



Creativity in the Performance of University Professors and its Relationship towards the Profession

Ali Jarad Yousef^a, ^aCollege of Education for Girls, University of Kufa, Iraq,
Email: alij.yusuf@uokufa.edu.iq

This research aims to identify the level of creativity in the scientific performance of University professors and its relationship towards the profession according to the variables of specialisation (medicine-engineering - agriculture - pure - social - human) and gender (male-female), while the researcher has prepared a measure of creativity in scientific performance and inclination towards the profession. By using appropriate statistics, the research obtained the following results: (University professors have a satisfactory level of creativity in scientific performance, and there is no statistically significant difference according to the variable of type, specialisation and bilateral interactions, as the University professors feel positive tendencies towards their professions. There is no difference based on the variable of type and bilateral interactions except for a difference in favour of specialisation and specialisation (engineering), also showing a significant positive statistical correlation between creativity and tendencies.

Keywords: *Creativity in Performance, Tendency towards the Profession*

Introduction

Research Problem: creativity in performance increases with the individual's adaptation to his or her professional work, and it is assumed that the profession is chosen based on inclination, as professional tendencies lead to the emergence of creativity, and in our countries University education is still not concerned about inclinations, but depends on the level of academic excellence, which is a prerequisite for admission to enrolment in higher education By professional work at the University, specialists have emphasised that not every superior excels in his or her work (Al-Huwaidi, 2004: 35), therefore any social or individual problem is difficult to solve and requires creative thinking. This subject has not been studied



previously and the research problem focuses on the question: What is the level of creativity in the scientific performance of University professors and its relationship towards the profession?

The Importance of the Research: The current era has witnessed many scientific developments, which are the criterion for the progress of nations, and evidence of interest in educational institutions, as they affect the ability to face challenges faced by society, and in order to face, members of society need to be continuously qualified to acquire knowledge and know their roles in life (Bahr al-Uloom, 2003, p. 11). The Desired change in behaviour is the goal of education, and a means of achieving this goal is the educational institution, and the University is at the forefront of these institutions in many countries, because it works to build society according to developments and confronting challenges. The scientific performance of the University professor of the most important function of Universities, through which the learner acquires the scientific work of professional qualifications of various functions, and scientific research can be the development of knowledge and therefore (Fadel 2001: 89) service.

One of the factors of University development referred to in the Arab Human Development Report is creativity in professional performance (Regional Office, 2003: 56). Creativity is one of the most important aspects of an individual's personality, and investing in this aspect in a workable manner can have a positive impact for the creator and his or her community, and be transmitted to Society by these creators to a better condition, each according to its specialisation and field of creativity (Al-Bahri and Al-Janabi, 2007, 6). Our world today is distinguished by Science and creativity, and creators are the cause of development, therefore it has become important for Scientific Institutions to develop creative capabilities, and this depends on the availability of creative human capabilities in Universities, to reflect on the behaviour of the outputs of these Institutions, so that creative education is an organised process aimed at developing capabilities. Therefore, people in developed countries have devoted themselves to study and research concerned with creativity (Nasser, 2004, p. 91). Creativity is an educational goal that educational systems seek to achieve, and this goal will have a positive impact on society by preparing creative individuals in various disciplines. In light of the foregoing, interest in creativity has become a duty in developing countries in order to keep pace with the countries of developing countries by developing scientific institutions, including Universities, where University Professors faces challenges related to performance in teaching and scientific research to keep pace with modern scientific progress, and solve problems faced by society, especially after the emergence of numerous problems in various fields as a result of exceptional circumstances experienced by countries of the world and our country in particular. Familiar behaviours are no longer sufficient to meet current challenges that require fluency in ideas and flexibility in confrontation and originality in solutions, because ready or traditional solutions may fail in facing the developments of the



era of change and speed (Seif, 2006: 2). Therefore, the best possible public performance must be provided to meet these challenges, so creative performance becomes necessary (Al-Bahri and Janabi, 2007, p. 145).

Creative performance requires a real inclination to work, which contributes to investing energy to achieve creativity. Individuals need to work according to their professional tendencies. A sense of job satisfaction leads to the individual being creative, and working in the opposite direction to the inclination of individuals leads to dire consequences, the least of which is work. Unproductive routine (Khalifa, 2009: 123) and creative performance require determining the level of creativity, in order to work to support what can be determined by identifying creativity and the researcher has prepared a tool to discover the level of creativity in professional work, and another is to find the level of commitment towards the profession, thus increasing the importance of the research regarding their important role in achieving University goals concerning teaching, scientific research and community service.

Research Aims

- Measuring the level of creativity in scientific performance.
- The significance of the difference is defined by the measure of creativity according to the variables of specialisation and gender.
- Measuring the level of professional inclinations.
- The significance of the difference for the scale of occupational inclinations is defined according to the variables of specialisation and gender.
- Knowing the relationship between creativity in scientific performance and tendencies towards the profession.

Research Limits: spatial boundaries (University of Kufa), time (2019-2020) and society (university professors).

Defining Terms

Creativity: Woolfolk: The individual's ability to produce products characterised by originality, ingenuity, and the development of unconventional solutions to problems (marine and offshore, 2007: 56). **Creative performance** is a set of measures taken by an individual to produce something (Spence, 1994: 50).

The researcher defines it procedurally: the ability to perform productively to solve problems, related to responses of the elements of the research sample to the creativity scale in the scientific performance of University professors by calculating the total score for each respondent.



A tendency: a tendency that leads an individual to perform preferred behaviours rather than others (Reaper, 2008: 670). Professional tendencies are individual responses to acceptance or rejection that relate to a specific profession (Al-Qasim, 2001: 60).

Procedurally defined by the researcher: positive or negative activities of the individual that relate to a specific profession, concerning responses of the elements of research sample on the scale of professional inclinations of University professors by calculating the total score for each respondent.

Theoretical Aspects

The concept of creativity: Creativity is a group of mental abilities and psychological preparations that emerge in the event that a suitable environment is available for them for original or new work (Saada, 2006: 244). It is one of the secrets of excellence in life, and the essential tool in changing and developing. In order for a work to be creative, we must think in a way that differs from traditional methods, and accordingly creativity is a distinct mental effort that passes through successive phases, which results in practical performance that differs from the performance of others. Creativity appears amongst all normal individuals in varying proportions, not only related to excelling, where the creator is characterised by meditation and the search for real, adventure, ability to express and good behaviour in various situations. Taylor determined levels of creativity: (expressive-product-innovative-innovative-innovative-emergence) (Marine and Janabi, 2007: 58); creative performance is a process of producing performance that is continuously characterised by an idea or something new at all times (Issa, 16: 2009). The creative process goes through several stages: (Preparation: in which experiences are gathered and awareness of the dimensions of the situation-organisation: and as much information and thinking in solution-brightness is used: it is a flash of creativity in generating a new idea to solve the problem-experimentation: examining the idea of the creator (Al-Huwaidi, 2004, 33).

Components of Creative Performance

1- Fluency: producing the largest number of ideas or alternatives and speed in generating them while responding to a specific stimulus, and the most prominent patterns of fluency: (verbal fluency - association fluency - fluency of ideas - fluency of expression - fluency of forms) (Suwaidan and Adlouni, 2002: 58).

2- Flexibility: Thinking differently from normal methods, and looking at the situation with different dimensions contributes to facilitating an understanding of the situation or expressing the view away from intolerance, which consists of two types: (automatic-adaptive) (Al-Bahri and Janabi, 2007: 63).

3- Originality: uniqueness in behaviour and the generation of new, distinct, rare, useful, and unfamiliar ideas, by avoiding repetition in a manner unprecedented by one of the others, and

it having three aspects: (uncommon response (rare ideas) - distant (indirect) response - skilful response) Al-Surur, 2002: 118).

4- Sensitivity to problems: the individual's ability to awareness of the problems and sensing them in a way that others do not pay attention to, in order to have more speed than others to solve the problem or understand the situation, as a creative person can see the problems in different situations with experience and recognise errors and deficiencies in a way that differs from traditional (Marine) understanding Al-Janabi, 2007: 64).

5- Expansion: The ability to add various new things to a specific situation for development, leading to the completion of the situation, or a final solution to a specific problem, which complements previous steps (Al-Surur, 2002: 118).

Creativity in the scientific performance of the University Professor: The scientific performance of the University Professor can be determined by teaching, scientific research and community service. Creativity in performance is achieved through carrying out creative behaviours, i.e. the ability to generate unfamiliar ideas and their application in professional work, whether in providing information, solving problems or working with competencies (Fadlallah, 2012: 2).

The concept of occupational inclinations: the tendency is a feeling of relief related to the individual's continuous interest in something (Abdel-Hadi and Al-Azza, 1999: 110) which is a selective response in a way that reflects the force that determines the individual's activity towards a specific subject, and professional inclinations stimulate the individual to undertake professional work. Positivity and success in the educational process depends on the degree of inclination felt by the teacher towards work, and the most accomplished teachers are the most inclined to teach. Accordingly, employing inclinations can achieve the desired goals of professional work (Melhem, 2001: 165).

Classification of occupational inclinations and their characteristics: The (Super and Cranza) class referred to in (Zubaidi and Quraid, 2014) tendencies are classified into four classes: (Tendencies expressed by the individual - tendencies that multiply into patterns with differential preferences - tendencies that appear in behaviour as a result of the desire to act. Tendencies in which the individual shows that he or has sufficient information about something (Zubaidi and Qurayid, 2014: 29). These tendencies are characterised by a set of characteristics: (their measurability and evaluation - representing personal and sentimental tendency - the individual's realisation - shows a preference for continuing behaviour) (Khalifa, 2009: 186).

Occupational inclinations and their components: Occupational inclinations can be measured by non-codified methods such as (observation-interview) while codified means (standards-tests). Occupational inclinations include three basic components (mental-emotional-skills)

which are: (Attention and focus on something - the tendency towards something - preferring or not favouring things) (Michael, 2006: 533).

Previous Studies: A study by Shaker and Abdel Rahim, (2008) aimed to measure the level of professional creativity amongst teachers of the College of Physical Education, and the researcher used a ready tool to obtain the research results that showed that the level of professional creativity is average, while a study by Omar, (2012) aimed to discover the level of professional creativity amongst secondary school teachers, and the researcher used the Bernstein scale. A set of results was reached, the most important of which is that professional creativity is low for the research sample, while a study by Matar and Barbakh, (2013) aimed to discover the relationship between teaching tendencies and performance. By developing a measure of teaching tendencies, they discovered that the lack of a statistically significant relationship between teaching tendencies and teaching performance, as well as teaching tendencies and the cumulative average. Zubaidi and Quraid, (2014) conducted a study aimed at identifying the relationship between occupational inclinations and anxiety amongst Valley students, and a measure of occupational inclinations and future anxiety was used. The study found that there is a low level of professional tendency and anxiety regarding future career, and there is no relationship between the two variables. A study by Askar and Rajab (2016) examined the level of creative performance of University nurses, and through the research tool prepared by the researcher the study reached a sound level of availability. Creative skills of the research sample.

Procedures

Society and Sample: The research community consists of professors of the University of Kufa, and a random sample of professors was chosen according to the specialty (according to UNESCO classification) and Table (1):

Table 1: Research and sample community

Society			Sample			
No.	Faculties and Departments by major	No	Number			Percentage
			Male	female	total	
1	Medical Sciences	346	40	40	80	%23
2	Engineering Sciences	192	25	25	50	%25
3	Agricultural Sciences	138	20	20	40	%26
4	Pure science	529	65	65	130	%24
5	Social Science	432	50	50	100	%23
6	Humanities	431	50	50	100	%23
Total		2086	250	250	500	%24



Research Tools: The two measures were built according to the characteristics of the research sample as follows:

Objective: To discover the level of creativity in the scientific performance of University professors and its relationship with professional tendencies according to the procedural definition reached by the researcher for the research variables.

Theoretical Foundations

- A. Measurement methodology: The researcher used the method of expertise, and the mental method based on theoretical concepts and the opinions of arbitrators.
- B. Type of measurement: Psychometric measurement was relied on by comparing the score of the respondent with the degrees of the general average.
- C. Method of Measurement: The method used for declarative expressions.
- D. Method of Measurement: The researcher relied on a similar method for both scales, by presenting a set of paragraphs that include verbal positions and has five alternatives (applies completely - applies a lot - applies sometimes - applies a little - does not apply) and its weights are estimated in degrees (5-4-3-2-1). After the respondent selects the appropriate alternative, the researcher calculates the total score by adding together the degrees of the alternatives that were chosen.

Defining the Domains: Arbitrators, previous studies and the literature were consulted, and the areas of the scale of creativity in scientific performance (teaching - scientific research - community service) were determined according to the components of creativity (fluency - flexibility - originality - expansion - sensitivity to problems) and identifying areas of scale, professional inclinations (teaching - scientific research - community service). See table (2) below.

Building Paragraphs: The researcher conducted a survey study (open questionnaire) that included (100) professors, and after collecting and filtering responses, the researcher incorporated them to construct paragraphs, and new paragraphs were added by looking at the relevant literature and studies and constructing other paragraphs from the opinions of arbitrators.

Number of Paragraphs: The number of paragraphs of the measure of creativity in scientific performance reached (48) items, and the scale of professional inclinations consisted of (34) items with the preliminary formula.

Honesty

A- Apparent honesty: The researcher adopted a percentage of agreement with more than (80%) of the arbitrators' opinions after presenting the two measures, and accordingly two measures were modified (deleted - modified - added), so the paragraphs of the creativity scale reached (40) paragraphs, and the paragraphs of the professional inclinations scale reached (28) a paragraph.

B- Validity of the construction: On a survey sample of (200) professors, two measures were applied (as the ratio of the members of the statistical analysis sample to the number of paragraphs of the scale is not less than (5-1) (Nunnally, 1978, P263). Clarity of the two scales and determining the response time that ranged between (10) to (20) minutes with an average of (15) minutes. After correcting and tabulating the responses, the researcher calculated the correlation coefficients using the SPSS program between the paragraphs of the vertebrae and the total score for each scale using the Pearson correlation co-efficient, then ranged Correlation co-efficients between (0.20-0.59) for measuring creativity, and (0.28-0.63) for the scale of occupational inclination. In comparison with the tabular value of To reach (0.138) at the level of significance (0.05) and the degree of freedom (198), all paragraphs are acceptable, and also the correlation co-efficients were calculated between the degrees of paragraphs and the degree of the field to which they belong. Subsequently it was found that all are a function of both scales, as well as correlation co-efficients between the degree of field and the overall scale, as well as the combined degree of fields, and were found to be a function of both scales.

Discriminatory Strength: the scores are arranged in descending order for each scale after correcting and classifying them, and statistical analysis was conducted on the same exploratory sample of two extremist groups amounting to (108) responses representing higher (27%) and lower (27%) scores, using the T-Test For two independent samples and by means of a program (SPSS), the grades of upper and lower groups ranged from (2.19) to (8.59) for the creativity scale, and the grades of the upper and lower groups ranged from (2.19) to (9.14) for the scale of occupational inclinations, so the paragraphs of both scales have a distinctive ability, as it is greater than the tabular value of (1.97) at the degree of freedom (106) and the significance level (0.01).

Stability

A- Repeat method: the two measures were re-applied to a random sample of (60) Professors from the exploratory sample two weeks after the first application, and using the Pearson correlation co-efficient by the SPSS program, the stability of the creativity scale reached (0.77) while the stability of the professional inclinometer was (0.83).

B- Alpha-Cronbach method: On the same exploratory sample and through the SPSS program, the stability of the creativity scale was (0.79) and the stability of the occupational inclinations scale was (0.84).

9- The two scales in the final formula: In light of previous procedures, the scale of creativity in scientific performance and the scale of professional inclinations are shown in Table (2).

Table 2: The measure of creativity in scientific performance and a measure of professional inclinations

Domains	The measure of creativity in scientific performance					No.
	(Creativity components)					
	Flexibility	Fluency	Originality	Expansion	Sensitivity to Problems	
Teaching	(I find quick solutions to classroom problems - I use a great deal of accurate pronunciation in presenting information - I can generate multiple ideas during the lesson)	(Unconventional in lesson planning - I don't get upset quickly when a student rebels - I can convince students of ideas and information - I can express my frustration with non-good students in a non-fanatic manner)	(I look for new things in providing information to students - I have unfamiliar teaching methods - I have the ability to guide students in an unrepeated manner)	(I have methods of changing unacceptable student behaviour - I can assess the level of students in an integrated manner - able to develop student teaching methods)	(I bear the results of choosing the appropriate teaching strategies - I can stimulate student motivation - I expect different circumstances during teaching)	16
Scientific Research	(I have the ability to produce a large number of research ideas in a short time - I have the ability to conduct research more than one scientific problem - I can diversify my research ideas easily)	(Look at the problem of scientific research in different dimensions - adapt to different circumstances during scientific research - accept dissenting scientific opinions from co-workers - stay away from routine in the steps of scientific research)	(I always strive to be different from others in my scientific research - search unusual topics)	(See scientific research proposals and complete the researchers' march? - I don't need much time to complete research)	(I am aware of the problems that are going on in society in need of scientific research)	12
Communit	(I present several	(I express my	(Move away	(I plan to work to	(I expect appropriate	12



y Service	ideas produced in institutions that serve society - continuing to provide multiple scientific ideas that alleviate the problems of society)	scientific ideas that serve society easily - I present scientific ideas in a different way in scientific gatherings - unconventional in presenting scientific ideas to the media)	from the tradition of others in providing scientific services to society - I contribute new ideas to solve scientific problems - uniquely in my scientific achievements)	serve the community and accomplish it in integrated stages - the audience interacts with the scientific ideas I present)	solutions to community problems - solving community problems is not difficult)	
Total						40
Domains	Occupational Inclinometer					No
Teaching	(Teaching creates a beautiful impact on the hearts of students - the teaching profession is my heart's desire and has been fulfilled - despite students' problems I am not bothered by teaching - I make great efforts in teaching and I feel comfortable - the most important professions is the teaching profession - the teaching profession is creates an abundance life learning - satisfied with my profession despite its difficulty - I prefer the teaching profession over another profession - I feel that teaching has made me self-aware. I think that the teaching profession is great).					10
Scientific Research	(Continuing with scientific research despite weak financial support - I feel proud of what I offer in the field of scientific research - scientific research is an important part of my professional work - my scientific research is not an additional burden - a promising future is related to the value of scientific research - imitate scientists because they are researchers - I think society will be more advanced with scientific research - I feel that my scientific opinions have a higher value - scientific research achieves self-assurance).					9
Community Service	(I feel happy when I am in the middle of a project which needs my scientific experience - I enjoy patience in the field work that benefits people - I feel that providing my scientific experience to people is not an additional work - the community respects my scientific efforts - I feel happy to serve the community with my specialist - optimistic about the solutions I offer to the community - what I offer of scientific ideas that benefit people - there are social problems that need my expertise - I trust myself to provide what serves society)					9
Total						28

Presentation, Interpretation and Discussion of Results

The first goal: Measuring the level of creativity in scientific performance: The arithmetic mean and the hypothetical mean of the scale were extracted and compared by the T-test for one sample, illustrated by table (3).

Table 3: T value of the difference between the hypothesis and the mean for the measure of creativity

One-Sample Statistics				
Creativity	N	Mean	Std. Deviation	Std. Error Mean
	500	132.97	28.776	1.287
One-Sample Test				
Test Value = 120				
Creativity	t	df	Tabular t	Sig. (2-tailed)
	10.082	499	1.96	0.05

University professors possess a sound level of creativity in scientific performance, and this result corresponds to a study by Askar and Rajab, (2016) and Shaker and Abdul Rahim, (2008). The researcher believes that a University Professor is qualified for creative work, but sometimes the material and moral conditions and the lack of support restrict these capabilities. Accordingly, investing in creativity will have a positive impact for society (Bahri and Janabi, 2007, 6).

The second objective: the significance of the difference is defined by the measure of creativity according to the variables of type and specialisation. To confirm this, binary variance analysis was used, as shown by Table (4):

Table 4: Binary variance analysis of the difference in the scale of creativity according to the type and specialization variables

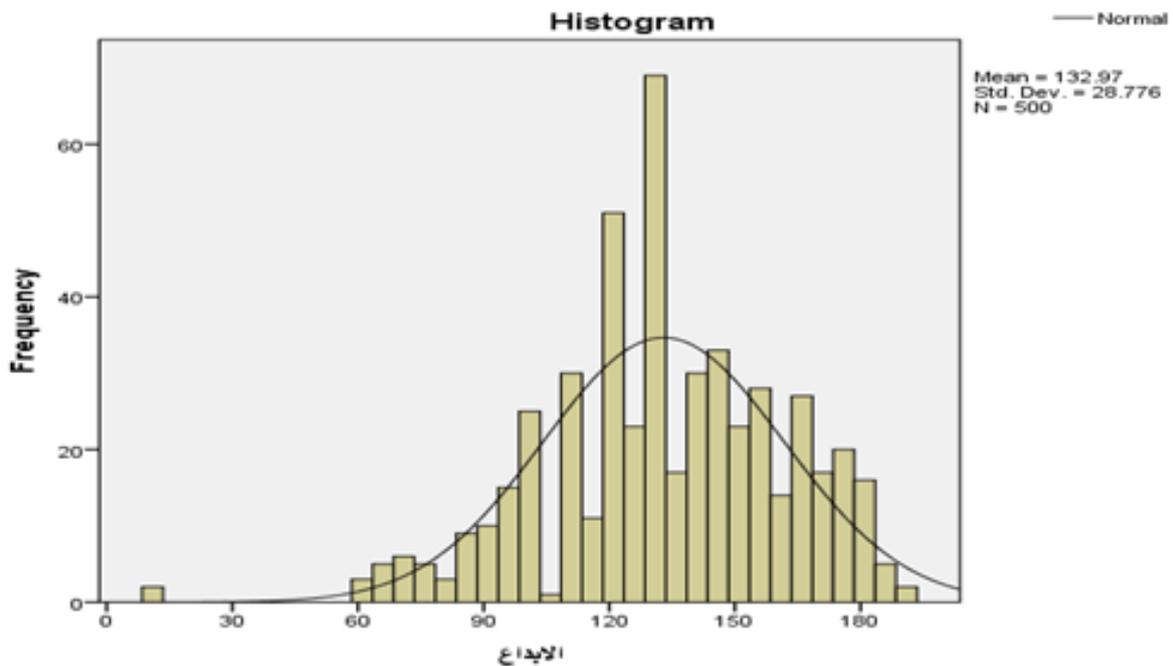
Tests Between-Subjects Effects						
Source	Type III Sum of Squares	df	Mean Square	F	Sig.	
Type	119.794	1	119.794	0.146	0.05	Not significant
Specialisation	12101.815	5	2420.363	2.954	0.05	Not significant
Type * specialisation	1216.868	5	243.374	0.297	0.05	Not significant
Error	399860.762	488	819.387			
Total	9254243.000	500				
Corrected Total	413200.662	499				

- 1- Gender difference: there is no statistically significant difference between males and females, because the calculated value of F is less than the tabular of (3.86) and two degrees of freedom (1-488) as in Figure No. (1).
- 2- Difference in specialisation: There is no statistically significant difference between the majors, because the calculated value is less than the tabular value, as in Figure No. (1).

- 3- The interaction between type and specialisation: The difference between the two variables (type of study and specialisation) according to bilateral interactions does not rise to the level of statistical significance, as the calculated value is less than the tabular value.

Extracting statistical indicators of the creativity scale and showing that the distribution is moderate, as shown in Figure (1):

Figure 1. Statistical indicators for creativity scale



The third objective: measuring the level of occupational inclinations: the arithmetic and hypothetical mean of scale were extracted and compared by a T-test for one sample, illustrated by table (5).

Table 5. T value of the difference between the hypothetical mean and the mean of the slope scale

One-Sample Statistics				
Tendencies	N	Mean	Std. Deviation	Std. Error Mean
	500	93.51	16.518	.739
One-Sample Test				
Test Value = 84				
Tendencies	t	df	Tabular t	Sig. (2-tailed)
	12.869	499	1.96	0.05

It is clear that University professors feel positive inclinations towards their professions, and this result does not coincide with a study by Zubaidi and Quraid), 2014). Inclinations coincided with creativity, where creativity requires a real inclination to work, as the tendency towards work contributes to investing energy to achieve creativity and work in the opposite direction. Individual tendencies lead to routine and unproductive outcomes (Khalifa, 2009: 123)

Fourth Objective: The significance of the difference is defined for the scale of occupational inclinations according to the variables of type and specialisation.

Table 6: Binary variance analysis of the difference in the tendency scale according to the type and specialty variables

Tests of Between-Subjects Effects						
Source	Type III Sum of Squares	df	Mean Square	F	Sig.	
Type	13.735	1	13.735	0.051	0.05	Not significant
Specialisation	5646.962	5	1129.392	4.232	0.05	Not significant
Type * specialisation	219.838	5	43.968	0.165	0.05	Not significant
Error	130217.524	488	266.839			
Total	4507833.000	500				
Corrected Total	136146.982	499				

1- Difference according to gender variable: The difference between males and females on the scale of occupational inclinations is statistically significant, as the calculated value is less than the tabular value of (3.86) and two degrees of freedom (1-488) as shown in Figure (2).

2- Difference according to the variable of specialisation: There are statistically significant differences between majors, because the calculated value is greater than the tabular, and in favour of the specialty (engineering) as the arithmetic mean (100.08) and a standard deviation (18.482) as indicated in table (7) and Figure (2).

3- Interaction between type and specialisation: The difference between (type and specialisation) according to bilateral interactions does not rise to the level of statistical significance, as the calculated value of F is smaller than the tabular, as shown in Figure (2).

Table 7: Univariate Analysis of Variance

Male				Female				Total			
Specialisation	Mean	Std. Deviation	N	Specialisation	Mean	Std. Deviation	N	Specialisation	Mean	Std. Deviation	N
medical	97.55	19.860	40	medical	98.18	24.238	40	Medical	97.86	80	80
Engineering	100.64	19.059	25	Engineering	99.52	18.262	25	Engineering	100.08	50	50
Agricultural	95.80	17.304	20	Agricultural	94.20	17.719	20	Agricultural	95.00	40	40
Pure	90.94	12.771	65	Pure	90.88	12.751	65	Pure	90.91	130	130
Social	91.44	15.635	50	Social	93.60	14.482	50	Social	92.52	100	100
Humanity	89.42	16.268	50	Humanity	91.58	12.357	50	Humanity	90.50	100	100
Total	93.15	16.604	250	Total	93.86	16.457	250	Total	93.51	500	500

Fifth Objective: Find the relationship between creativity and inclination: The Pearson correlation co-efficient was used by (Spss), as illustrated in Table (8):

Table 8: The relationship between creativity and inclinations

Correlations			
		Creative	Tendencies
Creative	Pearson Correlation	1	0.213**
	Sig. (2-tailed)		.000
	N	500	500
Tendencies	Pearson Correlation	0.213**	1
	Sig. (2-tailed)	.000	
	N	500	500

** . Correlation is significant at the 0.01 level (2-tailed).

This result shows that there is a positive correlation with statistical significance between creativity and inclination, as the tabular value of correlation co-efficient equals (0.115) the level of significance (0.01) and increase in the level of professional creativity amongst



members of the research sample is offset by an increase in positive tendencies towards the profession, so creativity in performance increases as the individual adapts to his or her work, as tendencies lead to the emergence of creativity (Al-Huwaidi, 2004: 35).

Recommendations

- Organise scientific workshops, seminars and conferences related to the subject of creativity and professional tendencies.
- Create scientific centres that sponsor creators and creative work.
- Provide the requirements of creative work by organising a flexible creative work environment that provides a wide scope for creative ideas that are far from routine.
- Focus on teachers and creating a work environment that concentrates on supporting teachers to increase professional inclinations.
- Focus on programs that support the positive roles of teachers to increase their tendency towards the profession.

Provide training opportunities that help foster self-confidence and self-development.

Suggestions

- Conduct a research study focusing on professional creativity or inclinations and its relationship to other variables (the trend towards the profession - professional motivation - creative thinking).
- Conduct a similar study in other scientific institutions.



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