas they carry and contribute to change for the better, by providing new products, services, methods and processes, and solving various problems.

**Creativity at the level of the organization:** The creativity presented or reached by the organization in general is a result of the creativity of individuals, and the creativity of groups together within the organization, where information systems and technological means play an important role in achieving this type of creativity, through the information it provides about The internal and external environment, as it is, is reached by the collaborative effort of all members of the organization.

### **Dimensions and determinants of creative behavior**

Studies and research that dealt with creative behavior varied in terms of its dimensions and determinants. Some of them mentioned that creative behavior is represented in the following five dimensions, as mentioned by (Al-Amyan, 2018):

**Discovering opportunities:** It is one of the dimensions of creative behavior that is concerned with searching for creative opportunities. The creativity process begins with what is called the performance gap, or the mismatch between actual performance and empowerment, which pushes workers to explore new opportunities.

**Follow-up Card:** It is the matter that ensures the follow-up of the implementation of creative opportunities, the correction of deviations that may appear, and the acceptance of creativity as part of the new status quo.

**Idea generation:** It is the determinant that is concerned with creating new ideas and initiatives that concern changes at the level of the organization, as it is represented by mixing or reorganizing existing information and ideas to solve problems, or improve performance.

**Verification:** It is the formulation and testing of ideas and solutions using practical means, and then evaluation of the proposed creative ideas and solutions.

**The challenge:** which is related to the basic creativity processes by observing the latent creative ideas and solutions, moving them and taking risks in order to support them. The creator makes an effort to present creative ideas and bring them into existence, and he may not be the same person who generated the idea.

### **Creative behavior in educational institutions**

Creativity is an important aspect in the administrative and educational work, because it provides opportunities for survival, growth and development for the institution, through which solutions can be found for educational problems by discovering new alternatives to confront and address them. Also, creativity in the educational system, its management and levels contributes to raising the productive efficiency of all educational outputs, both quantitative and qualitative. The creative administrative and educational leader is the one who motivates the workers to work, and motivation is represented by a set of behaviors and procedures that the educational leadership in the institution undertakes towards an individual, or a department, as a result of creativity, innovation and development at work, which in turn leads to rapid growth in the institution Education (Khalaf and Al-Zahrani, 2012).

The concept of creativity management is also reflected in the ability of the educational administration and those in charge of it to enhance and develop the work environment and the school environment, so that it becomes an environment that encourages and attracts creators and their ideas, and works to help and support them in developing additional ideas and work methods that are more productive and beneficial to the educational process. The concept also includes the ability to lead the educational institution to continue to support and encourage the climate and creative conditions for its workers (Al-Dulaimi, 2013).

One of the most important features that must be available in administrative creativity is what was mentioned Boyaci, & Karacabey, (2015), which is represented by belonging to the institution, which prompts workers to preserve its property and reputation, as well as the economic and social sense, which leads them to reduce expenses and improve the level of quality, in addition to the advantages of scientific mentality in interaction and communication and faith in the talents of others.

**Third axis: Study Results and Discussion**

To answer the first question, which states: **“What is the degree of developing the creative behavior of teachers in primary schools in the northern triangle region within the green line from the point of view of the study sample?”**

**Table (2): Arithmetic averages and standard deviations of the estimates of the study sample members for the paragraphs of developing creative behavior in primary schools for teachers, arranged in descending order**

No.	Area	Arithmetic average	Standard deviation	Rank	Degree
4	The school administration urges teachers to update information and knowledge in a way that keeps pace with the era of technology and development.	4.19	0.86	1	High
5	School administration encourages teachers to work together to reach creative ideas.	4.17	0.87	2	High
3	The school administration works to link the curriculum to practical applications that develop the creativity of teachers.	4.13	0.91	3	High
1	The school administration supports teachers to provide the curriculum with creative activities and training.	4.12	0.86	4	High
9	The school administration seeks to attract creative ideas that will support teachers' creativity.	4.11	0.88	5	High
12	The school encourages teachers to adopt unusual new initiatives.	4.11	0.88	6	High
6	School administration provides adequate materials and a suitable climate for the development of creativity.	4.1	0.88	7	High
2	The school motivates teachers to teach problem solving in creative ways.	4.1	0.88	8	High
10	The school invests new and bold ideas in the face of risks.	4.1	0.87	9	High
8	The school encourages individual initiatives for creative ideas.	4.1	0.9	10	High

No.	Area	Arithmetic average	Standard deviation	Rank	Degree
13	The administration encourages teachers to explore new creative and innovative ideas and develop more than one solution to them.	4.09	0.88	11	High
16	The school administration appreciates and supports the ideas and work of creative teachers.	4.09	0.91	12	High
7	The school administration devotes part of its meetings to talking about creativity and encouraging its practice.	4.08	0.8	13	High
11	The school encourages creative work permanently and boldly. .	4.08	0.88	14	High
23	The school administration encourages its teachers to discuss problems in more than one direction to reach unfamiliar solutions.	4.08	0.9	15	High
14	School administration urges teachers to attend seminars and conferences that develop creative behavior.	4.07	0.89	16	High
19	The school administration grants intellectual freedoms that help teachers develop creativity.	4.06	0.94	17	High
17	The school administration is involved in developing creative strategic plans for the development of the school	4.05	0.9	18	High
15	School administration holds brainstorming workshops and meetings to discuss creative ideas.	4.04	0.89	19	High
22	The school administration instills the principles of creativity in teachers.	4.03	0.93	20	High
21	The school administration adopts special programs that help teachers develop creativity.	4.03	0.91	21	High
18	The school administration grants material and moral incentives to creative teachers.	4.01	0.94	22	High

No.	Area	Arithmetic average	Standard deviation	Rank	Degree
20	The school administration holds courses in the field of school administration that help in carrying out creative leadership work.	4	0.94	23	High
Total degree		4.08	0.82		High

Table (2) shows that the arithmetic averages for the development of creative behavior in primary schools for teachers ranged between (4.00 - 4.19), and with a high evaluation degree, as paragraph (4) which states: "The school administration urges teachers to update information and knowledge in a way that keeps pace with the era of technology and development" came in the first rank with an arithmetic average (4.19), and a high evaluation degree, while paragraph (20) which states: "The school administration holds courses in the field of school administration that help in carrying out creative leadership work" came in the last rank with an arithmetic average (4.00) and a high evaluation score.

Discussing the results of the second question, which states: **"Are there statistically significant differences at the level of significance ( $\alpha \geq 0.05$ ) between the average responses of the study sample members, on the development of the creative behavior of teachers in primary schools in the Northern Triangle region in Israel, from the point of view of the study sample, due to the variables of gender, years of experience, academic qualification and job title?"**

#### **First: the gender variable**

The arithmetic averages, standard deviations, and the "t" test for the effect of gender on the development of creative behavior of teachers in primary schools within the green line from the study sample's point of view were calculated, as in Table (3):

**Table (3): Arithmetic averages, standard deviations, and "t" test for the effect of gender on the development of creative behavior for teachers in primary schools, from the point of view of the study sample**

Variable	Academic qualification	Number	Arithmetic average	Standard deviation	T value	Degrees of freedom	Significance level
Creative behavior development	Males	121	4.05	0.86	0.589	385	0.556
	Female	266	4.1	0.81			

**\*Statistically significant at the significance level ( $\alpha \leq 0.05$ ).**

Table (3) shows that there were no statistically significant differences at the significance level ( $\alpha \leq 0.05$ ) on the development of teachers' creative behavior due to the gender variable as the significance level was greater than (0.05), which is not statistically significant.

The researcher attributes this to the administrative competencies and capabilities that both males and females enjoy in the rapidly developing world. Males and females are exposed in the principals' qualification institutes to the same educational and administrative plans and programs, and if a disparity appears between some of them, it stems from individual capabilities, so the results of the practice of organizational culture and its level appeared sometimes in favor of male principals and sometimes in favor of female principals and their high abilities in consolidating cultural values in their educational institutions, this positively affects the teachers, so they adhere to the school's culture and values, thanks to the attention paid by the school administration and principals to teachers and their interests that are in line with the interests and objectives of the school institution.

### **Second: The educational qualification variable**

The arithmetic averages, standard deviations, and the "t" test for the effect of academic qualification on developing the creative behavior of teachers in primary schools within the green line from the point of view of the study sample were calculated, as shown in Table (4).

**Table (4): Arithmetic averages, standard deviations, and t-test for the effect of academic qualification on developing the creative behavior of teachers in primary schools from the point of view of the study sample**

Variable	Academic qualification	Number	Arithmetic average	Standard deviation	T value	Degrees of freedom	Significance level
Creative behavior development	Bachelor	173	3.84	0.73	5.34	385	.000*
	Graduate	214	4.27	0.84	6		

**\*Statistically significant at the significance level ( $\alpha \leq 0.05$ ).**

Table (4) shows that there are statistically significant differences at the level of significance ( $\alpha \leq 0.05$ ) on the development of creative behavior, due to the variable of academic qualification, and they were in favor of the "post graduate studies" category, as the significance level was less than (0.05), which is statistically significant.

The reason for this may be due to the knowledge and awareness of the study sample of the prevailing organizational culture in their schools, so their views differed about the level of organizational culture they have, and this is due to the sample members with higher academic qualifications (postgraduate studies), who are more knowledgeable and aware of the nature of the prevailing organizational culture in their institutions from their colleagues with lower qualifications (bachelor's), by virtue of the information they gathered during their studies and their reading of the university courses for postgraduate studies, which made their scientific horizon more comprehensive, which instilled in them abilities that qualified them to deal with work data according to an organized scientific methodology. Consequently, the viewpoint of the study sample members on the level of the prevailing organizational culture differed according to the educational qualification.

### **Third: Job title variable**

The arithmetic averages, standard deviations, and "t" test were calculated for the effect of job title on developing the creative behavior of teachers in primary schools in the northern triangle region within the green line from the point of view of the study sample, as in Table (5).

**Table (5): Arithmetic averages, standard deviations, and t-test for the effect of job title on developing the creative behavior of teachers in primary schools in the northern triangle region within the green line from the point of view of the study sample**

Variable	Job title	Number	Arithmetic average	Standard deviation	T value	Degrees of freedom	Significance level
Creative behavior development	Principal	56	4.53	0.79	4.53	385	.000*
	Teacher	331	4.01	0.81			

**\*Statistically significant at the significance level ( $\alpha \leq 0.05$ ).**

Table 5) shows that there are statistically significant differences at the significance level ( $\alpha \leq 0.05$ ) on the development of creative behavior due to the variable of the job title, and they were in favor of the principals, as the significance level was less than (0.05), which is statistically significant.

The researcher may attribute this to the fact that school principals and administration are primarily and ultimately responsible for spreading and consolidating the organizational culture and raising its level in their schools, as failure and success are attributed to the school principal and his administration. For this reason, the administration strives to reach the maximum possible effort to highlight the school's culture. It does everything in its power to facilitate the task of school teachers to carry out their duties and school tasks in teaching and learning, and urge them to work in a team spirit and work to give priority to the public interest over private interest, and to show the culture of the organization, with the aim of providing the best services to students in the best image and quality, which reflects the positive image of the school in their environment and society.

#### **Fourth: Variable years of experience**

The arithmetic averages, standard deviations, and the "F" test were calculated for the effect of years of experience on developing the creative behavior of teachers in primary schools within the green line from the point of view of the study sample, as shown in Table (6).

**Table (6): Arithmetic averages, standard deviations, and "F" test for the effect of years of experience on developing the creative behavior of teachers in primary schools from the point of view of the study sample**

Variable	Years of experience	Number	Arithmetic average	Standard deviation	T value	Degrees of freedom	Significance level
Degree of development of creative behavior	Less than 5	0	-	-	0.45	385	0.503
	5-10	105	4.13	0.84			
	10 and over	282	4.06	0.82			

**\*Statistically significant at the significance level ( $\alpha \leq 0.05$ ).**

Table (6) shows that there are no statistically significant differences at the significance level ( $\alpha \leq 0.05$ ) on the development of teachers' creative behavior due to the different years of experience, as the significance level is greater than (0.05), which is not statistically significant.

This result may be attributed to the fact that the importance of experience in awareness of the applications, practices and patterns emphasized by the organizational culture, is not an influential factor in adhering to the components and elements of the organizational culture as a whole. The researcher may also attribute this to the fact that teachers of different years of service in educational work have a close view on the importance of developing creative behavior, which makes the differences in their estimates close and similar.

### **Recommendations**

- The school administration must work permanently and renewed on the development and development of structures, systems, and methods of work, in a way that secures participation and participation, stimulates creativity, and encourages research and experimentation, initiative and innovation.
- The need to develop educational curricula, and include in them what calls for the development of creativity to play its role in developing creativity in schools at the level of teachers and learners.
- The need to encourage teachers to master teaching strategies and learning methods that develop and develop creativity skills.
- Training teachers to use strategies that develop innovation such as: problem solving, discovery, games, brainstorming, inquiry, and uniqueness in learning.

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