

## THE LEVEL OF ADMINISTRATIVE CREATIVITY AND ITS OBSTACLES FROM THE POINT OF VIEW OF WORKERS IN YOUTH CENTERS IN JORDAN

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**Abstract**—This study aimed to assess the extent of administrative creativity and identify its barriers from the perspective of employees working in youth centers in Jordan. The sample comprised 156 individuals employed in youth centers within the Hashemite Kingdom of Jordan. Data collection involved utilizing two measures: the administrative creativity scale and the obstacles to the administrative work scale. Correlation and stepwise multiple regression analyses were conducted. The findings revealed a high level of administrative creativity, as indicated by a mean score of 3.82 and a standard deviation of 0.51. Furthermore, statistically significant gender-based differences in administrative creativity were observed, favoring males, with a mean score of 3.32 for males compared to 2.91 for females. The results also demonstrated statistically significant differences in the level of administrative creativity based on experience, with the highest mean score observed for individuals with 5 to less than 10 years of experience. Regarding the obstacles to administrative creativity, the findings revealed an average level, with a mean score of 2.86 and a standard deviation of 0.791. Based on these results, the study recommends the promotion of a culture of creativity among employees and the provision of a broader scope of authority to foster an environment conducive to administrative creativity. Additionally, it suggests offering training courses encompassing the annual plan for these centers and minimizing obstacles that hinder the creative process among employees in Jordanian youth centers.

**Keywords**—Administrative creativity, obstacles, workers in youth centers.

### INTRODUCTION

The contemporary world is experiencing a notable surge in the significance and interest in creativity, as evidenced by the widespread emphasis on administrative excellence and advancement in organizations, individuals, and even universities. This intense competition highlights the ongoing pursuit of excellence and innovation in administrative practices, particularly in providing optimal services for young individuals and harnessing their potential. Undoubtedly, the human element serves as the primary driving force within any organization. [5] Emphasizes the importance of nurturing and enhancing the creative abilities of individuals within an organization, recognizing that supporting creativity and innovation has become a crucial prerequisite for effective management in an era characterized by a turbulent and highly

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competitive environment. In this age of rapid technological advancement, marked by swift development and growth, speed, flexibility, innovation, and creativity have become fundamental requirements. According to Williams (2001), the creativity of employees within organizations serves as a vital and ever-growing source of continuous and critical thinking for organizational management, regardless of the nature of their work. This is particularly relevant given the mounting work pressures, the evolution of modern technology, and the external challenges confronting organizations, all of which necessitate a heightened level of sophistication and creativity among employees to effectively navigate these demanding circumstances. Moreover, research by Goleman (1995) suggests that emotional intelligence holds greater importance for individual success in life compared to cognitive intelligence, as it plays a pivotal role in achieving success in one's professional pursuits, educational endeavors, and social interactions.

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## STATEMENT OF PROBLEM

The problem addressed in this study is to examine the correlation between administrative creativity and the obstacles faced by workers in youth centers in Jordan. Recent observations have indicated the emergence of behavioral and emotional administrative challenges among workers in these centers, which impact the experience of visitors and hinder social interactions between workers across different centers. These issues have negative repercussions on performance, impede personal growth, and create obstacles to providing optimal services to the young individuals attending these centers. Consequently, the workers encounter difficulties in their future adaptation. It is evident that effective management encompasses a range of skills that encourage individuals to establish long-term goals based on their self-esteem and existing administrative capabilities. The researcher, having close proximity to youth centers and direct involvement as the head of a youth club, has identified numerous work obstacles that hinder the development of creativity and hinder the workers from harnessing their potential, ultimately affecting their ability to foster the capabilities and creativity of the youth they serve. These obstacles are exemplified by the constraints imposed by existing laws and regulations, which limit innovation, renewal, and creativity. This realization has prompted the investigation of the existing imbalances within the working environment of youth center staff, with the aim of identifying and overcoming these obstacles or capitalizing on strengths and gaining support from decision-makers. Therefore, the problem statement underscores the need for a comprehensive study that examines the level of administrative creativity and its associated obstacles from the perspective of workers in youth centers. This study intends to highlight the significance of supervisors in youth centers possessing the necessary training, administrative qualities, and effective utilization of these skills when interacting with the young individuals who visit these centers. By enhancing their abilities in interpersonal interactions and fostering personal and professional development, the study aims to provide valuable insights from the workers'

perspectives and identify potential areas of divergence.

### **SIGNIFICANCE OF THE STUDY**

The significance of this study is rooted in several factors that warrant its investigation and the potential contributions it can make to the existing body of scientific knowledge in this domain. Firstly, the study seeks to explore the level of administrative creativity and examine its relationship with obstacles that impede such creativity. By shedding light on these dynamics, the study aims to provide novel insights and deepen our understanding of this subject matter. Secondly, it endeavors to inform decision-makers operating in the youth sector about the factors associated with fostering administrative creativity among young individuals, with the intention of creating an enabling environment that nurtures and facilitates their creative development. Thirdly, the study aims to develop programs that enhance the creative abilities of young people, advocating for their adoption and tailoring specific programs to meet their needs. Additionally, it aims to acquaint workers in these centers with these programs and encourage their utilization to maximize the potential for developing the abilities and channeling the energies of young individuals. Finally, the study aims to identify and address the obstacles confronting youth workers in their pursuit of personal and professional development, with the ultimate goal of minimizing or overcoming these barriers to optimize their work outcomes. Collectively, these research objectives underscore the significance of this study in advancing our knowledge and practice in the realm of administrative creativity and its implications for youth centers.

### **Previous Studies**

Aldoy (2004) conducted an analytical study to explore the perspectives of members of the security services in the State of Kuwait regarding administrative challenges they encounter, as well as the methods employed to address these issues. The study also examined the potential of creative approaches in providing optimal solutions, along with identifying obstacles that hinder creativity. The sample consisted of 130 managers, department heads, and supervisors from the Passports and Traffic Departments in Bahrain. A questionnaire was utilized to collect data and achieve the study's objectives. The findings revealed a lack of incentives and motivation for creativity, with fear of failure identified as a significant barrier to fostering creativity.

Al-Arifi (2006) conducted a study aimed at identifying organizational obstacles to worker creativity within the administrative development unit of the public security apparatus in Riyadh. The sample included 119 individuals working within the administrative development apparatus. The study identified several results, highlighting that constraints related to material and human capabilities were the most influential factors hindering worker creativity. Additionally, constraints related to centralization and delegation of powers, as well as communication and information, were identified as significant obstacles.

Goerts (2010) conducted a study to examine the level of engagement in creative behavior among managers in the southwestern districts of America. The study assessed indicators of leadership, including passion for work, independence, goal setting, originality, flexibility, broad

interests, intelligence, and motivation. The sample consisted of four principals from highly effective schools in the southwestern provinces of America, as evaluated by the National League. Data was collected using questionnaires and in-depth interviews. The results indicated managers' enthusiasm in implementing the researched principles and highlighted the importance of incorporating creativity into training and development programs for future leaders to enhance their creative potential.

Akan (2015) conducted a study to analyze the relationship between teachers' perception of creativity and their level of life satisfaction in Turkey. The sample comprised 233 primary school teachers in Yakutifi province. The researcher employed the descriptive survey method. The results revealed high levels of organizational creativity across individual, executive, and social dimensions. Additionally, a positive and statistically significant relationship was found between teachers' perception of creativity and their level of life satisfaction.

Sioberg (2001) conducted a study to investigate the relationship between emotional intelligence and various variables, with a particular focus on perseverance in the face of failure. The sample included both male and female participants, ranging in age from 22 to 77 years, with diverse specializations. The researcher developed a tool based on the short form of the Social Attitudes Test to measure emotional intelligence. The study identified a correlation between emotional intelligence and perseverance in the face of failure, with gender differences favoring females.

Abdulvahabi et al. (2012) conducted a study to explore the relationship between emotional intelligence skills and self-efficacy among physical education teachers in Iran. The sample comprised 200 male and female physical education teachers, with 124 males and 76 females. The researchers utilized a scale developed specifically for measuring emotional intelligence skills, along with a self-efficacy scale designed for measuring work-related self-efficacy. The study findings revealed a positive relationship between the dimensions of emotional intelligence (emotional awareness, empathy, problem-solving ability) and self-efficacy. Furthermore, the dimensions of emotional intelligence were found to be effective in predicting elements of self-efficacy among physical education teachers.

Babak et al. (2012) conducted a study aiming to investigate the relationship between emotional intelligence skills, psychological skills, and management strategies among physical education teachers in Ardabil province, Iran. The sample consisted of 196 teachers, comprising 116 males and 80 females, selected through random sampling. The researchers employed the Bradbery Emotional Intelligence Scale to measure emotional intelligence skills, and the Ottawa Psychological Skills Scale to measure psychological skills and management strategies.

## RESEARCH QUESTIONS

The study aimed to address the research objectives through the exploration of the following research questions:

1. What is the perceived level of administrative creativity among workers in youth centers in Jordan?

2. Are there statistically significant differences, at a significance level of  $\alpha=0.05$ , in the level of administrative creativity based on variables such as experience and gender?
3. What are the identified obstacles to administrative creativity, at a significance level of  $\alpha=0.05$ , as reported by workers in youth centers in Jordan?

### RESEARCH LIMITS

- **Spatial limitation:** This study focuses specifically on youth centers within the Jordanian Ministry of Youth, thereby restricting the geographical scope of the research.
- **Human limit:** The participants of this study consist solely of workers employed in youth centers within the Jordanian Ministry of Youth. Therefore, the research is delimited to this specific group of individuals.
- **Time limit:** The study was conducted within a defined timeframe, commencing on February 1, 2022, and concluding on October 31, 2022.

#### Data collection tools

##### First: The Measurement of Administrative Creativity

Following an extensive review of relevant literature encompassing books, scholarly references, and previous studies, the researcher selected the measurement instrument utilized in Al-Shaqran's (2021) study due to its alignment with the objectives and research questions of the current investigation. Minor modifications were made to adapt the measurement tool to the specific requirements of the present study. The instrument consisted of a total of 56 items, organized into three primary dimensions as outlined below:

**The first domain** pertains to the personal characteristics of the study participants, encompassing the independent variables of gender and years of experience.

**The second domain** comprises a questionnaire assessing administrative creativity, comprising 38 statements distributed across five dimensions, namely innovation and novelty, problem-solving, risk-taking, fluency, and intuition. The instrument used in this study is based on the work of Abdilal (2011), Al-Harhi (2012), and Al-Badrani (2011), with slight modifications made by the researcher to align the statements with the specific requirements of the current investigation.

**The third domain** focuses on factors impeding administrative creativity and consists of 18 statements. The researcher, Al-Shaqran, drew upon the studies conducted by Abdilal (2011), Al-Harhi (2012), and Al-Badrani (2011) and Fathi-Abo Nasser. (2018) to formulate the statements for this instrument. Minor adjustments were made by the researcher to ensure their relevance and suitability for the present study.

#### Validity of the data collection tool

The researcher conducted an assessment of the validity and reliability of the study instrument, yielding the following results:

Firstly, content validity was evaluated by presenting the instrument to a panel of experts and

specialists in the field of sports management. Their expertise ensured their ability to assess the adequacy and comprehensiveness of the questionnaire's content, its alignment with the study objectives, linguistic integrity, and absence of errors. The experts' consensus and acceptance of the questionnaire affirmed its suitability for achieving the intended goals of the study.

### Reliability of the data collection tool

The researcher conducted the Cronbach's alpha test to assess the internal consistency of the study items, thus ensuring the reliability and stability of the measurement instrument. The results of this analysis are presented in Table 1.

Table 1

Reliability results of administrative creativity and its obstacles using Cronbach's Alpha internal consistency

| No | Domain                                 | No. of items | Cronbach's Alpha |
|----|--|--------------|------------------|
| 1  | Administrative creativity              | 56           | 0.835            |
| 2  | Obstacles of administrative creativity | 18           | 0.699            |

The findings presented in the table indicate that the Cronbach's alpha coefficient for the measure of administrative creativity yielded a value of 0.835, while for the measure of constraints, it resulted in a value of 0.699. These values demonstrate satisfactory levels of internal consistency and are deemed suitable for the objectives of the study.

### Study Variables

**Study Population:** The study population comprised male and female supervisors working in youth centers affiliated with the Jordanian Ministry of Youth. This population was derived from the Ministry's official lists for the year 2022, with a total of 205 supervisors.

**Study Sample:** From the original population, a random sample of 156 male and female supervisors was selected to participate in the study. The selection process ensured a representative subset of the larger population.

The table below presents the members of the study sample:

Table 2

### Baseline socio-demographic characteristics of the study participants

| Variable | Category | F   | %     |
|----------|----------|-----|-------|
| Gender   | Male     | 108 | 46.67 |
|          | Femal    | 48  | 53.33 |

|                     |                         |     |        |
|---------------------|-------------------------|-----|--------|
|                     | e                       |     |        |
|                     | Total                   | 156 | 100.00 |
| Years of experience | Less than 5 years       | 34  | 21.79  |
|                     | 5 to less than 10 years | 73  | 46.79  |
|                     | 10 years or more        | 49  | 31.41  |
|                     | Total                   | 156 | 100.00 |

#### Independent Variables

The Independent Variables of the Study:

1. Years of Experience: This variable was categorized into three groups based on the duration of experience, namely: (i) less than 10 years, (ii) 5 to 10 years, and (iii) 10 years or more.
2. Gender: This variable encompasses the social classification of participants as either male or female.

#### Dependent Variables

1. Level of Administrative Creativity: This variable measures the perceived level of administrative creativity as reported by supervisors working in youth centers under the Jordanian Ministry of Youth and Sports.
2. Obstacles to Administrative Creativity: This variable assesses the perceived obstacles hindering administrative creativity, as perceived by supervisors working in youth centers under the Jordanian Ministry of Youth and Sports.

#### Results and Discussion

Research Question 1: To what extent do supervisors of youth centers in the Jordanian Ministry of Youth and Sports perceive the level of administrative creativity?

To address the first research question, the study calculated the mean scores and standard deviations for the measure of administrative creativity. These results are presented in Table 3.

## First: The level of administrative Creativity

Table 3

Arithmetic Means and Standard Deviations of the Study Sample's Estimates on the Items of the Overall Administrative Creativity Tool, with Each Field Ranked in Descending Order Based on the Arithmetic Means.

| N<br>o. | Dom<br>ain                       | M        | SD       | Relativ<br>e<br>importa<br>nce | Level        | Ran<br>k |
|---------|----------------------------------|----------|----------|--------------------------------|--------------|----------|
| 5       | Fluency<br>andIntui<br>tion      | 3.9<br>8 | 0.6<br>0 | %80.<br>8                      | High         | 1        |
| 4       | Flexibili<br>tyandAd<br>aptation | 3.9<br>2 | 0.5<br>6 | %78.<br>8                      | High         | 2        |
| 2       | Problem<br>-Solving              | 3.8<br>9 | 0.6<br>4 | %77.<br>8                      | High         | 3        |
| 1       | Innovati<br>onandR<br>enewal     | 3.6<br>8 | 0.7<br>2 | %72.<br>6                      | High         | 4        |
| 3       | RiskTol<br>erance                | 3.5<br>0 | 0.7<br>4 | %70.<br>8                      | Moder<br>ate | 5        |
|         | Overall<br>ScaleIte<br>ms        | 3.8<br>2 | 0.5<br>1 | %77.<br>2                      | High         |          |

Analysis of the data presented in Table 3 reveals the level of administrative creativity as perceived by supervisors in the Ministry of Youth. The results indicate that the overall level of administrative creativity was categorized as "high," with an arithmetic mean of 3.82. Across the different domains, all were rated at high levels, with the exception of the domain of risk tolerance, which attained a moderate level. Among the domains, the highest mean score was observed in the field of "fluency and intuitiveness" with an arithmetic mean of 3.98. This was followed by the domain of "flexibility and adaptation" with an arithmetic mean of 3.92, and the domain of "problem-solving" with an average of 3.89. In the fourth position, the domain of "innovation and novelty" obtained an arithmetic mean of 3.68. Conversely, the domain of "risk tolerance" recorded the lowest mean score of 3.50, indicating a moderate level.

The observed high level of administrative creativity within the Jordanian youth centers can be attributed to several contributing factors. Firstly, the Ministry of Youth demonstrates a significant commitment to this aspect, prioritizing it within the youth centers' operations. The centers themselves reflect this emphasis through their dedicated efforts to enhance infrastructure and provide comprehensive support for this specific segment of society. Additionally, the state-



level commitment to this issue is evident, as universities across Jordan have established specialized centers focused on fostering creativity, leadership, and innovation. Moreover, these centers have dedicated budgets to ensure their effectiveness. The researcher also contends that the Ministry of Youth actively encourages staff in these centers to think innovatively, aligning with the broader state-level focus on promoting creativity.

While certain obstacles, such as the fear of failure and adherence to traditional and routine methods in some centers, persist, the majority of the centers actively support creativity. These findings align with a study conducted by Al Harami (2003), which observed similar high and moderate levels of administrative creativity. However, there are differences with the findings of Al-Sumairi (2003) and Al-Sharari (2008). As their study indicated issues such as a decline in teamwork spirit, the loss of internal motivation for creativity, lack of vision clarity, and fear of failure.

Research Question 2: Are there statistically significant differences, at a significance level of 0.05, in the mean scores of the study sample on the items of the administrative creativity measure as a whole, based on the variables of gender and years of experience? Tables 4 and 5 present the relevant statistical analyses to address this question.

Table 4

First: Arithmetic Means of the Study Sample's Estimates on the Items of the Administrative Creativity Level Tool, attributed to the Variable (Gender).

| Domain                    | Gender | N   | M    | SD   | t    | Sig   |
|---------------------------|--------|-----|------|------|------|-------|
| Administrative Creativity | Male   | 108 | 3.32 | 0.41 | 6.70 | 0.000 |
|                           | Female | 48  | 2.91 | 0.43 |      |       |

The results presented in Table 4 indicate the existence of statistically significant differences, at a significance level of  $\alpha \leq 0.05$ , in the mean scores of administrative creativity based on the gender variable. This finding is supported by the calculated t-value of 6.70, which demonstrates a high level of statistical significance ( $p < 0.001$ ). These significant differences favor males, as indicated by their higher mean scores compared to females. This outcome contradicts the findings of Rahimi et al. (2011), where no gender-based differences in administrative creativity were observed, but aligns with the study conducted by Al-Assaf (2004) and AL-Daher (2009), which also reported lower levels of administrative creativity among females. The researcher attributes this gender disparity to the perceived greater adaptability of males in coping with challenging circumstances, particularly within the Arab cultural context.

The arithmetic means of the study sample's ratings on the items of the administrative creativity level tool are attributed to the variable of years of experience, and Table (5) illustrates this.

Table 5

The arithmetic means of the study sample's ratings on the items of the administrative creativity

level tool are attributed to the variable of years of experience

| Domain                           | YearsofExpe<br>rience     | N      | M        | SD       |
|----------------------------------|---------------------------|--------|----------|----------|
| Administra<br>tivecreativ<br>ity | Lessthan5ye<br>ars        | 3<br>4 | 3.0<br>8 | 0.4<br>6 |
|                                  | 5–<br>lessthan10ye<br>ars | 7<br>3 | 3.3<br>9 | 0.3<br>6 |
|                                  | 10years<br>ormore         | 4<br>9 | 2.8<br>9 | 0.4<br>9 |

The analysis presented in Table 5 reveals noticeable variations in the mean scores of administrative creativity based on the variable of years of experience. In order to ascertain the statistical significance of these mean differences at the predetermined significance level ( $\alpha = 0.05$ ), a one-way analysis of variance (ANOVA) was conducted. The results of this analysis are displayed in Table 6.

Table 6

Results of Analysis of Variance for Administrative Creativity According to the Educational Level Variable.

| Domain                           | Sourc<br>eofva<br>riance | Sum<br>ofsqu<br>ares | D<br>f | Mean<br>of<br>suar<br>es | F        | Sig       |
|----------------------------------|--------------------------|----------------------|--------|--------------------------|----------|-----------|
| Administr<br>ativecreati<br>vity | Between<br>groups        | 2.08                 | 2      | 1.04                     | 4.9<br>9 | 0.00<br>8 |
|                                  | Withing<br>roups         | 40.01                | 192    | 0.21                     |          |           |
|                                  | Total                    | 42.09                | 194    |                          |          |           |

The findings presented in Table 6 demonstrate statistically significant differences, at a significance level of  $\alpha \leq 0.05$ , in the level of administrative creativity based on the variable of years of experience. This conclusion is supported by the calculated p-value of 4.99, which is statistically significant at a significance level of 0.008 for the total score. These results are significant as the p-value is below the predetermined threshold of 0.05. To further explore the sources of differences in administrative creativity among different levels of years of experience, the Scheffe test was employed. The results of this post hoc test are provided in the following table.

Table 7

Results of Scheffe's Post Hoc Test for Comparing the Sources of Differences in Administrative

## Creativity According to the Variable of Years of Experience.

| Domain                           | M        | Yearsofexperi<br>ence     | Lessth<br>an5ye<br>ars | 10ye<br>arsor<br>more |
|----------------------------------|----------|---------------------------|------------------------|-----------------------|
| Administr<br>ativecreat<br>ivity | 3.0<br>8 | Lessthan5year<br>s        | *                      |                       |
|                                  | 3.3<br>9 | 5–<br>lessthan10y<br>ears |                        |                       |
|                                  | 2.8<br>9 | 10years<br>ormore         | *                      |                       |

(\*) indicates that the difference between the means is statistically significant at a significance level of 0.05.

The outcomes presented in Table 7 demonstrate the existence of statistically significant differences among the levels of years of experience. Specifically, significant differences were observed between the level "from 5 to less than 10 years" and both "less than 5 years" and "more than 10 years." These differences favored the level "from 5 to less than 10 years," which exhibited the highest mean score in comparison to the other two levels. The researcher attributes this finding to individuals with experience ranging from 5 to 10 years, suggesting that those with less than five years of experience are still in the learning process and may be working under reward systems or contractual arrangements without official recognition. This lack of administrative stability may hinder their ability to exhibit creativity in their work. On the other hand, individuals with over ten years of experience might experience some degree of boredom, thus necessitating renewal and continuous training to keep up with new approaches and adapt to them.

These findings align partially with the study conducted by Al-Shaqran, which observed differences favoring those with experience ranging from five to less than ten years over those with less than five years of experience. However, the current study differed from Al-Shaqran's findings in relation to individuals with more than ten years of experience, where the results favored greater experience. The researcher attributes this distinction to the fact that individuals with extensive practical experience possess enhanced skills and abilities, enabling them to handle diverse situations, devise innovative approaches, and make informed decisions. These findings concur with other studies, such as those conducted by Samira (2003) and Al-Assaf (2004) and Abu ruman (2016). Which also observed statistically significant differences related to years of experience. Conversely, the present study diverged from the findings of Samira (2003) and Al-Assaf (2004) as they did not report any significant differences associated with the variable of experience.

Research Question 3: What is the perceived level of obstacles hindering administrative creativity as reported by supervisors working in youth centers in Jordan?

To address this research question, the study calculated the mean scores and standard deviations for the items pertaining to the domain of obstacles to administrative creativity from the study instrument. Table 8 presents the descriptive statistics for these items, providing an overview of the perceived levels of obstacles hindering administrative creativity.

Table 8

Arithmetic Means and Standard Deviations of the Estimates of the Study Sample on the Items of the Obstacles to Administrative Creativity scale as a Whole, with each Item ranked in descending order based on the Arithmetic Means.

| Ran<br>k | Item  | M    | SD    | Level        |
|----------|---|------|-------|--------------|
| 1        | Non-participation in decision-making                              | 4.05 | 1.30  | High         |
| 2        | Duplication of evaluation standards by management                 | 3.72 | 1.59  | High         |
| 3        | Lack of communication channels between supervisors and management | 3.69 | 1.37  | High         |
| 4        | Resistance to change from my colleagues                           | 3.03 | 0.612 | Mode<br>rate |
| 5        | Lack of job attachment  | 2.97 | 0.678 | Mode<br>rate |
| 6        | Lack of environmental encouragement for creativity                | 2.94 | 0.690 | Mode<br>rate |
| 7        | Fear of failure inhibits creativity                               | 2.93 | 0.782 | Mode<br>rate |
| 8        | Heavy workload of daily routine tasks                             | 2.90 | 0.779 | Mode<br>rate |
| 9        | Lack of specific incentive system that encourages creativity      | 2.90 | 0.779 | Mode<br>rate |
| 10       | Limited time availability for practicing creativity               | 2.89 | 0.627 | Mode<br>rate |

|    |   |          |           |              |
|----|---|----------|-----------|--------------|
| 11 | Lack of cooperation among colleagues                                | 2.8<br>7 | 0.6<br>50 | Mode<br>rate |
| 12 | Feelings that do something new and different from the usual matters | 2.8<br>6 | 0.7<br>91 | Mode<br>rate |
| 13 | Lack of teamwork spirit   | 2.8<br>6 | 0.7<br>91 | Mode<br>rate |
| 14 | Low self-confidence   | 2.8<br>5 | 0.7<br>67 | Mode<br>rate |
| 15 | Strict adherence to laws and regulations                            | 2.7<br>9 | 0.7<br>20 | Mode<br>rate |
| 16 | Relying on traditional methods to solve problems                    | 2.7<br>4 | 0.8<br>25 | Mode<br>rate |
| 17 | Lack of interaction with the local community                        | 2.7<br>0 | 0.8<br>54 | Mode<br>rate |
| 18 | Organizational instability in the ministry                          | 2.6<br>8 | 0.8<br>65 | Mode<br>rate |
|    | Overall Mean  | 2.8<br>6 | 0.7<br>91 | Mode<br>rate |

Based on the findings presented in Table 8, participants' responses regarding the domain of obstacles to creativity indicated a moderate level, with an arithmetic mean of 2.86. The responses across the items in this domain varied between medium and high levels. Notably, Paragraph 49, which pertains to "lack of participation in decision-making," received the highest response, indicating a high level of obstacle with an arithmetic mean of 4.05. Conversely, Paragraph 48, addressing "organizational instability in the ministry," ranked last with an arithmetic mean of 2.68, indicating a relatively lower level of obstacle.

The researcher attributes the responses obtained from participants to factors such as "non-participation in decision-making," "double evaluation standards by management," and "poor communication with management." These factors were reported at a high level and are closely associated with senior management. This suggests that participants consider dealing with management as one of the prominent obstacles to administrative creativity. The duplication of treatment in terms of evaluation, encouragement, and provision of incentives, both material and moral, discourages creative work and inhibits the unleashing of creative energies. Such duplicity in management's approach is a source of frustration within the work environment, hindering the fostering of creativity.

Conversely, the items pertaining to the organizational structure and interaction with the local community were ranked lower in terms of obstacles to administrative creativity. The researcher posits that these factors are placed lower in the hierarchy of obstacles because they depend on the individuals themselves and their ability to effectively engage with the local community. Nevertheless, these aspects hold great importance in the operation of youth centers, as success in

their endeavors relies on establishing positive relationships with the local community. The ability of supervisors to build trust and rapport with the community plays a crucial role in achieving successful outcomes, particularly as youth centers cater to an age group that still operates under parental guidance. The researcher suggests that these items received a moderate ranking due to the presence of certain obstacles that supervisors encounter in their interactions with the local community.

### **Conclusions**

Based on the findings of this study, several conclusions can be drawn:

Firstly, it was observed that the level of administrative creativity among workers in the Jordanian youth centers was high. This suggests that the workers possess a significant degree of creativity in their administrative roles within the centers. Secondly, the level of obstacles hindering administrative creativity among workers in the Jordanian youth centers was found to be moderate. This indicates that while there are certain challenges and barriers that affect creativity, they are not insurmountable and can be addressed with appropriate interventions. Thirdly, statistically significant differences were identified in the level of administrative creativity based on the gender variable, favoring males. This implies that male workers in the youth centers exhibited higher levels of administrative creativity compared to their female counterparts. Lastly, there were statistically significant differences in the level of administrative creativity based on years of experience, favoring the category of workers with 5 to less than 10 years of experience. This indicates that workers within this experience range demonstrated higher levels of administrative creativity compared to those with fewer than 5 years or more than 10 years of experience. Additionally, these differences were more pronounced among male workers.

These conclusions shed light on the state of administrative creativity and the challenges faced by workers in Jordanian youth centers. The findings provide valuable insights for policymakers, administrators, and practitioners in developing strategies to enhance administrative creativity and overcome obstacles within these centers.

### **Recommendations**

Based on the findings of the study, the following recommendations are proposed:

1. It is recommended to prioritize and foster administrative creativity among workers in Jordanian youth centers. This can be achieved by promoting a culture of creativity and establishing a competitive environment among individuals. Additionally, integrating activities and training programs aimed at enhancing and promoting administrative creativity skills should be included in the annual plan for youth centers.
2. Workers in youth centers should be provided with opportunities to develop skills related to administrative creativity. This can be accomplished by incorporating activities in the annual plan that stimulate and encourage creative thinking. Collaborative projects with relevant authorities can also be implemented to further enhance and nurture administrative creativity.

3. Future studies should be conducted to assess the impact of improved mechanisms for developing administrative creativity and the mitigation of obstacles over a specified period of time among workers in Jordanian youth centers. These studies would provide valuable insights into the changes that occur after implementing measures to enhance administrative creativity and eliminate hindrances for this specific group.

4. Efforts should be made to minimize obstacles to administrative work for workers in Jordanian youth centers, given the significance of this age group. Addressing and reducing these obstacles will create a conducive environment for workers to effectively carry out their administrative responsibilities and better serve the youth.

5. It is crucial to establish a stable system of incentives and a well-defined evaluation framework for workers in youth centers. Granting workers broader powers and authority to exercise their creativity should also be considered. Moreover, a review of existing laws and regulations can be undertaken to explore opportunities for empowering workers in Jordanian youth centers and enabling them to maximize their potential.

Implementing these recommendations will contribute to enhancing the administrative creativity of workers in Jordanian youth centers and creating an environment that fosters innovation, productivity, and effective service delivery to the youth population.

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