ORGANIZATIONAL CULTURE AND ITS IMPACT ON ADMINISTRATIVE CREATIVITY AMONG SECONDARY SCHOOL MANAGERS

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Article history:		Abstract:
		The purpose of the current study is to determine organizational culture and how it affects managers of secondary schools' administrative inventiveness. The researcher employed a descriptive strategy to accomplish the study purpose, and two research instruments were created to assess administrative innovation and organizational culture. The first tool had 32 items, so what came The second instrument (32) Additionally, the researcher established the validity and reliability of the two instruments, and as the study sample consisted of 135 male and female managers, secondary school managers in the Al-Diwaniyah Governorate represented the research population. After analysis, the findings revealed the following: Managers of secondary schools exhibit a statistically significant positive link between administrative inventiveness and organizational culture. Organizational culture generally has a statistically significant impact on administrative creativity. Based on the study's findings, the researcher made a number of recommendations, one of which was that secondary school managers should attend training sessions to stay up to date on the most recent advancements in organizational culture. Developing a strategy to get beyond the barriers preventing the implementation of administrative creativity's components and avoiding mindless copying.

THE FIRST TOPIC
INTRODUCTION :

Because organizational culture shapes the majority of decisions made within the organization and is regarded as one of the primary factors determining an organization's success or failure, researchers studying business administration and organizational behavior have recently become very interested in this topic. Additionally, since business organizations are currently experiencing a number of technological, economic, and cultural developments and changes, social and other, these organizations are constantly striving for excellence, excellence, and creativity. Possessing a strong culture that enables its members to commit to and respect the value of time, encourages teamwork, and encourages creativity and innovation is perhaps the most important thing that sets an institution apart from others. Educational institutions strive to achieve these goals through the services they offer.

First: the research problem

The twenty-first century has seen enormous advancements in a number of areas, the most significant of which are the administrative and educational processes, both of which have presented enormous obstacles. The world has seen several crises, the most significant of which was the Corona pandemic, which led to the emergence of complex and intertwined problems that cast a shadow over the administrative and educational processes. Globalization, the shift towards the knowledge economy, and knowledge management are among the most notable of these developments and challenges.

The field of school administration is also receiving increasing attention from all those working in the field of education because the school is the actual field in which the efforts of all those interested in education and education are combined. If the school as an educational institution is of this degree of importance, then the way it is managed and the work methods followed in it. It represents the focal point for the success of the school in carrying out its mission in the desired manner, and the presence of a modern scientific school administration is one of the necessary requirements to achieve its effectiveness and efficiency in light of the challenges and requirements facing the development and modernization of education. The school administration, regardless of its various tasks, has many issues and problems that force its managers and staff to consider relying less on the conventional method of problem-solving, which is based

on trial and error, and trying to employ the creative approach in this regard. As a result, these administrations must come up with solutions to deal with these issues. the issues. Nevertheless, coming up with ideas doesn't just happen; it takes the right conditions to foster creativity and widen perspectives for imaginative thinking. As a result, innovation has come to be seen as essential to its success and the reason it has been able to weather several crises. The school administration must weave creativity and innovation into the very fabric of its organizational culture in order to foster the development of creative capabilities in the surrounding community. This is because an organization's values and beliefs shape the behavior of its members, dictating what is appropriate and inappropriate in the workplace.

Any organization faces challenges related to organizational culture because it shapes the habits, expectations, and behavior of teachers, both male and female. It also creates an educational environment for students, which can have a positive or negative impact on all school activities and, consequently, the administration of the school, which aspires to high levels of administrative creativity. should put in a lot of effort to create a creatively supportive workplace culture in order to fully use the creative potential of its employees.

Thus, the investigator discovered that the purpose of this study is to determine how organizational culture affects managers of secondary schools' administrative inventiveness. Consequently, the researcher asked the following question to define the study problem:

- **What is the impact of organizational culture on administrative creativity among secondary school Managers?**

Second: The importance of the research: The importance of the research lies in the following:

1.	Bringing attention to two current study areas in the field of administrative behavior: administrative innovation and organizational culture.
2.	The researcher anticipates that by fostering an atmosphere that promotes administrative innovation, this study will significantly impact the practical realities of educational institutions.
3.	Stressing the importance of administrative ingenuity and organizational culture in creating a learning environment that boosts teacher effectiveness and lowers waste in the classroom.
4.	Determining the administrative creativity traits that secondary school managers possess, which aids in identifying the traits that training programs should assist them develop.

Third: Research objective: The current research aims to:

1.	The organizational culture of managers in secondary schools.
2.	The degree of inventiveness in administration among managers of secondary schools.
3.	How organizational culture affects secondary school managers' inventiveness in the administrative realm.

Fourth: Limits of the research: The limits of the research lie in the following:

1.	Geographical limits: Secondary schools in the Governorate of Al-Qadisiyah.
2.	Human limits: Al-Qadisiyah secondary school managers connected to the General Directorate of Education.
3.	Deadlines: 2022–2023 academic year

Fifth: Study terms:

Organizational culture was defined by:

- (Mashhour, 2010): It is the members of the organization's collection of values, beliefs, concepts, and methods of thinking. The employees of the organization contribute to its creation, and although it is physical, it is unseen and unwritten. (Mashour, 2010, 99)
- (Al-Kubaisi, 1998): It is a system of shared meanings that influence members' behavior through beliefs, customs, and sentiments. (Page 70, Al-Kubaisi, 1998)
- (Al-Qaryouti, 2000) as: an intricate web of meanings, symbols, customs, beliefs, and rituals that evolved over time to become unique characteristics of the group and the conduct required of its members. (page 286; Al-Qaryouti, 2000)

Administrative creativity: define it:

- (Al-Haqbani, 1418) It is: all the activities that a person performs inside an organization and is distinguished by uniqueness, fluency, adaptability, taking risks, and the capacity to evaluate and deviate from the norm, both for the person and the company where he works. It also includes being aware of the issues that arise from interacting with the environment (Al-Haqbani, 1997, 9).
- (Al-Nimr, 1992) It is a series of procedures that an individual does in conjunction with his or her surroundings and available resources to generate a concept or approach that is advantageous to the company where they are employed. Al-Nimr (1992) p. 102.

• According to Al-Anqari (1422), an employee's ability to generate novel ideas, work methods, or unique solutions to issues is contingent upon their capacity for intellectual fluency, mental flexibility, creativity, problem-solving skills, and sensitivity. (Al-Anqari, 15 in 2002).

The second section/theoretical framework

First: Organizational Culture:

The scientist (Edgar Schein, 1985) defined organizational culture as "a pattern of assumptions—developed, invented, or discovered by a group as it learns to deal with its problems of external adaptation and internal integration—that have gone well enough to be considered valuable, and so must Teaching it to new individuals as the correct way to perceive and think regarding these problems" (Al-Khalidi, 2008, 24).

Accordingly, the researcher thinks that organizational culture is a collection of values that people at the school adhere to, which influence how they behave and complete the tasks that are given to them. Power, elite, reward, efficacy, efficiency, fairness, work teams, and system are some of these values.

Characteristics of organizational culture: The characteristics of organizational culture can be defined as:

1. It exists in administrative organizations in a manner similar to societal culture.
2. It consists of values, beliefs, perceptions, behavioral standards, individuals' creativity, and different behavior patterns.
3. The energy that drives the organization's members to work and be productive.
4. The goal that directs and influences the organization's effectiveness. (Ott, 1989, 50)

The importance of organizational culture: The importance of organizational culture lies in the following:

• It is a conceptual structure that directs and arranges the activities, connections, and accomplishments of individuals inside a single organization.

• It serves as a manual for staff members, providing them with expectations for relationships and behavior that they must abide by.

• It is regarded as an active component that supports the administration and aids in the accomplishment of its objectives.

• An organization's strong culture may be advantageous if it fosters innovative behaviors like hard effort and devotion, but it can also be detrimental if it fosters regular behaviors like mindless compliance and strict observance of rules.

• Culture is viewed as a radical component that impairs an organization's flexibility and capacity to keep up with external changes..

Types of organizational culture: There are several varieties of organizational culture, and they vary depending on the division that is in use. Additionally, the sorts of it vary throughout sectors and organizations. The following are the most common types:

1- **Bureaucratic Culture**: Such an organizational culture has clearly defined roles and powers, structured work, coordinated units, and a hierarchical line of command based on devotion and control.

2- **Innovative Culture**: Its members are defined by their enjoyment of taking risks when making decisions and rising to difficulties, and it is known for offering a work climate that fosters innovation.

3- **Supportive Culture**: The camaraderie and support among coworkers define the workplace culture. There is a cooperative family environment in place. The organization fosters equality, collaboration, and trust, and in this setting, the human element is prioritized.

4- **Task Culture**: This culture is results-driven, goal-oriented, and concerned with using resources as efficiently as possible to produce the best outcomes at the lowest possible cost.

5- **Role Culture**: More so than the individual, it emphasizes the kind of work specialization and hence the descriptive roles. In addition to addressing laws and regulations, it offers employment security, continuity, and performance stability.

6- **Process Culture**: People are more concerned with how labor is done than with the outcomes, therefore people are attempting to safeguard themselves and each other by exercising prudence. The one who is more organized, accurate, and detail-oriented in his job is the one who succeeds (Hallaq, 2020, 58).

Second: Administrative creativity: There is still uncertainty around the topic of creativity, even with the abundance of writing on the subject of creativity, the creative process, and its elements. Indeed, there is seldom a single definition of creativity that academics who have examined different facets of the creative phenomena can agree upon.

Elements of administrative creativity: Administrative creativity has several components, but we only highlight the most significant ones here:

1- **Fluency**: It entails coming up with as many thoughts as you can on a certain subject in a given length of time..

2- **Flexibility**: It refers to the capacity to alter circumstances in order to alter one's mental state.

3- **Originality**: It implies that the creative individual has original thoughts as he or she does not consider the opinions of others around them.

4- **Sensitivity to problems**: It is exemplified by the person's capacity to identify various issues in various contexts. A creative individual may identify several issues in a given circumstance. He is sensitive to the issues and cognizant of his errors and limitations.

5- **Analysis**: It refers to a creative or inventive output that involves the act of choosing any new work and dissecting it into manageable chunks for later organization.

6- **Risk-taking**: To put it another way, it involves accepting new ideas and methods and actively looking for solutions while accepting accountability for the risks associated with one's actions. (Al-Nimr, 1992: 64)

7- **Departing from the norm**: It refers to the capacity to reject prevailing trends and customs, as well as the capacity to work with inflexible systems and modify them to fit the demands of the workplace. All of these things call for a certain level of bravery. (Al-Haqbani, 1418: 17)

Stages of the creative process: Administrative creativity depends on several particular phases, even if it is marked by overlap and interdependence. Scholars have classified the stages of the creative process in a variety of ways. Mulins (2005) and Griffine & Moorhead (2014), for instance, separated the stages of the creative process into four categories:

1- **Preparation**: In most creative processes, preparation comes first. Formal education and training are frequently the most efficient ways to learn about a wide range of topics and data.

2- **Incubation**: It is a time when the strength or degree of conscious concentration is lower, allowing the concepts and information gained during preparation and growth to fully flourish.

3- **The illumination or insight stage**: It comes after the stages of preparation and incubation and is a natural progression where the creative person gains a fresh perspective on certain issues or circumstances.

4- **Verification**: This is the last stage of the creative process, where the validity or credibility of the insight or understanding obtained in the previous stage is verified.

Personal traits of the innovator and creative thinker: The personal traits of the innovator and creative thinker are represented by the presence of some basic features and characteristics, which can be classified into five basic groups as follows (Abdel Fattah, 1995: 61):

• A set of qualities, abilities, and skills that relate to flexibility and innovation in thinking, not being rigid in opinion, staying away from certainties, or being enthusiastic about one idea over another.

• A set of qualities of driving energies and latent abilities, and creative fluency in expression and thinking at the same time, which comes through sensing problems and understanding their dimensions more deeply compared to others.

• A set of personal qualities characterized by a degree of self-confidence and the ability to confront and deviate from the norm, even if this leads to provocation and criticism from others.

• A set of qualities of originality, determination, insistence on innovation, challenging the unknown, and the ability to think logically, analyze and interpret phenomena, and reach multiple and diverse conclusions at the same time.

• A group of mental qualities, including having an appropriate degree of intelligence and brilliance, and trying to achieve excellence in everything that a creative person does. (Atwi, 2014, 142)

Obstacles to administrative creativity: These obstacles can be presented as follows:

1- **Organizational and administrative obstacles**: We discover that many school administrations struggle with administrative and organizational issues, which prevents them from carrying out growth programs and plans safely. As a result, there aren't many innovative and developmental initiatives in their administrative bodies.

2- **Social and cultural obstacles**: There are many social and cultural factors that limit the encouragement of administrative creativity. We find that encouraging administrative creativity has a significant impact on the formation of the individual's personality and on developing his creative and innovative capabilities. A family that relies on oppression, tyranny, denying children's rights, not listening to their demands, and belittling their status will have a major role in limiting the creativity of its children.

3-   **Adherence to familiar patterns**: This barrier is the person's inclination to follow well-known patterns and their unwillingness to stray from them because they believe that all situations and issues are the same. (Adam, 2014, 44)

4-   **The absence of an atmosphere of freedom:** This means the limited degree available to the individual to express his personality, and this freedom does not necessarily mean that the individual always implements his creative ideas however he wants; Because there are organizational and social restrictions and controls that determine what is acceptable and unacceptable in the behavior of individuals. Listening to their demands and belittling them will play a major role in limiting the creativity of her children.

5-   **Lack of support for collective work by the organization**: It is undeniable that creativity is not always individual; rather, it may be communal, and for this to occur, the organization must provide some form of support for the groups working to solve its challenges. If such organizations do not collaborate on Employees who are encouraged to work together to solve issues will get complacent, lose motivation, and be less likely to come up with original ideas and solutions..

The school administration:

Given the importance of the general secondary school in providing students with the scientific, social, and economic concepts necessary to achieve their compatibility with society, the state is interested in education at this stage, as it works to monitor all its possible capabilities to invest in education, and the administration of the general secondary school derives its importance from the importance of the stage itself. It comes at the top of the system. General pre-university education, and the hopes of the vast majority of students, their parents and families turn to it, because it provides opportunities for social advancement that qualify them to enroll in university and higher education, with the hope of obtaining a prominent position in society.

School administration is one of the main axes in educational administration, as it is responsible for assisting and organizing all human and material efforts in the school, with the aim of achieving the desired goals of the educational process. School administration is a set of functional processes and carrying out activities and tasks to organize the school's workflow, in a way in which these functions are integrated to achieve the goals. Specific to the school, which aims to create a generation of social individuals capable of thinking well and working productively. (Al-Sayed, 2008, 13)

The management of general secondary education is an important aspect in achieving its goals and solving the problems it faces, as the success of the educational system and its fulfillment of its responsibilities to achieve its goals depends on the effectiveness of the educational and school administration and the extent of its ability to direct various educational activities towards achieving the desired goals.

The third section
study procedures and curriculum

Study Methodology: Since the questionnaire is the primary tool used to gather data and information, the research employs the descriptive analytical technique, which focuses on characterizing the many facets of the phenomena. Descriptive method studies are typified by the need for a significant amount of time and effort, as well as the presence of specialized abilities by the researcher. (Atefa, 2002, 26)

The descriptive approach accomplishes its understanding objectives by identifying issues in education and making numerous comparisons between various phenomena or between the components of a single phenomenon. This gives us precise information about the phenomenon as it exists today and aids in the development of precise perceptions by experts and decision-makers to control and steer it in the future. (Al-Manizel and Gharaibeh, 2010: 269)

Study population and sample The study sample consisted of 135 secondary school managers in the Diwaniyah Governorate, representing 47% of the study population. The study population totaled 288. The study sample was selected at random, as shown in Table No. (1).

Table No. (1) shows a sample of secondary school Managers in Al-Qadisiyah Governorate

N	City	Males	Females	Total
1	Diwaniyah	31	23	54
2	Al-Hamza	12	10	22
3	Alshaamia	16	14	30
4	Eafk	17	12	29
Total				135

Study tool: A questionnaire was created by the researcher to gauge the following:

1.   Organizational culture measure.
2.   Measure of administrative creativity.
This was accomplished by the steps the researcher took to construct the research instruments, and the explanation that follows:
1.   Examining a wide range of management, education, and psychology-related literature and studies in order to determine the procedural definition of administrative creativity and organizational culture. This was done in light of the definition and the research's theoretical framework. Additionally, prior studies and research that addressed the study's variables were reviewed, and management and teaching methods experts and researchers were consulted. The researcher created 35 items for each of the two measures in psychology.
2.   To determine the tool's apparent validity, the researcher showed the scale in its original form to a group of professionals in the domains of administration, instructional techniques, psychology, measurement, and evaluation. After determining the percentage, the researcher performed Chi-square analysis to ascertain the nature of the discrepancies between the expert judgments regarding whether to reject or affirm the validity of the items. After calculating and comparing the Chi-square value with the tabular value, it was determined that all of the tool's items were approved by the experts. since a result, only 35 things were retained, since their results above 80% when considering the experts' comments and opinions.
3.   The scale was used to determine the discriminating coefficient and internal consistency of the scale's items on an exploratory sample that was not part of the study sample in order to validate the psychometric qualities of the two instruments. The findings demonstrated that the questions' capacity to differentiate across respondents and highlight their unique characteristics.
4.   The reliability of the scale was determined by the researcher using Cronbach's alpha coefficient; the scale's values of (0.89) for the organizational culture scale and (0.92) for the administrative creativity scale confirm the scale's stability and indicate that it is suitable for use (Abu Allam, 2011: 490).
5.   The two instruments (administrative creativity and organizational culture) included 35 items in their final form after the psychometric features were extracted, and the alternatives were rated on a five-point scale. Grading was applied to the items (strongly applies, applies, neutral, does not apply, does not apply strongly), therefore the lowest score on the scale was 35, and the maximum score was 175 as a result. Additionally, the researcher provided guidelines for each scale, including how to respond to it.
Procedures for applying the tool:
Following the completion of the two tools' final preparation, the researcher distributed the questionnaires to the study sample. A total of 140 questionnaires were distributed between Thursday, March 17, 2022, and Wednesday, April 20, 2022. The questionnaires were collected, and since 135 of the received questionnaires were valid for analysis, the researcher corrected the answers in order to perform statistical operations and obtain the results.

Fifth: Statistical methods.
The data was processed using Microsoft Excel and the Statistical Package for the Social Sciences (SPSS) in a variety of statistical techniques.
Section Four: Presentation and interpretation of the results**.**
The first objective: The degree of corporate culture among managers in secondary schools.
Finding the statistical disparities between the sample scores' arithmetic mean and the organizational culture scale's predicted average at the level of (0.05) was necessary to determine the organizational culture level among managers of secondary schools. After the sample was taken, the arithmetic mean of (112.61) and the standard deviation of (24.33) were determined. A one-sample T-test (T-TesT) was performed to see whether this difference was statistically significant after the hypothetical tool mean of 105 was also retrieved. Table No. (2) illustrates this.
Table (2) displays the findings from a single sample's T-test on the organizational culture scale (T-test).

Sample	Mean	Std. Deviation	Hypothetical Mean	Freedom degree	T value		Sig type
					Calculated	Tabular	
135	112.61	24.33	105	134	4.32	1.658	Sig to Mean

It is demonstrated that at the level of (0.05) and degree of freedom (134), the computed T-value of (4.32) is larger than the tabular value of (1.658). This indicates that the greater arithmetic mean, or average of the research sample,

is the subject of statistically significant differences. This suggests that the degree of organizational culture is adequate and at a decent place.

The second objective: The degree of inventiveness in administration among managers in secondary schools.

Finding the statistical disparities between the sample scores' arithmetic mean and the administrative creativity scale's predicted average at the level of (0.05) was necessary to determine the administrative creativity level among managers of secondary schools. After the sample was processed, the arithmetic mean (104.37) and standard deviation (22.03) were determined. A one-sample T-test (T-TesT) was performed to see if this difference was statistically significant after the hypothetical tool mean of 105 was also retrieved. Table No. (3) illustrates the results of this test.

Table (3) shows the results of the T-test for the administrative creativity scale (T-test) for one sample.

Sample	Mean	Std. Deviation	Hypothetical Mean	Freedom degree	T value		Sig type
					Calculated	Tabular	
135	104.37	22.03	105	134	3.20	1.658	Sig to Hypothetical

It is demonstrated that at the level of (0.05) and degree of freedom (134), the computed T value of (3.20) is larger than the tabular value of (1.658). This indicates that the higher arithmetic mean, or hypothetical mean, is the subject of statistically significant differences. This suggests that administrative inventiveness is below the threshold of relevance.

The third objective: Organizational culture's effect on secondary school managers' creative administrative skills.

The researcher proposed the null hypothesis, "There is no statistically significant effect at the level of moral significance ($\alpha \leq 0.05$) of organizational culture on administrative creativity," in order to ascertain the effect of organizational culture on administrative creativity. The influence of organizational culture on administrative creativity was confirmed using the Pearson correlation coefficient and simple linear regression analysis, as indicated in Table (4), in order to evaluate this hypothesis.

Table (4): Results of simple linear regression analysis test.

Variable	(R)	R^2	F	DF		Sig	β		T	Sig
Administration creativity	0.623	0.385	126.29	Between	1	0.000	Organizational culture	0.623	11.283	0.000
				The rest	199					
				Total	200					

*The effect is statistically significant at the level ($\alpha \leq 0.05$).

Organizational culture has an effect on administrative inventiveness, as Table 4 demonstrates. The statistical analysis's findings demonstrated that organizational culture has a statistically significant impact on administrative creativity, with the correlation coefficient reaching (0.623) at the level of ($\alpha \leq 0.05$).

The value of the degree of influence β on administrative creativity reached (0.623), indicating that an increase of one degree in the level of interest was responsible for the changes in administrative creativity, and the coefficient of determination reached (0.385), indicating that the changes in organizational culture were responsible for the changes in administrative creativity. With a value of (0.623), organizational culture increases the improvement of administrative creativity. The computed F value, which came to (126.29), which is significant at the level of ($\alpha \leq 0.05$). This demonstrates that believing the first main hypothesis is erroneous. Consequently, the alternative hypothesis—which reads as follows—is accepted and the null hypothesis is rejected. Organizational culture has a statistically significant impact on administrative creativity at a substantial level ($\alpha \leq 0.05$).

DISCUSS THE RESULTS:

1.   The findings, as presented in Table No. (2), indicate that managers of secondary schools have a good degree of organizational culture. The researchers explain this by saying that secondary school instructors have a duty to uphold the norms and patterns of conduct that have been employed in the past to solve problems. Additionally, they think that breaking these standards makes it harder to keep the school atmosphere intact and, in some situations, deal with emergencies.

2.   Table No. (3) presented the results, which indicated that secondary school managers' levels of administrative inventiveness fall short of being significant. The researcher explains this by saying that school managers view straying from the norm as an unusual conduct, which might be brought on by the lack of an administrative climate that supports

people. to stray from their established practices out of fear of repercussions, failure, or the need to adhere to the laws, norms, and conventions that govern the way that work is done; also, administrative supervision plays a crucial part in ensuring that rules and instructions are followed strictly.

3.   Based on the results of the Pearson correlation, the results displayed in Table No. (4) indicated that there is an effect of the relationship between organizational culture and administrative creativity. Specifically, organizational culture and administrative creativity are positively correlated, and the values of organizational culture are positively correlated with the components of administrative creativity. Since it is uncommon to have administrative creativity without an organizational culture that fosters and supports it, this suggests and denotes a strong link between organizational culture and administrative creativity. This is supported by research, which holds that effective organizations are those that foster an environment where staff members are encouraged to express their creativity and offer their energies in order to help the school perform better and adjust to the demands of change and innovation. It is therefore necessary to have a suitable corporate culture that supports its principles. By establishing the proper internal environment for creative thinking and implementing training programs on administrative creativity in schools, we want to promote and strengthen creativity.

RECOMMENDATIONS AND SUGGESTIONS:

Based on the study's conclusions, the researcher suggests the following:

•   The need for secondary school managers to attend training sessions so they may stay up to date on the most recent advancements in organizational culture.

•   Develop a strategy to get beyond the barriers that prevent administrative creativity's constituent parts from being used broadly and steer clear of mindless copying.

•   All secondary schools must have the tools necessary to enable the use of technology for administrative tasks.

•   Carrying out more research that considers novel factors including job performance and work-related stress.

•   Carry out research on how training programs affect corporate culture and administrative inventiveness.

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