

(لاستعمال هيئة التحرير) تاريخ الإرسال (2025-01-22)، تاريخ قبول النشر (2025-03-18)

كفاية هاشم عرباس Kifaya Hashem Arabas	اسم الباحث الأول باللغتين العربية والإنجليزية	"القيادة الإبداعية كمدخل استراتيجي لتعزيز التطوير التنظيمي في المؤسسات التعليمية: دراسة تحليلية للأبعاد النظرية والمعوقات"
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وزارة التربية والتعليم العالي	1 اسم الجامعة والدولة (الأول) باللغتين العربية والإنجليزية	"Creative Leadership as a Strategic Approach to Enhancing Organizational Development in Educational Institutions: An Analytical Study of Theoretical Dimensions and Challenges"
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الملخص:

هدفت هذه الدراسة إلى معرفة واقع القيادة الإبداعية، ودورها في تحقيق التطوير التنظيمي في المدارس الفلسطينية، وأبعاد القيادة الإبداعية، والمعوقات التي تحد منها، وطرق تطبيق التطوير التنظيمي بالقيادة الإبداعية، واستراتيجياته، وبعض الاقتراحات والحلول لتطبيق القيادة الإبداعية؛ لتحقيق التطوير التنظيمي في المدارس الحكومية، واعتمدت على المنهج الكيفي "النوعي"، بتحليل الأدبيات، والدراسات السابقة المتخصصة في موضوع الدراسة، وعلى المقابلة، للإجابة عن أسئلة الدراسة، وتقديم التوصيات والمقترحات. وأظهرت نتائج الدراسة أن تطبيق القيادة الإبداعية في المدارس يحتاج إلى قائد تربوي يمتلك المهارات، والكفايات اللازمة لتطبيقها، وتفعلها، فيحقق الإبداع في العمليات الإدارية كافة، بما يتناسب مع التغيرات، والتطورات الحديثة، وينمي مهارات الإبداع عند المعلمين والطلبة، وأظهرت وجود معوقات متعددة تحد من تحقيق القيادة الإبداعية في المدارس، كالمعوقات الإدارية، والتنظيمية، والمالية، وأظهرت أن تحقيق التطوير التنظيمي يعتمد على تحقيق الإبداع، والخروج عن المألوف، وعلى توفير المهارات اللازمة لتحقيقه؛ للتغلب مما يعرقل عملية التطوير التنظيمي، وهذا يتطلب بناء رؤية استراتيجية فعالة، وتوفير بنية تحتية سليمة، ومناخ مدرسي صحي، وموارد مالية، ومادية، وبشرية، وتحقيق مهارات الاتصال والتواصل والتدريب؛ لتحفيز المنافسة بين المدارس الفلسطينية، ومنحها التميز.

كلمات مفتاحية: (القيادة الإبداعية - التطوير التنظيمي - المؤسسات التعليمية)

Abstract:

This study aimed to know the reality of creative leadership, its role in achieving organizational development in Palestinian schools, the dimensions of creative leadership, the obstacles that limit it, and the ways to implement organizational development in creative leadership, its strategies, and some suggestions and solutions to apply creative leadership; To achieve organizational development in public schools, it relied on the "qualitative" qualitative approach, by analyzing literature and previous studies specialized in the subject of the study, and on the interview; To answer the study questions, and make recommendations and proposals. The results of the study showed that the application of creative leadership in schools needs an educational leader who possesses the skills, and the competencies necessary to implement and activate them, so that creativity in all administrative processes is achieved, in proportion to changes and modern developments, and develops creativity skills for teachers and students, and showed the existence of multiple obstacles that limit Achieving creative leadership in schools, such as administrative, organizational, and financial obstacles, and showed that achieving organizational development depends on achieving creativity and deviation from the ordinary, and to provide the necessary skills to achieve it; To reduce what hinders the process of organizational development, this requires building an effective strategic vision, providing sound infrastructure, a healthy school climate, financial, material, and human resources, and achieving communication, communication and training skills; To stimulate competition between Palestinian schools, and give them excellence

Keywords: (Creative Leadership - Organizational Development - Educational Institutions)

Introduction

Leadership is considered one of the most influential processes in the educational field; it is the active and effective force impacting all elements of the educational system. Through leadership, quality in work is achieved, and goals are realized with ease and efficiency. Educational institutions stand out due to the presence of educational leaders capable of influencing, guiding, unleashing potential, and inspiring motivation. Successful creative leadership is the primary driving force that achieves objectives in a way that leads to creativity, paving the path to success, excellence, competition, progress, and prosperity. This is achieved through change within institutions—where no value exists without positive change implemented in creative ways (Al-Shahwan, 2019).

Al-Nashmi and Al-Da'is (2017) view creative leadership as one of the most important modern administrative approaches, aligning with development and renewal in administrative systems, and achieving educational goals with optimal quality, performance, and productivity. Nassar and Al-Mosafer (2021) pointed out that the most critical skills of a creative leader include the ability to think creatively and innovatively, producing new ideas far from monotony, encouraging their team to innovate and create, developing new ideas, excelling in decision-making and taking action, and keeping up with everything modern within contemporary and ongoing developments and changes.

The creative leader-manager is distinguished by the ability to renew educationally and interact with elements of the educational system in a manner consistent with achieving the vision and aligning with the mission of the Ministry of Education, which strives to achieve a set of objectives in line with the broader vision for education. They exert their utmost effort to engage in administrative and educational work (Abu Hamid, 2013).

Organizational development is one of the key fundamentals for all types of institutions, whether educational or non-educational. Development plays a central role in increasing an institution's ability to keep pace with advancements, reach excellence and innovation, achieve objectives effortlessly, address administrative and organizational challenges, adapt to them, and find appropriate solutions. It transforms the institution qualitatively, making it a modern entity that keeps up with what is new both quantitatively and qualitatively (Al-Zaydi, 2020).

Organizational development is a systematic, long-term activity aimed at achieving objectives to improve, modify, and renew, and to build a future vision at the institutional level, enhance employee performance, and stimulate their capabilities. It is a necessary and continuous process aimed at constant and rapid change—it is the key to renewal in institutions to achieve effective and realistic outcomes and foster creativity and innovation (Droom, 2016).

The process of organizational development is essential to keep pace with the era of progress and development in all aspects of life. Models of organizational development have revealed multiple dimensions and indicators that can be used to initiate improvement and development in educational institutions, such as the organizational structure, financial, material, and technological resources. Renewal is considered one of the main entry points for organizational development, examining the reality of the educational institution from various aspects: leadership, exploitation, exploration, and other areas of renewal (Hussein, 2022).

Organizational development requires a comprehensive, integrated vision for the educational institution. The components of the educational process are interconnected and intertwined, and there must be full conviction about the nature of organizational development and its positive impacts on the school. Necessary financial and material support must be provided, plans, programs, and activities must be defined, and direct participation of the leader in this process is crucial. Trust between the principal and teachers must be established, human needs and desires must be considered, and opportunities for active participation and exchange of experiences with other educational institutions must be granted (Yasin, 2016).

Thus arises the need to study the reality of creative leadership and its role in achieving organizational development in schools, given its significant role in keeping pace with contemporary educational changes and innovations that enable competition and lead toward excellence and creativity.

The Study's Problem and Questions

Today, the world is living in an era of rapid technological changes and developments across all aspects of life, including those related to development, improvement, and renewal, especially in the educational and pedagogical fields and everything related to the elements of the educational system. We must keep pace with these changes and developments in a way that serves the educational process, achieving goals with flexibility, ease, and minimal effort and cost. School environments must have leaders with sufficient skills to implement what is new in a way that aligns with available school resources to achieve quality, excellence, and competition in the educational field and foster creativity and move beyond the ordinary.

The success of educational institutions depends on providing conscious leadership to manage them, capable of proper planning and precise execution of educational plans. Choosing the right leadership is the key to educational reform, a crucial condition for the success of any reform and development effort (Issa, 2008).

The researcher observed during her work in various public schools a noticeable disparity in the application of creative leadership in schools and the extent to which development, renewal, and improvement were achieved. To the best of the researcher's knowledge, this is the first study addressing the reality of creative leadership and its role in achieving organizational development in Palestine.

The study's problem is defined by the following main question: What is the role of creative leadership in achieving organizational development? The following sub-questions arise from it:

1. What are the indicators (dimensions) of creative leadership among public school principals?
2. What are the most important skills that should be present in an educational leader (school principal) to apply creative leadership?
3. How can creativity be achieved in schools among teachers and students?
4. What are the main obstacles to applying creative leadership in schools?
5. What are the most important methods, techniques, and modern strategies that can be employed to achieve organizational development in schools?
6. What are the main obstacles that hinder the achievement of organizational development in schools?

Importance of the Study

The importance of this study lies in its topic and content; its relevance is proportional to its significance and its positive impact in serving its objectives within society. The importance of this research is reflected in the following:

Theoretical Importance

The importance of the study lies in exploring the role of creative leadership in achieving organizational development, leading to conclusions and proposals that enable us to identify the most critical skills of a creative leader and how to foster creativity in schools. This topic is highly relevant to the educational process and relies on analyzing literature, general experiences related to the subject, personal interviews, and defining concepts associated with creative leadership and organizational development in Palestinian schools. It aims to reach recommendations and proposals that contribute to identifying mechanisms, methods, and approaches to achieving organizational development in schools through creative leadership.

Practical Importance

Many parties can benefit from this study, such as decision-makers and educational officials in

the Ministry of Education and Higher Education, to reevaluate its philosophy, programs, and plans related to the role of creative leadership in achieving organizational development. Graduate students and researchers can also benefit by opening new horizons for them through the conclusions of this study for future research.

Objectives of the Study:

This study aimed to achieve the following objectives:

1. To understand the reality of applying creative leadership among public school principals.
2. To understand the reality of organizational development in public schools.
3. To identify some skills that a school principal, as an educational leader, should possess to apply creative leadership.
4. To uncover obstacles to applying creative leadership as perceived by teachers and educational supervisors.
5. To determine the most important strategies for achieving organizational development in public schools.
6. To uncover obstacles to achieving organizational development in public schools.

Scope of the Study

This study was limited to public schools in Palestine and focused on the topic of creative leadership in these schools, including the reality of creative leadership, the extent to which school principals apply it, and its role in achieving organizational development. The study is defined by its concepts, specific domains, questions, and results.

Terminological Definitions:

Below are explanations of the key concepts and terms used in the study:

- **Leadership (leadership):** The ability to influence individuals by guiding them toward achieving specific goals to bring about change (Mahmoud et al., 2013).
- **Creative Leadership (Creative leadership):** "The leader's ability to effect change and development to achieve goals in innovative ways, discover and solve problems by leveraging available resources and influence" (Al-Rifai, 2014: 10).
- **Organizational Development (Organizational development):** Defined as "a knowledge-based approach to increasing organizational effectiveness by making planned changes in practices, processes, behaviors of employees, technological tools used, and developing internal capacities of organizations" (Abdul-Aal, 2017: 8).

Previous Studies

First: Previous Studies Related to Creative Leadership

After reviewing previous studies, a selection was made of those relevant to the current study's conditions, elements, and variables.

1. **Al-Dosari's Study (2023):** Aimed to identify the extent to which dimensions of creative leadership are present among secondary school principals in Wadi Al-Dawasir and their relationship with institutional excellence from teachers' perspectives. It used a descriptive correlational approach, with a population of teachers totaling 646, and a sample of 195 selected using simple random sampling. The study tool was a questionnaire. Results showed that the level of practicing creative leadership among these principals was high, with problem sensitivity scoring the highest average, followed by flexibility, perseverance, originality, and initiative. No statistically significant differences were found based on academic qualifications or specialization, but differences were found based on years of service, favoring those with 10 or more years of experience. The study recommended improving the work environment to support creative leadership.
2. **Asafra's Study (2023):** Investigated the degree of practicing creative leadership among government school principals in Hebron from teachers' perspectives. It used a descriptive

analytical approach, with a population of 1,570 teachers and a sample of 53 randomly selected teachers. The questionnaire was the study tool. Results showed a moderate overall degree of practicing creative leadership, with sensitivity scoring the highest average, followed by flexibility, fluency, and originality. No statistically significant differences were found based on gender, academic qualification, or years of experience. The study recommended encouraging principals to develop creative leadership skills.

3. Al-Maliki's Study (2022): Examined leadership styles and their relationship with creative leadership among secondary school leaders from teachers' perspectives in Bisha Province. It used a descriptive approach, with a population of 252 teachers and a sample of 161. The questionnaire was the study tool. Results showed a relationship between leadership styles and practicing creative leadership, with statistically significant differences favoring those with academic qualifications and training courses (10 or more years of experience), but no differences based on years of experience. The study recommended focusing on achieving dimensions of creative leadership among government school principals.
4. Zhang et al.'s Study (2020): Analyzed strengths, weaknesses, opportunities, and threats facing creative leadership among primary school principals to enhance teacher performance and creativity in Guangxi. It used a mixed-methods approach, with a sample of 106 schools and 636 principals and teachers. Tools included a questionnaire and a strategic assessment model. Results highlighted the development of creative leadership to promote a culture of innovation that encourages individual and collective creativity among teachers and enhances student creativity.
5. Al-Mutairi's Study (2020): Explored the degree of practicing creative leadership skills among female educational supervisors from the perspective of secondary school principals in Riyadh. It used a descriptive survey approach, with a sample of 142 principals. Results showed a moderate degree of practicing creative leadership, along with high levels of difficulties faced by the supervisors.
6. Harir's Study (2020): Identified obstacles to administrative creativity among secondary school principals (curriculum system) in the Northern Borders region. It used a descriptive analytical approach, with a population of 48 principals and a sample of 38. The questionnaire was the study tool. Results showed high levels of obstacles to administrative creativity.
7. Phimkoh and Tesaputa's Study (2017): Focused on identifying elements and criteria for creating creative leadership among school administrators in Thailand, analyzing the current situation, needs, and strategies for creative leadership. It used a survey approach, with a sample of 375 schools. Results indicated low levels in the three dimensions of creative leadership (vision, flexibility, imagination). Key strategies for creative leadership included training, self-study, and field visits. The study recommended raising awareness among administrators about the importance of creative leadership.
8. Phimkoh et al.'s Study (2016): Explored programs to enhance creative leadership among school principals in local government institutions in Thailand, identifying conditions that foster creative leadership and proposing a program to enhance leadership and creativity. It used a questionnaire as the study tool, with a sample of principals, vice-principals, and regional education directors. Results showed high levels of creative leadership, and the study recommended creating programs to enhance creative leadership based on needs.

Second: Previous Studies Related to Organizational Development

1. Abdul-Aalim's Study (2023): Examined administrative performance in secondary schools in Egypt in light of organizational development. It used a descriptive approach, with a population of 12,543 individuals (principals, teachers, assistants, and technology specialists) and a sample of 407. The questionnaire was the study tool. Results showed high requirements for administrative performance in light of organizational development. The study recommended

implementing material, human, and organizational requirements on the ground to achieve organizational development practices in these schools.

2. Abu Arish's Study (2023): Investigated the extent to which school principals in Hebron Governorate practice organizational development from the perspectives of teachers and educational supervisors. It used a descriptive approach, with a population of 9,783 teachers and supervisors and a stratified sample of 423 teachers and 8 supervisors. Tools included a questionnaire and interviews. Results showed high levels of organizational development in the governorate, with statistically significant differences based on directorates (favoring Yatta and North Hebron) and years of experience (favoring less than 5 years). The study recommended holding an educational conference where school principals could share best practices in achieving organizational development.

Ibrahim and Al-Ma'amari's Study (2020): This study aimed to identify the obstacles facing school administration in organizational development in basic education schools in South Ash Sharqiyah Governorate in Oman. It used a descriptive approach, with a population consisting of school principals, their assistants, and teachers, totaling 320 individuals. A random sample of 111 participants was selected. The study tool was a questionnaire. Results showed that the obstacles facing school administration in organizational development in these schools were significant. No statistically significant differences were found attributable to variables such as gender, job position, academic qualification, or years of experience. The study recommended making organizational development a central focus in relevant programs.

Lau, Lee, and Chung's Study (2019): This study analyzed the organizational development model in educational institutions in Hong Kong, relying on specific work objectives to develop employee skills, assist them in skill development, transfer formal and informal knowledge, use new methods and approaches in work, encourage collaboration, foster teamwork, and support positive competition that nurtures creativity and innovation.

Commentary on Previous Studies: A review and analysis of previous studies reveal that they varied in their treatment of the topics of creative leadership and organizational development, each addressing one aspect separately. For instance:

- Al-Dosari's Study (2023) examined the extent to which dimensions of creative leadership are present among secondary school principals in Wadi Al-Dawasir and their relationship with institutional excellence from teachers' perspectives.
- Asafra's Study (2023) focused on the degree of practicing creative leadership among government school principals in Hebron from teachers' perspectives.
- Al-Maliki's Study (2022) explored leadership styles and their relationship with creative leadership among secondary school leaders in Bisha Province from teachers' perspectives.
- Zhang et al.'s Study (2020) analyzed strengths, weaknesses, opportunities, and threats facing creative leadership among primary school principals in Guangxi to enhance teacher performance and creativity.
- Harir's Study (2020) addressed obstacles to creative leadership.

Regarding organizational development:

- Abdul-Aalim's Study (2023) investigated administrative performance in secondary schools in Egypt in light of organizational development.
- Abu Arish's Study (2023) examined the extent to which school principals in Hebron Governorate practice organizational development from the perspectives of teachers and educational supervisors.

- Ibrahim and Al-Ma'amari's Study (2020) identified obstacles facing school administration in organizational development in basic education schools in South Ash Sharqiyah Governorate in Oman.
- Lau, Lee, and Chung's Study (2019) explored the organizational development model in educational institutions in Hong Kong based on specific work objectives.

The methodologies used in these studies varied, including analytical, descriptive, correlational, survey, and mixed methods. There was also diversity in research tools and environments (both Arabic and foreign). Several findings and conclusions emerged, such as the overall degree of creative leadership ranging from high to moderate. Some studies highlighted obstacles to implementing creative leadership and organizational development in schools, while others emphasized the importance of providing a sound educational environment rich in financial and human resources to implement creative leadership that achieves organizational development.

The current study stands out from previous ones by addressing the topic of creative leadership and its role in achieving organizational development—a subject not covered in prior studies. It employed a qualitative methodology, benefiting from previous studies and theoretical frameworks to build the study's methodology, tools, and interpretations of results.

Study Methodology and Procedures:

Methodology: To achieve the study's objectives, the researcher adopted a qualitative approach, analyzing the theoretical framework and previous studies related to the topic. Personal interviews were also conducted to collect data, describe the phenomenon, analyze it, and derive meaningful and relevant conclusions to address the study's questions. Recommendations and necessary proposals were then presented.

Sources of the Study:

Data collection for the study relied on two main sources:
A. Literature: Analysis of documents from previous studies specialized in the current study's topic.

B. Interviews: Personal interviews were conducted with 20 educators from the Ministry of Education, including 10 educational supervisors and 10 teachers (both male and female), with diverse specializations and varying years of service.

Validity and Reliability of the Interview:

A. Validity of the Interview: The study relied on personal interviews to explore the reality of creative leadership and its role in achieving organizational development in public schools in Palestine. The interview was developed based on the researcher's experience while preparing her master's thesis, using both quantitative and qualitative methodologies. References were made to previous literature and relevant field experiences on creative leadership and organizational development. Seven questions were formulated and reviewed by seven experts in management and educational leadership. Based on their feedback, some questions were revised, and the sixth question was removed.

B. Reliability of the Interview: To ensure reliability, interviews were conducted twice with four supervisors and teachers outside the study sample, with a seven-day interval between the first and second interviews. The responses were analyzed, and no differences were found between the two analyses, indicating complete consistency. Agreement percentages were calculated using Holsti's equation, yielding an agreement rate of 87%, demonstrating consistency and good reliability of the tool.

Data Analysis:

Qualitative data collected through interviews were analyzed using grounded theory methodology. Ideas from the interviews were extracted, and sub-themes or detailed characteristics were identified by transcribing the interviews and carefully examining every

sentence and word. Responses were coded, and similar ideas were grouped into subcategories, then organized into broader categories. The reliability of the analysis was verified, and percentage distributions of responses were calculated.

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Results of the Analytical Study and Discussion:

Below is a presentation of the study's results and their discussion, based on the analytical framework of the literature, studies, and experiences related to educational renewal in schools, according to the main research question and its sub-questions:

First: Results of the First Question and Discussion

The first question was: *What are the indicators of creative leadership among public school principals?* To answer it, interviews, literature reviews, and reports related to indicators of creative leadership among public school principals were relied upon.

Among the most important indicators and dimensions of creative leadership outlined by Nawaz et al. (2016) are:

- **Problem Sensitivity** : The ability to notice and identify problems, understand their shortcomings, and find solutions.
- **Initiative** : A form of creative thinking that develops innovative ideas to improve existing systems and achieve goals effectively.
- **Perseverance** : Encouraging teachers to work diligently, actively take responsibility, and find creative solutions with motivation and an open mind.
- **Flexibility** : Achieving smooth problem-solving by examining issues from all angles and finding new, creative solutions ("thinking outside the box").
- **Originality** : Avoiding repetition and generating novel, non-repetitive ideas.

Zayda (2021) emphasized dimensions of creative leadership applicable in educational settings, such as:

- **Problem Sensitivity** : Awareness, perception, attention, and the ability to identify problems, their causes, and solutions.
- **Originality** : Producing as many new, unique ideas as possible, focusing on quality over quantity.
- **Flexibility** : Viewing topics from multiple perspectives and reconstructing ideas creatively based on available resources.

Several criteria can help prepare creative leadership to achieve future visions, reinforce values, reduce rigid regulations, strengthen trust between leaders and subordinates, develop various resources through participatory decision-making, delegate authority, and create a flexible, healthy educational environment (Zayed, 2013).

The presence of certain dimensions during the application of creative leadership in schools is crucial for achieving success and excellence. These include problem-solving, critical thinking, generating a large number of ideas, and effective communication—skills only possessed by competent educational leaders. Communication is particularly vital; leaders who lack this skill cannot influence teachers effectively.

The interviews conducted in this study on indicators of applying creative leadership in public schools yielded the following results:

- **Initiative** : 95%
- **Planning and Organization** : 55%
- **Originality** : 60%
- **Communication** : 35%

- Perseverance : 55%
- Problem Sensitivity : 30%

Based on the above, most researchers agree on dimensions and indicators that reflect the application of creative leadership by school principals, including originality, flexibility, perseverance, initiative, and problem sensitivity. These are essential for the success of creative leadership in schools. However, these findings differ somewhat from Al-Dosari's (2023) study, which ranked problem sensitivity highest, followed by flexibility, perseverance, originality, and initiative. Similarly, Asafra's (2023) study on creative leadership among government school principals in Hebron showed moderate overall scores, with problem sensitivity ranking highest, followed by flexibility, fluency, and originality.

Second: Results of the Second Question and Discussion

The second question was: *What are the most important skills that should be present in an educational leader (school principal) to apply creative leadership?* To answer this, interviews, literature reviews, and reports on the skills required for educational leaders to implement creative leadership were analyzed.

A creative leader must possess diverse skills to address 21st-century changes, such as:

- Critical thinking and problem-solving
- Communication and collaboration
- Information and media literacy , including proficiency with modern technology
- Life and work skills , adaptability, initiative, responsibility, and productivity

Sternberg (2001) highlighted key leadership skills needed for creativity and excellence in schools:

- Social skills for effective communication and influence
- Thinking skills for correct problem-solving
- Self-awareness skills , which are crucial for personal development and success

Developing creative leadership skills among educational leaders requires specialized training programs, workshops, and participation in professional development activities. A motivating and supportive school environment that allows decision-making and problem-solving is also essential for nurturing creative leadership (Al-Murikhi, 2022).

Key skills for creative leadership include communication, influencing others, critical thinking, and strategic planning. Success, progress, and excellence in institutions depend heavily on a leader's ability to break away from routine, explore new and innovative ideas, and stay updated with modern developments.

Asif and Rodrigues (2015) emphasized the importance of developing multiple skills to meet 21st-century challenges, while Al-Aqqad (2016) highlighted skills like comprehensive problem analysis, meeting subordinates' needs, strategic planning, adapting to change, and maintaining patience and self-control.

The interviews conducted in this study on the skills necessary for educational leaders to apply creative leadership yielded the following results:

- Change and Innovation Skills : 85%
- Persuasion and Influence Skills : 65%
- Communication Skills : 65%
- Planning and Organization Skills : 55%
- Strategic and Critical Thinking Skills : 60%

These findings underscore the importance of these skills for school principals to achieve creative leadership and drive organizational development. This aligns with Phimkoh et al.'s (2016) study.

Third: Results of the Third Question and Discussion

The third question was: *How can creativity be achieved in schools among teachers and students?* To answer this, interviews, literature reviews, and reports on fostering creativity in schools among teachers and students were analyzed.

Creative leadership plays a crucial role in improving and developing the educational process for the benefit of all stakeholders. It aims to enhance teachers' intellectual, mental, and behavioral capacities by encouraging them to use resources effectively and positively, investing in human resources, and granting sufficient opportunities for innovation through modern, systematic, and planned methods to keep pace with environmental changes (Abu Na'imah, 2016).

Possessing the traits of creative leadership is essential for developing educational institutions, focusing on human elements, and employing diverse strategies to achieve goals efficiently while avoiding traditional methods (Al-Shakheeli, 2003).

Fourth: Results of the Fourth Question and Discussion

The fourth question was: *What are the main obstacles to applying creative leadership in schools?* To answer this, interviews, literature reviews, and reports on obstacles to implementing creative leadership in schools were analyzed.

Several difficulties prevent public school principals from achieving creative leadership, such as limited skills and capabilities, unclear tasks and responsibilities, and weak trust in teachers (Al-Mahna, 2020).

A set of personal obstacles to applying creative leadership has been identified, including fear of the new and unknown, lack of planning and organization for administrative processes, reluctance to take risks associated with creative leadership, insufficient experience, and an attempt to avoid problems (Al-Hussein, 2018).

Administrative obstacles are among the most prominent barriers to implementing creative leadership, given their role as the foundation of school operations. These include an inability to properly understand problems, weak trust between leaders and subordinates, inadequate skills and capabilities among leaders, strict adherence to rules and traditions, lack of motivation, insufficient material and moral incentives, unclear institutional vision and goals, and a lack of harmony between leaders and subordinates (Al-Ghanimi, 2015).

In light of rapid technological advancements and changes worldwide—especially in Arab environments—Palestine faces multiple obstacles that hinder the application of creative leadership. These include a lack of financial resources, which are essential for providing tools, means, and necessary supplies in an era moving toward digital transformation, as well as insufficient support and motivation from school principals for teachers to unleash their potential, abilities, and skills in performing assigned tasks.

The interviews conducted in this study on key obstacles to applying creative leadership in schools yielded the following results:

- Administrative obstacles : 85%
- Organizational obstacles : 85%
- Financial obstacles : 60%
- Social obstacles : 45%
- Personal obstacles : 45%

Based on these findings, there are multiple obstacles that prevent the implementation of creative leadership in schools, thereby limiting organizational development. Administrative and organizational obstacles—including issues related to planning, organizing, monitoring, evaluation, guidance, and direction—are among the most significant barriers that reduce creativity in schools. The principal is the administrative leader and the primary person responsible for achieving creativity, renewal, and development in the school. These administrative processes form the basis of all other systems within the educational framework.

Financial obstacles faced by Palestinian schools stem from the economic conditions experienced by the Palestinian people at this time. This aligns with Hariri's (2020) study, which highlighted high levels of obstacles to administrative creativity among school principals.

Fifth: Results of the Fifth Question and Discussion

The fifth question was: *What are the most important modern methods, techniques, and strategies that can be employed to achieve organizational development in schools?* To answer this, interviews, literature reviews, and reports on modern methods, techniques, and strategies for achieving organizational development in schools were analyzed.

Organizational development encompasses multiple dimensions and fields, including various approaches and modern methods aimed at achieving it. These include:

- Developing the skills of individuals within educational institutions.
- Enhancing units and departments within these institutions.
- Achieving comprehensive development of the entire educational institution (Sowaiss, 2015).

Modern methods focus on developing organizational capacity at the individual level through training, equipping teachers with necessary skills and competencies to keep pace with continuous change, and encouraging participation in training workshops that produce leaders capable of using modern management techniques. Other methods include incentive systems linked to performance, participatory decision-making to boost self-confidence, and administrative empowerment by delegating certain authorities to enhance achievement, efficiency, and productivity by granting autonomy in completing tasks (Ali, 2017).

Modern techniques for achieving organizational development also involve innovative methods that foster creativity in task completion, encourage teamwork to achieve cooperation and integration, reduce time, effort, and costs, and use advanced technological tools in executing administrative tasks (Ali, 2017).

It is essential to focus on achieving holistic organizational development in educational institutions by adopting modern information systems, comprehensive databases for all elements of the educational system, and decentralized work structures in emergency situations to empower individuals administratively. Additionally, restructuring organizational hierarchies, reassigning tasks to promote experience sharing, and reducing monotony and routine are critical for fostering innovation and excellence (Aqoun and Bouhded, 2017).

Hamidi (2016) outlined approaches to achieving organizational development at both individual and group levels. For individuals, this involves organizing planning processes, managing workplace stress, and focusing on professional training and development. For groups, it includes forming teams that work collaboratively, organizing administrative processes, continuous training, and sharing experiences.

From the above, it is clear that achieving organizational development in educational institutions requires embedding principles of organizational culture to instill values of renewal and improvement, address resistance to change, and leverage creative, innovative, systematic methods based on scientific research.

The interviews conducted in this study on the most important modern methods, techniques, and strategies for achieving organizational development in schools yielded the following results:

- Collaborative work (team spirit) : 65%
- Use of modern technological tools and strategies : 65%
- Strategic planning (clear goals) : 50%
- Development of creativity, innovation, change, and renewal skills : 50%
- Adoption of democratic (participatory) leadership styles : 40%
- Training and development (activation of courses, training programs, and workshops) : 30%

Sixth: Results of the Sixth Question and Discussion

The sixth question was: *What are the main obstacles that hinder the achievement of organizational development in schools?* To answer this, interviews, literature reviews, and reports on obstacles to achieving organizational development in schools were analyzed.

Key obstacles to organizational development include a gap between the values adopted by the principal and the reality they face, unclear vision and mission, reliance on external funding due to insufficient budgets, setting unrealistic expectations, and rushing to achieve quick positive results (Al-Rouqi, 2014).

Other significant obstacles include inadequate planning, which leads to deficiencies in organization, execution, and misuse of authority to effect change. Additionally, there is a tendency to focus on unsuccessful experiments as excuses for failure rather than addressing root causes. Weak relationships between principals and subordinates, scattered activities and strategies, and treating relationships as goals rather than means to achieve objectives also hinder progress (Al-Ghamdi, 2009).

Muttlaq (2014) identified three types of obstacles that reduce the outcomes of organizational development:

- Internal obstacles : Related to the internal environment of the institution, such as strategic, technical, human resource, financial, and material constraints.
- External obstacles : Related to structural, organizational, legislative, and regulatory challenges.
- Behavioral obstacles : Linked to individual behavioral patterns within the institution.

The interviews conducted in this study on key obstacles hindering organizational development in schools yielded the following results:

- Low motivation among teachers and students, and insufficient material and moral incentives : 65%
- Deficiencies in formulating a future vision for the school : 55%
- Resistance to change and fear of the unknown : 55%
- Shortages in human, material, and financial resources : 50%
- Weak communication and coordination among elements of the educational system : 50%
- Weak infrastructure, especially technological infrastructure : 35%

Many schools face challenges and obstacles that limit their ability to achieve organizational development. Resistance to change among some teachers is a major factor reducing development efforts, often driven by fears of losing certain positions or responsibilities, which may cause personal discomfort or conflict with personal interests. Financial obstacles are also critical, especially for changes involving programs and projects requiring funding. Shortages in human resources and specialized, trained personnel in organizational development further exacerbate these challenges. These findings align with Ibrahim and Al-Ma'amari's (2020) study, which identified significant obstacles facing school administration in organizational development, with high levels of impact.

Conclusions

1. Creative leadership is fundamental to renewal, improvement, and organizational development in schools through its dimensions: initiative, originality, perseverance, planning and organization, communication, and problem sensitivity.
2. Educational leaders require specific skills to implement creative leadership in schools, such as innovation and change management, persuasion and influence, communication, strategic and critical thinking, and planning and organization.
3. Creative leadership faces obstacles that hinder its implementation, including organizational, administrative, financial, social, and personal barriers.
4. Methods and strategies for achieving organizational development through creative leadership vary, including collaborative work (team spirit), leveraging modern technological tools and

strategies, strategic planning, fostering creativity, innovation, change, and renewal, adopting democratic (participatory) leadership styles, training and development (activating courses, training programs, and workshops), and effective communication.

5. Organizational development faces obstacles that reduce the principal's ability to implement it, such as low motivation among teachers and students, insufficient material and moral incentives, deficiencies in formulating a future vision for the school, resistance to change and fear of the unknown, shortages in human, material, and financial resources, weak communication and coordination among elements of the educational system, and weak infrastructure, particularly technological infrastructure.

Recommendations

1. Develop and enhance creative leadership skills among school principals through training programs and workshops to achieve organizational development in schools.
2. Provide systems of material and moral incentives and rewards to encourage creativity among teachers and students.
3. Ensure a sound infrastructure, particularly regarding technology and digital transformation.
4. Recommend that the Ministry of Education allocate a budget for creative initiatives and successful experiments in the field of creativity and organizational development.
5. Reduce paperwork and classroom hours to provide sufficient time for teachers and students to engage in creative projects and effective programs.
6. Strengthen organizational culture in schools by promoting a culture of positive change, renewal, and continuous improvement.
7. Enhance collaboration with the local community to secure special funding for creative projects in schools.

Proposals

1. Conduct studies on obstacles to implementing creative leadership in Palestine, given the limited number of studies on this topic.
2. Conduct studies similar to the current study on organizational development in schools, as there is a scarcity of research on this variable.
3. Conduct a study titled: "*A Proposed Framework for Evaluating School Principals in Light of Creative Leadership.*"

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