Journal of Education and Practice
ISSN 2222-1735 (Paper) ISSN 2222-288X (Online)
Vol.7, No.9, 2016

Level of Job Creativity among Learning Disabilities Teachers from Their Perspective in Kingdom of Saudi Arabia

Burhan M. Hamadneh
Assist. Professor of Special Education, College of Education, Najran University, PO box 1988, Najran 61441, KSA

Abstract
The current study aims to identify the level of job creativity among learning disabilities teachers from their perspective in Kingdom of Saudi Arabia, and investigate the differences according to gender, scientific qualification and years of experience. The study sample consisted of (80) male and female teachers, who were randomly selected from schools of Asir, Jizan and Najran. Scale of job creativity was utilized after verification of its validity and reliability. The results showed that the mean of job creativity among learning disabilities teachers is (4.01) ranked high level of job creativity. The results also showed no statistically significant differences in job creativity and the domains due to the impact of variable of scientific qualification in favor of holders of postgraduate studies, while no statistically significant differences for the variables of gender and years of experience. The study recommended further studies handling the level of job creativity among learning disabilities teachers and comparing it with that of teachers in other specialties of special needs.
Keywords: job creativity, teachers of learning disabilities, Saudi Arabia.

1. Introduction

Community institutions, particularly educational institutions, are in charge of developing of job creativity and skills, where it leads to excellence in schools, and contributes to preparing students, who are characterized by creativity and skills, and they can be intellectually creative, and thus meet the needs of comprehensive development, and achieving the cultural development of society. Therefore, job creativity is one of the important issues for all institutions and organizations that confront a changing competitive environment.

The significance of job creativity has recently increased in public institutions and educational institutions in particular seeking to compete and change in order to avoid the risk of regressing (Yearrian, 2011). Thereby, job Creativity in school reflects on the making of new ideas in the educational process and also making original ideas away from the traditional thinking, as well as updating all the methods, techniques and tools that will turn these ideas into reality that is valuable and applied to the student, the teacher, administration and society (Spreitzer, 2007).

Al-Omian (2005) defined Job creativity as a successful utilization of new processes or programs that appear as a result of decisions within the institution, while Abbas (2009) defined it as something that is unordinary, unusual and varied and multi-dimensions depending on a prospective subject, making it appear in an administrative strategy or new style.

In this connection, Jawad & Hussain (2007) turned out that job creativity is reflected on making something new or different, behavior towards change, so it is necessary to stimulate the creative energies among teachers, since independence provided for teachers makes them less restricted than others especially in the technical aspects or less complied with the rules and regulations of the work.

As a result, Harrison (2013) confirmed that job creativity is the primary motive for teachers' willingness to work and motivates them for doing their best in job performance and participation to achieve the educational goals of the institution; therefore job creativity has a great positive impact on the teacher and the school environment.

In this regard, the Kingdom of Saudi Arabia was keen, through the Ministry of Education, is keen on making the learning disabilities teachers in educational institutions enjoy job creativity, which emerges through the planning of learning activities that develop creative thinking and self-expression and effective communication among students with learning disabilities – this has been pointed out by the General Secretariat for Special Education through regulations issued to organize the work in institutions and programs of Special Education (General Secretariat for Special Education, 2001).

Learning disabilities teachers and specialists should enjoy job creativity, which stipulated by the standards of Learning disabilities teachers that focused on the need to use teaching methods and techniques that stimulate creativity among students with learning disabilities and contribute to training them on problem solving in a creative way (National Center for Assessment in Higher Education, 2013).

2. Literature Review

Therefore, job creativity is very important for the teacher, and it has a prominent role in finding a safe and creative school environment. In this regard, many of the studies about this field were conducted such as the study

of Al-Ajami (1994), which aimed to detect the creative teaching practices in the classroom among the teachers and their attitudes towards it. The study sample consisted of (30) male and female teachers. The test of attitudes towards job creativity was conducted to determine the teachers' attitudes, and a list of behavioral observations that define the educational behavior. The results showed the lack of the impact of variables of scientific qualification, gender, years of experience and age on teachers' feeling about creativity and educational practices they showed in the classroom.

Al-Shehab (2003) aimed to identify the teacher's role in the development of creative thinking among public school students from the perspective of educational supervisors and teachers themselves in the Sultanate of Oman. The sample consisted of (501) teachers and (42) supervisor randomly selected from the various Directorates of Education in the Sultanate of Oman. The scale of teacher's role in the development of creative thinking was conducted. The results showed that the teacher's role in the development of creative thinking was moderate from the perspective of supervisors and was high from the teachers' perspective; and there are no statistically significant differences in the degree of teachers' practices for their role in the development of creative thinking due to gender, years of experience and scientific qualification.

The study of Davidovitch & Milgram (2006) aimed to identify the role of the practices of job creativity and behaviors as a predictor of the effectiveness of teachers in American Higher Education. The sample consisted of (58) faculty. The interview was utilized in the data collection process. The results indicated that most of the lecturers do not practice job creativity and its behaviors in the classroom, thus affecting their effectiveness and impact on the students.

The study of Hamadna (2009) aimed to investigate the degree of science and mathematics teachers' practice for creative thinking skills from the perspective of the supervisors in the Irbid Governorate, where the sample consisted of (35) supervisor. The results indicated that the degree of teachers' practice for creative thinking skills was moderate.

Yilmaz & Izgar (2009) indicated the professional creative level among teachers of primary schools. The sample consisted of (298) teachers selected from the Turkish Konya region. The scale of professional and organizational creativity among teachers was utilized. The results revealed that the creative professional level of teachers was moderate.

Omar (2012) determined the relationship between professional creativity and some demographic variables. The study sample consisted of (112) teachers: (45) males and (67) females, who were randomly selected from Khartoum, Sudan. Professional creativity scale of Princeton was utilized. The study resulted that professional creativity among teachers of high schools in Khartoum has a low level, and there are no statistically significant differences in the professional creativity of the study sample due to the variable of gender, in all dimensions except for "originality" in favor of males, academic course, workplace, scientific qualification and years of experience.

Zinta (2013) conducted a study that detected the creative professional level of high school teachers in the city of Budapest in Hungary. The sample consisted of (337) teachers. Professional creativity scale utilized. Results indicated that the level of professional creativity of teachers ranged from a low level and a moderate one. The results showed that there are statistically significant differences in the level of professional creativity among the participants depending on the variable of gender in favor of males, and the variable of level of education (scientific qualification) in favor of alumni of postgraduate studies.

Hence, the author sought to conduct the current study to investigate the level of job creativity among teachers in learning disabilities in Saudi Arabia from their perspective; due to lack of studies that have examined this point locally and regionally.

3. Statement of the Problem

Owing to the objectives of contemporary education that focuses on job creativity – its fields, its role in the success of the educational institution, reinforcing the talents and abilities of students, and making effective and innovative educational environment at school, so it has become necessary to identify the level of job creativity practiced by learning disabilities teachers in the educational program for those with learning disabilities , specifically in the resource room, especially that the teacher is in direct charge of the development of students with learning disabilities , training and educating them, and developing the educational institution. In this connection, statement of the problem for the current study can be determined in identifying the level of job creativity among learning disabilities teachers, especially in light of the wide growth occurred in the educational learning process in Saudi Arabia, which considers the teacher the basic component of the process for having the greatest role in the practice of job creativity. So, the present study sought to answer the following questions:

1. What is the level of job creativity among learning disabilities teachers from their perspective?
2. Are there statistically significant differences at the significance level ($\alpha = 0.05$) in the level of job creativity among learning disabilities teachers from their perspective due to the variables (gender, scientific qualification and years of experience)?

4. Objectives

The current study aimed to:

- Reveal the level of job creativity among teachers of learning disabilities in Kingdom of Saudi Arabia from their perspective.
- Detect differences in the level of job creativity among learning disabilities teachers in KSA from their perspective due to the variables (gender, scientific qualification and years of experience).

5. The Significance of the study

The study significance is indicated as follows:

- The current study contributed to the field of job creativity among learning disabilities teachers.
- Decision-makers in the Ministry of Education in Saudi Arabia may benefit from the results of this study.
- Principals, teachers, and educators in the Kingdom of Saudi Arabia particularly in Asir, Najran and Jizan may benefit from the results of this study through linking this study with variables of demographic study, which contributes to set standards and strategies for training teachers of learning disabilities on job creativity.

6. Methodology

This section of the study depicts the study methodology, study population and sample; also it describes the instrument of the study and methods of verifying validity and reliability, procedures of the study, as well as the statistical analysis used to answer the questions of the study.

6.1 Method

The current study used the descriptive approach, which describes the phenomenon quantitatively and qualitatively through collecting data in a given time, classifying, processing and analyzing it accurately (Muttawea and Khalifa, 2014). The scale of job creativity utilized in this study in order to achieve the objectives of the study and answer its questions.

6.2 Population and sample

The study population consisted of all teachers in learning disabilities in the schools of southern region (Asir, Jizan and Najran) in Saudi Arabia, numbered (274) teachers for the academic year 2015/2016. The sample consisted of (80) teachers, who are selected randomly, rated (29%) of the study population, and distributed according to the variables of study (gender, years of experience and scientific qualifications) as shown in table (1).

Table (1): The sample distribution according to variables, frequencies and percentages

Variables	Category	Frequency	Percentage
Gender	Male	40	50.0%
	Female	40	50.0%
Years of experience	Less than 5 years	22	27.5%
	(5-10)	30	37.5%
	More than 10 years	28	35.0%
Scientific qualification	Bachelor	42	52.5%
	Post-graduate studies	38	47.5%
Total		80	100.0%

6.3 Instrument: Scale of job creativity

The author based mainly, in the preparation of the instrument, on the scale of Hamadna (2009) to measure the job creativity of the teacher. After verifying the validity and reliability, the instrument consisted of (26) items distributed to five domains: Fluency (1-5) items, Flexibility (6-11) items, Originality (12-16) items, Elaboration (17-20) items, and the domain of sensitivity to the problems (21-26) items. Five-point scale Likert (very high, high, moderate, low, very low) used to analyze the responses of respondents, to be equivalence for (1, 2, 3, 4 & 5).

6.4 Validity

To check the validity of job creativity scale, it was reviewed and evaluated by ten referees from specialists, experts in education, psychology and measurement and assessment in Najran Universit, KSA. They were asked to check the appropriateness of the paragraphs (items) to the domains and the total scale, and to make sure of the language formulation and appropriateness of scale to achieve the objectives of the study. In light of the views and suggestions provided by referees, the required modifications carried out by consent (80%) to reformulate

some of the paragraphs to become more obvious and more suitable for the domains.

6.5 Reliability

To make sure of the reliability of the scale, test-retest method was conducted through applying the test and re-applying it after two weeks on a sample consisted of (30) learning disabilities in Saudi Arabia. Then, Pearson correlation coefficient conducted to calculate the overall reliability coefficient that was (0.90). Reliability coefficient was also calculated in a manner in accordance with the internal consistency of Cronbach's Alpha of the scale, where the total reliability coefficient was (0.88). The reliability coefficients were calculated by two ways to measure the domains as indicated in table (2).

Table (2): Reliability coefficient for retest and internal consistency "Cronbach Alpha" for the domains of job creativity scale

Domain	Retest reliability by Pearson correlation coefficient	Cronbach Alpha
Fluency	0.87	0.80
Flexibility	0.85	0.83
Originality	0.94	0.76
Elaboration	0.81	0.85
Sensitivity to Problems	0.81	0.79

Table (2) shows that the reliability of the scale and its domains through the two methods are higher than (0.70) – appropriate values for achieving the objectives of the study

6.6 Scale correction

For calculating the total score of the scale, the respondents choose one of the five points that express his opinion, and given grades (1, 2, 3, 4 & 5), where (5) refers to (very high), (4) refers to (high), (3) refers to (moderate), (2) refers to (low), and (1) refers to (very low). The grades of the scale ranged from (26) representing the lowest score and (130) representing the highest score. To evaluate the level of job creativity among the sample, the statistical criterion utilized in the following equation:

(1.00 - 1.80): very low, (1.81- 2.60): low, (2.61- 3.40): moderate, (3.41- 4.20): high, and (4.21- 5.00): very high

The author used Statistical Package for the Social Sciences System (SPSS) in analyzing the data and concluded the results that were discussed and then some recommendations have been made.

7. Results

Results of the first question: What is the level of job creativity among learning disabilities teachers from their perspective? To answer this question, means and standard deviations of the level of job creativity were calculated among learning disabilities teachers from their perspective as shown in table (3).

Table (3): Means and standard deviations for the level of job creativity among learning disabilities teachers from their perspective in descending order according to means

Rank	No.	Domain	Mean	St. D	Level
1	4	Elaboration	4.20	0.61	High
2	5	Sensitivity to problems	4.16	0.59	High
3	2	Flexibility	4.01	0.60	High
4	1	Fluency	4.00	0.67	High
5	3	Originality	3.70	0.76	High
		Total	4.01	0.52	High

Table (3) shows that the means of the domains of job creativity scale have ranged between (3.70-4.20) and standard deviations have ranged between (0.59-0.76) with high level of job creativity, where the domain of “Elaboration” ranked the first with the highest mean (4.20) and a standard deviation (0.61) with a high level of job creativity. The domain of “Sensitivity to the problems” ranked the second with a mean numbered (4.16) and a standard deviation (0.59) and a high level of job creativity. The domain of flexibility is in the third place with a mean (4.01), a standard deviation (0.60) and a high level of job creativity. The domain of fluency ranked the fourth with a mean (4.00), a standard deviation (0.67) and a high level of job creativity, while originality has become in the fifth place and a mean (3.70), standard deviation (0.76) and a high level of job creativity. The mean of the total job creativity is (4.01), and a standard deviation (0.52) with a high level of creativity. Consequently, the level of job creativity among learning disabilities teachers from their perspective in (Asir, Jizan and Najran), KSA is high.

Results of the second question: Are there statistically significant differences at the significance level ($\alpha = 0.05$) in the level of job creativity among learning disabilities teachers from their perspective due to the variables (gender, scientific qualification and years of experience)?

To answer this question, means and standard deviations of the level of job creativity among teachers in learning disabilities, from their perspective, according to the variables of gender, years of experience and

scientific qualification as illustrated in table (4).

Table (4): Means and standard deviations to the level of job creativity among learning disabilities teachers from their perspective according to gender, scientific qualification and years of experience

Variables	Category	M St. D	Fluency	Flexibility	Originality	Elaboration	Sensitivity to problems	Total Job creativity
Gender	Male	M	3.97	3.97	3.71	4.11	4.10	3.97
		St. D	.680	.611	.734	.612	.623	.549
	Female	M	4.03	4.05	3.68	4.29	4.22	4.05
		St. D	.660	.603	.801	.599	.563	.490
Years of Ex.	Less than 5 years	M	4.15	4.10	3.69	4.30	4.08	4.06
		St. D	.596	.468	.743	.606	.544	.444
	(5-10)	M	3.80	3.89	3.57	4.03	4.12	3.89
		St. D	.745	.650	.722	.624	.630	.568
	More than 10	M	4.11	4.07	3.83	4.32	4.26	4.11
		St. D	.595	.648	.827	.569	.596	.506
Scientific qualification	Bachelor	M	3.95	3.91	3.63	4.15	4.17	3.96
		St. D	.670	.581	.780	.607	.554	.492
	Post-graduate studies	M	4.06	4.12	3.76	4.26	4.15	4.07
		St. D	.666	.619	.750	.614	.640	.547

Table (4) indicates variance in means and standard deviations to the level of job creativity among teachers in learning disabilities according to the categories of variables of genders, years of experience and scientific qualification. Multi variance analysis was utilized to illustrate the significance of statistical differences between the means as shown in table (5) and three-way variance analysis for the total instrument as indicated in table (6).

Table (5): Multi-variance analysis of the impact of the variables of genders, years of experience and scientific qualification on the domains of job creativity

Source of Variance	Domains	Sum of squares	Degrees of freedom	Mean of squares	F-value	Sig. level
Gender	Fluency	.238	1	.238	.570	.453
Hotelling=.117	Flexibility	.013	1	.013	.036	.850
H=.167	Originality	2.002	1	2.002	3.486	.066
	Elaboration	.026	1	.026	.072	.790
	Sensitivity to problems	.030	1	.030	.081	.777
Years of Ex.	Fluency	1.793	2	.897	2.143	.125
Wilks=.794	Flexibility	.497	2	.249	.678	.511
H=.090	Originality	2.768	2	1.384	2.410	.097
	Elaboration	.559	2	.279	.772	.466
	Sensitivity to problems	.223	2	.112	.301	.741
Scientific Q.	Fluency	.001	1	.001	.003	.954
Hotelling=.054	Flexibility	.643	1	.643	1.754	.190
H=.595	Originality	.132	1	.132	.229	.634
	Elaboration	.112	1	.112	.308	.581
	Sensitivity to problems	.013	1	.013	.035	.852
Error	Fluency	30.550	73	.418		
	Flexibility	26.761	73	.367		
	Originality	41.918	73	.574		
	Elaboration	26.427	73	.362		
	Sensitivity to problems	27.092	73	.371		
Total	Fluency	35.080	79			
	Flexibility	28.852	79			
	Originality	46.078	79			
	Elaboration	29.262	79			
	Sensitivity to problems	27.747	79			

Table (5) shows that there are no statistically significant differences (a = 0.05) due to the impact of the variables of gender and years of experience in all domains of job creativity. There are statistically significant

differences (a = 0.05) due to the impact of the variable of scientific qualification in all domains of job creativity in favor of post-graduate studies.

Table (6): Three-way variance analysis for the impact of variables of gender, years of experience and scientific qualification on the total score of job creativity

Source of Variance	Sum of squares	Degrees of freedom	Mean of squares	F-value	Sig. level
Gender	.107	1	.107	.398	0.530
Years of experience	.649	2	.324	1.202	0.307
Scientific qualification	.082	1	.082	.305	0.006
Error	19.697	73	.270		
Total	21.218	79			

Table (6) shows that there are no statistically significant differences (a = 0.05) for the total score of job creativity due to the impact of the variable of gender, where the value of F = (0.398) and statistical significance = (0.530). There are no statistically significant differences (a=0.05) for the total score of job creativity due to the impact of variable of years of experience, where F-value = (1.202) and level of significance is (0.307). There are statistically significant differences (a = 0.05) on the total score of job creativity due to the impact of the variable of scientific qualification, where the value of F = (0.305) and statistical significance is (0.006), and the differences were in favor of holders of post-graduate studies.

8. Discussion

1. The results showed that the mean of job creativity was (4.01), ranked a high level. The level of job creativity among learning disabilities teachers from their perspective in (Asir, Jizan and Najran), KSA is high. This can be attributed to several reasons, including technological and knowledge revolution that kept up with this era and the Ministry of Education in the Kingdom of Saudi Arabia aspires to implement the sustainable development in education emerged through the development of job creativity in educational institutions. In light of the results of pieces of literature review, the current results are inconsistent with studies mentioned above such as Davidovitch & Milgram (2006), which indicated that most of the teachers do not practice job creativity and behaviors in the classroom. Hamadna (2009) showed that the degree of teachers' practice of creative thinking skills were moderate. The study Yilmaz & Izgar (2009) showed a moderate level of profession creativity among teachers. Omar (2012) showed that job creativity among high school teachers in Khartoum, Sudan was low. Zinta (2013) indicated that the level of job creativity of teachers ranged from low to moderate.

2. The results of the current study showed that the domain of (Elaboration) ranked the first with a highest mean (4.20) and high level job creativity. This may be attributed to the vision of educational institutions seeking to develop the teaching and learning process; Hence, teachers aspired to job creativity by organizing their duties and work in a detailed manner on teaching students with learning disabilities , and their love of their job enables them to see the deficiencies and treat them, while (originality) ranked the fifth and last place with a mean (3.70), and got high level. Given the last place for the domain of (originality) can be attributed to the nature of the concept of originality which seeks to innovation and unprecedented productivity; and perhaps there may be some barriers in elementary (primary) schools that prevented some teachers from providing original ideas and work so their responses to this domain got the lowest mean.

3. The results showed that there were statistically significant differences in job creativity and its domains due to the impact of the variable of scientific qualification in favor of holders of post-graduate studies. This may be explained that Ph. D and Master holders have a more in-depth vision and search for job creativity and skills, where they are briefed on the methods and strategies of modern teaching that develop their job creativity and that of students with learning disabilities. The results of the current are consistent with Zinta (2013), Al-Ajami (1994), Al-Shehab (2003), and the study of Omar (2012).

4. The results showed that there were no statistically significant differences in total job creativity and its domains due to the impact of the variables of genders and years of experience. This may be attributed to the wide knowledge of the study sample for job creativity through training courses offered by the Ministry of Education irrespective of their gender and years of experience. The results of the current study are consistent with the results of Al-Ajami (1994), Al-Shehab (2003), Omar (2012), which showed that there were no statistically significant differences in the job creativity among teachers due to the gender variable in all dimensions except for "originality", where the differences were in favor of males and years of experience. The current results differed from the results of Zinta (2013) that revealed the existence of differences in the level of job creativity among teachers due to variables of gender in favor of males.

9. Recommendations

In light of the results of the current study, the author made the following recommendations:

1. Keeping a high level of job creativity among teachers in learning disabilities by providing training courses, seminars and lectures for teachers and focusing on the domain of originality; because of its

significant role in the development of teaching and learning process in the school and the program of learning disabilities, which are reflected in the behavior of students with learning disabilities in the future.

2. Further studies should be conducted on the level of job creativity among teachers in learning disabilities and comparing it with that of teachers in other specialties of special needs.
3. Conducting a similar study to the current study addressing a larger study population and other variables such as the social and economic level of the teacher, the age, and the school region; where it could contribute to the enrichment of the organizational knowledge and give some diversification.

References

Abbas Ali. (2009). Basics of Management (4). Amman: Dar Al-Maseera.

AL- Ajami, M.(1994). Teachers Attitudes Towards Creativity and Their Instructional Behaviors in the Classroom. Dissertation International Abstracts. (10) 30-71.

Al-Omian, Mahmoud. (2005). Organizational behavior in business organizations. (3). Amman: Dar Wa'el.

Al-Shehab, Qais. (2003). The teacher's role in the development of creative thinking among public school students from the perspective of supervisors and teachers themselves in the Sultanate of Oman, unpublished Master Thesis, Yarmouk University, Irbid, Jordan.

Davidovitch, N and Milgram, R. (2006). Creative Thinking as a Predictor of Teacher Effectiveness in Higher Education. *Creativiy Research Journal*. 18(3). 385- 390.

General Secretariat for Special Education. (2001). Regulatory rules for institutes and programs of the Ministry of Education for Special Education. Riyadh: Press of Secretariat for Special Education.

Hamadna, Burhan. (2009). The degree of Science and Mathematics teachers' applying of creative thinking skills in the upper primary stage from the perspective of the supervisors in Irbid Governorate. Unpublished MA Thesis, Al-Balqa` Applied University, Salt, Jordan.

Harrison, J. (2013). The Effects of Instructor Transformational Leadership and Verbal Immediacy on Learner Autonomy and Creativity in Online Contexts. ProQuest LLC, PH.D. Dissertation, Regent University.

Jawad A. & Hussain, A. (2007). The impact of the empowerment strategy in activating of intellectual capital: an analytical study of a sample of workers in some private Iraqi banks. *Iraqi Journal of Administrative Science*, Karbala University. 4 (6), pp.1-57.

Mattawa, Zia; successor, Hassan. (2014). Find principles and skills in the educational, psychological and social sciences. Riyadh: Mutanabi library.

National Center for Assessment in Higher Education. (2013). Standards of learning disabilities teachers. Riyadh, Saudi Arabia.

Omar, Fatima. (2012). Job creativity among high school teachers and its relationship with some demographic variables. Unpublished MA Thesis, Sudan University of Science and Technology, Khartoum, Sudan.

Spreitzer, G. (2007). Taking Stock: A reviow of More Than Twenty Years of Research on Empowerment at work, for Thcoming. Hand book of Organization Development, Sage publications.

Yearrian, S. (2011). Empowerment of Teachers and Students through Innovative Literacy Practices. ProQuest, Ed. D. Dissertation, Lindenwood University, 264.

Yilmaz, E. and Izgar, H. (2009). Examination of Primary School Teachers' Job Satisfaction with Regards to Organizational Creativity within a School Context. *Elementary Education Online*, 8(3), 943-951.

Zinta, Z. (2013). Creativity from View of Job Market. *Budapest Management Review*, 2-13.