ADMINISTRATIVE CREATIVITY AMONG SCHOOL PRINCIPALS WITHIN THE GREEN LINE AND ITS RELATIONSHIP TO CRISIS MANAGEMENT FOR TEACHER'S POINT OF VIEW: SUGGESTIONS FOR DEVELOPMENT

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Abstract

The study aimed to identify the administrative creativity of school principals within the Green Line and its relationship to crisis management from the teachers' point of view: proposals for development. The descriptive correlative survey approach and the qualitative approach were used; three tools were prepared (two questionnaires and an interview) for data collection. The study sample was chosen through random sampling, as it consisted of (304) teachers, in addition to a sample of (31) principals who were chosen intentionally to be interviewed. The results showed that the degree of administrative creativity among school principals was high, and the absence of statistically significant differences at the significance level ($\alpha \leq 0.05$) due to (Gender, Academic qualification, Years of experience, and Educational stage) variables. The results also showed that the role of school principals in managing crises high, the existence of statistically significant differences at the significance level ($\alpha \leq 0.05$) due to the Years of experience variable, in favor of "5-10 years", and the absence of statistically significant differences due to the variables (Gender, Academic qualification, and educational stage). The study recommended the necessity of nominating school principals according to international standards that contribute to supporting administrative creativity and encouraging principals to devise advanced methods to provide creative solutions.

Keywords: Administrative creativity, Crisis management, Principals, The Green Line.

CHAPTER ONE
BACKGROUND AND IMPORTANCE OF THE STUDY

INTRODUCTION:

Today, the world is witnessing a lot of changes and developments in various domains of economic, social, cultural, political, technical, and informational life, which has prompted educational institutions, whether public or private, to strive to develop methods of work within them, on a permanent and continuous basis, so that these institutions can keep pace with the tremendous knowledge developments that are taking place today, and achieving this by investing the energies of innovators within them to the fullest extent, and benefiting from them so that these innovators can perform the roles entrusted to them to the fullest, as creativity is one of the biggest challenges facing institutions in general, in all aspects of the life of the institution; competition between institutions in particular, and factors surrounding the environment in general, led to an increase in the needs of institutions to develop new services and operational procedures to enhance performance and ensure survival.

Administrative creativity is an important basic means for the growth and development of institutions in general and educational institutions in particular, for their sustainability on the one hand, and in order to reach the desired goals on the other hand, as an institution that does not innovate nor develop is destined to decline, decay, and perhaps demise. Administrative creativity helps these institutions adapt to various changes, and helps them to face challenges, whether political, economic, technical or informational, and thus achieve the goals of the institution that it seeks to achieve. Creativity leads to renewal and innovation, which makes the institution ahead of other competing institutions, and guarantees them access to advanced positions in competition and creativity (Al-Maghrabi, 2016).

Creative management has become required in the educational domain as in all other domains, due to the great challenges, changing conditions, and intense competition faced by institutions. In fact, access to creative management in the educational domain is not an easy issue, due to several things, the most important of which are: the conservative nature of the educational institution in general, and the inability of the educational domain to attract rare talent due to the lack of financial returns, the relatively low social status, and the ambiguous view of creativity as a major process that only a unique person with supernatural abilities can do (Battah, 2006).

At the level of institutions, creativity can be explored in them when they present ideas that serve the community, or offer their affiliates additional benefits and advantages over others, and outperform their competitors; Creative institutions are the ones that do not stop searching for the new in order to provide generous incentives for their employees to lead them to that new, which can only be done by them (Al-Obaidi, 2010).

Although the term "creativity" is one of the most important terms in the management literature at the present time, when it is used in conjunction with the institution, or "management" as administrative creativity, then it carries multiple implications and interpretations, as researchers, trainers, and consultants introduce this term, and explain it by referring to one or more factors, since these factors include the characteristics, or personal traits and mental skills of individuals and creators as well as the characteristics, or organizational variables that distinguish each institution from others, which in turn affect the level and type of creativity in it (Hejan, 2005).

Administrative creativity is one of the important topics in administrative work because of its positive impact that benefits institutions and their employees, and creativity is an important aspect in school management, in an environment characterized by rapid technical and technological change, and the increasing demands of education programs to integrate with society and its issues in a more comprehensive and deeper way, it has become necessary for the school administration to be creative in line with the challenges and rapid developments in the world around us (Al-Khateeb & Ma'ayah, 2006).

Schools need for administrative innovation in particular as they are makers of generations, and that requires them to be makers of change and development, as well as accommodating and adapting to it. The creative individual is considered a wealth that exceeds material wealth. In fact, investing in the development of the creative individual is the most successful source of investment (Al-Nimr, 2000). Accordingly, the school's tendency towards creativity should not be limited to the introduction of advanced tools and techniques, but rather it must include actual changes in the attitudes and behavior of teachers, and it is natural for school principals to take the lead in representing the required behavior and trends, since principals are the most important variables in running school affairs (Al-Assaf, 2004).

Administrative creativity is one of the basic functions that the school principal needs, and the principal's need for this skill is growing, especially since his task today is no longer waiting for problems to occur, but rather anticipating what might happen, and how to think and be creative in confronting it, and avoiding problems before they occur instead of facing them after they occur (Abdel-Fattah, 1995).

Balance and stability are a cornerstone in organizing administrative and organizational processes in economic, social and educational institutions. In view of the tremendous changes and developments in all domains, and the successive daily events, many crises and pressures occur, which are considered an undesirable critical period that negatively affect the achievement of the desired goals of establishing these institutions and cause material and human losses, as the crisis that the school is going through represents a critical and decisive point in the school entity , where the causes are mixed with the results, which causes the principals to lose their ability to deal with them and take the appropriate decision in light of uncertainty, lack of time and lack of information, which leads to the school's impediment from achieving its goals, as it faces multiple types of crises that differ in their causes, levels of severity, severity of impact and degree of recurrence as a result of rapid and sudden environmental changes for various reasons, which indicates that the crisis is an inevitable phenomenon that cannot be avoided or eliminated, However, it is possible to prevent the crisis or reduce its negative effects through crisis management (Al-Yahyawi, 2006).

Crisis management has become a type of management that is widely recognized around the world, and there is a body of knowledge available to guide efforts related to crisis management, as the application of principles in practice is a complex matter, and the reason for that is not only due to the lack of the correct skills required for crisis management, but also to the lack of commitment of the administrative staff (Ababneh & Ashour, 2018).

Given the seriousness of the consequences of crises of all kinds, schools are keen to use various strategies that emphasize joint leadership, implementation, follow-up and evaluation.

The school principal has a major role in managing and confronting the crisis, as he is the first responsible for achieving the desired goals. Dealing with crises requires the presence of a qualified principal, who is trained to hone his skills and natural readiness, as dealing with crises has a special character that derives its peculiarity from the influence of factors of the future time moment (Abdel-A'al, 2009).

The sense of responsibility of all members of the administrative system is a very important issue for the success of the administrative process and overcoming every incident or crisis that appears, and a sense of responsibility means bearing the full burden, and not running back, but always forward to carry the school to success. One of the greatest gains from a sense of responsibility and duty is the permanent presence of the school principal and his constant personalities in every location, and full readiness to control the manifestations of crises and lead the work team to confront crises before they appear (Hassan & Al-Ajmi, 2007).

STUDY ISSUE AND QUESTIONS:

Some educational institutions within the Green Line suffer - according to the researcher's knowledge - from frustration, ridicule and intrusion due to their ignorance of the economic, social and cultural returns of creativity, where there is encouragement, honor and support for creative people in all domains in Arab and Western societies, and the appropriate environment is provided for them as a result of awareness of the benefit in all domains. The more there is a continuous development of the culture of creativity and innovation in institutions, the faster the spread of innovations and products. Therefore, it is necessary to encourage innovators to innovate, and it is necessary for institutions to encourage creators by embracing them, providing the elements of creativity, adopting their ideas and transforming them into products that benefit society and the nation.

The challenges and problems that schools face in the current era are increasing as a result of the rapid changes and developments that occur in their business environments, which have become an obstacle and a challenge to them, or limit their ability to keep pace with development or respond to changes. The study lies issue in the researcher's observation that some school principals lack the necessary skills for administrative creativity, which has negatively affected their management of the crises they are going through, so this study came to try to investigate the degree of school principals' practice within the green line of administrative creativity and its relationship to the level of crisis management, by answering the questions the following questions:

1. What is the degree of administrative creativity practice among school principals within the Green Line from the point of view of teachers?
2. Are there statistically significant differences at the level of significance ($\alpha \leq 0.05$) in the responses of the sample members about the degree of administrative creativity among school principals within the green line from the teachers' point of view due to the variables (gender, years, experience, academic qualification, and educational stage)?
3. What is the level of crisis management among school principals within the Green Line from the teachers' point of view?
4. Are there statistically significant differences at the significance level ($\alpha \leq 0.05$) in the responses of the sample members to the degree of crisis management among school

principals within the green line from the teachers' point of view due to the variables (gender, years of experience, academic qualification, and educational stage)?

5. Is there a statistically significant correlation between the degree of administrative creativity among school principals within the Green Line and the level of crisis management in those schools?

6. What are the proposals for developing the practice of administrative creativity and developing the level of crisis management among principals, as suggested by school principals within the Green Line?

STUDY OBJECTIVES:

The current study sought to achieve the following objectives:

1. Recognizing the role of school administration in the principals' practice of the administrative creativity of schools within the Green Line from the teachers' point of view, in order to adopt their ideas and turn them into useful outputs.

2. To identify the extent to which there are differences in the responses of the study sample members about the role of school administration in the practice of administrative creativity in order to support and develop work and seize opportunities to achieve the vision and mission.

3. Identifying the level of school principals within the Green Line in crisis management from the teachers' point of view in order to support facing situations through effective leadership that is able to achieve flexibility and has specific mechanisms to confront crises.

4. To identify the extent to which there are differences in the responses of the study sample members about the level of effectiveness of crisis management in schools within the Green Line from the teachers' point of view in order to mitigate the severity of crises and their effects to ensure successful and safe learning in schools.

5. To identify the nature of the relationship between the role of principals in the practice of creative management and the degree of its contribution to crisis management within the Green Line from the point of view of teachers.

6. To identify the proposals that would support and develop the work in order to get rid of the problems and crises facing the work.

STUDY IMPORTANCE:

The current study has theoretical and applied importances:

a. Theoretical importance:

It discusses two important topics: administrative creativity and crisis management. The importance of this study increases as it enriches the research in the department, libraries, and local research bases, as it may constitute an addition to the educational literature in the domain of administrative creativity and educational crisis management, as this study is considered one of the modern research studies because it investigates the readiness of educational institutions within the Green Line to confront and manage the educational crises facing schools, and the impact of administrative creativity in that.

b. Applied importance:

- The possibility of providing assistance to educational leaders in schools to identify the effectiveness of administrative creativity in crisis management. In addition to the possibility of providing assistance to educational leaders in schools to learn about crisis management and familiarity with its positives and negatives, and to deal with them efficiently and effectively to reduce the damage caused.
- Determine the readiness of educational institutions within the Green Line to practice administrative creativity, enabling them to benefit from the results of the current study and its recommendations to manage educational crises effectively and efficiently and thus provide a procedural description for decision-making related to crisis management.
- It helps those working in the educational domain: (school principals in general, supervisors of school administration departments in education departments and offices within the Green Line, in developing plans to confront crises.

STUDY LIMITS

The current study was limited by the following limits:

Objective limit: The study was limited to identifying the degree of administrative creativity practiced by school principals within the Green Line and its relationship to crisis management from the teachers' point of view.

Spatial Limit: This study was limited to schools within the Green Line.

Human Limit: The study was limited to a sample of school teachers within the Green Line.

Time limit: The study was implemented during the first semester of the academic year 2021/2022.

CONCEPTUAL AND PROCEDURAL DEFINITIONS

Creativity: is "the ability to have a new idea through imagination and rapid visualization of various solutions to confront any problem, as there are four axes for the new idea, which are: personal, authentic, useful, and meaningful to reach the solutions that the creator wants" (Al-Barjawi, 2015, 175).

Procedurally, a set of skills and requirements that schools provide to enjoy the ability to perform outstandingly, in a way that reflects strength, and the ability to achieve what is required of it. It was measured by the tool prepared for this purpose.

Crisis management: "The process of realizing and controlling the school's existing and potential risks, threats, and problems with the aim of avoiding them or limiting their negative, destructive effects, quickly rebalancing the system, resuming its activity, and extracting lessons learned from them to prevent their recurrence or improve ways of dealing with them" (Al-A'ajez & Assaf, 2017, 2017). 152).

Procedurally, it is an administrative system that is concerned with a set of different and sudden changes to the causes of the crisis, monitoring them by intensifying efforts to find out their causes, and working on studying possible events and ways to know how to prepare for their sudden situations by all means, by taking advantage of the unified available resources and opportunities in the school, working to make the best use of them, and being able to come up with real implications of its results in order to

better deal with them in the recurrence of their occurrence. It was measured by the tool prepared for this purpose.

CHAPTER TWO
METHODS AND PROCEDURES

STUDY METHODOLOGY:

To achieve the objectives of the study, and to answer its questions, the descriptive correlative survey method was used, for its relevance and the nature of the study objectives. The qualitative approach was also used by conducting qualitative interviews to enhance and support the responses of the study sample members.

STUDY POPULATION:

The study population consisted of all male and female middle and secondary school teachers within the Green Line, who numbered about (3980) male and female teachers.

STUDY SAMPLE

The study sample consisted of (304) teachers who were chosen by the simple random method. Table (1) shows the distribution of the study sample according to the independent variables.

Table (1): Distribution of the sample members according to the study variables

Independent variable	Levels of independent variable	Number	Percentage
Gender	Male	113	37.2
	Female	191	62.8
Total		304	
Academic qualification	Bachelor	96	31.6
	Postgraduate	208	68.4
Total		304	
Educational stage	Preparatory school	105	34.5
	Secondary school	199	65.5
Total		304	
Years of experience	Less than 5 years	48	15.8
	5 years to less than 10 years	67	22
	10 years and more	189	62.2
Total		304	
Total		304	

STUDY TOOLS:

The study tools were developed after referring to the theoretical literature and previous studies related to the axes of the study. The study tools were as follows:

First: The Administrative Creativity Questionnaire.

Validity of the first study tool

a) **Content validity of the administrative creativity questionnaire**

The content validity of the first study tool was confirmed by presenting it to a group of arbitrators with expertise and competence, and after the arbitrators' modifications were made, the tool in its final form consisted of (23) distributed over four domains: problem solving and decision-making, risk and challenge, keeping trend, analysis and linkage .

b) Construct validity of the administrative creativity tool

The Pearson correlation coefficient was calculated between the paragraph degree and the total degree of its domain (R1), and the corrected correlation coefficient was calculated between the paragraph's degree and the total degree of its domain (R2). Table (2) shows this.

Table (2): Pearson's correlation coefficients between the degree of the paragraph and the total degree of its domain (R1), and the corrected correlation coefficient between the paragraph's degree and the total degree of its domain (R2) for the administrative creativity scale

Domain	Paragraph	R1	R2
Problem solving and decision-making	1	.79**	0.7
	2	.86**	0.78
	3	.87**	0.8
	4	.86**	0.79
	5	.88**	0.82
	6	.83**	0.75
Risk and challenge	7	.85**	0.77
	8	.76**	0.66
	9	.79**	0.69
	10	.80**	0.7
	11	.81**	0.7
	12	.83**	0.77
Keeping trend	13	.83**	0.72
	14	.84**	0.76
	15	.79**	0.7
	16	.83**	0.76
	17	.84**	0.76
	18	.85**	0.79
Analysis and linkage	19	.86**	0.79
	20	.92**	0.86
	21	.86**	0.78
	22	.87**	0.8
	23	.85**	0.74

It is clear from Table (2) that the correlation coefficients (Pearson R1) between the degree of the paragraph and the total degree of its domain ranged between (0.79) and (0.88) for the domain of problem solving and decision-making, between (0.76) and (0.85) for the domain of risk and challenge, between (0.79) and (0.85) for the keeping trend domain, and between (0.85) and (0.92) for the analysis and linkage domain, and all of them are higher than the cut point (0.30), which indicates the validity of the tool's construction, according to what was mentioned in (Brown, 1983).

The corrected correlation coefficients between the degree of the paragraph and the total degree of its domain (R2) ranged between (0.70) and (0.82) for the domain of problem solving and decision-making, between (0.66) and (0.77) for the domain of risk and challenge, between (0.70) and (0.79) for the domain of keeping trend, and between (0.74) and (0.86) for the domain of analysis and linkage, all of them are higher than the cut point (0.30) which was mentioned in (Brown, 1983,), which indicates the validity of the questionnaire construction.

Stability of the first study tool: the administrative creativity questionnaire

To verify the stability of the measure of administrative creativity, the measure was applied to an exploratory sample of 25 participants, and then re-applied two weeks after the first application. Cronbach's alpha coefficients (internal consistency) and stability (application and re-application) were calculated for the domains of the questionnaire, as shown in Table (3).

Table (3): Indicators of stability of the sub-domains of the measure of administrative creativity

Domain	Cronbach's alpha	Repetition
Problem solving and decision-making	0.92	0.88
Risk and challenge	0.89	0.9
Keeping trend	0.91	0.9
Analysis and linkage	0.92	0.91
		0.95

It is noted from Table (3) that the internal consistency coefficient (Cronbach's alpha) for the measure of administrative creativity ranged between (0.89) and (0.92) for the sub-scales, and (0.97) for the scale as a whole, and the stability coefficients ranged between (0.88) and (0.91) for the sub-scales, all of them are above the cut point (0.70), which indicates the stability of the measure of administrative creativity (Cronbach, 1951).

Second: The crisis management level questionnaire.

The validity and stability of the second study tool

The second study tool was developed after referring to the theoretical literature and previous studies related to crisis management, and then the validity and stability of the tool were verified.

a) The validity of the content of the second study tool

The content validity of the second study tool was confirmed by presenting it to a group of arbitrators with expertise and competence, and after the arbitrators' modifications were

made, the tool in its final form consisted of (27) paragraphs distributed over four domains: crisis management planning, collecting information for crisis management, making decisions in crisis management, and the material and human resources available in the school for crisis management.

b) Construct validity of the second study tool

The Pearson correlation coefficient between the paragraph degree and the total degree of its domain (R1), the total degree of the instrument (R2), and the corrected correlation coefficient between the paragraph degree and the total degree of its domain (R2) were calculated. Table 4 illustrates this.

Table (4): Pearson's correlation coefficients between the paragraph's degree and the total degree of its domain (R1), and the corrected correlation coefficient between the paragraph's degree and the total degree of its domain (R2), for the crisis management scale

Domain	Paragraph	R1	R2
Crisis management planning process	1	.85**	0.79
	2	.88**	0.83
	3	.92**	0.88
	4	.86**	0.79
	5	.87**	0.81
	6	.89**	0.84
Collecting information for crisis management	7	.82**	0.77
	8	.91**	0.88
	9	.92**	0.89
	10	.92**	0.89
	11	.90**	0.86
	12	.93**	0.91
	13	.91**	0.88
	14	.91**	0.88
Decision-making in crisis management	15	.79**	0.71
	16	.86**	0.81
	17	.91**	0.87
	18	.90**	0.86
	19	.91**	0.88
	20	.88**	0.84
	21	.84**	0.77
The material and human resources of the school for crisis management	22	.92**	0.89
	23	.79**	0.68
	24	.93**	0.89

Domain	Paragraph	R1	R2
	25	.91**	0.86
	26	.94**	0.91
	27	.87**	0.82

It is clear from Table (4) that the correlation coefficients (Pearson R1) between the degree of the paragraph and the total degree of its domain ranged between (0.85) and (0.92) for the domain of the planning process for crisis management, between (0.82) and (0.93) for the domain of information collection for crisis management, between (0.79) and (0.91) for the domain of decision-making in crisis management, and between (0.79) and (0.94) for the domain of material and human capabilities available in the school for crisis management, and all of them are higher than the cut point (0.30), which indicates the validity of the tool's construction according to what was stated in (Brown, 1983).

The corrected correlation coefficients between the degree of the paragraph and the total degree of its domain (t2) ranged between (0.79) and (0.88) for the domain of the planning process for crisis management, between (0.77) and (0.91) for the domain of information collection for crisis management, between (0.71) and (0.88) for the domain of decision-making in crisis management, and between (0.68) and (0.91) for the domain of material and human capabilities available in the school for crisis management, and all of them are higher than the cut point (0.30) mentioned in (Brown, 1983), which indicates the validity of the questionnaire construction.

Stability of the second study tool: the crisis management level questionnaire

The tool was applied to an exploratory sample of (25) school teachers, and then re-applied two weeks after the first application. Cronbach's alpha coefficients (internal consistency) and stability (retest) were calculated for the domains of the questionnaire, as shown in Table (5).

Table (5): Indicators of stability of the sub-domains of the crisis management scale

Domain	Cronbach's alpha	Repetition
Crisis management planning process	0.94	0.92
Collecting information for crisis management	0.97	0.9
Decision-making in crisis management	0.95	0.94
The material and human resources of the school for crisis management	0.95	0.9
Total		**0.97**

It is noted from Table (5) that the internal consistency coefficient (Cronbach's alpha) for the professional development scale ranged between (0.94) and (0.97) for the sub-scales, and (0.98) for the scale as a whole. The stability coefficients ranged between (0.90) and (0.94) for the sub-scales, and (0.97) for the scale as a whole, all of them are above the cut point (0.70), which indicates the stability of the crisis management scale (Cronbach, 1951).

CORRECTION OF THE FIRST AND SECOND STUDY TOOLS

The following statistical standard was adopted to judge the responses of the study sample:

Arithmetic average	Degree
From 1.00 to 2.33	Low
From 2.34 to 3.67	Medium
From 3.68 to 5	High

Third: the personal interview

The interview tool was prepared in order to identify proposals for developing administrative creativity and crisis management in schools within the Green Line. The interview included two questions: The first question dealt with proposals for developing administrative creativity among school principals within the Green Line, and the second question dealt with proposals for developing crisis management in schools within the Green Line.

Description of the interview sample

The number of study members reached (31) principals from among the school principals within the green line, and table (6) shows the distribution of study personnel according to the variables (gender, academic qualification, and years of experience).

Table (6):

Distribution of study members according to study variables (gender, academic qualification, and educational stage), (n = 31)

Variable	Category	Count	Percentages
Gender	Male	23	74.10%
	Female	8	25.90%
	Total	**31**	**100%**
Academic qualification	Bachelor	4	12.90%
	Postgraduate	27	87.10%
	Total	**31**	**100%**
Educational stage	Preparatory school	8	25.80%
	Secondary school	23	74.20%
	Total	**31**	**100%**

STUDY VARIABLES:

The current study included the following variables:

First: the main variables
- The degree to which principals practice administrative creativity.
- Principals' ability to manage crises.

Second: intermediate variables
- **Gender:** It has two categories: (male and female).

- **Years of experience:** It has three levels: (less than 5 years, from 5 to less than 10 years, and 10 years and more).
- **Academic qualification:** It has two levels: (Bachelor, Postgraduate).
- **The educational stage:** it has two levels (the preparatory stage and the secondary stage).

CHAPTER THREE
STUDY OUTCOMES

Outcomes of the first question: "What is the degree of administrative creativity practice among school principals within the green line from the point of view of teachers?"

To answer this question, the arithmetic means, standard deviations, and order were calculated for the study sample estimates about the degree of administrative creativity practice among school principals within the green line from the teachers' point of view. Table (7) shows this.

Table (7): Arithmetic averages, standard deviations, rank, and degree of practice, of the study sample estimates about the degree of administrative creativity practice among school principals from the teachers' point of view.

Domain	Arithmetic average	Standard deviation	Rank	Degree of practice
Analysis and linkage	3.82	0.84	1	High
Keeping trend	3.81	0.81	2	High
Problem solving and decision-making	3.76	0.85	3	High
Risk and challenge	3.65	0.83	4	Medium
Overall	**3.76**	**0.78**		**High**

It is noted from Table (7) that the domain of analysis and linkage came first with an arithmetic mean (3.82), a standard deviation (0.84) and a high degree, and the domain of keeping trend came second with an arithmetic mean (3.81), a standard deviation (0.81) and a high degree, and the domain of problem solving and decision-making came third with an arithmetic mean (3.76), a standard deviation (0.85) and a high degree, and the domain of risk and challenge came fourth with an arithmetic mean (3.65), a standard deviation (0.83) and a medium degree, and the arithmetic mean of the estimates of the study sample for the domains of administrative creativity (3.76) and the standard deviation (0.78) and a high degree.

The arithmetic means, standard deviations, and order were also calculated for the study sample's estimates about the degree of administrative creativity practice among school principals within the green line from the teachers' point of view, and in each domain separately. Tables (8-11) show this.

1. **Problem solving and decision making**

Table (8): Arithmetic averages, standard deviations, and order, of the study sample estimates in the domain of problem solving and decision-making

No.	Paragraph	Arithmetic average	Standard deviation	Rank	Degree of practice
4	The principal is informed of everything new to increase his ability to solve future problems	3.94	0.99	1	High
3	The principal adapts to new situations	3.87	0.98	2	High
1	The principal develops immediate solutions to the problems by developing quick plans and suggestions to face any shortcomings	3.78	0.97	3	High
5	The principal uses the scientific thinking method to solve problems	3.73	1	4	High
6	The principal connects the discordant parts to accurately solve problems	3.67	0.98	5	Medium
2	The principal produces a large amount of creative imaginations in a specific period of time	3.59	1.02	6	Medium
	Overall	**3.76**	**0.85**		**High**

It is noted from Table (8), that paragraph (4) came first with an arithmetic mean (3.94), a standard deviation (0.99) and a high degree, while paragraph (2) came last with an arithmetic mean (3.59), a standard deviation (0.85) and a medium degree. The total arithmetic mean of the study sample estimates for the domain of problem solving and decision-making was (3.76), the standard deviation of the estimates (0.85), and a high degree.

2. Risk and Challenge

Table (9): Arithmetic averages, standard deviations, and order, of the study sample estimates in the domain of risk and challenge

No.	Paragraph	Arithmetic average	Standard deviation	Rank	Degree of practice
7	The principal encourages individual and group creative initiatives	3.97	1.04	1	High
8	The principal defends his ideas with argument and proof	3.86	0.96	2	High
12	The principal is responsible for his actions and for facing the consequences thereof	3.84	0.91	3	High
9	The principal suggests new ways of doing the work despite the risks involved	3.65	1.06	4	Medium
10	The principal accepts failure as an experience that precedes success	3.33	1.1	5	Medium

No.	Paragraph	Arithmetic average	Standard deviation	Rank	Degree of practice
11	The principal is open to criticism from others	3.28	1.14	6	Medium
	Overall	**3.65**	**0.83**		**Medium**

It is noted from Table (9), that paragraph (7) came first with an arithmetic mean (3.97), standard deviation (1.04), and a high degree, while paragraph (11) came last with an arithmetic mean (3.28), standard deviation (1.14), and a medium degree. The total arithmetic mean of the study sample estimates for the domain of risk and challenge was (3.65) and the standard deviation of the estimates was (0.83), with a medium degree.

3. Keeping trend

Table (10): Arithmetic averages, standard deviations, and order, of the study sample estimates in the domain of keeping trend

No.	Paragraph	Arithmetic average	Standard deviation	Rank	Degree of practice
18	The principal seeks detailed information before starting work	3.95	0.88	1	High
16	The principal determines the details of the work before starting its implementation	3.92	0.91	2	High
15	The principal focuses on getting the job done more than anything else	3.91	0.91	3	High
17	The principal organizes his thoughts when faced with any problem	3.88	0.97	4	High
14	The principal delivers innovative products that are appropriate for the purpose and function	3.69	1.03	5	High
13	The principal publishes a scientific product in his administrative domain	3.53	1.16	6	Medium
	Overall	**3.81**	**0.81**		**High**

It is noted from Table (10), that paragraph (18) came first with an arithmetic mean (3.95) and a standard deviation (0.88), and a high degree, while paragraph (13) came last with an arithmetic mean (3.53) and a standard deviation (1.16), and a medium degree. The total arithmetic mean of the study sample estimates for the keeping trend domain was (3.81) and the standard deviation of the estimates was (0.81), with a high degree.

4. Analysis and linkage

Table (11): Arithmetic averages, standard deviations, and order, of the study sample estimates in the domain of analysis and linkage

No.	Paragraph	Arithmetic average	Standard deviation	Rank	Degree of practice
19	The principal relates the results of the work to the motives of the trend towards change	3.88	0.91	1	High
22	The principal understands and interprets the relationships between things	3.87	0.9	2	High
21	The principal can divide work tasks	3.85	0.91	3	High
20	The principal has the ability to analyze and reason in various situations	3.78	1.02	4	High
23	A principal does business in different distinct ways	3.69	1.04	5	High
	Overall	**3.82**	**0.84**		**High**

It is noted from Table (11), that paragraph (19) came first with an arithmetic mean (3.88), a standard deviation (0.91), and a high degree, while paragraph (23) came last with an arithmetic mean (3.69), a standard deviation (1.04), and a high degree. The total arithmetic mean of the study sample estimates for the domain of analysis and linkage was (3.82) and the standard deviation of the estimates was (0.84), with a high degree.

Outcomes of the second question: "Are there statistically significant differences at the level of significance ($\alpha \leq 0.05$) in the responses of the sample members about the degree of administrative creativity among school principals within the green line from the teachers' point of view due to the variables (gender, years, experience, academic qualification, and educational stage)?"

To answer this question, the arithmetic averages and standard deviations of the study sample's estimates about the degree of administrative creativity practice among school principals within the green line from the teachers' point of view were calculated according to the variables: (gender, academic qualification, experience, and educational stage). Table (12) shows this.

Table (12): Arithmetic averages, and standard deviations, of the study sample's estimates about the degree of administrative creativity practice among school principals within the green line from the teachers' point of view, according to the variables of gender, academic qualification, years of experience, and educational stage

Domain	Intermediate variable	Intermediate variable levels	Arithmetic average	Standard deviation
Problem solving and decision-making	Gender	Male	3.57	0.94
		Female	3.88	0.77
	Experience	Less than 5 years	3.8	0.98

Domain	Intermediate variable	Intermediate variable levels	Arithmetic average	Standard deviation
		5 to less than 10 years	3.95	0.8
		10 years and more	3.69	0.82
	Academic qualification	Bachelor	3.77	0.87
		Postgraduate	3.75	0.84
	Educational stage	Preparatory school	3.72	0.76
		Secondary school	3.79	0.89
Risk and challenge	Gender	Male	3.47	0.97
		Female	3.76	0.71
	Experience	Less than 5 years	3.86	0.83
		5 to less than 10 years	3.89	0.74
		10 years and more	3.52	0.83
	Academic qualification	Bachelor	3.73	0.78
		Postgraduate	3.62	0.85
	Educational stage	Preparatory school	3.51	0.74
		Secondary school	3.73	0.86
Keeping trend	Gender	Male	3.57	0.88
		Female	3.96	0.72
	Experience	Less than 5 years	3.91	0.85
		5 to less than 10 years	4.04	0.7
		10 years and more	3.71	0.81
	Academic qualification	Bachelor	3.87	0.78
		Postgraduate	3.79	0.82
	Educational stage	Preparatory school	3.76	0.79
		Secondary school	3.84	0.82
Analysis and linkage	Gender	Male	3.63	0.89
		Female	3.93	0.79
	Experience	Less than 5 years	3.86	0.85
		5 to less than 10 years	4.07	0.78
		10 years and more	3.71	0.83
	Academic qualification	Bachelor	3.84	0.83
		Postgraduate	3.8	0.84
	Educational stage	Preparatory school	3.78	0.75
		Secondary school	3.83	0.88

It is noticed from Table (12) that there are apparent differences between the arithmetic averages in the four and total domains, according to the variables of gender, experience, academic qualification, and educational stage.

To determine the statistical significance of the differences in the four domains (linear structure), 4-way MANOVA was used, using the Hotelling's Trace test. Table (13) shows this.

Table (13): The results of the (Hotelling's Trace) test for the effect of gender, academic qualification, and years of experience on the study sample estimates about the degree of administrative creativity practice among school principals in the four domains (linear structure)

Variable	Value	F value	Degree of freedom	Degree of freedom of error	Statistical significance	ETA Square
Gender	0.04	2.43	4	279	0.05	0.03
Experience	0.06	2.21	8	556	0.03	0.03
Academic qualification	0.03	2.37	4	279	0.05	0.03
Educational stage	0.01	0.49	4	279	0.74	0.01

The results of the Hotelling's Trace test showed that there was a statistically significant effect due to the variables of gender, experience, and academic qualification in the four domains (linear structure), and there was no statistically significant effect due to the variable of educational stage.

To determine the statistical significance of the differences in the four domains, separately, the 4-way variance analysis (Univariate Analysis) was used. Table (14) shows this.

Table (14): The results of the 4-way variance analysis to compare the arithmetic averages of the study sample's estimates about the degree of administrative creativity practiced by school principals in the four domains, separately (individually), according to the variables: gender, academic qualification, years of experience, and educational stage

Source	Dependent variable	Squares sum.	Degrees of freedom	Squares average	Statistical F	Statistical significance	ETA Square
Gender	Analysis and linkage	0.94	1	0.94	1.37	0.24	0.01
	Keeping trend	0.25	1	0.25	0.39	0.53	0.01
	Problem solving and decision-making	2.83	1	2.83	4.7	0.03	0.02
	Risk and challenge	1.57	1	1.57	2.38	0.12	0.01

Source	Dependent variable	Squares sum.	Degrees of freedom	Squares average	Statistical F	Statistical significance	ETA Square
Experience	Analysis and linkage	0.54	2	0.27	0.39	0.68	0.01
	Keeping trend	3.09	2	1.54	2.42	0.09	0.02
	Problem solving and decision-making	2.09	2	1.05	1.74	0.18	0.01
	Risk and challenge	2.56	2	1.28	1.95	0.14	0.01
Academic qualification	Analysis and linkage	0.34	1	0.34	0.49	0.48	0.01
	Keeping trend	0.49	1	0.49	0.77	0.38	0.01
	Problem solving and decision-making	0.25	1	0.25	0.42	0.52	0.01
	Risk and challenge	0.15	1	0.15	0.23	0.63	0.01
Educational stage	Analysis and linkage	0.32	1	0.32	0.46	0.5	0.01
	Keeping trend	0.42	1	0.42	0.66	0.42	0.01
	Problem solving and decision-making	0.65	1	0.65	1.07	0.3	0.01
	Risk and challenge	0.13	1	0.13	0.19	0.66	0.01
Error	Analysis and linkage	193.51	282	0.69			

Source	Dependent variable	Squares sum.	Degrees of freedom	Squares average	Statistical F	Statistical significance	ETA Square
	Keeping trend	179.7	282	0.64			
	Problem solving and decision-making	169.42	282	0.6			
	Risk and challenge	185.37	282	0.66			
Total	Analysis and linkage	4521.67	304				
	Keeping trend	4264.22	304				
	Problem solving and decision-making	4617.78	304				
	Risk and challenge	4637.92	304				

Table (14) shows that there are statistically significant differences in the domain of problem solving and decision-making in favor of females, and that there are no statistically significant differences according to the variables of experience, academic qualification, and educational stage.

To determine the statistical significance of the differences in the four domains (total), 4-way ANOVA was used. Table (15) shows this.

Table (15): The results of the four-way analysis of variance to compare the arithmetic averages of the study sample's estimates about the degree of administrative creativity in the four domains (overall), according to the variables: gender, academic qualification, years of experience, and educational stage

Source	Squares sum.	Degrees of freedom	Squares average	Statistical F	Statistical significance
Gender	1.2	1	1.2	2.12	0.15
Experience	1.66	2	0.83	1.47	0.23
Academic qualification	0.03	1	0.03	0.06	0.81

Source	Squares sum.	Degrees of freedom	Squares average	Statistical F	Statistical significance
Educational stage	0.36	1	0.36	0.65	0.42
Error	159.39	282	0.57		
Total sum.	4478.35	304			

Table (15) shows that there are no statistically significant differences due to the effect of the variables of gender, experience, academic qualification, and educational stage.

Outcomes of the third question: "What is the level of crisis management among school teachers within the Green Line from the teachers' point of view?"

To answer this question, the arithmetic means, standard deviations, and order were calculated for the study sample estimates about the level of crisis management among school teachers within the green line from the teachers' point of view. Table (16) shows this.

Table (16): Arithmetic averages, standard deviations, rank, and practice degree of the study sample estimates about the level of crisis management among school teachers within the green line from the teachers' point of view.

Domain	Arithmetic average	Standard deviation	Rank	Degree of practice
Crisis management planning process	3.83	0.88	1	High
Collecting information for crisis management	3.76	0.89	2	High
Decision-making in crisis management	3.67	0.88	3	Medium
The material and human resources of the school for crisis management	3.52	0.99	4	Medium
Overall	**3.7**	**0.87**		**High**

It is noted from Table (16), that the domain of crisis management planning process came first with a mean (3.83) and a standard deviation (0.88) and a high degree, and the domain of information collection for crisis management came second with an arithmetic mean (3.76) and standard deviation (0.89) and a high degree, and the domain of decision-making in crisis management came third with an arithmetic mean (3.67) and standard deviation (0.88) and a medium degree, and the domain of material and human capabilities available in the school for crisis management came fourth with an arithmetic mean (3.52) and a standard deviation (0.99) and a medium degree. The arithmetic mean of the study sample estimates for the domains of crisis management combined was (3.70), and the standard deviation was (0.87), with a high degree.

The arithmetic means, standard deviations, and order were also calculated for the study sample's estimates on the level of crisis management among school teachers within the green line from the teachers' point of view (for each domain separately). Tables (17-20) show this.

1. **The domain of crisis management planning process**

Table (17): Arithmetic averages, standard deviations, and order, of the study sample estimates in the domain of the planning process for crisis management

No.	Paragraph	Arithmetic average	Standard deviation	Rank	Degree of practice
5	The principal is committed to continuous planning to develop the school's performance	3.91	1.02	1	High
6	The principal is preparing plans to deal with crises.	3.88	0.99	2	High
2	The principal forms a team to deal with the crises facing the school	3.88	0.95	2	High
1	The principal analyzes the school's internal environment to identify sources of strength and weakness	3.79	0.93	4	High
4	The principal benefits from early warning methods as preventive methods	3.77	1.06	5	High
3	The principal explains to the staff the purpose of having a crisis management team	3.76	1.06	6	High
	Overall	**3.83**	**0.88**		**High**

It is noted from Table (17), that paragraph (5) came first with an arithmetic mean (3.91), a standard deviation (1.02), and a high degree, while paragraph (3) came last with an arithmetic mean (3.76), a standard deviation (1.06), and a high degree . The total arithmetic mean of the study sample estimates for the domain of crisis management planning process was (3.83), and the standard deviation of the estimates was (0.88), and a high degree.

2. The domain of information collection for crisis management

Table (18): Arithmetic averages, standard deviations, and order, of the study sample estimates in the domain of information collection for crisis management

No.	Paragraph	Arithmetic average	Standard deviation	Rank	Degree of practice
7	The principal updates the information for use when needed	3.88	0.97	1	High
8	The principal allocates qualified teachers to gather information to deal with the crisis	3.84	1.05	2	High
12	The principal appoints qualified teachers to handle information related to the crisis	3.78	1.05	3	High
9	The principal makes it easier for the crisis management team to obtain the information they need	3.77	0.98	4	High

No.	Paragraph	Arithmetic average	Standard deviation	Rank	Degree of practice
13	The principal outlines the causes of the crisis	3.73	0.99	5	High
11	The principal draws out indicators that shed light on the sources of the crisis	3.71	0.99	6	High
10	The principal provides a database on the nature and dimensions of the crisis	3.7	0.96	7	High
14	The principal monitors indicators of the occurrence of the crisis	3.67	1.01	8	Medium
	Overall	**3.76**	**0.89**		**High**

It is noted from Table (18), that paragraph (7) came first with an arithmetic mean (3.88), a standard deviation (0.97), and a high degree, while paragraph (14) came last with an arithmetic mean (3.67), a standard deviation (1.01), and a medium degree . The overall mean of the study sample estimates for the domain of information collection for crisis management was (3.76), the standard deviation of the estimates was (0.89), and a high degree.

3. The domain of decision-making in crisis management

Table (19): Arithmetic averages, standard deviations, and order, of the study sample estimates in the domain of decision-making in crisis management

No.	Paragraph	Arithmetic average	Standard deviation	Rank	Degree of practice
17	The Principal is keen that the decision taken to resolve the crisis is clear and simple so that the team members can implement it	3.72	0.96	1	High
19	The principal follows with the workers the method of understanding and persuasion in solving the crisis	3.71	1.01	2	High
20	The principal suggests appropriate alternatives to solve the crisis	3.7	0.98	3	High
16	The principal uses the steps of scientific thinking to make decisions at the time of a crisis	3.68	1	4	High
15	The principal makes decisions about crises by a team, not a single person	3.66	1.06	5	Medium
18	The principal engages employees in crisis-related decisions	3.6	1.04	6	Medium

No.	Paragraph	Arithmetic average	Standard deviation	Rank	Degree of practice
21	The principal delegates decision-making authority to team members to ensure an immediate crisis response is brought about	3.6	1.08	6	Medium
	Overall	**3.67**	**0.88**		**Medium**

It is noted from Table (19), that paragraph (17) came first with an arithmetic mean (3.72) and a standard deviation (0.96), and a high degree, while paragraph (21) came last with an arithmetic mean (3.60), a standard deviation (1.08), and a medium degree. The total arithmetic mean of the study sample estimates for the domain of decision-making in crisis management was (3.67), the standard deviation of the estimates was (0.88), and a high degree.

4. The domain of the material and human capabilities available in the school for crisis management

Table (20): Arithmetic averages, standard deviations, and order of the study sample estimates in the domain of material and human capabilities available in the school for crisis management

No.	Paragraph	Arithmetic average	Standard deviation	Rank	Degree of practice
27	The principal assigns a team of competent people to manage the crisis	3.73	1.05	1	High
26	The principal facilitates obtaining the required capabilities in order to deal with the crisis	3.66	1.05	2	Medium
25	The principal engages teachers in training workshops in the domain of crisis management	3.57	1.16	3	Medium
24	The principal is interested in providing devices and tools to face the crisis	3.58	1.1	4	Medium
22	The principal allocates an appropriate portion of the school's budget for emergency crises	3.43	1.14	5	Medium
23	The principal seeks to obtain funding from Arab and foreign donor institutions	3.14	1.32	6	Medium
	Overall	**3.52**	**0.99**		**Medium**

It is noted from Table (20), that paragraph (27) came first with an arithmetic mean (3.73) and a standard deviation (1.05), and a high degree, while paragraph (23) came last with an arithmetic mean (3.14), a standard deviation (1.32), and a medium degree. The total arithmetic mean of the study sample estimates for the domain of material and human

capabilities available in the school for crisis management was (3.52) and the standard deviation of the estimates was (1.32) and a medium degree.

Outcomes of the fourth question: "Are there statistically significant differences at the significance level (α ≤ 0.05) in the responses of the sample members to the degree of crisis management among school principals within the green line from the teachers' point of view due to the variables (gender, years of experience, academic qualification, and educational stage)?"

To answer this question, the arithmetic averages and standard deviations of the study sample's estimates about the degree of crisis management among school principals within the green line from the teachers' point of view, according to the variables: (gender, academic qualification, experience, and educational stage) were calculated. Table (21) shows this.

Table (21): Arithmetic averages, and standard deviations, of the study sample's estimates about the degree of crisis management among school principals within the green line from the teachers' point of view, according to the variables of gender, academic qualification, years of experience, and educational stage

Domain	Independent variable	Levels of independent variable	Arithmetic average	Standard deviation
Crisis management planning process	Gender	Male	3.57	1.01
		Female	3.99	0.77
	Experience	Less than 5 years	3.92	0.9
		5 to less than 10 years	4.08	0.86
		10 years and more	3.72	0.87
	Academic qualification	Bachelor	3.88	0.84
		Postgraduate	3.81	0.9
	Educational stage	Preparatory school	3.78	0.81
		Secondary school	3.86	0.92
Collecting information for crisis management	Gender	Male	3.52	0.99
		Female	3.91	0.79
	Experience	Less than 5 years	3.87	0.91
		5 to less than 10 years	4.05	0.8
		10 years and more	3.63	0.89
		Bachelor	3.86	0.81

Domain	Independent variable	Levels of independent variable	Arithmetic average	Standard deviation
	Academic qualification	Postgraduate	3.72	0.92
	Educational stage	Preparatory school	3.72	0.77
		Secondary school	3.78	0.95
Decision-making in crisis management	Gender	Male	3.47	1
		Female	3.78	0.78
	Experience	Less than 5 years	3.83	0.91
		5 to less than 10 years	3.93	0.76
		10 years and more	3.53	0.89
	Academic qualification	Bachelor	3.8	0.8
		Postgraduate	3.6	0.91
	Educational stage	Preparatory school	3.58	0.79
		Secondary school	3.71	0.93
The material and human resources of the school for crisis management	Gender	Male	3.27	1.11
		Female	3.67	0.89
	Experience	Less than 5 years	3.63	1.17
		5 to less than 10 years	3.92	0.85
		10 years and more	3.35	0.95
	Academic qualification	Bachelor	3.65	0.91
		Postgraduate	3.46	1.03
	Educational stage	Preparatory school	3.49	0.88
		Secondary school	3.54	1.05

It can be seen from Table (21) that there are apparent differences between the arithmetic averages of the study sample's estimates about the degree of crisis management among school principals in the four and total domains, according to the variables of gender, experience, academic qualification, and educational stage.

To determine the statistical significance of the differences in the four domains (linear structure), 4-way MANOVA was used, using the Hotelling's Trace test. Table (22) shows this.

Table (22): The results of the (Hotelling's Trace) test for the effect of gender, academic qualification, and years of experience on the study sample estimates about the degree of crisis management among school principals in the four domains (linear structure)

Variable	Value	F value	Degree of freedom	Degree of freedom of error	Statistical significance	ETA Square
Gender	0.02	1.1	4	279	0.36	0.02
Experience	0.07	2.33	8	556	0.02	0.03
Academic qualification	0.01	0.6	4	279	0.67	0.01
Educational stage	0.02	1.13	4	279	0.34	0.02

The results of the Hotelling's Trace test showed that there was no statistically significant effect due to the variable of gender, and the presence of a statistically significant effect due to the variables of experience, academic qualification, and educational stage.

To determine the statistical significance in the four domains separately, the 4-way variance analysis (Univariate Analysis) was used. Table (23) shows this.

Table (23): The results of the 4-way variance analysis to compare the arithmetic averages of the study sample's estimates about the degree of crisis management among school principals in the four domains (each separately), according to the variables: gender, academic qualification, years of experience, and educational stage

Source	Dependent variable	Squares sum.	Degrees of freedom	Squares average	Statistical F	Statistical significance	ETA Square
Gender	Crisis management planning process	2.73	1	2.73	3.68	0.06	0.01
	Collecting information for crisis management	2.57	1	2.57	3.51	0.06	0.01
	Decision-making in crisis management	1.68	1	1.68	2.29	0.13	0.01

Source	Dependent variable	Squares sum.	Degrees of freedom	Squares average	Statistical F	Statistical significance	ETA Square
	The material and human resources of the school for crisis management	1.32	1	1.32	1.5	0.22	0.01
Experience	Crisis management planning process	2.04	2	1.02	1.38	0.26	0.01
	Collecting information for crisis management	2.77	2	1.39	1.89	0.15	0.01
	Decision-making in crisis management	3.66	2	1.83	2.49	0.09	0.02
	The material and human resources of the school for crisis management	11.04	2	5.52	6.27	0.01	0.04
Academic qualification	Crisis management planning process	0.03	1	0.03	0.04	0.85	0.01

Source	Dependent variable	Squares sum.	Degrees of freedom	Squares average	Statistical F	Statistical significance	ETA Square
	Collecting information for crisis management	0.07	1	0.07	0.1	0.75	0.01
	Decision-making in crisis management	0.19	1	0.19	0.25	0.62	0.01
	The material and human resources of the school for crisis management	0.18	1	0.18	0.21	0.65	0.01
Educational stage	Crisis management planning process	0.19	1	0.19	0.25	0.62	0.01
	Collecting information for crisis management	0.51	1	0.51	0.7	0.4	0.01
	Decision-making in crisis management	0.58	1	0.58	0.79	0.37	0.01

Source	Dependent variable	Squares sum.	Degrees of freedom	Squares average	Statistical F	Statistical significance	ETA Square
	The material and human resources of the school for crisis management	0.01	1	0.01	0.01	0.91	0.01
Error	Crisis management planning process	208.94	282	0.74			
	Collecting information for crisis management	206.19	282	0.73			
	Decision-making in crisis management	207.56	282	0.74			
	The material and human resources of the school for crisis management	248.46	282	0.88			
Total sum.	Crisis management planning process	4701.56	304				

Source	Dependent variable	Squares sum.	Degrees of freedom	Squares average	Statistical F	Statistical significance	ETA Square
	Collecting information for crisis management	4544.11	304				
	Decision-making in crisis management	4322.61	304				
	The material and human resources of the school for crisis management	4064.39	304				

Table (23) shows that there are no statistically significant differences due to the variables of gender, academic qualification, and educational stage, while there are statistically significant differences in the domain of material and human capabilities available in the school for crisis management due to the variable of experience, and in favor of the experienced (from 5 years to less than 10 years).

To determine the statistical significance in the four (total) domains, 4-way ANOVA was used. Table (24) shows this.

Table (24): Results of the 4-way ANOVA to compare the arithmetic averages of the study sample's estimates about the degree of crisis management practice in the four (total) domains, according to the variables: gender, academic qualification, years of experience, and educational stage

Source	Squares sum.	Degrees of freedom	Squares average	Statistical F	Statistical significance
Gender	2.06	1	2.06	2.95	0.09
Experience	4.15	2	2.08	2.98	0.05
Academic qualification	0.06	1	0.06	0.09	0.76
Educational stage	0.23	1	0.23	0.34	0.56

Source	Squares sum.	Degrees of freedom	Squares average	Statistical F	Statistical significance
Error	196.23	282	0.01		
Total sum.	4388.66	304			

Table (24) shows that there are no statistically significant differences in the four (total) domains, due to the variables of gender, academic qualification, and educational stage, while there are statistically significant differences due to the variable of experience, in favor of those with experience (from 5 years to less than 10 years).

Outcomes of the fifth question: "Is there a statistically significant correlation between the degree of administrative creativity practice among school principals within the Green Line and the level of crisis management in those schools?"

To answer this question, Pearson's correlation coefficients were calculated between the degree of administrative creativity practiced by school principals within the green line and the level of crisis management in those schools. Table (25) shows this.

Table (25): Pearson's correlation coefficients between the degree of administrative creativity practice among school principals within the green line and the level of crisis management in those schools

| Crisis Management | Administrative creativity | | | | |
	Problem solving and decision-making	Risk and challenge	Keeping trend	Analysis and linkage	Total
Crisis management planning process	.81**	.82**	.86**	.88**	.90**
Collecting information for crisis management	.80**	.83**	.83**	.87**	.89**
Decision-making in crisis management	.79**	.85**	.82**	.83**	.88**
The material and human resources of the school for crisis management	.77**	.80**	.79**	.77**	.84**
Overall	.83**	.87**	.86**	.88**	.92**

***** Statistically significant at (α = 0.05).**

It can be seen from Table (25) that the four domains of crisis management, individually and collectively (overall), have a statistically significant positive correlation with the four domains of administrative creativity, individually and collectively (overall). Accordingly, the level of crisis management among school principals within the Green Line increases with the increase in the level of administrative creativity.

Outcomes of the sixth question: "What are the proposals for developing the practice of administrative creativity and developing the level of crisis management among principals, as suggested by school principals within the Green Line?"

In this part, the answers of school principals within the Green Line who were intentionally selected to know their proposals for developing the practice of administrative creativity and being able to manage crises in schools within the Green Line were presented, as follows:

First: Suggestions for developing administrative creativity

The principals who were interviewed agreed that there is an urgent need to develop administrative creativity in schools, as (4) of the principals indicated that there is a need to change the work strategy through studied standards and through the development of strategic plans based on the goal path and the active participation of principals and work on Increasing their training, and developing programs that increase the investment of creativity in them through sustainable development and inspiring encouragement by presenting unprecedented ideas while increasing their awareness, improving their conditions and working on their self-realization in order to support innovative creative thinking, as one of the participants said, "*Administrative creativity depends on changing the work strategy through change management.*" Another said, "*Building administrative plans and periodic sessions with all teachers' staff and following up on all plans.*"

(10) Of the principals suggested that the principals and their capabilities are developed through completion courses to develop creativity and a broad knowledge of education systems outside the country in order to gain various skills, as one of them said, "*Joining completion courses, and mutual visits between school principals inside and outside the country in order to acquire diverse experiences.*" Another said, "*The principals should hold workshops inside and outside the school, increase the educational paths in the country, and draw lessons from them.*" Another added, "*There is a need to develop and train principals by enrolling them in supplementary courses.*"

(12) of the principals indicated that one of the proposals for developing crisis management is related to choosing the principal himself, who has an trend towards creativity, and possesses the qualities associated with the creative administrative leader capable of managing crises, and among those answers: (12) of the principals suggested the necessity of providing material support for creativity from the school's revenues by providing allocations related to creativity, as the answers obtained from the interview included "*the need to provide material and moral support by the administration to encourage employees to be creative*" and "*The Ministry of Education should make greater efforts and allocate cash for administrative creativity in schools*", and "*the school should find ways through which it can increase its returns to provide cash directed towards administrative creativity,*" and "*Focus on how to increase the school's resources, as the school focuses on how to cover costs*".

(3) Of the principals indicated that one of the proposals for developing administrative creativity in schools within the Green Line is the school principal's keenness to develop teachers' competencies and use modern technology to ensure their ability to apply the curriculum in creative ways. The principals suggested: "*The principal must ensure that teachers possess sufficient skills and are able to employ technology in education by following up, directing and benefiting from his experience in the domain of work,*" "*the modernity of equipment and educational supplies and ensuring their effectiveness in providing education to*

students," and "*the necessity of providing modern technology in schools and using it in the administrative and educational aspects, and ensuring the principal's ability to deal with it.*"

The proposals also included the need to spread a culture of creativity in the school environment, as (9) of the principals indicated this in the following proposals: "*Propagation of the culture of administrative creativity to increase the teacher's sense of confidence in the administration*", and "*Promoting effective cooperation between the principal and teachers to build relationships between them*".

(8) of the principals made proposals related to the principals' attitudes towards administrative creativity in schools within the Green Line, among those suggestions: "*Changing the attitudes of administration and teachers toward administrative creativity and departing from traditional patterns in administration and education,*" and "*Principals must be subjected to continuous and deliberate tests and evaluation to ascertain their attitudes towards creativity, and principals' participation in conferences and seminars related to creativity to benefit from the experiences of different schools and institutions in creativity.*"

(2) of the principals suggested that they be given sufficient space for creativity by the Ministry of Education to be able to develop creativity at the organizational and educational level: "*The principals need broader powers to implement administrative creativity,*" "*The Ministry of Education should give principals the opportunity to propose the development of creativity in their schools and support them with appropriate funding to implement those proposals."*

(8) of the principals answered that following up on all that is modern in science, development and following up the rapid changes, and one of them said, "*Keep up with the pedagogical development and the scientific explosion,*" and another added, "*Following up the change that takes place allows the room for creativity by accepting change and searching for everything that is new.*"

3 of the principals also suggested that one of the proposed solutions for developing administrative creativity is to establish a culture of total quality and to identify training needs for the qualification of human resources and a full understanding of the implementation of total quality, as one of the principals added, "*establishing a culture of total quality among all individuals and accepting differences among staff.*"

Twelve principals also suggested that they should be flexible and work in a team spirit, and among those answers: "*Flexibility and acceptance of changes that ensure school employees develop their skills and experiences and ensure the achievement of goals,*" and another added, "*Focus on providing training courses for principals and linking them to flexibility.*"

Among the proposals that were referred to by (9) of the principals: the need to "create an infrastructure for incentive systems through modern technology to raise the school's potential and performance and to bring out and generate creativity among principals, as they linked creativity to material and moral incentives, assessing the performance of principals through them, clarifying the criteria through which material and moral incentives are provided, the mechanism of their evaluation and disbursement, and the need to provide cash to link creativity management with incentives, as one of the participants said, "*Providing a good*

atmosphere and adding an incentive system." Another participant added, "*Creativity is supported through incentives and rewards.*"

Second: Suggestions for developing crisis management.

The principals who were interviewed indicated the need for crisis management, as (3) of them with regard to developing crisis management suggested employing all available capabilities to deal with unusual cases and events, as one of the participants said, "*Development, progress and success require the use of all available resources with high efficiency and effectiveness in order to run the school as required.*"

(8) Principals also suggested that development and progress in all work requires the efforts of all cadres, including the parents' committee if necessary as one participant said "*joint work with the staff*" and another added "*building a professional staff that helps in crisis management.*" Another participant pointed out that "*parts outside the school should be involved, such as the local community and parent councils,*" and another added "*working as groups and sharing the work with everyone.*"

(5) Other school principals suggested the necessity of providing alternative educational plans for how to deal with crises, as one of them said, "*flexibility and the use of alternative plans in order to overcome crises,*" and another added, "*that the principal has plans for crisis management in cooperation with crisis management,*" and another added, "*Building a flexible crisis management plan.*"

(7) of the school principals suggested providing a good information base to predict crises and deal with them in a feasible and fast manner, as one of the participants pointed out that "*the principal of the school should have a full study of the environment and events in order to successfully pass crises,*" and another participant added, "*The broad culture that every administrative person must possess,*" and another added, "*The principal must be educated, knowledgeable about the future, and interested in collecting details and matters related to challenges and difficulties.*"

(6) of the school principals suggested exchanging successful experiences that would give a broad idea about crisis management, as one participant said, "*The experiences experienced by school principals help them solve crises,*" and another suggested "*learning from the experiences of others,*" and another participant added "*consultation with the experts.*"

(4) Other school principals suggested that in order to develop dealing with crises faced by the school, the principal should be a leader. Crisis management and how to deal with it is related to the principal's personality and to the training courses that support his expertise and skill, as one of the participants said, "*In order to overcome crises, the principal must develop himself in terms of specialized courses in crisis management,*" and another added, "*In order to acquire personal and professional skills, the principal must pass several training courses.*"

(6) Principals suggested dialogue and cooperation in making key decisions in order to progress and create creative ways and strategies to overcome obstacles and problems facing work through teamwork, as one of the participants said "*distributing tasks to the staff*" and another added, "*Participation and cooperation in decision-making leads to the choice of wise and rational decisions.*" Another participant added, "*Crises are not managed immediately,*"

and another added, "*Working in groups and the participation of teachers in decisions and taking them slowly.*"

CHAPTER FOUR
RECOMMENDATIONS AND OUTCOMES DISCUSSION

Outcomes discussion of the first question: "What is the degree of administrative creativity practice among school principals within the Green Line from the point of view of teachers?"

The results in Table (7) showed that the level of administrative creativity practice among school principals within the green line from the point of view of teachers was at a high degree, in all domains at a high degree.

The domain of analysis and linkage came first, and this may be due to the fact that school principals have a future vision of analyzing work and linking all its domains and parts, and experimenting with new ways to solve problems. This may be due to the process of permanent and continuous communication with the directorates of education and benefiting from training courses and conferences that enable principals to make a future plan with a clear vision, and that any institution sets administrative creativity as one of its goals and works to encourage employees to be creative by providing the appropriate atmosphere and environment.

The domain of keeping trend came second, and this may be due to the fact that principals articulate and speak confidently and expansively on school-related topics, and have quick intuition that enables them to propose solutions to problems and new methods of work, and these matters are related to their creativity and intelligence, which indicates the availability of stock about work with them, which enables them to maintain the direction of work, ease of dealing in various school situations, and maintain a high level of performance.

The domain of problem solving and decision-making came third, and this may be due to the fact that some of the principals are trying to accomplish their administrative tasks in unusual creative ways, and they resort to putting forward ideas that were proposed by distinguished schools, and they are thus moving away from imitating others in accomplishing their tasks, and this is due to their risk in experimenting with innovative and renewable concepts and ideas.

As for the domain of risk and challenge, it came fourth and last. This may be due to the fact that principals accept criticism with open arms, accept failure as a step that precedes success, have the ability to defend their ideas with argument and proof, take the initiative to adopt new ideas and methods, search for solutions to work problems, take responsibility for what they do and are ready to confront.

The following is a discussion of all domains separately:

1. Problem solving and decision making:

The results showed that the domain of problem solving and decision-making came to a high degree. This may be due to the fact that school principals are in a state of constant competition between each other, as each of them seeks to obtain the best results for his school, so they do not want to make mistakes and future problems. Paragraph (2) came last, and the result may be attributed to the fact that the ability to produce creative perceptions and ideas

requires higher skills and constantly trains principals, and this is not available to many principals, which leads to the weakness of studying the problem in all its aspects and proposing the best solutions to overcome it. This may be attributed to the courses that principals have passed, and the management experience they have acquired, which made them look at things from a new perspective other than what people are accustomed to, and create things that can be modified and adapted to the environmental conditions of work.

2. Domain of risk and challenge:

The results showed that the items in the domain of risk and challenge came at a medium to high degree, where paragraph (7) came first and with a high degree. This may be attributed to encouraging initiatives by others and adopting creative ideas in order to promote teachers for the better. It may also be attributed to the fact that some principals carry out change tasks collectively with teachers, in the sense that they are all able to make decisions that carry a spirit of challenge and risk. Paragraph (11) came last and to a medium degree, and this may be attributed to the low practice of change management, to the formulation of the joint vision in an unclear and understandable manner, and what are the goals for which the vision was found, and the weakness of the plans and their lack of coverage of all aspects of activities and not commensurate with the practical reality.

The result may also be attributed to the fact that the ideas proposed by teachers are well studied, and the school principal analyzes and develops them and chooses the best idea before putting it forward, so he accepts constructive criticism and ideas that differ from his opinion. The researcher attributes this result to the school principals' belief in their creative abilities, and that failure is only a path to success, as the individual avoids the mistakes he has made in the following times, as risk is an important element of success and progress.

3. Keeping trend domain:

This domain came to a high degree, as paragraph (18) came first and with a high degree. This may be because principals focus on their business more than anything else and have strong motivations for success. This may be attributed to the increase of the principal's culture, keeping pace with the changes of the times, innovating everything new, and following the method of scientific research, which is solving the problem through hypotheses and proposed alternatives to solve it, and they are bored with routine work and procedures. Paragraph (13) ranked last and to a medium degree, and the researcher attributes this result to the long administrative experience of the study sample members, in addition to the training courses they attended in the administrative domain, which help them analyze work tasks and carry out various administrative tasks.

4. Domain of analysis and linkage:

This domain came to a high degree, as paragraph (19) came first and with a high degree. This is due to the fact that the school principal likes to go into business for new business, and some principals expect the best from any new job, so each of them goes to get detailed information to prevent any failure until the new work is completed efficiently, and the principal's interest in the actual application of the change and achieving its desired results.

Paragraph (23) came last and to a high degree. This is due to the fact that principals have the ability to segment and analyze work tasks, and they do business in the right traditional way and try to change from the daily work pattern.

Outcomes discussion of the second question: "Are there statistically significant differences at the level of significance (α ≤ 0.05) in the responses of the sample members about the degree of administrative creativity among school principals within the green line from the teachers' point of view due to the variables (gender, years, experience, academic qualification, and educational stage)?"

The results showed that there were no statistically significant differences in the degree of administrative creativity practiced by school principals within the green line from the teachers' point of view, according to the variables (gender, years of experience, academic qualification, and educational stage). This may be attributed to the fact that creativity is a characteristic of a successful principal. The greater the experience, the more diversified the use of new methods to improve the school's performance and effectiveness and increase the quality of its outputs. The following is a discussion of the domains separately:

1. Variable of years of experience:

The results showed that there were no statistically significant differences according to the variable of years of experience. The researcher attributes this result to the fact that principals do not differ in their excellence, regardless of their years of work, and they have experience in administrative and decision-making domains, and they have great freedom and authority; They have also attended many training courses in administrative domains that enhance their creativity in the administrative domain, so as a result of their high experience, they possess and apply administrative creativity skills.

2. Gender variable:

The results showed that there were no statistically significant differences according to the gender variable. This may be attributed to the fact that the study sample, males and females, do not differ in their views on the high level of their practice of administrative creativity. The researcher attributes this result to the fact that they work in the same environment that encourages the adoption of a culture of administrative creativity, and the administrative systems used in schools allow for the enhancement of administrative creativity in its domains among school decision-makers, and this means that gender has no significant effect in measuring the degree of availability of administrative creativity. The researcher may explain these results by the fact that principals, whether male or female, have awareness and awareness of the importance of administrative creativity, as they have now taken upon themselves many tasks and tasks.

3. Qualification Variable:

The results showed that there were no statistically significant differences according to the academic qualification variable. This result can be attributed to the fact that leadership practices are applied to all employees, regardless of their academic qualifications, as the keeping of the teaching and administrative staff in the school is linked to the permanence of

creativity, the ability to manage crises, and to be aware of all educational developments. The researcher also attributes this result to the development in the administrative performance and leadership of school principals, and that they are highly qualified and trained, as they have proven efficiency and ability in their performance in various domains of administrative and educational work, and this was evident in their ability to manage crises.

4. Educational stage variable:

The results showed that there were no statistically significant differences according to the educational stage variable. The researcher attributes this result to the fact that the principals have a clear vision about the degree of practicing administrative creativity, and this means that the principals in schools on the diversity of the educational stage, in which they work, agree that administrative leaders must have administrative practices related to administrative creativity largely with some differences.

Outcomes discussion of the third question: "What is the level of crisis management among school teachers within the Green Line from the teachers' point of view?"

The results showed that school principals possess crisis management skills to a high degree in all domains except for the last domain, which is the domain of material and human capabilities available in the school for crisis management, which came to a high degree. The researcher attributes this to the fact that the principal's attention is generally focused on crisis planning, which depends on predicting the future and the problems that the school may face in the future before they occur. This may also be due to the knowledge and experience of school principals with sufficient crisis management skill, their knowledge of how to deal with it, its steps, the procedures followed to control it, the solutions and proposals to overcome it, and their knowledge of the various and sudden changes in the causes of educational crises due to their previous experiences, and the optimal utilization of the resources and capabilities available to overcome them as soon as possible.

This result can also be attributed to the lack of training courses for school principals that were held to qualify them to keep pace with the modern administrative thought on crisis management in general, and the management of educational crises in particular, which refine their skills in their crisis response through the development of strategic plans that address the developments of rapidly changing and developing matters in this era, whose most important features are the speed of change and development, so it is necessary to keep pace with the professional growth of those in charge of the administrative process in educational institutions.

The following is a discussion of each domain separately:

1. Domain of crisis management planning process:

Paragraph (5) came first and to a high degree, and the researcher believes that this result came due to the actual commitment of school principals to strategic planning in general and pre-crisis planning processes, due to the nature of the volatile security conditions within the Green Line and the constant expectation of school principals that any crisis would occur. One of the most important indications of school principals' interest in planning is the presence of a unit specialized in planning and development, and an administrative team specialized in planning works in that unit.

The researcher may attribute this result to the fact that school principals have loyalty and affiliation and that most of the workers feel proud of their work in the school and most of them feel job satisfaction and they are ready to work for the school in times of emergency and crises, which indicates the effective role of principals and its impact on schools' management of the crisis they are exposed to.

2. The domain of information collection for crisis management:

Paragraph (7) came first and to a high degree. This result is attributed to the extent of the school principals' interest in developing the information technology department, which works on documenting and archiving information electronically, which facilitates and maintains the safety of its storage so that the administration can effectively retrieve any information when needed. Paragraph (14) came last, and to a high degree. This may be attributed to the experiences experienced by school principals, which make them monitor and anticipate all indicators that indicate the occurrence of crises. This result can also be attributed to principals' wide knowledge of the course of expected events that indicate the occurrence of crises.

3. The domain of decision-making in crisis management:

Paragraph (17) came first and with a high degree. The researcher may attribute this result to the fact that the decision-making process in schools during crisis management was not done spontaneously or randomly, but was taken based on the scientific method and appropriate decisions were taken at the appropriate times in a simple and clear way so that everyone could understand the decisions followed and be able to implement them in the required manner, and this is due to the experience of the principals, their excellence, their enlightened thought, and their wide knowledge of all matters related to the school in all directions. Paragraph (21) came in the last rank with a medium degree. The researcher attributes this result to the principals' need for the advice of those with opinion and experience, and the need to involve the crisis management team in developing solutions and making decisions related to resolving the crisis to ensure quick solutions are found and to be able to overcome crises in the least possible time.

4. The domain of material and human capabilities available in the school for crisis management:

Paragraph (27) came first and to a high degree, and the reason for this result may be due to the strong interest of school principals in managing the crisis, because crisis management is among the priorities of the school administration. The reason may also be due to many equipment, efficient human resources and material resources, and perhaps the reason for this is due to the awareness of the importance of crisis management among school principals.

The researcher may attribute this to the serious readiness of school principals to face crises that may be exposed to them, as crises and risks have become a feature of the era in which we live, so the school administration must be prepared for them, which necessitates the necessity to allocate a team of qualified people. This is due to the school principals' vision of the need to provide alarms and protection against fire and theft, and that can only be done by providing a working team capable of managing the crisis. Paragraph (23) came in the last rank with a medium degree. The researcher may attribute this result to poor communication between

the school and other institutions. It may also be attributed to the lack of awareness of principals about the grants provided by the donor institutions, and this may be due to the fact that the granting institutions provide grants to entities and institutions in certain environments, and this may also be due to poor coordination and cooperation with various institutions.

Outcomes discussion of the fourth question: "Are there statistically significant differences at the significance level ($\alpha \leq 0.05$) in the responses of the sample members to the degree of crisis management among school principals within the green line from the teachers' point of view due to the variables (gender, years of experience, academic qualification, and educational stage)?"

The results showed that there were no statistically significant differences between the arithmetic averages of the study sample's estimates about the degree of crisis management practice in the four domains according to the variables (gender, academic qualification, and educational stage). It showed that there were statistically significant differences between the arithmetic averages of the study sample estimates about the degree of crisis management practice in the four domains according to the variable of years of experience, and the following is a discussion of all the variables separately:

1. Gender variable:

The results showed that there were no statistically significant differences due to the gender variable. The researcher can attribute this result to the fact that the requirements for employment in the position of a principal or principal are one that does not differ according to gender, as well as the academic qualification that school principals undergo does not differ according to gender, and the training courses that the Ministry holds for school administrations, both male principals and female principals are subject to them alike.

The researcher also attributes this to the fact that the method of confronting the crisis causes a state of nervous tension, dispersion, and ambiguity, and requires fateful decisions. Here, male or female principals have to bear hardships and problems regardless of emotions, and this is indeed what is required to manage the crisis, whether male or female. The presence of the right person is what determines the course of the crisis later.

2. Variable of years of experience

The results indicate that there are statistically significant differences according to the variable of years of experience.

This result can be attributed to the fact that school principals are aware of the importance of administrative development in the domain of crisis management, and its effective role in supporting their leadership to face these crises, which prompts them to work on paying attention to this development and creating the reasons behind its achievement from the beginning of their tenure in management, regardless of the number of years of work.

3. Qualification variable

The results indicate that there are no statistically significant differences according to the academic qualification variable.

These results can be attributed to the fact that dealing with crises, confronting them, managing them and solving them is not related to the academic qualification, as this requires coexistence with the conditions and circumstances of students, and keeping abreast of developments in society, including events and developments, by providing the educational environment with academic and methodological requirements, student services requirements, and extracurricular, social and cultural activities.

4. Educational stage variable

The results of the study showed that there was no statistically significant difference due to the educational stage variable. The researcher attributes this result to the method of cooperation in facing the crisis between school principals, whether preparatory or basic, as they all provide interest and provide strategies for crisis management, because students at all stages cannot act in crises and fear spreads among them.

The researcher attributes this result to the competitive advantage in the world as a whole, and that school principals often receive the same training workshops and courses, and their work is monitored and held accountable by the Ministry of Education, and they work in similar environments, and therefore the educational stage variable had no effect on the nature of crisis management.

Outcomes discussion of the fifth question: "Is there a statistically significant correlation between the degree of administrative creativity practice among school principals within the Green Line and the level of crisis management in those schools?"

The results of the study showed a positive, statistically significant relationship between the domains of administrative creativity and crisis management. The researcher can attribute this result to the fact that the creative practices of administrators increase and develop the ability to manage crises, create appropriate plans in accordance with economic, social and humanitarian standards, develop administrative and educational information systems, develop methods of analysis and educational decision-making, and develop a database of effective educational administrations to manage the crisis as required.

This result can be attributed to the creative principal being able to overcome obstacles and difficulties and solve problems and obstacles facing the school, which stimulates the teaching and learning process and motivates teachers to develop the learning process in a creative way.

Outcomes discussion of the sixth question: "What are the proposals to develop the practice of administrative creativity among principals, and to develop the level of crisis management practice among teachers?"

The following is a discussion of the results that have been reached with regard to the proposals to develop both the management of administrative creativity and crisis management:

First: Administrative Creativity

The principals who were interviewed indicated the need to develop administrative creativity in schools within the green line, and this result can be explained by the fact that principals are aware that administrative creativity requires them to possess a number of skills

and experiences related to developing performance in a unique and different manner, and in a thoughtful manner, to ensure that the school within the Green Line is different and distinguished in providing its educational services and in its management of the school.

This result can also be explained by the fact that the principals possess the desire for change and the participation of teachers in achieving it, which is evident through their proposals, as they seek to develop the institution, and accept the tendency towards the application of new and unfamiliar ideas, and they are aware that there are obstacles to the development of incentive management in schools within the Green Line.

Also (10) of the principals suggested the necessity of providing material support for creativity from the school's revenues by providing allocations related to administrative creativity. This result can be explained by the fact that principals are aware of the importance of administrative creativity and its role in developing the teacher's performance within the Green Line, but the material resources are among the obstacles to its activation, as there are many proposals that require the preparation of a feasibility study to ensure its success, and in the event of success, the amount allocated to administrative creativity is not sufficient, which makes the administration reduce the application of creative ideas. This result can also be explained that principals need to coordinate and cooperate with various institutions to provide a more creative environment in their schools.

(8) Of the principals indicated that one of the proposals to develop administrative creativity in schools within the Green Line is the school principal's keenness to develop teachers' competencies and use modern technology to ensure their ability to apply the curriculum in creative ways. This result can be explained by the principals' awareness of the importance of compatibility with advanced educational institutions through blended learning and digital learning, and their role in developing students' skills and educational experiences, in addition to developing teachers' skills in using technology, which is a requirement in the education sector.

In addition to the above, this result can be explained by the school principals' awareness of the need to build positive relationships between them and teachers and school workers, as positive relationships are among the means that help the administration to change their attitudes, in addition to increasing the level of trust in them, and their acceptance of the presence of technology within the curricula and within the directions and educational objectives of the administration.

The proposals also included the need to spread a culture of creativity in the school environment. This result can be explained by the fact that principals are aware of the importance of administrative creativity, and the importance of its presence within the institutional environment, as its presence reflects positively on the acceptance of creative ideas by administrators and workers, and makes them more positive about it. This result can also be explained that the principals are aware of the role of administrative creativity in motivating teachers to come up with different ideas for developing education, and to encourage and support them financially and morally to implement those ideas. This result can also be explained by the fact that principals seek to spread democracy and reduce centralization in decision-making in order to build relationships between them and teachers on a number of

principles and values that reflect positively on performance, such as participation in the decision-making process, opening channels of communication and dialogue, exchanging information, teamwork and team spirit development, and therefore, the administration's focus on spreading the culture of administrative creativity is one of the means that affects the nature of the school's employees within the Green Line, and on the qualities and principles that should be adhered to collectively to become part of the nature and culture of the institution. The principals' reference to the proposal to spread the culture of administrative creativity in the school is evidence of their awareness of what reflects administrative creativity on the individual and the group in it.

And (8) of the principals mentioned suggestions related to the principals' attitudes towards administrative innovation in schools within the Green Line. This result can be explained that principals are aware of the importance of administrative creativity, but they are also aware of the presence of pressures or the need to make greater efforts if applied, which principals may not tend to permanently and continuously. Also, there are a number of principals who may prefer traditional styles in administration and education, which negatively affects the ability to apply administrative creativity or be accepted by school staff, and therefore, principals' possession of various skills and experiences related to administrative creativity make them more eager to change the attitudes of teachers and workers, and to ensure that they implement creative ideas in the school environment, which contributes greatly to making administrative creativity an aspect related to the culture of the institution.

And (2) of the principals suggested that they be given enough space for creativity by the Ministry of Education to be able to develop creativity at the administrative and educational level. This result can be explained by the fact that principals face a number of external constraints and determinants of developing administrative creativity in schools within the Green Line, as the limited powers make the principal less willing to search for ways to develop administrative creativity in schools, and it also makes them less willing to search for innovative solutions to deal with problems that stand in the way of administrative creativity, and therefore, providing a space of freedom for school principals greatly helps them to apply administrative creativity.

Second: Crisis Management

The principals interviewed agreed that there is a need to develop crisis management systems in schools within the Green Line. Also (12) of the principals indicated that there is a need to benefit from the opinions of others and to work jointly with the staff. This result can be explained by the fact that principals are aware of the importance of joint cooperative work, as it is one of the means by which the various conditions, instructions, and procedures are applied, and efforts are made that allow the crisis to be properly managed. It can be said that teachers are aware of the need for cooperation between the school and other educational institutions and various local community institutions to benefit from the experiences related to crisis management and how to manage it, as benefiting from the various experiences of institutions may help to modify crisis management systems, and study the mechanisms through which to ensure the ability of workers to manage crises.

It was suggested (10) of the principals to find open channels of communication between the workers in the school and to build good relations. This result can be explained by the fact that principals are aware of the problems in crisis management and related to the competition of teachers with each other, which usually causes problems to occur intentionally to impede the success of one of the principals in exchange for another principal obtaining the encouragement that he was not originally entitled to.

(8) Of the principals answered that one of the proposals for developing crisis management is related to the necessity of selecting a qualified principal who is capable of managing crises in schools within the Green Line. This result can be explained by the principals' awareness of the importance of crisis management and overcoming obstacles, but they do not clearly apply it in schools within the Green Line, and that they do not make sufficient efforts to set procedures, instructions and standards related to its management.

(5) Of the principals indicated that one of the proposed solutions to develop the crisis management system in schools within the Green Line is to provide sufficient and appropriate financial support to be able to manage crises. This result can be explained by the fact that principals are aware of the importance of providing financial support to ensure the success of crisis management because schools face financial pressures that make it difficult to manage crises effectively, which makes the school focus on ensuring that the costs involved are covered without focusing on providing funds for crisis management. This result can also be attributed to the principals' realization that financial support for schools helps to activate the crisis management system and helps principals to raise the level of their performance and influence it significantly, and this is reflected positively on how to deal with crises.

(16) Of the principals also suggested that focus should be given to providing training courses for them and the school's staff, and linking them to crisis management systems. This result can be explained that principals are aware of the importance of the ability to manage crises, and that it is a means of linking them with what they aspire to in the future in terms of progress in work, and therefore, the ability to deal with crises and solve them is one of the means used to motivate management and workers towards achievement, in addition to linking teachers with the objectives of the administration and the school. This result can also be explained by the fact that the principals, as they were teachers before they assumed administrative positions, are aware of the need to develop the skills and experiences of teachers, as they may become principals in the future, and are aware of their role in self-development and the profession, which is one of the important indicators of the administration's interest in raising the performance of teachers, which positively affects their job affiliation.

Among the proposals that were referred to by (3) principals: the need to "use information technology efficiently and effectively, as technology helps provide a good information base for predicting and dealing with crises in a quick and effective manner." This result can be explained that the principals are aware of the importance of modern technology and its role in matching the conditions and standards for the ability to quickly and effectively manage the crisis, as it is one of the important means in the current era to raise the level of schools within the Green Line, especially since technology is a basic requirement in dealing with many administrative and organizational aspects related to it. This result can also be

explained that principals are aware of the need to use technology in school systems, because it is better than traditional methods of crisis management, in addition to that it helps to retain information and not lose it, and ease data retrieval and handling, and therefore it is necessary to have technology to support principals in crisis management.

In light of the analysis of qualitative interviews, the researcher suggested the following:

1. Rewarding school principals who are creative in their work, in order to motivate them to continue to think creatively and to encourage others to be creative, and to allocate an annual award for the best research or innovative idea presented by school principals.

2. Shed light on the creative school principals, the creative activities in schools, and the distinctive experiences of school principals in facing and solving work problems.

3. Providing more material and technical facilities that help facilitate administrative creativity among school principals.

4. Choosing school principals from conscious educational leaders who believe in the importance of creativity in schools, who are flexible and open to new experiences, have a tendency to take risks and are sensitive to problems.

5. School principals strive hard to learn everything new in the science of school administration by informing them of new educational research and the use of modern technologies in management science.

6. Giving great importance to the issue of creativity and its various domains in the domain of school education and in those educational institutions that are concerned with preparing educators, administrators and teachers, as a contribution to the dissemination and dissemination of the culture of creativity and its importance and the encouragement of innovators.

7. Work to consolidate the culture of administrative creativity as a behavior and approach through the establishment of a specialized center in the Department of Education, in order to be an incubator for creative ideas and a facilitator of ways to disseminate and apply them.

8. Forming a special department to collect information about the school in its various departments and activities, especially on topics and activities that include the possibility of crises, and employing qualified personnel for that and the department maintains and updates information constantly and analyzes all data in order to make the appropriate decision about the crisis. Existence of a section that collects information on the sources of dangers to which the school may be exposed, and facilitate the process of obtaining information.

9. Develop an integrated plan to manage the crisis, and this plan is called the pre-prepared plan, and this plan includes administrative instructions and clear procedures for dealing with the crisis in its various stages of development, or the so-called scenario that deals with the crisis and the formation of a team to manage and implement the plan and provide all material and human resources to the team.

10. Ensure that schools provide equipment and early warning devices that help anticipate the occurrence of the crisis, and train workers on these devices.

11. Ensure that the school clearly communicates the goal of the crisis management plan to all employees, and with keenness that all employees know their roles in the event of a crisis.

12. Develop a new plan to deal with the crisis - or amend the plan to deal with the crisis prepared in advance - and this plan differs from the plan prepared in the pre-crisis stage, and this plan is called the interactive plan.

13. Using different and accurate measurement tools to assess the crisis.

14. Actual intervention, follow-up of the implementation of the plan, and making any modifications.

15. Adopting the principle of participatory decision-making in crises so that all workers participate in decision-making and consult with all parties.

16. Taking into account the needs of students, teachers and workers when making decisions, after careful analysis of the information.

17. The school should be keen to increase communication between it and the local community institutions and the public of beneficiaries, and all available means of communication must be used.

18. Appointing an official spokesperson for the school, especially in times of crisis.

19. Not to prejudice the vision and mission of the school in the decisions taken to manage the crisis.

20. The school's commitment to the decisions of the pre-formed specialized crisis management team.

21. Recording and documenting all information related to previous crises, analyzing them, drawing lessons from them and benefiting from them in managing crises that the school may face in the future.

22. Benefit from the experiences gained from crises experienced by the school in the development of crisis management plans, especially in preventive measures to reduce the occurrence of crises.

23. Create a scenario for the development of the crisis and to deal with the crisis according to the new data of the crises that have occurred, and training the workers on them.

RECOMMENDATIONS

1. The necessity for the Ministry of Education to select principals according to international standards which contribute to supporting administrative innovation.

2. Preparing training programs that support the creative skills of public school principals and provide them with all that is modern in educational administration.

3. Encouraging school districts for school principals to devise advanced and modern methods and to provide creative solutions.

4. Benefiting from the results of qualitative interviews and employing study proposals in educational environments.

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