



Correlation Between Organisational Climate and Administrative Creativity of Secondary School Leaders in Dammam From Teachers' Perspective

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This study aimed at detecting the correlation between the organisational climate in the secondary schools in Dammam and the level of administrative creativity of school leaders from teachers' perspectives. The sample of the study consisted of 150 teachers in the secondary schools of Dammam during the academic year 2018/2019. To achieve the objectives of the study, two survey questionnaires were used. The first was the organisational climate questionnaire which consisted of 61 items divided into two domains, and each domain included 4 dimensions. The second was the administrative creativity questionnaire including 51 paragraphs with three domains. The study unveiled the following findings; The teachers conceived the "level of the organisational climate" in the secondary schools in the city of Dammam at a medium degree. They also rated the level of the organisational climate as a whole in medium degree - the "focusing on production" domain topped the perceptions of teachers whilst the "familiarity" domain was at the bottom; The teachers, also, conceived the "administrative innovation" in the secondary schools in the city of Dammam at medium degree. They also rated the "administrative innovation" as a whole in medium degree - the "encouragement of creativity" domain topped the perceptions of teachers whilst the "desire to develop and change" domain was at the bottom. There existed a statistically significant positive correlation between the degree of the level of the organisational climate and the level of the administrative innovation among teachers' perceptions. Based on the results, the study recommends the need for creating a set of standards and benchmarks for the creative educational leaders' behavior, and the opportunity be given for the more experienced and professional school leaders for offering creative ideas



which should be adopted by their senior leaders of the Department of Education in Dammam.

Key words: *School Leaders, Organisational Climate, and Administrative Creativity.*

1. Introduction

Today, the world is witnessing rapid developments and radical changes that have included various aspects of social, cultural, economic, and educational life, which requires us to keep pace with the path of change and make us think in unconventional ways to exercise leadership tasks and administrative and leadership work in educational institutions. This is so that we can achieve a competitive advantage in achieving the requirements and goals of education to meet the desires and needs of the society as a result of these changes. Therefore, a comprehensive view of the issue of organisational climate is required, and is of great importance, as it is the general umbrella that contains administrative, technical and educational activities. Including and especially those practices and leadership styles responsible for conducting business for various school components in a creative way for all the prevailing organisational changes within the educational framework.

Each educational institution or school has a curriculum that distinguishes it from other schools based on the nature of the organisational climate that constitutes it, and teachers or administrators who move from one school to another can see this distinction between schools (Gunbayi, 2007). These features take the advantage of relative stability in the administrative environment of each school, and this distinction is a result of the administrative and educational systems and policies that govern the educational institution.

The organisational climate consists of four elements that distinguish the internal characteristics of each educational institution, which is the culture that refers to organisational values, customs, and traditions, the physical environment represented by facilities, buildings, and equipment, the social milieu represented by human interactions, and organisational elements that are concerned with organising the administrative and teaching process (National Council of Professors of Educational Administration, "NCPA", 2009).

Elements of the organisational climate are affected by a combination of factors, including material and economic resources, leadership style, workers' professional values, and personal and professional characteristics of individuals (Al-Sakran, 2004). The identification of the organisational climate in institutions aims to know the prevailing pattern of the organisational climate, and its role in enhancing the positive aspects, strengthening the catalytic cooperative



work, reducing negative aspects, and improving the level of performance of workers in the institution (Al-Amyan, 2010).

The organisational climate based on trust between individuals and effective communication is one of the most important factors affecting the creative practices of school leaders and all those working in them. This is because administrative creativity has become essential for the growth and continuity of institutions in light of the increased level of competition among them to achieve the desired goals efficiently and effectively, and with high-quality educational and technical outputs, where management creativity is a new idea or behavior that is innovative in the work environment (Richard, 1992). Additionally it is the creation of a new idea with the application of this idea in the work environment, and spreading it widely to obtain distinction (Abbas, 2004), as well as looking at the familiar in an unfamiliar way, and using it in the work environment (Mashhour, 2010).

The internal organisational environment of the institutions and their financial capabilities, information and experiences available to the members of the educational institution, and flexibility in the administrative system are among the most important factors that constitute a positive organisational climate that contributes to the development of administrative creativity among leaders and workers in the institution (Al-Dahhan, 1992).

Al-Zuhri (2002) pointed out the most important factors that encourage administrative creativity, are the presence of an attractive social environment suitable for individual cooperation and the promotion of constructive competition. Houriya (2004) focused on the personal factors of creators in the light of the characteristics of creators that distinguish them from ordinary people such as independence, persistence, openness to experience, and risk.

In light of the foregoing, the importance of administrative creativity in growth and development, achieving distinction for educational institutions, and the significant impact of the organisational climate in schools on the development of administrative creativity among school leaders has been demonstrated. This encouraged the researcher to find out the compatibility between the theoretical aspects of educational and administrative literature and the applied scientific aspects in secondary schools in Dammam educational environment.

2. Study Problem

The nature of educational leadership patterns is determined by the prevailing organisational climate in the educational environment, as it contributes to developing a general perception of its leadership and practical directions. This means the performance of the school leader who adopts it within the school environment, and the importance of administrative creativity in solving problems and proposing creative alternatives to leadership practices and their impact on the

performance of educational institutions and the enrichment of the educational process. This study came to highlight the relationship between the prevailing organisational climate in Dammam secondary schools and administrative creativity. This relationship is indicated by the results of some studies such as (Al-Saydalany 2000) and (Hammadna, 2003).

The study problem is determined by answering the following questions:

1. What is the level of the organisational climate in secondary schools in Dammam from the teachers' point of view?
2. What is the level of administrative creativity for secondary school leaders in Dammam from the teachers' point of view?
3. Is there a statistically significant relationship between the average respondents' answers to the level of the organisational climate and the administrative creativity of secondary school leaders in Dammam from the teachers' point of view?

4. Study Objectives

The study aims to reveal:

- The level of the organisational climate in secondary schools in Dammam from the teachers' point of view.
- The level of administrative creativity for leaders of secondary schools in Dammam from the teachers' point of view.
- There is a statistically significant relationship between the level of the organisational climate and the administrative creativity of leaders of secondary schools in Dammam from the teachers' point of view.

5. Study Significance

- **Theoretical Study Significance**
 - This study acquires its importance in its commitment to the time when the Kingdom of Saudi Arabia is witnessing a shift in the approach of central administration to creative management and participation in decision-making according to the requirements of achieving the 2030 vision.
 - This study opens a field and horizons for researchers, and graduate students to do more studies in this field.

- **Practical Study Significance**

- This study derives its importance from being classified among the recent studies in this field, according to the researcher's knowledge, which gives it great importance because of the results that may benefit school and education leaders in the region.
- It is hoped that the results of this study will reflect the extent of acceptance of the leaders of the Education Department and the schools in the region.
- Change, development, and raising practical and scientific competence in the field of leadership, and reaching recommendations and proposals that may assist in the process of preparing and improving workers in schools in particular and educational institutions in general, by adopting innovative programs and innovative ideas that are appropriate to the requirements of this era.

6. Study Terminology

- **Organisational Climate**

Procedurally: It is the set of environmental perceptions that constitute the school work, which contains the characteristics and features of those perceptions, whether internal or external, which can be perceived and known through the interactive relationship between the different components and elements of the school; The teacher, the leader, the student, and the community, these features are the dimensions used for this study, (the dimensions of intimacy, thrust, consideration, and aloofness).

- **Administrative Creativity**

Procedurally: using personal skills and abilities by school leaders in a way that brings new innovative ideas and beliefs that are different from what is prevalent, helping to solve problems facing schoolwork and to develop all leadership and educational work in education schools.

7. Study Scope

The study was limited to secondary education schools in Dammam for the academic year 2018-2019. The researcher in this study sought to know the level of the organisational climate and administrative creativity in secondary schools in Dammam from the teachers' point of view and to reveal the presence of a statistically significant relationship between the organisational climate and the administrative creativity of secondary school leaders in Dammam from the teachers' point of view.

8. Literature Review

- **Organisational Climate**

Interest in studying the organisational climate started at the beginning of the sixties of the last century, and in recognition of its relationship and importance with the satisfaction of workers in



the institution. Therefore in reducing or raising the level of their productivity, the study of Halpin and Croft referred to in Battah (2006) may be the first important studies in this context. They prepared a tool for measuring the organisational climate that was approved by many researchers, and this tool is still one of the most utilised tools that measure the organisational climate in educational institutions, and was chosen by the researcher in this study.

The concept of organisational climate has received remarkable attention in the last decades of the twentieth century, and the first decade of the twenty-first century. The variance of intellectual and administrative schools for these researchers resulted in contrast and difference in defining the concept of organisational climate (Al-Shanti, 2006).

The concept of organisational climate refers to a group of relatively stable characteristics in the work environment. These distinguishes the organisation from other organisations, and characteristics are formed as a result of the philosophy of senior management, and its practices in addition to the work systems and policies in the organisation. Ahmed (2008) indicates that this concept indicates values, customs, traditions, ideologies, tastes, and social classes, and their impact on the administrative process and behavior of workers in the organisation.

It is no secret that every educational institution or school has a climate that distinguishes it from other schools, and this climate affects the behavior and feelings of teachers and students in those schools (Gunbayi, 2007). Gunbayi (2007, 70) defines the organisational climate as "a complex of variables that interfere with the structure and style of the organisation on the one hand, and the style and characteristics of leaders and the performance and satisfaction of teachers on the other hand". Hammadat (2008) also believes that the organisational climate is "a set of concepts, trends, and circumstances that shape the behavior of individuals, workers, and students, that result from positive or negative feelings or a combination of them towards themselves and towards their colleagues, thus the activities and objectives of the school."

Through the above definitions of organisational climate, it appears that it is an unclear and non-consensual concept among many researchers, and this may be because they view it as a characteristic of the school. While some view organisational climate as a characteristic of individuals, a third-team considers it a characteristic of the school and individuals together, and the researcher believes that everything that consists of educational institutions with its various elements is a general determinant of the method of work and the development of strategies that suit that organisational climate.

- **The Importance of The Organisational Climate**

Attention to the organisational climate and giving it primary importance in the plans, programs, and procedures of any organisation comes through the fact that the organisation is a purposeful social unit characterised by its actions and activities intertwined and complex in various fields (Al-Hamoud, 2002). Al-Taweel (1999) indicated that the success of the school system is directly related to the integrity of the organisational climate, and the close relationship between the educational system and the prevailing organisational climate is evident in the level of performance and discipline of students, teachers' giving and job stability, their sense of contentment and their creative orientations in performance, the system's openness to society, and participation with its activities, growth, and development.

Al-Shaqsi (1999) pointed to a set of benefits for studying and analysing the dimensions of the organisational climate in educational institutions:

- It helps to give a clear idea of the organisation's health to reinforce strengths and address weaknesses.
- The educational institutions that began to study and analyse their organisational climate and then tried to address gaps in it have increased their effectiveness, and the level of performance of workers has increased.
- The organisational climate affects the performance and motivation of workers, and hence the performance and success of the school in achieving its goals. The institution that has a weak or bad climate will suffer failure in the long term, even if it is created in its administrative functions.

- **Organisational Climate Dimensions**

Halpin and Croft referred to in Hammadat (2008) prepared the first tool that measures the organisational climate in educational institutions, and they indicated that the organisational climate in each institution has two dimensions: the first is the dimension of leadership and its dealings with teachers, and the second is the dimension of the teachers with each other, but they did not focus on students or the local environment. They considered that the institutional climate is a continuous gradation that extends from the open climate at the first party to the closed climate at the opposite end, and between them are all types of climates. Rabah (2008) pointed out the dimensions of organisational climate prevailing in educational institutions, which were proposed by both Halpin and Croft, as follows:

1. The domain of leadership and its dealings with teachers:

This relates to the behavior of the principal and how he or she treats school employees, especially teachers. The most important dimensions that fall under this domain are the following:

- Aloofness: Refers to the manager's behavior, which is formal without regard to personal and social relationships, he or she applies laws and regulations without taking into account changing circumstances.
 - Production Emphasis: Refers to the behavior of the manager who directs all their attention towards the completion of the work, and therefore is always supervising and guiding the teachers, but the channels of communication between the manager and teachers go in one direction.
 - Thrust: Refers to the behavior of the manager, who is characterised as being directed towards the completion of the work as an example, not by direct supervision and guidance to teachers.
 - Human Consideration refers to the principal's behavior, which is characterised by a tendency to treat the teachers sociably and humanely.
2. The domain of relations between teachers: This relates to the behavior of teachers with each other, how they treat and deal with each other. The most important dimensions that fall under this domain are:
- Disengagement: This dimension indicates that teachers at school do not work together as an integrated team, each of them is working in a different direction from others.
 - Hinderance: This dimension indicates that teachers feel that the principal is overburdening them with routine work.
 - Esprit: Refers to the prevailing morale of the community of teachers, they feel satisfied and belong to the institution, because their social needs are saturated, and at the same time they obtain achievement at work.
 - Intimacy: Refers to the existence of good relations between teachers, which leads to a feeling of contentment, as a result of satisfying social needs, although this sense of satisfaction is not related to achievement at work.

Likert referred to in Al-Taweel (1999), presented a proposal based on four systems of climate features that can prevail in the system and the organisational climate in the educational institution.

They are as follows:

1. Features of exploitative and authoritarian climate. (The Imperative Commander).
2. Features of fair and authoritarian climate. (Compassionate Commander).
3. Features of advisory climate. (Consultative Democrat).
4. Features of the collective management climate. (Co-Democrat).

- **Principles of Administrative Creativity**

Both AL-Maani (1990) and Al-Khawaldeh (2005) indicate that administrative creativity is an integrated process which relies on a set of basic foundations for creativity and constitute principles from which the creative person starts:

1. **Physiological Factor:** Is represented in the presence of the individual's ability to think and includes the creative capabilities of individuals and the characteristics of the creators, the most important of which are fluency, flexibility, originality, predictability, sense of a problem, ability to persevere and take risks.
2. **Environmental factor:** Is represented in the climate that prevails in organisations concerning working conditions and workers within the organisation. The organisational environment consists of the individual values of the organisation's leadership and workers, their behavioral patterns and beliefs, as these factors interact together to form the organisational climate that greatly affects administrative creativity.
3. **The psychological factor:** Is represented in factors that drive workers in organisations to administrative creativity, the most important motivations of workers that drives them to be creative are the following:
 - a. **The need for achievement:** This means the motivation of employees, exciting them to work, and proposing new ideas that lead them to creativity.
 - b. **The need for quality in performance:** It is intended to employ the full potential of workers to achieve goals with high specifications.
 - c. **The need for self-realisation:** Workers desire to carry out the work comes from themselves.
 - d. **The need for order:** This is what the creative person needs to reorganise.
 - e. **The need for diligence:** Workers desire to go to work and master it in the fastest and best way.
 - f. **Curiosity:** It means the desire of the creative person to search for everything new in the field of work.

A study conducted by Al-Jumaili (2018) aimed to identify the effect of the organisational climate on creative behavior in Jordanian universities. The study population consisted of all faculty members in Jordanian universities, who were randomly selected consisting of 297 members and to achieve the goal of the study, the researcher used a questionnaire that was distributed among the study sample. The study found that there is a statistically significant effect at the level of significance ($\alpha \geq 0.05$) for the organisational climate on organisational citizenship and that there is a statistically significant effect at the level of significance ($\alpha \geq 0.05$) of organisational citizenship on the level of creative behavior from the point of view the respondents.

A study conducted by Basu, (2017) entitled "Role of organisational climate: Innovative work behavior" aimed to identify the role of the organisational climate in the behavior of innovative

work in Indian public institutions. The researcher followed the descriptive survey method and a questionnaire was developed to collect data on a randomly selected sample consisting of 200 workers. After conducting the appropriate statistical analysis for that study, the results showed that the organisational climate and creative work levels were not at a high level of positivity, as the study showed that the positive organisational climate has a significant impact on the development of innovative and creative work behavior.

Al-Hadrami (2017) conducted a study aimed at identifying organisational, personal and cultural obstacles to administrative creativity among secondary school principals in Tabuk. The researcher used the descriptive approach, adopted a questionnaire to collect data, and a sample consisting of 32 principals was selected. The study concluded that the obstacles to the administrative creativity of school principals have an arithmetic mean of 2.24 with a medium degree for all of the dimensions, also, it was found that there were no statistically significant differences between the responses to the obstacles of administrative creativity of the school principals due to the variable of years of service. The researcher recommended the establishment of a department specialising in the education administration interested in affairs of creativity.

Obeidah's study (2016) aimed to reveal the relationship between the organisational climate and the creative behavior of members of the teaching staff in community colleges in the Gaza Strip. The study population consisted of all 442 members of the teaching staff and the study sample represented (50%) of the total population. 171 questionnaires were distributed and the study reached the following main results: There is a statistically significant relationship at the level of significance ($\alpha \geq 0.05$) between the organisational climate elements in intermediate colleges of Gaza and the creative behavior of faculty members, where the order of organisational climate elements in terms of its impact on the creative behavior of faculty members was (systems and instructions, decision-making participation, organisational structure, technology, work conditions, training, and incentives). The study recommended emphasising the importance of the organisational climate and reviewing its dimensions continuously and the adoption of creative ideas among workers, and providing material and moral support to creators by the leadership.

The study of Al-Daihani's (2013) aimed to reveal the organisational climate in secondary schools in Dammam and its relationship to the level of administrative creativity of school principals from the teachers' point of view. The sample of the study consisted of 230 male and female teachers from the Farwaniya and Jahra regions of Dammam and a questionnaire was used to collect data. The study revealed that the level of organisational climate in secondary schools in Dammam from the teachers' point of view was medium, the level of administrative creativity in secondary schools in Dammam from the teachers' point of view was generally medium, and all dimensions of the study tool were intermediate. Also, it revealed the presence of statistically significant differences in the level of organisational climate in secondary schools in Dammam, according to the variable

of experience, where the differences were in favor of the longest experience. There were no statistically significant differences in the level of total organisational climate in secondary schools in Dammam, according to the gender variable. It also revealed a positive statistically significant relationship between the level of organisational climate and administrative creativity of principals in secondary schools in Dammam.

Hawamdeh (2003) conducted a study aimed at identifying the educational leaders' perceptions of the prevailing organisational climate in the directorates of education in Jordan, and the level of their administrative creativity. The sample of the study consisted of 264 individuals from the educational leaders in the directorates of education in Jordan, from the directors of education, the technical and administrative directors, and the heads of the departments, who were randomly selected. To achieve the goal of the study, two tools were developed: the first is a questionnaire of the educational leaders' perceptions of the organisational climate, and the second is a questionnaire of administrative creativity. The results of the study indicated that educational leaders' perceptions of the organisational climate prevailing in their directorates are positive as a whole and its dimensions, except the dimension of rewards and compensation; as the perceptions towards it were negative. The results also showed that the level of administrative creativity among educational leaders in the directorates of education in Jordan was high for administrative creativity as a whole and its dimensions as well. Also, it showed that there is a statistically significant positive correlation between organisational climate and administrative creativity. The results concerning the organisational climate showed that there are statistically significant differences in the dimension of performance orientation; attributed to the experience, in favor of those with experience (5 years or less), the educational qualification in favor of Ph.D. holders, and the geographical area in favor of the central region. As for administrative creativity, the results showed that there are statistically significant differences in the dimension of problem-solving, communication, and promotion of creativity attributable to the academic qualification and in favor of the Ph.D., also showed differences in the dimension of risk-taking, depending on the region variable in favor of the center and the dimension of communications for the North.

Hawkins (2002) conducted a study that attempted to reveal the positive relationship between leadership behavior and the school climate in secondary schools. The sample of the study consisted of 133 teachers in secondary schools in Texas. Two questionnaires were developed, the first in leadership behavior, and the second in the organisational climate. The results revealed that the prevailing organisational climate in secondary schools was an open pattern and that there was a positive relationship between the open organisational climate and the behavior of the supporting leader.

The study of Al-Saydalany (2000) aimed to recognise the nature of the existing organisational climate in the Emirate of Al-Madinah Al-Munawara region and its secretariat and its role in



activating administrative creativity in decision-making and to determine the relationships between administrative policies and the creativity of workers in the Emirate of Al-Madinah and its secretariat. The sample of the study consisted of 230 administrative employees in the Makkah Al-Mukarramah region in Saudi Arabia. A questionnaire was used to reveal the organisational climate, its dimensions, and its effect on administrative creativity in making decisions. The study revealed the weakness of the level of administrative creativity, despite the desire to assume administrative responsibility, and not giving officials more administrative powers to practice the appropriate method of performance, the harmony of the organisational structure and its suitability to the goals of the organisation, the tendency of the leadership to be central in decision-making, and the decision-making process was affected by personal relationships more than the public interest. Al-obaidi (2000) conducted a study that attempted to reveal the correlation between leadership behavior and organisational climate for secondary school principals. The sample of the study consisted of 216 male and female teachers chosen randomly from the city of Benghazi. To achieve the study objectives, the organisational climate questionnaire, and a questionnaire describing the behavior of the leader was used. The results revealed the existence of a relationship between leadership behavior and the prevailing organisational climate, and the absence of statistical differences in the pattern of the prevailing organisational climate in secondary schools according to the gender of the teacher.

It is clear from the presentation of previous studies that dealt in general with the nature of the relationship between the organisational climate and administrative creativity that there is a relationship between the two variables as in the study of Al-Qatawneh (2000), Al-Saydalany (2000), Hawamdeh (2003), and Al-Daihani (2013). This study examined the correlation between organisational climate and administrative creativity, but it differed with the current study in the environment and the sample, the current study dealt with the sample of teachers in schools in Dammam, Saudi Arabia, which was not previously studied within the limits of the researcher's knowledge. The previous studies were beneficial by increasing the researcher's knowledge of the methodology of descriptive correlational studies and taking advantage of the tools of previous studies in preparing and developing the study questionnaire, which contributes to the interpretation and discussion of the results of the current study. Note worthy is the diversity of study populations environments, as each environment has characteristics that distinguish it from others.

9. Study Population and Sample

The study population consisted of all teachers of government secondary schools in Dammam, in the second semester of the academic year 2018-2019. According to statistics there are 632 teachers distributed in 26 secondary schools (teacher affairs supervisor at the Education Bureau in West Dammam, 1440 AH), and 150 teachers were chosen (26.5%) for the study population as a random sample.

10. Study Tool

To collect data related to this study, a questionnaire was developed consisting of two parts, the first to measure the dimension of the organisational climate, as it included (64) items, distributed in two domain (the behavior of the leader, the behavior of teachers), and each domain consisted of four dimensions. The vocabulary of the items was formulated depending on the theoretical literature and previous studies to recognise the level of organisational climate, the questionnaire that was prepared by Halpin and Croft (Halpin & Croft, 1963) has been used. The second section intended to measure the dimension of administrative creativity and this questionnaire consisted of (51) items to recognise the level of administrative creativity and items are divided into three domains which are: Providing creative ideas (15 items), the desire to develop and change (13 items), and encouraging creativity (23 items).

- **Study Tool Validity**

To verify the validity of the study tools, the researcher presented it to several arbitrators, and specialists in the field of education, from faculty members as well as some school leaders and supervisors with experience and knowledge in the Ministry of Education in the Kingdom of Saudi Arabia. This was done to verify the clarity and accuracy of the items and the extent of the item belonging and its relevance to the domain where it falls.

- **Study Tool Reliability**

To ensure the consistency of the two tools of the study, the researcher calculated the consistency factor using the Cronbach alpha equation for the two tools and their domains. The researcher applied the study tool to the study sample, where the values of the consistency coefficients for the domains and the study tool as a whole for the organisational climate tool (0.87), and this percentage was considered suitable for this study, as shown in Table (1).

Table 1: Reliability coefficients for the organisational climate level tool in secondary schools, Dammam.

#	Dimension	Test-Retest Reliability	Alpha Cronbach
1	Production Emphasis	0.78	0.90
2	Thrust	0.81	0.88
3	Consideration	0.79	0.81
4	Aloofness	0.88	0.89
The total degree of the dimensions of the principal behavior		0.91	0.86

1	Hinderance	0.90	0.93
2	Disengagement	0.85	0.89
3	Esprit	0.85	0.84
4	intimacy	0.79	0.81
The total degree of the dimensions of the teachers' behavior		0.84	0.82
The total degree of all dimensions		0.91	0.87

While the consistency coefficient for the tool of administrative creativity for all dimensions was 0.88 as follows:

Table 2: The consistency coefficient of the questionnaire of administrative creativity in secondary schools, Dammam.

#	Dimension	Test-Retest Reliability	Alpha Cronbach
1	Presenting creative ideas	0.89	0.82
2	The desire to develop and change	0.87	0.86
3	Encouraging creativity	0.88	0.89
Overall degree for the administrative creativity		0.92	0.88

• Statistical Treatment

The following statistical methods were used:

- To answer the first and second questions the arithmetic means standard deviations, degrees and ranks, and the statistical criterion for judging the degree of organisational climate and administrative creativity.
- Pearson Correlation Coefficient Test was used to test the correlation between organisational climate and administrative creativity in secondary schools in Dammam from the teachers 'point of view, and to answer the third question, test its hypothesis, and test the level of significance of this parameter to detect correlation using the T-test.
- The Test-retest reliability and the Alpha Cronbach consistency coefficient were used for internal consistency to extract the consistency coefficient of the study tools.

11. Results and Discussion

The results related to answering the first question: *What is the level of the organisational climate in secondary schools in Dammam from the teachers' point of view?*

To answer this question, arithmetic means and standard deviations were calculated, and the ranks and level of organisational climate in secondary schools in Dammam were determined from the teachers' point of view for each dimension of the study tool, and Table 3 shows the results:

Table 3: Arithmetic means, standard deviations, and rank of the organisational climate in secondary schools in Dammam from the teachers' point of view for each dimension of the study tool arranged in descending order.

#	Dimension	Arithmetic means	Standard Deviation	Rank	Degree
1	Production Emphasis	3.50	0.89	1	Average
2	Thrust	3.48	0.81	2	Average
3	Consideration	3.42	0.77	4	Average
4	Aloofness	3.29	0.58	6	Average
The total degree of the dimensions of the principal		3.42	0.62		Average
1	Hinderance	3.44	0.64	3	Average
2	Disengagement	3.34	0.80	5	Average
3	Esprit	3.22	0.62	7	Average
4	Intimacy	3.05	0.46	8	Average
The total degree of the dimensions of the teacher's		3.27	0.45		Average
The total degree of all dimensions		3.35	0.47		Average

It is noted from Table (3) that the level of the organisational climate in secondary schools in Dammam from the teachers' point of view was average, as the arithmetic mean was 3.35 and the standard deviation was 0.47, and the dimensions of the study tool were with an average degree, as



the arithmetic means ranged between (3.50 - 3.05), and the dimension of "Production Emphasis " ranked first with arithmetic mean (3.50) and a standard deviation (0.89), and in the second rank the dimension of "Thrust", with an average of (3.48) and a standard deviation (0.81), and at the penultimate rank the dimension of "Espirit" with an arithmetic mean of 3.22 and a standard deviation of 0.62, and in the last rank, the dimension of "Intimacy" with an arithmetic mean of 3.05 and a standard deviation of 0.46. As for the items for each dimension, the results were as follows:

This may be attributed to the existence of several administrative, human and professional obstacles that prevent the achievement of a high level of organisational climate. In addition to the existence of some professional pressures resulting from the nature of leadership and management practices, which may lead to a lower level of the organisational climate in secondary schools, which becomes below the desired level. Having focused on production in the first rank, and after familiarity in the last rank, this may be due to the nature of the leader who is concerned with administrative and educational achievement. In addition to the interest in the dimensions of educational and administrative evaluation in higher departments over the extent of achieving production, and the achievement of the administrative and educational director at all levels of education and administrative in the school. This led to high levels, after focusing on production at the expense of other dimensions was among the most important after familiarity, which the organisational climate lacked against other dimensions, as the focus on production affects the human dimension, human relations and familiarity between workers. Al-Daihani's study (2013), Al-Hadrami study (2017), and Basu's study (2017), the results of which revealed that the level of the organisational climate prevailing in those schools came from mediation. While it differed with the results of the Hawkins study (2002), whose results indicated that teachers' view of the organisational climate was high.

The results related to the answer to the second question: ***What is the level of administrative creativity for secondary school leaders in Dammam from the teachers' point of view?***

To answer this question, arithmetic means and standard deviations were calculated, and the ranks and the level of administrative creativity in secondary schools in Dammam from the teachers' point of view for each dimension of the study tool were determined, shown in Table (4).

Table 4: Arithmetic means, standard deviations, rank, and level of administrative creativity in secondary schools in Dammam from the teachers' perspective in descending order.

#	Dimension	Number of Items	Arithmetic means	Standard Deviation	Rank	Degree
3	Encouraging creativity	23	3.46	0.38	1	Average
1	Presenting creative ideas	15	3.37	0.59	2	Average
2	The desire to develop and change	13	3.37	0.59	2	Average
Overall degree for the administrative creativity		51	3.41	0.34		Average

It is noticed from Table (4) that the level of administrative creativity in secondary schools in Dammam from the teachers' view was generally average, as the arithmetic mean was 3.41 and the standard deviation was 0.34. All the dimensions of the study tool were at an average degree, as the arithmetic means ranged between 3.46 - 3.37. The domain "Encouraging creativity" ranked first, with arithmetic mean 3.46 and a standard deviation of 0.38, and the second rank was for the dimension of "presenting creative ideas" and the dimension of "The desire to develop and change" with a mean of 3.37 and a standard deviation of 0.59.

This may be attributed to the relative awareness of school leaders of the importance of practicing creativity in administrative practices and educational practices, and this may lead them to motivate and encourage workers to practice administrative creativity, so the field of "encouraging creativity" came first, and this result may be attributed to the motivation by the higher educational leaders, and school leaderships that employ effective training courses that include various creative skills in various levels of administrative, leadership and educational work. This is in line with the requirements of the Kingdom's Vision 2030 and the initiatives that encourage organisations to meet the desires and aspirations of educational policy to keep pace with the needs of the local and international community. The result was consistent with the study in (Hawamdeh, 2003), while it disagreed with the study of (Al-Saydalany, 2000), which concluded that the level of administrative creativity was weak.

The results related to the answer to the third question: **Is there a statistically significant relationship between the average respondents' responses to the level of the organisational climate and the administrative creativity of secondary school leaders in Dammam from the teachers' point of view?**

To answer this question, the correlation coefficient between the level of organisational climate and administrative creativity for secondary school leaders in Dammam was calculated using Pearson's coefficient, and Table (5) shows these results.

Table 5: Correlation coefficient between the level of organisational climate and administrative creativity for secondary school leaders in all domains in Dammam using Pearson's coefficient.

		Presenting Creative Ideas	The Desire to Develop and Change	Encouraging Creativity	Administrative Creativity
Production Emphasis	Correlation coefficient	0.425**	0.295**	0.037	0.364**
	Significance level	0.000	0.000	0.574	0.000
Thrust	Correlation coefficient	0.558**	0.377**	0.001	0.449**
	Significance level	0.000	0.000	0.987	0.000
Aloofness	Correlation coefficient	0.752**	0.438**	-0.099	0.525**
	Significance level	0.000	0.000	0.136	0.000
Consideration	Correlation coefficient	0.787**	0.551**	-0.103	0.590**
	Significance level	0.000	0.000	0.119	0.000
Principal behavior	Correlation coefficient	0.753**	0.503**	-0.041	0.583**
	Significance level	0.000	0.000	0.539	0.000
Disengagement	Correlation coefficient	0.607**	0.780**	-0.105	0.598**
	Significance level	0.000	0.000	0.112	0.000
Intimacy	Correlation coefficient	0.260**	0.212**	-0.061	0.195**
	Significance level	0.000	0.001	0.359	0.003
Hinderance	Correlation coefficient	0.048	-0.007	-0.154*	-0.055
	Significance level	0.470	0.920	0.020	0.406
Esprit	Correlation coefficient	0.314**	0.205**	-0.068	0.215**
	Significance level	0.000	0.002	0.303	0.001
Teachers behavior	Correlation coefficient	0.466**	0.476**	-0.143*	0.375**
	Significance level	0.000	0.000	0.030	0.000

		Presenting Creative Ideas	The Desire to Develop and Change	Encouraging Creativity	Administrative Creativity
Organisational climate	Correlation coefficient	0.717**	0.559**	-0.096	0.562**
	Significance level	0.000	0.000	0.147	0.000

*** statistically significant at (0.01) level

It appears from table 5 that there is a positive statistically significant correlation at ($\alpha 0.05$) between the level of organisational climate and administrative creativity for secondary school leaders in Dammam, as the correlation coefficient reached (0.562) and the level of significance (0.000), and a statistically significant relationship is also observed at Level ($\alpha \geq 0.05$). Among most domains of the level of organisational climate and administrative creativity for secondary school leaders in Dammam, all these correlations were positive, except for the dimension of encouraging creativity, the correlation coefficients were not statistically significant.

This may be attributed to the importance of good organisational climate factors, whether moral or physical factors represented by the physical capabilities available in Dammam schools, and the flexibility in the administrative system contributes to the development of administrative creativity among school leaders and their affiliates. As the organisational climate is based on trust between individuals and effective communication of the most important factors affecting the creative behavior of managers and workers, as administrative creativity has become a fundamental matter for the growth and continuity of institutions in light of the increasing level of competition between different educational institutions, so creative leaders must provide good organisational climates. This positive correlation between organisational climate and administrative creativity is indicated by Al-Zuhri (2002) who stated that the most important factors that encourage administrative creativity, including the existence of a suitable social environment for the cooperation of individuals, and the promotion of constructive competition.

The relationship between organisational climate and administrative creativity is represented in the behavior of the leader to provide organisational environments that encourage creativity, and the choice of the organizational climate pattern that supports creativity and creative behavior. Al-Assaf (1999) indicated that one of the most important tasks of leaders and managers is to explore the creative abilities of workers by providing the objective conditions in which they work and interact with. Also indicated was that these organisations work to develop the spirit of creativity among workers by providing a suitable creative climate for them by providing the conditions for a creative organisational climate. The most prominent of which are: to carry out the tasks according to leadership competencies and creative skills, moral motivation., These results are consistent with



the results of Al-Jumaili (2018) and Obaidah (2016), which revealed the existence of a positive, statistically significant correlation between positive organisational climate and creative behavior.

12. Recommendations

Considering the results of the study, the researcher recommends the following:

- The necessity of setting standards and determinants of creative and administrative behavior for educational leaderships for creative people.
- Conducting a comprehensive review of the requirements of the positive organisational climate in educational institutions that focus on development and developing creative work.
Intensifying training courses for school leaders and all their employees in the domain of creativity.
- Enhancing the spirit of competitiveness among employees of educational institutions by conducting scientific competitions and offering prizes and bonuses for creative work initiatives.
- Conducting future studies dealing with other administrative and educational variables such as organisational and participatory culture and leadership of change, and comparing the results with the results of this study.



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