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**Faculty of Graduate Studies**

**The Impact of Learning Organization Strategy in  
Enhancing Individual Creativity on Palestinian Health  
Sector**

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**This Study was Submitted in Partial Fulfillment of the  
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Planning and Fundraising**

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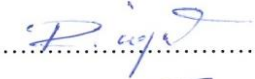
## Study Approval

### The Impact of Learning Organization Strategy in Enhancing Individual Creativity on Palestinian Health Sector

By

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This study was defended successfully on Thursday, March 11th, 2021 and approved by:

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## DECLARATION

I, Nora Rasmi Fakhri Jarrar, holder of ID Card No. (852285402), declare that the content of this study is my research work, unless otherwise referenced. I certify that this study does not contain any material previously published by another person or submitted elsewhere to obtain any degree or qualification.

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Date: .....

## **DEDICATION**

This research is dedicated to every person who has had a positive impact on me.

To every person who said even one positive, motivating word to me.

To someone who trusted me one day and still.

To my special friends Ala & Doaa, those who supported me during this stage of my life, I

dedicate this work.

## **ACKNOWLEDGMENTS**

I'd like to extend my appreciation for my supervisor Dr. Raed Iriqat for his constant direction, his continuous assistance, and his great knowledge that taught me a lot.

## **Abstract**

The study aims to examine the impact of the learning organization strategy in enhancing individual creativity in the Palestinian health sector (PHS) and verify if the learning organization enhances individual creativity among workers in the PHS. In this study, a quantitative design employs a questionnaire as a data collection tool used to collect primary data from the target population, consisting of (178) participants from both administrative and medical employees in the PHS.

In general, the results of the study illustrate if learning organization strategy affects enhancing individual creativity in PHS. Also, it proves that there is an impact of continuous learning and empowerment for strengthening individual creativity in PHS. The result shows that the dimensions of a learning organization did not affect the individual creativity of the employees in the PHS. Still, the learning organization as a whole influenced the individual creativity of the employees.

It was recommended that the Palestinian health sector remains on the lookout for reasons that affect organizations' learning to avoid these reasons and that the PHS should be interested in foundations and initiatives to enhance creativity among the employee.

Activating the role of health sector workers and showing their creativity in their various fields of work, including doctors, nurses, administrative employees, supportive medical sciences, and others. Empower employees and pay attention to them to be able, conscious, and with strong knowledge. Also, it is recommended that the Palestinian health sector highlight employees' achievements, motivate them to improve themselves and reward creative employees through fair evaluation mechanisms at all levels. Besides, the health sector should

apply the fundamentals of the learning organization to make the organization a suitable work environment for creativity, innovation, and renewable ideas.

During the emergency period (COVID 19), the data collection made communication with governmental and private health institutions affiliated with the Palestinian Ministry of Health and health sector personnel very difficult.

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## TABLE OF DEFINITIONS

TERMS	DEFINITION	REFERENCE
<b>Strategic Planning</b>	A systematic identification of opportunities and threats that rely on the future, combined with other close data, provides fundamentals for companies making better current decisions to exploit the opportunities and avoid the threats.	(Steiner, 2010).
<b>Learning Organization</b>	An organization with supportive learning culture and structure, strong enough to enable learning minds and systems learning across the organization to transform and innovate constantly, for sustainable development in a complex and uncertain environment.	(Bui, 2019).
<b>Organizational Learning</b>	The ability of an organization to gain insight from experience through experiments, observation, analysis, and a willingness to examine successes and failures.	(Serrat, 2017).
<b>Individual Creativity</b>	Generates new useful ideas.	(Amabile, 1988)
<b>Domain-relevant skills</b>	It is the first component of individual creativity. It includes practical skills, knowledge, and special ability needed to generate a creative idea, product, or service.	Amabile,1988,1996,2011, Zhou and Shelley, 2003; Madjar and Oldham. (2006).
<b>Creativity-relevant skills</b>	“Cognitive style,” individual traits and work styles related to creating productivity.	Amabile,1996; Woodman et al., 1993; Rice, 2006; Reiter- Palmon and Illies, 2004). as cited by Abu Zaid, M, 2018)
<b>Intrinsic task motivation</b>	The major drive for individual creativity refers to enthusiastic individuals who take challenges internally, not by external conditions.	Amabile, 1996; Pice, 2006; Shalley et al., 2004). as cited by Abu Zaid, M, 2018)

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## **LIST Of ABBSERVIATIONS**

**PHS: Palestinian Health Sector**

**WHO: Word Health Organization**

**LO: Learning Organization**

**OL: Organizational Learning**

**IC: Individual Creativity**

# CHAPTER ONE

## INTRODUCTION

### 1.1 Background

Some factors make life so complicated, such that learning is more required than in the past, such as globalization, changing economies, new technology, competition, and new products and services. Today's organizations need to be fit for systematically acquired learning to acquire deeper and broader knowledge and skills to be applied to new behaviors. (Sessa & London, 2015).

Organizations' competitive situation in constant change forces organizations to change and adapt, learn to survive and grow (Bhaskar & Mishra (2017)). The success of any organization depends on managers and team members who work hard, loyal, and possess soft skills. Therefore, leadership quality is essential for managing employment employees. To achieve the goals set for the organization, leaders must provide a suitable work environment for their employees.

Jung et al. (2010) said: "leaders need to find a balance between the goals of an organization and the employee's needs." The main concern of various organizations these days is to understand, develop and improve the skills of leaders (Sosik & Jung 2011).

Duan (2017) explained a learning organization could enhance the loyalty of its employees and their sense of participation in their work. Also, strengthen organizational ties to enhance organizational creativity by employees working in the organization. Thus, for enterprises to become a learning organization, they must possess the characteristics of a

learning organization to allow the internal members of the organization to promote their work values and generate a sense of recognition.

Luhn (2016) cited words that Bertels (1997) said: “the continuous development and creation of a life-long learning system is through the realization of teamwork, the incorporation of a permanent learning process, as well as the continuous renewal of organized work.” Humanity possesses the ability to think, analyze and learn through reasoning or imitation. Learning is the main process for understanding knowledge management. If people neglect to learn, then there is nothing to preserve, distribute or use. (Luhn, 2016)

A learning organization is considered an open system due to closed relationships with its surroundings, which guarantees access to the organization system's information. Continuous changes in the education process make it unable to keep up with the surrounding systems. (André, 2016).

Gilaninia et al. (2013) state that learning organization is a special type of organization because of its powerful and collective teaching approach. Also, it helps to enhance organizational learning through the creation of structures and strategies. Moreover, Liao (2010) indicates that learning organization is interchangeably used, its outcome of the learning through the individual level.

Kools & Stoll (2016) define learning organization as a continuous process of collectively integrating and interpreting knowledge that enhances the organization's collective ability to understand and respond to internal and external change.

According to Gong et al. (2009), they indicate that creativity is related to establishing thoughts and positive ideas that enhance the efficiency and effectiveness of the processes.

Taha et al. (2016) illustrate that employee creativity indicates the individuals' generation of new ideas and that creativity is composed of an individual's accumulated creative thinking, skills, and expertise based on education and past experiences. All of these are necessary for creating a competitive atmosphere in the workplace, making it useful for the organization. Also, the most valuable resources that organizations have are their human resources for managing an organization effectively and efficiently. Thus, creativity could contribute to a competitive advantage for the organization (Gong et al., 2009).

The learning organization concept is more important for developing countries related to its help in the up-grading of its people's knowledge, skills, and capacities for decision-making (Awasthy & Gupta, 2012).

Nabil et al. (2017) mention that creativity is the generation of imaginative new ideas involving radical new ideas, applying a radical newness innovation or solution to a problem, and a radical reformulation of problems. Moreover, Lockwood & Al-Ababneh (2016) define the term creativity as "the creation of a valuable, useful new product, service, idea, procedure or process by individuals working within a complex social organization."

Gilaninia et al. (2014) mention that the relations between communication and creativity in service and manufacturing industries revealed the effect of communication on creativity. According to Ghung et al. (2012), organizational communication facilitates mutual understanding between employees, encourages job morale, enhances job satisfaction, and yields good creativity performance of employees.

The number of operating hospitals in Palestine in the year (2019) reached (84). (52) hospitals operate in the West Bank, including East Jerusalem. It constitutes (61.9%) of the

total number of hospitals operating in Palestine. The total number of hospital beds (including psychiatric and neurological hospitals) is (6435) beds, with an average of (12.9) beds per (100,000) inhabitants. (Health Annual Report, 2020). Moreover, 82 hospitals affiliated with the PHS do their work to the fullest from serving patients. Still, do these hospitals support the role of a learning organization in enhancing the individual creativity of their employees? (Health Annual Report, 2020).

In the context of the study, the Israeli occupation is a major obstacle that prevents the progress of various Palestinian work sectors and the health sector. PHS, faces a shortage of resources and health supplies. Despite all challenges and obstacles, PHS, with the cooperation and support from the international community and United Nations organizations, especially the WHO, could save the health system from collapsing and achieve good health indicators at the Eastern Mediterranean region to which Palestine belongs. The problem of PHS is with how the work is done. PHS should utilize available resources and capacities effectively. A learning organization has a specific task to perform; it monitors the process of integrating the learning organization with a health organization to enable it to accomplish its duties fully and completely (PCBD,2017).

The study aims to examine the impact of learning organization strategy in enhancing individual creativity in the Palestinian health sector (PHS) in the West Bank from employees' perspectives.

## **1.2 Problem Statement**

An ever-changing health service requires more creative and innovative employees. Creativity-based learning helps to identify and solve problems. Learning shows in employees' ability to develop and implement innovative solutions. Also, challenge-based learning strengthens self-learning and employee creativity (Yang et al., 2018).

This study attracts the attention of the PHS to become a learning organization that enhances individual creativity, works to develop it, and integrates creative individuals into society. Also, it works to provide job opportunities for individuals to keep up with the economic and scientific development in the labor market to ensure its continuity.

Coordination and cooperation between the PHS and its health institutions to develop their plans, recommending necessary measures to achieve the learning organization. Thus, collaboration and joint work in developing national health plans and defining roles in implementation.

The study facilitates the work of health institutions with other health departments, the task and work of institutions in the PHS. It also provides PHS with information about the learning organizations.

Therefore, this study aims to examine **the impact of learning organization strategy in enhancing individual creativity in the Palestinian Health Sector**

### **1.3 Research Objectives**

This study's main objective is to examine the impact of learning organization strategy in enhancing individual creativity in the Palestinian Health Sector (PHS). The main objective of this study is divided into the following sub-objectives:

- ✓ To identify the level of the dimensions of the learning organization strategy in the Palestinian health sector in West Bank from employees' point of view.
- ✓ To identify the level of individual creativity in the Palestinian health sector in West Bank from employees' point of view.

- ✓ To identify the significant difference in understanding learning organization strategy and individual creativity due to demographic characteristics (gender, age, qualification, and experience).
- ✓ To identify the relationship between the dimensions of the learning organization strategy and individual creativity dimensions in PHS in West Bank from employees' perspectives.
- ✓ To identify the impact of the learning organization strategy on enhancing individual creativity in the West Bank from employees' perspectives.

#### **1.4 Research Question**

The main question of this research study is “What is the impact of learning organization strategy on enhancing individual creativity in the Palestinian Health Sector?”

To answer the above question, the study will be focusing on the following sub-questions:

**Question 1:** What is the level of Learning Organization Strategy in the Palestinian health sector in the West Bank from employees' point of view?

**Question 2:** What is the level of individual creativity in the Palestinian health sector in the West Bank from employees' point of view?

#### **1.5 Research Hypothesis**

To achieve the main study objective, the study includes five alternative hypotheses to examine the impact of learning organization strategy in enhancing individual creativity in the Palestinian health sector in the West Bank. These include the following:

**H1:** Learning Organization Strategy plays a significant role in the Palestinian health sector in the West Bank.

**H2:** Individual creativity plays a significant role in the Palestinian health sector in the West Bank.

**H3:** There is a significant difference in understanding the learning organization strategy and individual creativity due to demographic characteristics (Age, Qualification, the number of years worked in the current institution, and Years of experience) in the Palestinian health sector in the West Bank.

**H 3-1:** There is a significant difference in understanding the learning organization strategy and individual creativity in the PHS in the West Bank due to Gender.

**H 3-2:** There is a significant difference in understanding the learning organization strategy and individual creativity in the PHS in the West Bank due to (Age, Education, Experiences).

**H4:** The dimensions of learning organization strategy and individual creativity dimensions are related to each other in the Palestinian health sector in the West Bank.

**H5:** There is a significant impact of learning organization strategy on individual creativity in the Palestinian health sector in the West Bank.

**H6:** There is a significant impact of the learning organization strategy on individual creativity in the Palestinian health sector in the West Bank.

## **1.6 Research Importance**

1. The process of organizational learning is an integrated study that combines the individual, the difference and the organizational level, and links this with some factors that help improve the performance of the organization.

2. The concept of organizational learning is still relatively new in organizations, especially organizations in the Middle East, so the researcher should address it and give it

some privacy and opportunity to spread.

3. The application of this study on one of the Palestinian organizations contributes to the definition of leadership in organizational learning and its relationship to the performance of the organization, which works to enrich the administrative, medical and strategic employee to work properly and to take appropriate decisions for the organization.

4. Highlight the most prominent contemporary administrative concepts, which constitute a crucial stage in the framework of administrative and scientific development.

Organizational learning is the main source of success for the organization in its strategic behavior to achieve core objectives in a highly dynamic and ambiguous environment.

5. Identify the reality of organizational learning in the reality of the institutions and centers of the Palestinian Ministry of Health.

6. Acknowledgment of the relationship between organizational learning and its impact on individual creativity in the organization.

7. Providing suggestions and recommendations in the light of the results of the study, to the Palestinian Ministry of Health to enhance the process of organizational learning, performance, and creativity and give individuals space for creativity and excellence in their work in organizations, where there are doubts that organizational learning will have a hugely competitive field in the coming years.

### **1.7 Research Structure:**

This study consists of five chapters, the Introduction, the Study Methodology, Literature review, Data analysis and Discussion, and Conclusions and Recommendations in order from chapters one to five.

**Chapter One:** This chapter contains seven sections. It starts with the background about the study, research problem, objectives, research questions, hypostudy, the importance of research and ends with its structure.

**Chapter Two:** This chapter contains two main sections: theoretical literature review and empirical literature review. The first section will introduce the main concepts of the study variables, their dimensions, and their importance. The second section presents the findings of previous studies and their limitations and recommendations.

**Chapter Three:** This chapter presents the study methodology. It includes seven sections: study design, data collection, study instrument, the population of the study, the sample of the study, statistical approach, and the conceptual model.

**Chapter Four:** This chapter analyzes the collected data, introduces the respondent demographic profile, answers the study questions, and tests the hypothesis study. Moreover, it summarizes the result and compares them with previous similar studies' findings.

**Chapter five:** This is the last chapter that presents the study conclusion, recommendations, and limitations; moreover, the researcher suggests future studies.

## **Chapter Two**

### **Literature Review**

#### **2.1 Summary of Literature Review**

This chapter is divided into two parts: first one deals with the theoretical framework, which includes the learning organization strategy (concept, importance, and dimensions) and individual creativity, and the second part will be about reviewing the empirical literature, previous Arab and foreign studies that dealt with strategic planning, the learning organization, and individual creativity, where there are many studies about implementing the strategy of the learning organization and the factors that affect and are affected by it in different types of organizations.

#### **2.1 Theoretical literature review**

##### **2.1.1 The Concept of Learning Organization**

In today's organizations, learning is the key to success and survival. Knowledge should be constantly enriched through continuous internal and external learning. To maintain this process, it is necessary to support and revitalize the organization, people, knowledge, and learning technology (Serrat,2017).

Gilaninia et al. (2013) defines a learning organization as a strong, collectively learning organization that works to improve, manage and use its information to achieve its organizational success. Moreover, it is considered an organization that helps in enhancing organizational learning through the creation of structures and strategies.

Atak & Erturgut (2010) explained that a learning organization supports individual and group learning in the work environment. It is also constantly changing the nature of its work. Therefore, it can be recognized through its ability to adapt to its external environment, focused on learning based on challenges and mistakes.

A learning organization relies on a set of methods in learning. Management makes an effort to improve their ability to interact and then use knowledge, allowing individuals to learn inside and outside the organization and use appropriate technology (Al Shobaki et al., 2017).

Liao et al. (2010) explain that knowledge is based on economics and only continuous changes, so knowledge becomes a very important power and resource for preserving the valuable heritage and creating the core competencies that every individual and organization needs. Consequently, most organizations failed to complete their tasks and duties, as they did not realize the benefits of continuous learning. A rapidly changing environment needs outstanding leaders to generate rapid responses to problems that occur, find solutions to them quickly, and constantly adapt to survive and flourish.

Studies on learning organizations focused on performance (Al-Jawazneh & Al-Awawdeh, 2011). Research performance effects and benefits have increased since the 1990s with the publication of Singh's book. However, these efforts are directed primarily at evaluating businesses and industrial organizations (Patnaik et al., 2012).

### **2.1.2 Learning Organization Vs. Organizational Learning**

In the past, learning organization and organizational learning were frequently used. Organizational learning and learning are concerned with obtaining information, interpreting data, developing knowledge, and preserving learning. Nevertheless, many differences exist between the two concepts (Mulili & Wong, 2011).

In a learning organization, strategic planning leads to organizational change.

Thus, employees' beliefs, values, and standards are changing and put under action. It also helps develop employees' thoughtful conditions and strategies during processes that support continuous learning of individuals and the organization (Kools & Stoll, 2016).

The LO is a very old concept. A learning organization is defined as a place where vision, patience, and courage are required, and every individual in the organization is accepted as a legitimate being. Moreover, learning is a multidimensional phenomenon common in any human land (Kempster & Cope, 2010). According to Passaro et al. (2017), learning is an existing activity. Walsh & Cunningham (2017) state that LO is based on an individual's direct and indirect experiences.

The unconscious or under the control of individuals (Fust et al., 2018). Moreover, learning is a phenomenon related to the individual, teams, and organizations (El-Awad et al., 2017). Man (2012) notes the need to discuss the unique features of entrepreneurship learning as a concept.

Individual, group and organizational learning belong to educational organizations by encouraging sustainable organizational learning processes (Chang & Lee, 2007). A learning organization is an organization that facilitates learning for all its employees and constantly changes itself (Yuesti & Sumantra, 2017).

A group of organizational members provides learning in such a way that leadership can improve the learning process and organizational learning outcomes. Moreover, leaders need to create an environment in which all members of the organization shine as learners to define what they choose, what to do, and what they can do (Gilaninia et al., 2013).

According to (Chu, 2016), using motivational drives to improve organizational learning highlights the organization, which sometimes chooses certain mechanisms from knowledge sharing practices to motivate the employee and promote the organization, thus learning and

knowledge sharing. The conceptual framework is also adapted to serve organizational needs for knowledge sharing.

Argote & Spektor (2011) indicate that organizational learning is still the collective process of acquiring competencies that are modified by how they are managed and transformed. As a result of this intrinsically complex concept, it is necessary to integrate or adopt a multi-level approach. The strength of the OL also rises in a wide range of areas that can be applied. Moreover, leadership, vision, and organizational learning are the key to improving the organization (Kurland et al., 2010).

### **2.1.3 The Importance of Learning Organization**

Learning is provided by a group of organization members (Hagen 2010). The aim of learning is the tendency of organizations to act in a participatory approach to using learning opportunities. Also, it is to determine the extent to which organizations can learn. Moreover, working, learning, and expanding skills are essential to revive a new educational curriculum. Organizational learning needs to be empowered throughout strategy implementation. Also, organizations that adopt the concept of a learning organization have a higher response to their internal and external environment. (OECD, 2018).

Bui & Baruch (2012) note that a learning organization is an essential skill that must be developed by an organization that wants to succeed in a rapidly changing competitive environment. A learning organization experience leads to free performing tasks and decision-making. Reaching new people could access information that provides familiarity with the entire organization and its environment more strategically and effectively (Harvard Libraries June 13, 2014).

The education sector plays a major function in creating future leaders through employee training courses to push the organization's work towards the transition to a knowledge-based economy (Bui & Baruch, 2012).

### **2.1.4 The Dimensions of Learning Organization**

Several research studies have been conducted to test the reliability of the learning organization dimensions in different contexts: USA, Colombia, China, Taiwan, Korea, and Arab countries. These studies succeeded in verifying the applicability of DLOQ in societies with different cultural backgrounds by providing the internal consistency of the reliability of each component (ranges). Alpha coefficient from 0.71 to 0.91) (Song et al., 2009). As mentioned in (Sharifirad, 2011).

The seven dimensions of learning that have been proposed as an integrated model include continuous learning that shows growth by employees who learn in their jobs (Watkins et al., 2018).

Darwin (2017) stated that organizational learning is still in search of a theory, and there can be no agreement on the dimensions of the learning organization. Moreover, useful models associated with learning and change can be utilized individually or jointly to reflect on the overall order of an organization.

Dimensions of the learning organization affect learning outcomes. As employee empowerment stimulates individual learning, system communication stimulates organizational learning, and the embedded system works at group level and learning outcomes. This enables organizations to learn directly from their structure and systems (Walsh & Ungson, 1991) (Jyothibabu et al., 2010).

- **Continuous Learning**

Learning in the workplace enables people to learn on the job. Opportunities are provided for continuous learning and growth.

Kolodny, Edelman, and Lotem (2014) stated that continuous learning of structure from data flow is studied mainly in machine learning or language acquisition. Still, its evolutionary roots may go back to early organisms that were an internal drive to learn and represent their environment.

Van Breda-Verduijn and Heijboer (2016) mention that a learning culture effectively supports organizational goals and forms an effective fertile ground for the required learning within the organization. Moreover, learning is a major issue, and a strong learning culture constitutes an effective fertile ground for continuous learning.

- **Promote Dialogue and Inquiry**

People acquire the productive thinking skills to express their opinions and listen and inquire about the opinions of others. Thus, culture change is often done to support questioning, feedback, and experimentation (Shreivrad, 2011).

Dobber & van Oers (2015) explain that inquiry is part of modern educational practices at all different levels of learning. Hence, according to Vygotsky (1978), the human capacity for inquiry is one of the psychological functions rooted in interpersonal activities. The most knowledgeable has an important role in educating the novices. Hennessy, Mercer & Warwick (2011) said: Dialogue and inquiry provide new opportunities for individuals to contribute their ideas physically, and action can also build new knowledge together.

- **Encourage Team Learning and Collaboration**

Work is designed to use groups to access different modes of thinking. Groups are learning and work together. Judd, Kennedy & Cropper (2010) mention that peer-based

collaboration in promoting individual learning, understanding, and achievement has been done through research.

Darwin (2017) examines the close of the knowledge gap, which arises when speech replaces action, memory replaces thinking, and fear inhibits knowledge-based action. Thus, knowledge solutions provide organizations with tools, methods, and approaches to close the gap.

Encouraging group learning and Collaboration work on discovering hidden information, solving problems, encouraging action and thinking, and testing the information obtained so that the work environment becomes organizational in an intelligent way.

- **Embedded Systems and Share Learning**

High and low-tech systems are created to share learning and integrate with work. So, access is provided, and regulations are maintained.

The embedded system is a major system for sharing learning and accessing technology-based systems; therefore, when knowledge is shared and captured among the organization's employees, it can be integrated into the organization's repository for employees to reach, especially when the employee leaves the organization (Argote, 2011). Therefore, the learning process, which is a transformational change, includes individual, group, and institutional learning (AL- Hashema, Almasria & Orabia, 2020).

- **Empowerment**

People participate in creating, owning, and implementing a common vision.

Responsibility is distributed when the decision is made so that people are motivated to know what they are responsible for. According to (Al-Hashema, Al-Masria, and Orabia

2020) empowerment dimension means that employees have a shared responsibility in developing and implementing the organization's vision.

Empowerment is the process of individual development to achieve organizational goals. This dimension is achieved through increased knowledge. Sharing is very basic to the concept of empowerment. Society needs empowerment to improve knowledge by itself, and society is called upon to develop potential together.

Moreover, the economy is the basis of people and life; economic empowerment is the bias of the community to improve economic prosperity. Society needs empowerment to improve its ability and knowledge by itself (Yuesti & Sumantra, 2017).

- **System Connections**

Working within groups achieves collaboration and works to strengthen relations between employees, which helps to enhance the different relationships between employees and leaders, employees with information, employees with the external environment, also the organization with other various organizations in the labor market. The system's communications dimension indicates strong extended relationships between the organization and employees to use the information systems in their jobs.

- **Strategic Leadership**

Leadership use learning as a model strategically to do work. The strategic leadership dimension of learning has been used strategically to enable the learning process (Marsick & Watkins, 1997; Song et al., 2009).

Kools & George (2020) mention that a learning organization requires strategic managers who think strategically about using learning to create organizational change, thus converting strategic plans into practice. Moreover, managers and leaders have a role in creating learning organizations through discussions to solve problems that face the organization, successful practices, and knowledge sharing.

Obiwuru, Okwu, Akpa, and Nwankwere (2011) observed that leadership is important to affect individual and organizational interaction. Also, understanding the effects of leadership on performance is important because some researchers view leadership as one of the major driving forces for improving company performance.

According to Lee and Chuang (2009), they explain that the ideal leader cares about enhancing the efficiency and fulfillment of employees, taking care of business requirements to achieve organizational goals.

### **2.2.1 Creativity**

Barron, 1955, Runco and Jaeger (2012) define creativity as the production of new and useful ideas; creativity is preceded by a deep interest in and participation in the task. Steele, McIntosh, and Higgs (2017) mention that the most successful scientists are not the most talented, but they are the ones motivated by curiosity.

Interest in creativity has increased since the 1990s, and there have been many studies defining creativity since (1993) as ideally new ideas that lead to creating a new product, service, or procedures that are necessary for creative and important achievement and enhancing the performance in a way that stimulates the performance of the institution (Gilson & Shally, 2004; Woodman et al.,1993). Creating creative or strategic solutions in a new way leads to the complete success of the organization and tasks (Munoz-Doyague and Nieto, 2012).

Creativity is important for individual differences; it is a factor that has received little attention compared to other fields such as intelligence. Creativity showed significant positive relationships between openness and negative relationships where it was found that creativity is related to openness (Batey, Furnham, and Safiullina, 2010).

Martin & Beckmann (2013) mention that organizational communication aims to provide organizational members with the information for work and the development of organizational members to present beneficial attitudes towards the organization, created to facilitate mutual coordination, enhance work creativity, and individual satisfaction.

Zukowski et al. (2012) mentioned that lack of effective communication is a major obstacle to organizational creativity. Chen et al., (2012) studied the influence of departments in an organization using intranets on organizational performance. They observed that organizational members with higher communication satisfaction could improve work performance and creativity.

Black (2013) stated that the organization should increase internal communication to make decisions when obtaining relevant information.

Beghetto & Kaufman (2014) indicate that creativity must represent something new or different. To be creative, there is an expectation of task appropriateness or usefulness. Moreover, many discussions of creativity tend to focus on levels of creativity, which are everyday creativity and genius-level creativity.

There is an internal drive for creativity used to explore creative people (Woodman, 2016), where intelligence and openness to experience were associated significantly and positively with fluency, flexibility, and originality of creativity dimensions (Sadana, Gupta, Jain, Kumaran, and Rajeswaran, 2021).

Sözbilir (2018) showed that organizational creativity and organizational efficiency are affected by capital, and the results of the study showed support for the effect of organizational creativity on organizational efficiency.

### **2.2.2 Creativity vs. Innovation**

Creativity and innovation need constant change, each of them has a strong and influential role in facilitating constructive conflict and as a catalyst to improve employees' attitudes and well-being; moreover, there are destroying effects on pride, value systems, and motivation. These aspects are rarely identified in researches, which reinforces bias.

The dialogue in management literature and psychology was in sharp contrast to the definition of both terms, creativity and innovation, and to distinguish between them, was without consensus. Definitions of creativity emphasized both individualities, as in isolated mythological genius, as in the idea of the way of collapse or invention (MacKay & McKiernan, 2010).

This combination of the individual and innovation reinforces the one-sided stereotypical view of creativity and creators due to separating them from their ideas and talents, giving them meaning and value.

Nabil, Abdul-Raouf, and Nadera (2017) noted that innovation management is the generation and implementation of performance and new, modern technology to enhance organizational goals. It is also considered new ideas that are communicated beneficially. This occurs when individuals perceive a new pattern in their minds. The mind's ability to recognize new patterns and generate new ideas creates the basis for a new product or service.

They said: "To communicate with others. Creativity is also a complex idea that must be touched and tested". Thus, innovation is the stage in which the creative idea is transformed into practice, where creativity and innovation play a great function in generating the competitive advantages of the company and distinguishing it in the market,

to maintain good management of its activities, it must possess the ability to enhance creativity, and apply innovation effectively, to be a leader in its field.

MacKay & McKiernan (2010) pointed out that innovation should provide quantifiable benefits to at least one of the organization's many internal and external stakeholder groups. Hence, innovative ideas must be appropriate and beneficial because innovation focuses on novelty in relation to existing practice and cognitive creativity, allowing the import and export of innovation from another working group.

Karodia & Machera (2014) defines innovation as a complex, multi-dimensional activity that cannot be measured, and the measurement method requires complex foundations. While Karodia, Mtinkulu, and Naranjee (2014) indicate that innovation is the introduction of a new product, service, or process through a specific business model. Moreover, product, service, process, and business model innovation contribute to enhancing the competitive advantage of a company.

Dul & Ceylan (2014) mentioned that management practice to build employee creativity supports the innovation of distinctive new products. This is done by following a flexible and broad methodology that affects the work environment's social, organizational, and physical characteristics.

According to Wilf (2014), creativity is depicted as an individual, separate from the universal products, valued by extremely exceptional individuals. Distinctions such as these mask the social dimensions of creativity, and as a result, creativity produces very original and unique entities of indisputable value.

Some studies showed that experience leads to faster implementation of creative ideas and enhances team creativity (Taylor & Greve, 2006) and allows individuals to learn

about creativity opportunities (Shane, 2000). As cited by (Gino, Argote, Spektor & Todorova, 2010).

### **2.2.3 Individual Creativity in Health Care Sector**

Healthcare institutions and services are complex and hierarchical institutions; the differences are often within multidisciplinary healthcare teams. Therefore, health care organizations address many challenges to reach successful development. These challenges have important implications for service delivery.

The past showed an increase in the importance of collective participation (co-creation, co-production, and co-design) from those who provide and receive any form of public service in the growing healthcare sector (Murray & Crummett, 2010).

Snook (2015) clear that generating a deep and comprehensive understanding of the expertise experience, creating the conditions, and increasing opportunities for individuals to work with the public is an empowerment solution that improves creativity.

Woodman (2014) defines organizational creativity as creating new products, services, and ideas of value or processes or procedures by individuals working together within complex systems. It's concerned about the importance of building innovative capacities, which relate to public and infrastructure issues that help provide a space enabling the encouragement of organizational creativity and quality.

There is a difference between individuals feeling creative and being creative at the workplace. It's valuable to engage in additional work that explores various sides and explains the creative concept and the role of constraints for each conceptualization (Caniëls & Rietzschel, 2013).

Creativity in health care and innovation to facing health challenges is an important driver that improves the quality of the service provided and reduces harm and cost. It supports the health workforce to take risks necessary to innovate, and leaders do not fully understand the conditions required to fully support employees (Zuber & Moody, 2018).

#### **2.2.4 The Importance of Creativity**

Huang & Yao (2017) proved that a learning organization could enhance employee collaboration and engagement and strengthen organizational ties for employees who desire creativity. Moreover, the learned organization personalities can enhance the identity of the internal members of the organization. It also proved that a learning organization could bring valuable human resources, and employee empowerment is a high-performing factor, which enhances employees' self-confidence and satisfaction when they can complete tasks.

Ke (2018) mentions that Creative job requirements are determinates to measure if employees can effectively fulfill the prescribed tasks and objectives and meet the established standards of the organization. Also, studies have shown that high working requirements can stimulate the vitality of employees.

Most of the creative concepts were focused on improving skills that limit the view of workplace learning. It does not consider the idea of learning, for example, gaining what is called meta-competences. One of the reasons employees leave the organization is that the person-environment fit is out of balance, which can result from an inability to change along with the organization (Ropes, 2011).

Few studies address the lines between engaging in a creative process and job performance (Zhang & Bartol, 2010). It's an important factor leading to the successful implementation of unique client solutions and enhancing firm performance. Coelho,

Augusto, and Lages (2011) extend the theory of creativity in marketing by examining the mediating effect of role stress and intrinsic motivation on employee creativity.

The definition of the problem is of paramount importance for the quality of new products and creative work. Thus, individual cognitive patterns determine the extent to which users can identify a problem. It also determines the extent to which they can transcend known patterns of thinking and perception and think outside the box.

Perseverance, self-discipline, and the ability to let go of unproductive research strategies also aid creative work. Creative individuals have a more unique perception of explaining things, and they are more able to search for new solutions and try new solutions (Faullant, Schwarz, Kraijger & Breiteneker, 2012).

## **2.2.5 The Dimension of the Individual Creativity**

**There are three dimensions of creativity**

- 1. Domain-Relevant Skills,**
- 2. Creativity-Relevant Skills,**
- 3. Intrinsic Task Motivation.**

### **2.2.5.1 Domain-Relevant Skills**

Amabile (2011) defines domain-related skills as knowledge, experience, technical skills, intelligence, and talent in a specific area as they solve multiple problems - such as product design or engineering. These skills include the raw materials that an individual can draw during the creative process.

Creativity is a general area, and improving participants' skills in related creative activities, will increase their creativity in everything they do. The effect of creative training is huge. Therefore, training programs usually lead to creativity in performance. Because it is a special field, and the appreciation of creativity is distinctive in the learning organization (Baer, 2015). Industry-relevant skills include a method by which a new solution can be created.

Knowledge of paradigms and performance scripts of the domain also includes knowledge of the domain in principles and opinions (Amabile, 1983). To be creative in your field, you should know a lot about your major. Expertise is also domain-specific, so gaining experience takes a long time (Faullant, Schwarz, Krajger & Breiteneker, 2012).

### **2.2.5.2 Creativity-Relevant Skills**

Amabile (2011) defines Creativity-related skills as a cognitive style and personality characteristics that lead to independence, risk-taking, diverse perspectives on different problems, and disciplined work style and skills in generating ideas. It also includes the ability to use broad and flexible categories to aggregate information and exit perceptual "scripts" and performance. Hence, character processes include self-discipline and tolerance of ambiguity.

Thuan (2020) indicates that creativity-related skills did not affect creativity management. Thuan points out clearly that organizations must enhance individuals with a high level of creativity-related skills. Next, organizations should encourage supervisors to participate in training programs to improve knowledge and skills. Furthermore, organizations should design a work environment that gives employees special time to interact with supervisors who have a high level of creativity-related skills. Organizations

should also give employees opportunities to share their creativity-related skills with their managers.

According to Ke (2018), Creativity-relevant skills, known as creativity-related processes, include cognitive styles, divergent thinking, risk-taking and unique perspectives of personality traits, also creative work styles and skills. Thus, creativity-relevant skills, deeply rooted in individuals' constant personality features, can also be learned and acquired through some creative activities.

Expertise is also domain-specific, so it takes long to adopt expertise, Faullant, Schwarz, Krajger & Breiteneker (2012). Creativity-relevant skills include a special cognitive style, which refers to a person's consistent pattern of processing information and organizing it into a system of thought which influences behavior. Moreover, researchers broadly deal with some operations of the human cognitive system that are more led to specific problem solving than others. Furthermore, an appropriate cognitive style for creative problem solving is characterized by understanding complexity, breaking existing patterns of thinking, and trying new problem-solving methods when old sets do not work (Amabile, 1996). As cited by (Faullant, Schwarz, Krajger & Breiteneker,2012).

### **2.2.5.3 Intrinsic Task Motivation**

Amabile (2011) defines intrinsic task motivation as passion, the motivation to undertake a task or solve a problem because it is interesting, involving, personally challenging, or satisfying – rather than undertaking it out of the extrinsic motivation arising from contracted-for rewards, surveillance, competition, evaluation, or requirements to do something in a certain way.

The study of intrinsic motivation appeared long ago (Skinner, 1950). In creativity research, where task engagement has been critical to creativity. Thus, it was thought that

the impulse arising from external stress or control was detrimental to creativity (Steele, McIntosh & Higgs, 2017).

Tan, Lau, Kung & Kailsan (2019) indicate that creativity has a positive relationship with experience and openness. This work plays to raise the spirit of participation among individuals at a high rate, which could enhance and encourage creativity.

Motivation leads to a set of internal forces that underlie the direction of behavior or thought (Pinder, 2008). There are two components to motivating the task: the basic attitude toward the task and the perception of the reasons for undertaking the task.

Moreover, the motivation for the task varies according to the different reasons for working. Internal motivation arises from a person's reactions to the task, while external motivation results from sources outside the task.

## **2.3 Empirical Literature Review**

- 1. Strategic Planning**
- 2. Learning Organization**
- 3. Individual Creativity**

## Empirical Studies

### 2.3.1 Strategic Planning

#	The Author	Title of Study	Aim of Study	Design of Study	Conclusion	Recommendation	Limitations	Further Research
1	Kools, M., & George, B. (2020).	Debate: The learning organization—a key construct linking strategic planning and strategic management	This article presents the example of the Welsh school system, which moves from a strategic management approach dominated by narrow performance measurement to one informed by organizational learning.	****	1-The integration of schools as learning organizations model in school evaluations helps empower schools to change and adapt to new environments. 2-Collective working, learning, expanding the skills, teaching support employee, school leaders, and others involved are essential for bringing Wales's new curriculum to life (OECD, 2018).	1-Demonstrates the danger of narrowing strategic management to performance measurement implementation. 2-The schools adopting the learning organization concept have a higher responsiveness to their internal and external environment.  3-Strategic planning is a particularly powerful approach to realizing organizational and societal change when it is executed within learning public organizations and larger learning systems.	****	****
2	Maslova, T. (2020).	Self-Efficacy-Based Instructional Method for Strategic Self-Regulation of Russian at the Novice Level.	To investigate students' strategic self-regulated learning of Russian, the role of the proposed self-efficacy-based instructional method in fostering the students' strategic self-regulated language learning.	A mixed-methods design is used that involves collecting quantitative data first and then expanding the quantitative results with in-depth qualitative data.	1-The higher SR students self-reported a high level of use of all types of self-regulated strategies, most frequently using the MC, C, and SCI strategies  2-Both higher and lower SR students found the self-efficacy-based instructional method very helpful in many ways.	****	1-The study may not have enough power, considering the small number of participants and the use of the data collection instrument that comes from the research done in teaching English as a foreign language.  2-the contents of the instrument for measuring the levels of strategic self-regulation of the students.  3-The unprecedented times of the COVID-19 pandemic have significantly affected the whole system of education throughout the world.	Need to develop an instrument for measuring strategic self-regulation of college-level L2 learners based on the S2R Model by Oxford (2011) should be considered for further research
3	Paquet, M., & Karsenti, T. (2020).	Oral Production Skills and Self-Regulation Processes: Exploring the contribution of the e-portfolio	Describe and analyze the contribution of the digital learning portfolio to the use of self-regulatory strategies of high school students during speaking activities.	Mixed methodology based on quantitative and qualitative analysis	1-The majority of students read the educational documents they have received and ask questions of the teacher or classmates  2-It allows students to draw on various documents related to the LES, record their successful or unsuccessful educational experiences, comment on them, and identify the most effective strategies and those that should be modified to guide future learning efforts.  3-The portfolio-related reflexive approach finally provides a downtime that also allows for a self-assessment of performance	1-More advanced strategies like paraphrasing instructions with his own words or asking for a re-reading.  2-Improving the organizational aspect of the portfolio as it does not contribute to developing self-organizing strategies for students in oral assignments.  3-It is important to ensure close follow-up with students and provide training to guide them towards optimal use of the tool  4-In order to increase students' proficiency in using portfolio and self-assessment papers, modeling will have every feature that needs to be implemented, whether that is by explaining the thinking process to students or by proposing a model file already created to rely on.	1-The sample consists only of girls attending a private institution  2-Sample does not consider students who have a level of oral skills below expectations for their grade level.  So, the results they got with it apply to a very specific context.	We need to move forward for more analysis of strategies to understand precisely.  Research on how to facilitate teacher feedback in a context where a stressful task is perceived as a barrier to adequate student support

4	Davis, J. S., DeSantis, A. L., Eddy, P., & Haley, K. J. (2020).	How NC Community College Strategic Plans Support Student Success.	The review of the 55 strategic plans provides an overall description of the planning documents, process, and how the plans address student success.	Qualitative approach	<p>1-A total of 51 of the 55 plans (93%) reviewed had at least one of the four components of the Aspen Institute’s student success framework.</p> <p>2-167 goals referenced key factors of Aspen’s student success framework, with 25 of those goals referencing two or more components of student success.</p> <p>3-The strategic plans collectively demonstrated a targeted focus on labor market outcomes (37%) followed by attention to transfer, completion (28%) and learning (26%)—a limited number of plans referenced equity-related goals (9%) for the college.</p>	Commitment to faculty development, improvement of campus competencies, partnerships with K-12 schools, universities, and community partners, funding, shaping a campus culture that will collectively improve holistic student success.	1-Limitations existed in the data gathering due to the reliance on materials available on the colleges’ websites.	<p>1-A quantitative approach could be used to observe how colleges that listed key performance indicators as a measure of success fared over time with their strategic plans</p> <p>2-A qualitative approach can investigate the process by which an executive leader guides the strategic planning process effectively on their campus.</p>
5	Muhammad, S., & Naved, S. (2020).	Impact Of crisis Awareness on Organizational Performance: A Strategic Leadership Perspective in SME’s	An attempt to examine the performance of the organization during times of crisis.	Quantitative approach	1-Organizations that are more aware are in a better position to enhance their performance even in times of crisis.	In the tourism industry, as most stakeholders are SME’s, combining or bringing all resources to one platform and planning for any challenge can enable them to perform at an optimal level.	****	Researchers recommend that there are also available areas to conduct further research on learning from failures as early events in Pakistan like the attack on tourists in Fairy Meadows area and learning how to avoid and minimize damages.
6	Mosadeghrad, A. M., Fayaz-Bakhsh, A., & Amini, F. (2020).	Strategic plan implementation in the state welfare organization: challenges and solutions	Aimed to identify and to explore the challenges regarding implementing strategic plans in the state welfare (Behzisti)organization, Iran	Qualitative approach	Managers at welfare organizations are facing challenges in implementing the strategic plan. Strong leadership and management, sufficient education and training, a culture of teamwork, creativity, accountability, and effective management of employees, resources, and processes are required to implement the strategic plan effectively	Attention and focus on the lack of justification for strategic planning, insufficient commitment and support of senior managers, high turnover of managers, inflexibility of the strategic plan, unrealistic operational plans, insufficient education and training, employee shortages and heavy workloads, and high inflation are among those challenges. The task is to implement the strategic plan.	Insufficient budget and high inflation rate were among those important strategic plan implementation challenges	****
7	Dresser, J. D., Burmeister, P., Arya, V., & Wilby, K. J. (2020).	Prioritizing Technology in Pharmacy Education: A Document Analysis of Strategic Plans	Analysis of strategic plans to identify technology-related strategies and where gaps in planning currently exist. Accredited pharmacy programs in Canada and the USA were included for analysis.	Quantitative analysis	COVID-19 pandemic, pharmacy programs will be entering a “new normal,” which will consist of an elevated baseline of technology use within education systems	Moving forward, strategic priorities with respect to technology should be refocused towards system readiness and account for resources necessary for target user upskilling and acceptance	<p>1-Strategic plans were limited to Canadian/US pharmacy approved programs</p> <p>2-Difficulty explaining the formulation of some strategic plans (e.g., improve vs. innovate vs. introduce)</p> <p>3-Limited to educational technology and technology was not captured for other aspects (such as research)</p> <p>4-The data was limited to the current strategic priorities of the programs.</p>	

## 2.3.2 Learning Organization

#	The Author	Title of Study	Aim of Study	Design of Study	Conclusion	Recommendation	Limitations	Further Research
1	Gil, A. J., Carrillo, F. J., & Fonseca-Pedrero, E. (2019).	Assessing a learning organization model: A teacher's perspective. <i>Management in Education</i>	is to analyze the four basic dimensions of the learning organization (LO) – leadership towards learning, learning structure, learning opportunities, and learning culture – within the school organization context.	Quantitative method.	Descriptive statistics showed that schools have high levels of a learning culture, the organizational structure facilitates the transmission and analysis of information. It has been shown to have a deficit of learning opportunities. Pearson's correlations between measures have made important relationships between the key dimensions of business letters that characterize this type of organization (Opengart, 2015).	Design and maintenance of sustainable change conditions are needed. Educational organizations become committed to having operational guidelines to diagnose LO capabilities and propose improvement actions making learning a permanent development strategy. Such models and guidelines drive the development of learning improvement cultures, leadership that empowers teachers, and encourages them to implement their ideas without fear of failure.	The first is that the questionnaire responses correspond to the perception teachers have concerning the basic dimensions of a LO. An analysis through teachers' in-depth interviews.  The second limitation is that the responses were constrained to the perspective of teachers	Another possible line of future research could analyze the basic dimensions of LOs from the perspective of the multi-stakeholder, which would allow for a broader view of LOs (Mukherji and Grewal, 2016; Tuggle, 2016).
2	Örtenblad, A. (2018).	<i>Learning Organization</i>	Provide an overview of the definition of a learning organization concept to suggest how the concept of a learning organization can be delineated to define what is required of any given organization to be considered a learning organization	A contextual approach	A contextual approach to demarcating the learning organization concept is suggested	The article has proposed a suggestion regarding the distinction of what is and what is not a learning organization. There is reason to adapt the demands that are put on organizations to be able to call themselves learning organizations so that a contingency model of demands on organizations in various industries, sectors, national cultures, religions, etc., to be qualified as learning organizations is developed.	Some employees in learning organizations do not know the meaning of a learning organization.	It is suggested that a contextual approach is suggested to determine how a learning organization is defined to develop a contingency model to fill a need  More studies are needed on the same topic

3	Watkins, K. E., & Kim, K. (2018).	Current status and promising directions for research on the learning organization. <i>Human Resource Development Quarterly</i>	examine a learning organization in human resource development and the trends that promise the development of organizational learning, and the educational institution examines the distinction between research and exploration.	Quantitative method.	building architectures that encourage facilitate, and support learning is an organizational imperative	a more precise analytic approach is required. When variations and errors that come from individual observations and nested hierarchical structures are appropriately analyzed, studies would be able to answer how variables of interest at different levels	This research is needed to communicate more closely with practice. How and why (cost and benefit) and what are learning organizations. These emerging areas of further research deepen our understanding of learning dynamics at the collective level.	Gaps remain that call for additional .research streams  Future research that takes a more experimental or action research approach is needed to begin to link specific learning organization strategies to enhanced organizational outcomes
4	Sidani, Y., & Reese, S. (2018).	A journey of collaborative learning organization research	provide a view of the development of learning organization from Dr. Victoria Marsick and Dr. Karen Watkins's perspectives and present an interesting evolution of their work together spanning over three decades.	Through a conversation with thought-leading scholars Dr. Victoria Marsick and Dr. Karen Watkins	Learning organization rests on many foundations that have led to different viewpoints.  which Dr. Marsick and Dr. Watkins advocate, they developed their concepts of organizing learning from their background, which is different from others, but for these thought leaders, cultural aspects are the primary focus of a learning organization	The discussion with Victoria Marcick and Karen Watkins reveals their understanding of the evolution of the disputed discussion about the definition of a learning organization and its implications.	A learning organization needs to develop more than what it is.	The development of research provides a context for researchers and practitioners, so they need other studies to support the results
5	Filstad, C., & Gottschalk, P. (2011)	Becoming a learning organization. The learning organization	Verify the extent of compatibility between the values adopted by the Norwegian Police Directors and that pertain to the learning organization	Quantitative Questionnaire	Police directors embraced the values of informality and empowerment rather than .authority and hierarchy  Police directors embraced the values of informal character and empowerment rather than authority and hierarchical order	Generating insights about the values espoused by the Norwegian Police Force and identifying those values that are critical to its potential to become a learning organization	There is a need for police managers to both espouse and enact values in accordance with those of a learning organization, but this study only investigates espoused values	Research is needed to investigate the possibilities for the Norwegian police force to become a learning organization

## Empirical Studies

### 2.3.3 Individual Creativity

#	The Author	Title of Study	Aim of Study	Design of Study	Conclusion	Recommendation	Limitations	Further Research
1	Batey, M., Furnham, A., & Safiullina, X. (2010)	Intelligence, general knowledge, and personality as predictors of creativity. <i>Learning and individual differences</i>	To examine the contribution of fluid intelligence, general knowledge, and Big Five personality traits in predicting four indices of creativity	Quantitative Questionnaire	Total creativity demonstrated positive and significant relations to gf Neither DT fluency nor Rated DT was found to possess significant relationships to any of the personality variables Self-rated creativity demonstrated positive and significant relationships to Extraversion and Openness and negative relationships to Neuroticism.	This suggests that self-rated creativity is perceived by respondents to be related to non-cognitive traits (Openness) rather than intellectual traits (gf or GK)	The student sample was small, and the measure of personality was very brief	A study should be made in which the sample of students is larger and more comprehensive to determine the results of the study
2	MacKay, B., & McKiernan, P. (2010).	Creativity and dysfunction in strategic processes: The case of scenario planning	exploration for effects in a foresight process renowned for its creative and innovative ingredients and experiences, and one that has been adopted widely in recent years by nations, organizations, and individuals-scenario planning	Empirical Study	investigate the dysfunctional effects of creativity in a heuristic SPP. correcting factors limit the degree of dysfunction through amelioration and produce a creative outcome.	Conduct a major redesigning of the SPP, or strengthen the existing SPP with other approaches. The approaches would require conclusive proof that the elements were so great as to be incapable of amelioration and would negate any activity.	there is no deep, investigative focus on the potential dysfunctions of the 'creative' aspects of the process	Future studies are needed to examine the stages of the scenario process in detail and explore potential imbalances in the creative aspects of all stages And to make other suggestions to improve the creative process
3	Watts, L. L., McIntosh, T. J., Gibson, C., Mulhearn, T. J., Medeiros, K. E., Mecca, J. T., & Cohen-Charash, Y. (2019).	Mild affective shifts and creativity: Effects on idea generation, evaluation, and implementation planning	This study investigated the impact of mild shifts in affective tone and arousal on three creative processes.	Quantitative Study	Results showed that mild shifts in affective tone and arousal interact to predict idea generation and implementation planning. The participants who experienced a consistently relaxed state performed particularly well at idea generation and implementation planning.	Create a study about the execution of a set of cognitive processes. The research supports the suggestion by Baas et al. (2008) that the interaction between affective tone and arousal could hold greater promise for predicting creativity than examining tone or arousal on their own.	Empirical evidence concerning the relationship between affective shifts and organizational creativity is limited and demonstrates mixed findings.	The findings call for a renewed examination of theories that frame effect as a static event or suggest that shifts toward greater arousal always benefits creativity.
4	Eisenbeiß, S. A., &	A Double-edged Sword:	provides a deeper understanding of how	Quantitative Study	The results showed a positive link between transformational leadership and followers'	Followers' creativity was measured via self-assessment and thus may imply a	Empirical evidence is	The findings may be limited regarding the organizational

	Boerner, S. 2013	Transformational Leadership and Individual Creativity	<p>transformational leadership works and what risks it may imply.</p> <p>Argue that transformational leadership has two parallel effects. On the one hand, transformational leaders are assumed to influence followers' creativity positively</p>		<p>creativity, significantly reduced by transformational leadership's negative relationship via followers' dependency on the leader. The overall relationship between transformational leadership and followers' creativity remained positive.</p> <p>This test revealed a poor model fit, indicating that there is no general method factor that explains the majority of covariance among the variables.</p> <p>Followers' team longevity was negatively related to creativity</p>	<p>self-serving bias. Empirical research indicated considerable overlapping 'between self-assessment and leaders assessment of different outcome variables, by using only followers' ratings, there is a risk of method variance</p>	<p>still mixed.</p> <p>New topic, most previous research has neglected this topic.</p> <p>There has been little attempt to analyse the subject matter empirically</p>	background, so need for studies with inclusive results.
5	Hirst, G., Van Knippenberg, D., Chen, C. H., & Sacramento, C. A. (2011)	How does bureaucracy impact individual creativity? A cross-level investigation of the team contextual influences on goal orientation - creativity relationships	Offering important point to work identifying team influences stimulating creative expression of individual differences in goal orientation, develop cross-level theory creating that team bureaucratic practices (centralization and formalization) constrain creative expression	Quantitative method.	<p>The finding is that learning and "performance avoid" goal orientations had, respectively, stronger positive and weaker negative relationships with creativity under low centralization.</p> <p>A "performance-proven" orientation was positively related to creativity under low formalization</p>	<p>Team bureaucratic practices may regulate and influence individuals' goal-directed behavior to activate as well as inhibit the creative expression of 'goal orientations inviting creativity from those intrinsically inclined to learn and attenuating individuals' avoidant tendencies</p>	<p>The study did not test the mediating processes underpinning these relationships</p>	Future research tapping perceptions of situations along those lines as potentially mediating processes may further validate the current cross-level perspective on individual creativity. Also, suggest there is a need to understand how cultural values impinge on the utility of goal orientation theory
6	Torghdar, G., & Hajiamiri, R. (2021).	Administrative Creativity in Organizational Management and Investigation of its Impacts on Business	Aim to growing up human beings who can face the problems and difficulties and solve them with the creative brain. In such a way that they can communicate well and solve the problems by using collective knowledge and new thoughts	The research methods in this paper are two libraries and document methods. Analyzing the data is by content and descriptive	<p>1. Countries can adapt themselves to new conditions just by innovation and change to the process.</p> <p>2. Organizations are more successful in competing with others who can use leadership opportunities in the best way.</p> <p>3- Managers must employ the most important strategies to build and enhance the creativity of the employee</p>	<p>1. Providing important resources such as time and financial resources increases motivation in individuals</p> <p>2. To make working groups member and combination of different thoughts can increase the enthusiastic of individuals to work</p> <p>3. Achieve thinking skills and experiences</p>	****	****

## **Summary of Previous Studies:**

This section reviews the previous studies related to learning organization strategies and their effect on enhancing individual creativity in many areas. The previous studies clearly showed that learning organization strategy has a positive impact on individual creativity, which is important for the organizations in general, and the ministry of health in particular, due to its ability to maintain the continuity of these institutions as it also showed, some systems, which is moving from a strategic management approach to one informed by organizational learning.

The section reviews empirical studies of scholars with an experiment in learning organization and its effectiveness in enhancing individual creativity. The findings revealed that learning organizations have an important role in enhancing individual creativity in institutions.

The previous studies were done in different countries in the world, such as United States, Canada, Europe, and other countries. The studies are diversified between descriptive-analytic approaches using questionnaires or survey methods to collect data from the study sample. And a qualitative approach using a model.

They all mentioned the advantages of learning organization in the institutions. They also supported the strong relationship between learning organization dimensions and individual creativity.

## **Relevance to The Current Research**

The current research deals with this subject," learning organization strategy in enhancing individual creativity," and the study is implemented on the Palestinian Health Sector in the West bank.

The current study made benefit from the previous studies in designing the questionnaire scales and in some fields of the theoretical frame as well as determining the learning organization dimensions.

This study depends on a quantitative approach to determine what enhances individual creativity. Dimensions were developed and selected after the agreed of many researchers on them in several previous studies.

## **CHAPTER THREE**

### **METHODOLOGY**

This chapter presents the procedures and the methodology used to conduct this research. It also explains research design, population size and sample, validity and reliability, data collection procedures, and statistical analysis.

#### **3.1 Research Design**

Research design in any study is conducted to guard against possible chances of failure. This implies that the different components of the research are integrated coherently and logically, thereby effectively addressing the research problem. In other words, a research design is a self-regarding and correction tool made through the conduct of inquiry which leads to improvement and perfection of an integral part of every research effort.

This quantitative research is designed to examine the impact of learning organization strategy in enhancing individual creativity in PHS, using a questionnaire that covered anon\_ random sample from the PHS. A descriptive-analytical approach representing the theoretical aspect of the study was adopted to study and understand organizational learning and individual creativity closely. The descriptive approach also limits the interventions of researchers, so the results appear objectively; Due to its precise derivation.

### **3.2 Data Collection**

Primary data collected by using a structured questionnaire to identify the impact of a learning organization in enhancing individual creativity in the PHS. The variables were rated using a 5 Likert scale from (5= strongly agree, to 1= strongly disagree). These questionnaires were in print and online form, and they were given to the medical and administrative employees in PHS. The questionnaires were designed to achieve the study objectives. The secondary data were collected through a review of published and unpublished articles.

The study questionnaire was adopted from a based (DLOQ) Questionnaire Developed by Marsick & Watkins (2003), which consists of seven dimensions representing (Continuous Learning, Dialogue, and Inquiry, Team Learning and Collaboration, Embedded Systems, Empowerment, Systems Connections, Strategic Leadership). And individual creativity scale, which was developed by (Abu Zaid, 2018) Domain-relevant skills. "I suggest new and practical ideas to improve performance" Creativity-relevant skills. "I Suggest new ways to achieve goals." Intrinsic Task Motivation. "I seek self-realization at work."

### **3.3. Measurement Scales**

The research questionnaire was administered with a 5-Likert scale from (5=Strongly agree to 1=Strongly disagree). Based on previous studies' scholar measures of the learning organization strategy and individual creativity variables in conceptual model. The questionnaire is designed in three sections; section one is related to general and demographic information about the respondents with seven variables. Section two: Learning Organization (seven dimensions) and section three: Individual Creativity (three dimensions). The final questionnaire consists of three main parts:

Part I aims to identify the personal information of the sample study, which includes: gender, job, duration of work experience, scientific degree.

Part II aims to evaluate the learning organization strategy in terms of the degree of availability and importance. This study adopted 21 items (DLOQ) scale developed by (Marsick & Watkins, 2003). Sample items are Continuous Learning, **“There is an interest in ideas from the institution”**: Dialogue and Inquiry” **In my organization, people give open and honest feedback to each other.”** Team Learning and Collaboration” **In my organization, teams/groups have the freedom to adapt their goals as needed.”** Embedded Systems” **My organization creates systems to measure gaps between current and expected performance.”** Empowerment” **My organization recognizes people for taking initiatives.”** Systems Connections” **My organization encourages people to think from a global perspective.”** Strategic Leadership” **In my organization, leaders mentor and coach those they lead.”**

Part III aims to identify the dimension of individuals' creativity. This study adopted items (developed by (Abu Zaid, 2018). Sample items are Domain-relevant skills. “I suggest new and practical ideas to improve performance” Creativity-relevant skills. “I Suggest new ways to achieve goals.” Intrinsic Task Motivation. “I seek self-realization at work.”

## **Validity and Reliability of The Questionnaire**

### **3.3.1 Validity of The Questionnaire**

The questionnaire moved through many stages before issuing the final version, which was distributed to the respondents. When the first draft of the questionnaire had been done, the questionnaire was reviewed and edited by the supervisor; then it was sent to four evaluators (see Appendix No.1) for the evaluation of each variable and its dimensions

and consistency with the main study objectives.

The questionnaire passed through many steps before issuing the last version to be suitable and relevant to variables. As shown in table (1), the study used many scales to build a structured questionnaire. Each scale in the table consists of the main items used in this. The researcher received feedback from four evaluators, and the questionnaire was modified based on some of their recommendations.

As shown in table (1), the questionnaire modification process shows the dimensions of section one and section two with a total of (72, 90, 57), respectively.

**Table (1) The Questionnaire Modification Process**

<b>Dimensions</b>	<b>First Draft (No. of Items)</b>	<b>First Modification (No. of Items)</b>	<b>Final Modification (No. of Items)</b>
Domain-Relevant Skills	10	12	13
Creativity-Relevant Skills	11	11	14
Intrinsic Task Motivation	10	8	9
<b>Individual Creativity</b>	<b>36</b>	<b>36</b>	<b>36</b>
Continuous learning	3	3	3
Dialogue and Inquiry	3	3	3
Team learning and collaboration	3	3	3
Embedded Systems	3	3	3
Empowerment	3	3	3
System connections	3	3	3
Strategic Leadership	3	3	3
<b>Learning Organization</b>	<b>21</b>	<b>21</b>	<b>21</b>
<b>Total of Items</b>	<b>72</b>	<b>90</b>	<b>57</b>

### 3.3.2 Reliability of the Questionnaire

This research used the Cronbach Alpha test to examine the questionnaire and to ensure its reliability. The questionnaire was pretested using a sample of 15 employees from UNRWA (Health Care) as a pilot study. According to Fink (2013), the smaller number of questionnaires in a pilot study should be more than (10). The acceptable Alpha value that meets the statistical requirement for the questionnaire to be characterized as reliable should be equal to or above 0.60 according to (Hänz,2015). The results show that the alpha coefficients of both learning organization strategy and individual creativity and their dimensions exceed (0.60), which means that the dimensions are acceptable from high internal consistency. As shown in table (2), the questionnaire has proven to be suitable.

**Table (2): Reliability Tests**

<b>Dimensions</b>	<b>No. of Items</b>	<b>Reliability</b>	<b>Result</b>
Domain-Relevant Skills	14	0.857	Pass
Creativity-Relevant Skills	9	0.877	Pass
Intrinsic Task Motivation	13	0.875	Pass
<b>Individual Creativity</b>	<b>36</b>	<b>0.937</b>	<b>Pass</b>
Continuous learning	3	0.891	Pass
Dialogue and Inquiry	3	0.924	Pass
Team learning and collaboration	3	0.888	Pass
Embedded Systems	3	0.934	Pass
Empowerment	3	0.647	Pass
System connections	3	0.906	Pass
Strategic Leadership	3	0.922	Pass
<b>Learning Organization</b>	<b>21</b>	<b>0.963</b>	<b>Pass</b>

### 3.4 Population of the Study

The PHS consists of four main sectors: the public health sector (The Palestinian Ministry of Health and Military Medical Services), the United Nations Relief and Works Agency for Refugees, NGOs, and the private sector. These different sectors provide health care services to citizens at different levels: primary health care, secondary and tertiary health care. The targeted population of the study is limited to the public and private health sectors in Palestine. As shown in table (3.4.1) the number of human employees in the ministry of health by specialty and region, according to PHIC (2019), reached in the west bank (8049), in Gaza strip (5920) total of employee reached (13969) employee.

In the year 2019, the number of operating hospitals in Palestine reached (84, 52) of them operating in the West Bank, including East Jerusalem, and constituting (61.9%) of all operating hospitals in Palestine (PHIC,2019). According to PHIC (2019). The total number of hospital beds is 6435 beds, at a rate of 12.9 beds per 100,000 people.

#### The following table shows the study population

Table (3.4.1): The Study of Population Distribution of the number of human employees in the Ministry of Health by specialty and region, Palestine, 2019.

Major & Regio	Gener al	Specia list doctor	Dentis ts	Pharm acists	Nursin g	Gyna nursin g	Allied medic al	Admin i	Total
The West Bank	755	472	75	286	2613	382	1294	2172	8049
Gaza Strip	661	354	96	194	1177	69	457	2912	5920
Total	1416	826	171	480	3790	451	1751	5084	13969

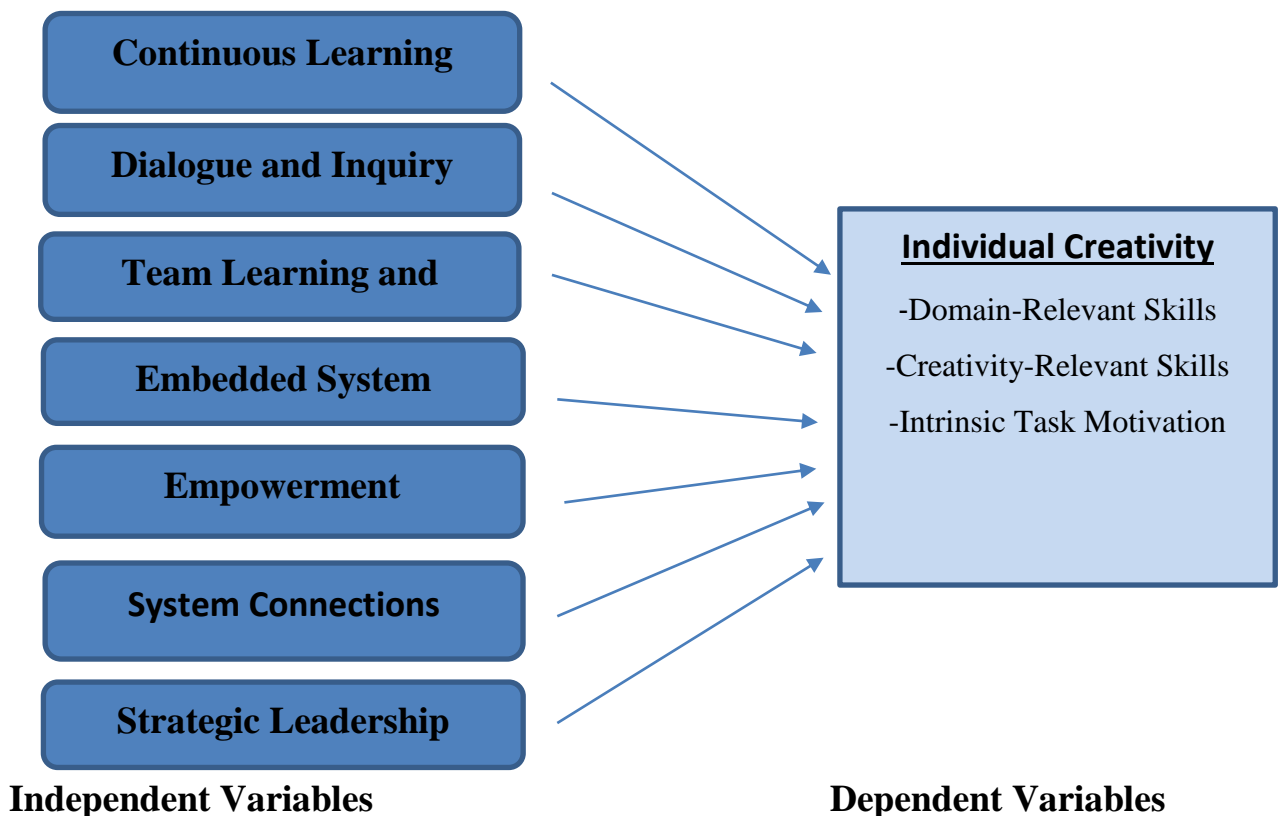
Source: Ministry of Health, Palestinian Health Information Center, Palestine, www.moh.ps. 2020.

### 3.5 Sample of The Study

This study is based on non-random sampling method to achieve study objectives. The questionnaire was distributed to 200 employees of governmental and private hospitals. The number of respondents was (178) employees of government and private hospitals, with a percentage of participants reaching (89%) responses.

#### Figure (3.5.1) Conceptual Model

Figure (3.5.1) explains the impact of learning organization strategy in enhancing individual creativity in PHS. Learning organization and their dimensions which were used in this study are independent variables (Continuous Learning, Dialogue and Inquiry, Team Learning and Collaboration, Embedded Systems, Empowerment, Systems Connections, Strategic Leadership), that affect individual creativity. Individual Creativity is the dependent variable with its dimensions (Domain-relevant skills, Creativity-relevant skills, Intrinsic Task Motivation).



### **3.6 Statistical Approach**

The collected data analyzed by using SPSS version 25 (Statistical Packages of Social Sciences) data coded for analysis. To analyze the data, this study used frequency to analyze and describe the demographic variables. Also, used the mean and standard deviation in descriptive statistics to measure the degree of selected factors, LO, and IC in PHS. Also, the study used one sample T-test to test the significant role of study variables in the Palestinian health sector, and one way ANOVA to test the impact of demographic variables (gender, age, educational level, years of experience, job title, and job description) on understanding learning organization strategy and individual creativity, Correlation matrix to examine the relationships among study variables, whereas, multilinear regression to test the significant impact of learning organization strategy on enhancing individual creativity in the Palestinian health sector.

## CHAPTER FOUR

### 4. DATA ANALYSIS AND DISCUSSIONS

This chapter analyses the data collected to achieve the main study objective.

Additionally, it discusses the results and compares them to similar previous studies. The chapter begins by analyzing the characteristics of the respondents, then answers the study questions, and ends with testing the hypotheses of the study. The sample size was (178) participants, and data was collected using the fifth Likert scale. Data was analyzed using SPSS software.

#### 4.1 Respondents Profile

Table (4.1) includes the data of the respondent in terms of gender, age, qualifications, years of experience, job titles, and employers.

**Table (4.1.1) Demographic Variables of Study**

Demographic Variables	Sample size (n=178)	
	Frequency	Percentage
<b>Gender</b>		
Male	126	70.8%
Female	52	29.2%
<b>Age</b>		
22 or less	6	3.4%
23-32	116	65.2%
33-43	36	20.2%
44-52	12	6.7%
53 or more	8	4.5%
<b>Qualifications</b>		

Diploma or less	20	11.2%
Bachelor	130	73.0%
Higher Studies	20	11.2%
Doctor	8	4.5%
<hr/>		
Years of experience		
<hr/>		
Less than 3	44	24.7%
3-6	62	34.8%
7-9	36	20.2%
10 and more	36	20.2%
<hr/>		
Job title		
<hr/>		
Administrator	20	11.2%
Accountant	7	3.9%
Manager	5	2.8%
Nurse	106	59.6%
Allied medical	12	6.7%
Doctor	28	15.7%
<hr/>		
Do you work in a career description		
<hr/>		
Yes		91%
No		9%
<hr/>		

Table (4.1.1) includes the respondent's data in terms of gender, age, education, years of experience, job titles, and career description. The table shows that the ratio between (178) male and female respondents is (males: 70.8%, females: 29.2%), and it seems unreasonable, as there is a big difference between the percentage of female workers compared to males. However, the percentage of women working in the Palestinian health sector is 48% (PCBS, 2018).

Despite the increment of women participation ratio in the labor force compared to previous years the gap remains large since men's participation was four times more than women's participation ratio in 2017 (PCBS, 2018).

Moreover, the most category of respondents ages was (23-32) age group with 65.2% of participants; while the second largest group is the respondents whose ages are (33-43), which represents 20.2% of participants, and the lowest category was 20 or less with 3.4 %, while the remaining 4.5 % represents the category of 53 years or more.

These different percentages indicate that the sample of respondents comprises health sector employees, which are mainly composed of young and middle-aged people between the ages of (23) and (32) years, and together they constitute 2.65% of the participants. In my opinion, this may confirm that the Palestinian state is young, as the majority of workers in the health sector are youth groups. Compared to the annual report of the General Personnel Council 2016-2017, it indicates that most civil servants are young, with 67% of the employees and 7% of employees under the age of 30 years.

The results also showed the educational level of the participants. Most of the participants were holders of a bachelor's degree, with 73.0% of the participants, and those with diplomas and postgraduate degrees (those with a master's degree) were equal to 11.2% of the participants.

While the remaining 4.5% of the participants had a doctorate. In my view, these percentages are reasonable, as compared to the 2016-2017 Personnel Bureau annual report, which indicates that the percentage of employees with postgraduate studies is 11% of the total civil servants. The percentage of employees with a Bachelor's degree is 70% of all civil servants.

Regarding the subscribers' years of experience, most of the participants were in the categories (from 3 to 6 years) by 34.8%, while the second category was less than three years by 24.7%, and the category between (7-9) years and (10 and more) was by 20.2%.

This means that 34.8% of the participants have a denial of 3 to 6 years of work experience in institutions affiliated with the Palestinian Ministry of Health. From my perspective, it seems reasonable that most participants have a medium to a high level of experience, which is consistent with the ages of the participants, as most of them are young and the average age is between 23 and 32 years.

The results also showed the job title of the participants, where the percentage of participating employees from nursing 59.6% with the highest participation rate, a doctor with a participation rate of 15.7 %, administrative by 11.2 %, and supportive medical professions reached 6.7 %, the participants which were accountants totalled 3.9%, and the percentage of responding managers was 2.8%.

Finally, The Ministry of Health is the largest employer of human cadres working in the health sector in Palestine, and in 2019 the number of workers in the Palestinian Ministry of Health reached 13,969 employees (PHIC,2019).

## **4.2 Research Questions**

This section aims to answer the study questions based on the mean and the standard deviation, which shows the degree of the learning organization strategy dimensions (Continuous Learning, Dialogue, and Inquiry, Team Learning and Collaboration, Embedded Systems, Empowerment, Systems Connections, Strategic Leadership), and individual creativity dimensions (Domain-Relevant Skills, Creativity relevant skills, Intrinsic Task Motivation) in the PHS. To answer the study questions, the Likert scale considers the following judgment of the mean:

**Table (4.2) Submitted Data Analysis Procedures for Likert Scale Data**

Degree	Range
High	5-3.67
Moderate	3.66-2.34
Low	2.33-1

Source: (Iriqat, 2019)

- ✓ **To answer the study question:** " What is the degree of individual creativity in the PHS?

**Table (4.2.1) Descriptive Statistics of Individual Creativity**

Items	Mean	Standard Deviation	Degree	Rank
1 Domain-Relevant Skills	3.2781	.60782	Moderate	4
2 Creativity -Relevant Skills	3.8009	.65491	High	3
3 Intrinsic Task Motivation	3.3587	.69155	Moderate	2
4 <b>Individual Creativity</b>	3.4371	.58167	Moderate	1

Table (4.2.1) shows that there is a moderate degree of individual creativity in PHS (M=3.4371, SD=.58167); the SD value indicates a match in the answers of the study sample individuals. As for the fields of individual creativity, the results indicate that there is a high degree in (Creativity-Relevant Skills) with (M=3,8009, SD=.65491), While there is a moderate degree in (Domain-Relevant Skills and Intrinsic Task Motivation) respectively. Moreover, the respondents believe that the highest degree of individual creativity in the PHS is (creativity - related skills) with (M = 3.8009, SD = .65491), which represents (76%) of Creativity -Relevant Skills. Thich means that employees who have experience and skills in their jobs qualifies them for creativity. The lowest item is (Domain-Relevant Skills) for individual creativity in the PHS with (M = 3.2781, SD = .60782), which means that the responses of the study sample tend to be close to average.

While (SD) means that the responses are distributed among a group that is united in answer.

This result is supported by the study Abu Zaid (2018), where the results indicated that individual creativity is important in enhancing the Palestinian non-governmental sector.

Also, it is similar to what has been reported by studies conducted in industry settings (Song, 2008; Song & Kolb, 2009; Yoon, 2010). It was shown that a positive association exists between learning organization culture and the level of teachers' creativity.

✓ **To answer the study's sub-question: " What is the degree of domain-relevant skills in the PHS?**

**Table (4.2.2) Descriptive Statistics of Domain-Relevant Skills**

Items	Mean	Std. Deviation	Degree	Rank
1. I suggest new and practical ideas to improve performance	3.69	1.031	High	9
2. Look for new technology to use at work	3.74	.999	High	8
3. Ready to take the risk boldly	3.89	1.129	High	5
4. I have previous experience that makes me more accurate in my work	4.05	.928	High	2
5. I suggest new ways and methods to improve the work	3.81	1.049	High	6
6. Employees relationships at work help get the job done	4.10	1.001	High	1
7. The problems at work do not distract me	3.53	.969	Moderate	10
8. Able to deal quickly and aggressively with problems that suddenly occur at work	4.00	.736	High	3

9. There is competition to bring creative ideas to work	3.13	1.280	Moderate	11
10. Enjoy the competition in the field of work	3.76	1.125	High	7
11. I have an impact on getting work done	3.90	.951	High	4
12. The manager encourages us to think creatively	2.84	1.370	Moderate	12
13. There is a committee that oversees the creation and promotion of the creative at work	2.47	1.462	Moderate	14
14. There is respect for any creative idea that was suggested and adopted	2.75	1.270	Moderate	13
<b>Domain-Relevant Skills</b>	<b>3.2781</b>	<b>.60782</b>	Moderate	

Table (4.2.2) shows that there is a moderate degree of (domain-relevant skills) with (M=3.2781, SD=.60782). The items (1,2,3,4,5,6,8,10,11) indicate that there is a high degree where the values of the (M) ranged between (M=3.69, M=4.10) and (SD=.736, 1.129) While the items (7,9,12,13,14) achieved a moderate degree with (means) between (m=2.47, 4.00) and (SD=.969,1.462).

Item (6) "Employee's relationships at work help to get the job done" achieved a high average (Mean=4.10, SD=1.001). That means there are strong relationships between employees at the workplace, the way and technique dealing with problems in the workplace is effective for them.

Item (8) "Able to deal quickly and aggressively with problems that suddenly occur at work" achieved the lowest (SD=.736) and high (M=4.00), which means the respondents are close to each other in answers about dealing with problems.

This is similar to (Abu Zaid, 2018), in which Domain-relevant skills indicate a lack of innovation among female employees and following the procedures strictly by the rules.

This result is similar to another one (Ersoy 2013) that discovers the effectiveness of the teaching method applied domain-relevant skills.

There is conviction and confidence among the employees in the PHS that they can solve problems and deal with difficult situations, but there is no support or materials available to help them.

- ✓ **To answer the study's sub-question:** " What is the degree of creativity -relevant skills in the PHS?"

**Table (4.2.3) Descriptive Statistics of Creativity -Relevant Skills**

Items	Mean	Std. Deviation	Degree	Rank
1. I Suggest new ways to achieve goals	3.44	.968	Moderate	9
2. I can relate problems to one another	3.79	.841	High	4
3. I can solve a problem from its roots in a specified time	3.70	.888	High	8
4. I have a lot of new ideas	3.75	.882	High	5
5. I work within the laws; I hate strict laws	3.96	.979	High	2
6. Notice things that others do not notice	3.74	.870	High	7
7. I suggest new ways to solve problems	3.75	.869	High	6
8. I strive to improve my performance at work	4.18	.921	High	1
9. I seek competition and work for it	3.91	1.064	High	3
<b>Creativity -Relevant Skills</b>	<b>3.8009</b>	<b>.65491</b>	<b>High</b>	

Table (4.2.3) shows the creativity- relevant skills achieve a high degree ( $M=3.8009$ ,  $SD=.65491$ ). All of the items achieved a high degree with (mean) between ( $M=4.18$ ,  $3.70$ ) except item (1) ‘‘ I suggest new ways to achieve goals’’ with ( $M=3.44$ ,  $SD=.968$ ), which is a moderate degree, and related to the differences between respondent’s and their personality traits.

Items with high (Mean) means creativity- relevant skills are high from respondent’s view, the SD for item (9) "9. I seek competition and work for it" is high, which means there is a difference between employees’ motivation, seeking competition that refers to the environment of the employee's workplace, and their personality.

It is evident from the results that creativity-related skills are higher than domain-related skills with ( $M= 3.8009$ ,  $SD=. 65491$ ) with its importance (76%).

It is observed from the analysis that there is a tendency for the employees to compete. They seek for it but do not find the competitive environment, the majority of employees are looking for the missing element; the result is that it is not available or rare because of the lack of attention to the given employee to be creative.

PHS needs to improve its strategies about creativity, to indicate training and courses to qualifying employees.

Dissimilar to (Ritter & Mostert, 2017). Enhancement of creative thinking skills using cognitive-based creativity training.

Also, dissimilar with (Abu Zaid,2018), the table for creativity-relevant skills scored high means and low standard deviation.

- ✓ **To answer the study's sub-question:** "What is the degree of intrinsic task motivation in the PHS?"

**Table (4.2.4) Descriptive Statistics of Intrinsic Task Motivation**

Items	Mean	Std. Deviation	Degree	Rank
1. I seek self-realization at work	4.06	1.053	High	1
2. I love my job, so I make an effort to keep it	3.96	1.083	High	2
3. I feel loyal to my foundation	3.73	1.107	High	3
4. I can solve complex problems	3.69	.884	High	4
5. I have access to all the resources needed to do my job	3.40	.947	Moderate	8
6. I have personal satisfaction with my job	3.58	1.082	Moderate	5
7. My new ideas are welcome in my work	3.12	1.111	Moderate	10
8. I have confidence in accepting and respecting my ideas at work	3.43	1.041	Moderate	7
9. I participate in goal setting in my work	3.47	1.064	Moderate	6
10. My opinion is taken as an effective individual in the institution	3.05	1.175	Moderate	11
11. Everyone is consulted when enacting a serious labor law	2.47	1.350	Moderate	13
12. Every employee is free to do his job as he wants	2.55	1.169	Moderate	12
13. I don't ask many officials at work	3.16	1.083	Moderate	9
<b>Intrinsic Task Motivation</b>	<b>3.3587</b>	<b>.69155</b>	Moderate	

Table (4.2.4) shows the Intrinsic Task Motivation in the PHS with two degrees, four items with a high mean between ( $M=4.06, 3.69$ ) and nine items with a moderate degree with ( $M= 3.58, 2.47$ ). Intrinsic Task Motivation in the PHS represents (67%).

Item (1)'' I seek self-realization at work'' has the highest mean with ( $m=4.06, SD=1.053$ ).

That means the employees have and seek perception and knowledge; SD is high and that indicates the differences between employees, different experiences and their personality,

different ways to seek learning.

There is a problem with employees. They cannot access all the resources they needed to do their job. Also, item (11) ''Everyone is consulted when enacting a serious labor law'' with ( $m= 2.47, SD= 1.350$ ), which means the PHS neglect employees' acts and their opinions to set laws and take decisions, the SD shows the big differences between respondent's features, their acts, experiences, considerations of their opinions, and their self-confidence. The level of a new service complexity may affect relationships between different types of extrinsic reward and intrinsic task motivation.

Similar to Awasthy & Gupta (2012) indicated that social culture creates the challenge of socialization. It also emphasizes the existence of a link between social culture and its preservation. The research suggests that culture is a strong indicator of intent to turnover. It is not wise to exclude the possibility that societal culture is a vital factor influencing intentions of arrivals in a multicultural work context.

- ✓ **To answer the study question:** “What is the degree of learning organization in the PHS?”

**Table (4.2.5) Descriptive Statistics of Learning Organization**

Items	Mean	Standard Deviation	Degree	Rank
○ Continuous Learning	2.5094	1.07659	Moderate	4
○ Dialogue and Inquiry	2.4139	1.08595	Moderate	7
○ Team Learning and Collaboration	2.5506	1.04824	Moderate	2
○ Embedded System	2.5169	1.10015	Moderate	3
○ Empowerment	2.4719	1.55203	Moderate	6
○ System Connections	2.4888	1.06661	Moderate	5
○ Strategic Leadership	2.5768	1.07095	Moderate	1
Learning Organization	2.5040	1.02169	Moderate	

Table (4.2.5) shows the LO has a moderate degree in the PHS with (M= 2.5040, SD 1.02169) which means most of the observations range between (M=2.576) and (M=2.413). Moreover, all LO items have a moderate degree in PHS.

All of the SD results are very high, referring to the differences between respondents' point of view, knowledge, learning, and perception.

The degree of Learning organization confirms that learning organization strategies enhance individual creativity in the PHS in the West Bank.

This study is dissimilar to the study of Gil, Carrillo & Fonseca-Pedrero (2019). The result was that the educational centers have a strong learning culture, with a score of 5.65 on a Likert scale of 1 to 7. LO model has been identified as appropriate for school organizations.

Also, dissimilar with the study of (O' rtenblad & Koris, 2014), conducted an analysis of the literature on LOs in educational institutions, observing that the LO model is appropriate for schools and should be adapted to the organizational characteristics.

According to a study of (Et.al., 2011), findings show that 4.4%-dimensional altruism contributes to the learning organization, the percentage increase rises to 6.2% when contributions take into account the dimension of courtesy and increase to 8.7 % if the dimensions of civic virtue are taking into account the change in a learning organization.

According to a study by Houhou (2016), there is a positive relationship between human capital and educated organizations. In addition, the intellectual capital with its three components (human, structure, and rational) contributes positively and effectively in building learning organizations though it does not contribute to the development of its four dimensions (Organizational learning, participatory culture, organizational structures, knowledge management). This is reflected positively on the organizational performance and HR management practice elements.

- ✓ **To answer the study's sub-question: "What is the degree of continuous learning in the PHS?"**

**Table (4.2.6) Descriptive statistics of Continuous Learning**

Items	Mean	Standard Deviation	Degree	Rank
In my organization, people help each other learn.	2.75	1.225	Moderate	1
In my organization, people are given time to support learning	2.48	1.146	Moderate	2
In my organization, people are rewarded for learning.	2.30	1.191	Low	3
<b>Continuous Learning</b>	2.5094	1.07659	Moderate	

Table (4.2.6) shows the degree of continuous learning in the PHS from the respondents' point of view is a moderate degree with ( $m= 2.5094$ ,  $SD= 1.07659$ ). That means (50%) of items are not applied in the work environment. All of the items are close to each other in results, in mean, and SD is very high, referring to respondents' different personalities, training, and learning.

There are two items with a moderate degree with ( $M=2.75$ ,  $M= 2.48$ ) and with high  $SD=1.225$ ,  $SD=1.146$ ) It is evident from the results that the organization does not care to give enough time to employees to learn.

The lowest component is (in my organization, people are rewarded for learning) with ( $M=2.30$ ,  $SD=1.191$ ) which indicates that any employee with interest and eagerness to work, accomplish or learn is not being honored or rewarded. The organization does not give any opportunity even to reward the ideal, creative employee.

The highest percentage was observed in the item (In my organization, people help each other learn.), which indicates the spirit of participation of the employees between them and the strength of their professional relationship. It may also be social within the organization in general, which constituted (55%) a low percentage, but according to the analysis, it is the highest percentage among the elements. The results dedicate a lack of interest in learning, one that can move the organization from failure to success, greatly and for a long time. Nor is there yet the first pillars of learning organization in the PHS.

Learning and continuous learning are vital in today's complex and constantly changing world. Individuals, groups, and organizations need to be more in control of their learning. They need to acquire the knowledge and skills to do their work better and prepare for future challenges.

The study is dissimilar with Sessa & London (2015). According to the American Society for training and development, 79% of employees in the US received some training in 2002. Organizations spent an average of 2.2% of payroll on training in 2002. (American Society for Training and Development {ASTD}.2003) but this percentage underestimate learning expenses. They don't consider adults returning to college, taking classes, reading books, or researching online, because adults learn in organizations by joining interest groups and professional societies. Also, they don't consider the resources spent on consultants who help the organization bring about change.

- ✓ **To answer the study sub-question:** "What is the degree of Dialogue and Inquiry in the PHS?"

**Table (4.2.7) Descriptive statistics of Dialogue and Inquiry**

Items	Mean	Standard Deviation	Degree	Rank
In my organization, people give open and honest feedback to each other.	2.44	1.174	Moderate	1
In my organization, whenever people state their view, they also ask what others think.	2.37	1.163	Moderate	3
In my organization, people spend time building trust with each other.	2.44	1.159	Moderate	1
<b>Dialogue and Inquiry</b>	2.4139	1.08595	Moderate	

As shown in the above table, the degree of Dialogue and Inquiry in the PHS is a moderate degree with (M= 2.4139, SD=1.08595), representing an average (48%) percentage.

All of the results are close to each other in numbers, and the lowest item is “In my organization, whenever people state their view, they also ask what others think” have (m=2.37, SD=1.163) with (47%) percentage. The items “giving feedback and building

trust'' are equal in  $M=2.44$ , which represent (49%) and different high SD ( $SD=1.174$ ), ( $SD= 1.159$ ).

However, each of the items has a result that confirms how the work and learning at PHS happens. There is a big crack in PHS; the average Dialogue and Inquiry needs to be improved and implemented among employees. Dialogue is "at the heart of the e-learning experience" (Littleton & Whitelock 2004, p.173; Garrison & Anderson, 2003). It is the means of building mutual understanding, encouraging the construction of personal meaning and ensuring engagement. Dialogue, meaning a process of inquiry, investigation, and questioning, is crucial for the online development of new concepts, knowledge construction, and internalization of learning (Bird, 2007).

Inquiry requires dialogue. If we value inquiry processes, then it is at our peril that we ignore the complex issues and aspects of designing and facilitating in online environments for inquiry processes.

This study is similar to the study of Bound (2010) about (Developing quality online dialogue). Which result shows most students (61.1%) are comfortable giving their opinion and asking questions; the lesser percentage of those not comfortable doing this is large (38.9%). A significant minority indicated they were uncomfortable (41.6%), with 33.3% indicating they were comfortable and 24% indicating they were not sure.

This suggests that many of these learners feel uncomfortable when their peers appear to know more than them. It is likely, therefore, that these learners are less likely to challenge or manage differences.

- ✓ **To answer the study sub-question:** "What is the degree of Team learning and collaboration in the PHS?"

**Table (4.2.8) Descriptive statistics of Team Learning and Collaboration**

Items	Mean	Standard Deviation	Degree	Rank
In my organization, teams/groups have the freedom to adapt their goals as needed.	2.48	1.136	Moderate	3
In my organization, teams/groups revise their thinking due to group discussions or information collected.	2.49	1.131	Moderate	2
In my organization, teams/groups are confident that the organization will act as their recommendations.	2.68	1.209	Moderate	1
<b>Team Learning and Collaboration</b>	2.5506	1.04824	Moderate	

The above table shows that a degree of Team learning and collaboration is a moderate degree in PHS with (M=2.5506, SD=1.04824). The SD is very high, which means differences between respondents in qualification, training and education.

All of the items are in the same range. With a moderate degree, the item "In my organization, teams/groups are confident that the organization will act as their recommendations" is the high moderate degree with (M=2.68, SD =1.209), which represents (53.6%). The first two items are almost very close to each other with (M=2.49, M= 2.48).

It was found that the degree of team learning and collaboration among the teams is a moderate degree from the respondents' point of view, but it is actually a low result. It achieved a low percentage of approximately (51%). This confirms that the PHS has overlooked another element that the learning organization's dimensions consist of.

The study by Johnson and Hollenbeck (2007) differs from the findings of this study and argues that individual-level models for understanding information processing and learning fail in team-level learning challenges.

- ✓ **To answer the study sub-question:** "What is the degree of Embedded Systems

in the PHS?"

**Table (4.2.9) Descriptive statistics of Embedded Systems**

Items	Mean	Standard Deviation	Degree	Rank
My organization creates systems to measure gaps between current and expected performance.	2.49	1.180	Moderate	3
My organization makes its lessons learned available to all employees.	2.54	1.179	Moderate	1
My organization measures the results of the time and resources spent on training	2.52	1.151	Moderate	2
<b>Embedded Systems</b>	2.5169	1.10015	Moderate	

The above table shows the degree of Embedded Systems is a moderate degree with (M= 2.5169, SD = 1.10015) that represent 50% percentage. All of the items are close to each other in result between (mean= 2.49), to (M= 2.54), the lowest mean is for the item (My organization creates systems to measure gaps between current and expected performance) with (M=2.49).

This explains that if the organization has developed an operational plan and contingency plans for its work system, and if the organization is interested in developing training plans for its employees, the result shows the gap in the performance of the organization. It shows that the PHS has not set a plan that takes into consideration the

dimensions of the LO. The results clearly show that the PHS is not a learning organization strictly concerned with learning to enhance creativity among its employees.

Some of the presented methods, such as technology and the use of the presented methodologies, emphasize fruitfully to guide the collaborative design stage of the programs to define the parts of the application so that it is more conveniently implemented.

A dissimilar study by Lee & Seshia (2016) explain that their job is not to get students to repeat them. It's getting students to replace them, and if they succeed, the students will make them obsolete. If they fail, their students will render them neglected. Explain the interplay of practical design with formal models of systems, including both software components and physical dynamics. Focus on building high confidence systems with real-time and concurrent behaviors.

- ✓ **To answer the study sub-question:** "What is the degree of Empowerment in the PHS?"

**Table (4.2.10) Descriptive Statistics of Empowerment**

Items	Mean	Standard Deviation	Degree	Rank
My organization recognizes people for taking initiatives.	2.63	1.123	Moderate	1
My organization gives people control over the resources they need to accomplish their work.	2.46	1.145	Moderate	2
My organization supports employees who take calculated risks.	2.33	1.177	Moderate	3
<b>Empowerment</b>	2.4719	1.55203	Moderate	

The above table shows the degree of empowerment in the PHS is a moderate degree from the respondents' point of view, with (M = 2.4719, SD = 1.55203) represents (49.4%).

The item (My organization recognizes people for taking initiatives) mean ( $M = 2.63$ ) it represents (52.6%) percentage that means, concern in this item is somewhat higher than other items of implementing learning organization dimensions from respondent's view. However, still low in percentage, each element has a low percentage.

Every dimension of LO is not complete in performance or realization in the work process to reach LO fundamentals, and there are huge differences in the organization's performance and implementation of the rules and plans there. It even excludes empowerments largely from all of its plans.

Differential access to resources depends more on structural inequalities than differences in sociability at the individual or community level (DeFilippis, 2001).

Dissimilar to Christens (2012), relationships play critical empowerment roles. Define collaboration as part of the developmental processes of empowerment, with an emphasis on the roles that affect empowerment. Relationships in the Keffer study not only provide social and emotional support because participants "struggle through their enabling growth" but also help facilitate the development of critical awareness and research skills as participants become more active agents of civic action.

Dissimilarly to Pigg (2002), it was found that emphasizing the interpersonal capacities that community leaders must possess, including the ability to motivate and guide others in collaborative or shared leadership processes, was necessary.

Dissimilar to Christens (2012), the capital function is related to empowerment. The conceptual connection of capital between relationships and power may also help explain why the study of social capital dominates the study of empowerment in most applied social sciences.

Differential access to resources depends more on structural inequalities than on differences in social contact at the individual or community level (DeFilippis, 2001).

✓ **To answer the study sub-question:** "What is the degree of System connections

in the PHS?

**Table (4.2.11) Descriptive Statistics of System Connections**

Items	Mean	Standard Deviation	Degree	Rank
My organization encourages people to think from a global perspective	2.37	1.197	Moderate	3
My organization works together with the outside community to meet mutual needs.	2.61	1.131	Moderate	1
My organization encourages people to get answers from across the organization when solving problems.	2.48	1.161	Moderate	2
<b>System Connections</b>	2.4888	1.06661	Moderate	

The above table shows the degree of System connections in the PHS is of a moderate degree with (mean = 2.4888, SD = 1.6661), and it represents (49.6%) percentage.

The component with the lowest value is (My organization encourages people to think from a global perspective) (m= 2.37), it represents (47.4%) which is a bit careless about “encourages people to think to be creative.” There is a huge gap in results that confirms that PHS is not a learning organization.

There is some of the attention about an item (My organization works together with the outside community to meet mutual needs) from respondents view with (m= 2.61, SD= 1.131) represents (52.2 %) above then the mean of **System connections** in all, and this item is important to the organization to care about, to take the missing materials and equipment it needs for the workflow.

Dissimilar with Jyothi, Farooq & Pradhan,2010), this study helps develop an integrated scale to measure learning enablers, learning outcomes, and organizational performance in an organization.

There were scales, which measure learning enablers or learning achieved or learning in general or the relationship between some forms of learning with performance.

This study demarcates learning enablers at three levels and learning achieved at three levels, and the organizational outcome in the form of performance in a single integrated scale. It will help specifically look for learning enablers or learning outcomes at the individual, group, or organizational level and relate them with each other and performance.

- ✓ **To answer the study sub-question:** "What is the degree of Strategic Leadership in the PHS?"

**Table (4.2.12) Descriptive statistics of Strategic Leadership**

Items	Mean	Standard Deviation	Degree	Rank
In my organization, leaders mentor and coach those they lead.	2.65	1.146	Moderate	3
In my organization, leaders continually look for opportunities to learn.	2.48	1.161	Moderate	4
In my organization, leaders ensure that the organization's actions are consistent with its values.	2.60	1.147	Moderate	2
<b>Strategic Leadership</b>	2.5768	1.07095	Moderate	

Where the table shows the degree of Strategic Leadership in the PHS is moderate with (M=2.5768, SD= 1.07095), which means (51.4%) of the observations range between (2.48) and (2.65), in addition, the item in the Strategic Leadership in PHS (In my

organization, leaders' mentor and coach those they lead) with (53%) of importance. The lowest is the (In my organization, leaders continually look for opportunities to learn) with (49.6%) of importance.

In my view, these findings are a result of not giving enough attention which the organizations need to take care of, to organize, arrange, and monitor their priorities and set their goals with their employee's participation, where the strategies and rules are useless and if the organization doesn't have the dimensions to implement the learning organization basics. Moreover, the government hospitals have rarely identified their KPIs to measure their employee's performance; if it put some KPIs, it doesn't care about results.

Evidence of this that the evaluation approved in the hospitals is not approved. The employee's evaluation is required to be higher than 65%, and if it is less, the ministry just sends a paper to the employee to improve his performance.

In addition, there is no department devoted to creativity or concerned with personnel affairs in the existing strategic plan of the Palestinian Ministry of Health, only interest in achievements, buildings, constructions, imports, and how many new hospitals has been opened. See the strategic plan of the Palestinian Ministry of Health (2017-2022).

The lowest values are Dialogue and Inquiry with (mean=2.4139, SD=1.08595) with (48.2%) and the highest dimensions value is for Strategic Leadership with (mean = 2.5768, SD =1.07095) with (51%). The, values still low on average, show a gap in the PHS performance and implementation of its strategies.

Dissimilar with Bhaskar & Mishra (2017). The highest mean in this study was for strategic learning (4.11), and the lowest was for Inquiry and dialogue (3.87).

Also, it is similar to a paper study by Dimitrios, Sakas & Vlachos (2013), in which a study was made on the role of Strategic Leadership in non-profit Organizations. Simulation

has provided evidence that several other factors besides leadership, such as organizational culture, R&D strategy, business environment and structure, are related to firm performance. Therefore their combined impact should be investigated in future studies. Moreover, the rivalry in markets between non-profit and for-profit organizations should be further explored to understand better how Strategic Leadership applies.

This study is similar to Grandy (2013) study findings that reveal that the organization and its employees have undergone some incremental and more radical changes over many past years. Much of this change has been attributed to the vision and leadership style of the current leader.

### 4.3 Testing Hypothesis

**H<sub>1</sub>: Learning Organization Strategy plays a significant role in the PHS in the West Bank.**

**Table (4.3.1) One-Sample Test- (Test value = 3.67)**

Dimensions	Mean	Std. deviation	T-value	Sig.
<b>Continuous Learning</b>	2.5094	1.07659	-14.383	.000
<b>Dialogue and Inquiry</b>	2.4139	1.08595	-15.433	.000
<b>Team Learning and Collaboration</b>	2.5506	1.04824	-14.248	.000
<b>Embedded Systems</b>	2.5169	1.10015	-13.984	.000
<b>Empowerment</b>	2.4719	1.55203	-10.299	.000
<b>Systems Connections</b>	2.4888	1.06661	-14.775	.000
<b>Strategic Leadership</b>	2.5768	1.07095	-13.619	.000
<b>Learning Organization</b>	2.5040	1.02169	-15.226	.000

The first hypo study shows that the selected dimensions are affecting the learning organization strategy that plays a significant role in the PHS in the West Bank.

The study uses a one-sample t-test to evaluate if the mean of LO dimensions was significantly differenced from (3.67). According to the table (4.3.1), the significant value of the LO t-test were ( $t = -15.226$ ,  $p\text{-value} = .000$ ). It indicates that the dimensions of the LO are positively less than the cut of point (3.67), with ( $M = 2.5040$ ,  $SD = 1.02169$ ). All dimensions of a learning organization are converged in mean between ( $M = 2.4139$ , and ( $M = 2.5768$ ).

Hence, the alternative hypo study accepted that LO plays a significant role in PHS. Also, the LO (Continuous Learning, Dialogue and Inquiry, Team Learning and Collaboration, Embedded Systems, Empowerment, Systems Connections, Strategic Leadership) dimensions play an important role in PHS, where ( $T = -14.383, -15.433, -14.248, -13.984, -10.299, -14.775, -13.619, -15.226$ ) respectively and ( $P\text{-value} = .000$ ) for all four dimensions.

The S.D is very high according to the differences between employees and their knowledge.

Similar to Bhaskar & Mishra (2017). The study reveals that the sample organization scores high on the various learning organization dimensions (seven dimensions of DLOQ), which impacts knowledge performance and financial performance. Learning organization practices and processes are prevalent in the sample organization, and it is progressing well towards its vision of becoming a learning organization.

Similar to Huang & Yao (2017). The research results conclude that learning organization presents positive and significant effects on organizational communication. Organizational communication reveals positive and remarkable effects on organizational creativity, and learning organization shows positive effects on organizational creativity.

**H<sub>2</sub>: Individual Creativity plays a significant role in the PHS in the West Bank.**

**Table (4.3.2) One-Sample Test- (Test value = 3.67)**

Dimensions	Mean	Std. deviation	T-value	Sig.
Domain-Relevant Skills	3.2781	.60782	-8.602	.000
Creativity-Relevant Skills	3.8009	.65491	2.666	.008
Intrinsic Task Motivation	3.3587	.69155	-6.006	.000
Individual Creativity	3.4371	.58167	-5.342	.000

The second hypothesis study shows that Individual Creativity plays a significant role in the PHS in the West Bank.

The table shows that individual creativity plays a role in PHS by using a one-sample t-test to evaluate "What if the mean of individual creativity was significantly less than 3.67." According to the table (4.3.2), the significant value of the Individual Creativity (T-value= -5.342, P-value =.000) indicates that the level of individual creativity in the PHS is positively less than the cut-off point 3.67, also, (M=3.4371, SD= .58167). Thus, we can accept the alternative hypo study that individual creativity plays a significant role in the PHS. The individual creativity dimension plays a significant role in the PHS, the creativity-relevant skills (T=2.666) and (p-value  $\leq$  .05 it equal=.008), the domain-relevant skills (T-value = -8.602) and (p-value= .000) and this plays a significant role in PHS, where (p-value less than .05).

Dissimilar with Wang and Rode (2010), in a study of 55 organizations about Followers' creativity (leader rating), they found a Non-significant direct relationship between transformational leadership and employee creativity.

In addition, Jaussi and Dionne (2003), as cited at Eisenbeiß & Boerner (2013), examined the influence of transformational leaders on creative performance in experimental testing; they could not find any significant relationship at all.

**H3: There is a significant difference in understanding the learning organization strategy and individual creativity due to demographic characteristics (Age, Qualification, the number of years worked in the current institution, and Years of experience) in the PHS in the West Bank.**

**H3.1: There is a significant difference in understanding the learning organization strategy and individual creativity in the PHS in the West Bank due to Gender.**

The first hypothesis study argued that there is a significant difference in understanding the learning organization strategy and individual creativity due to demographic characteristics in the PHS in the West Bank.

This hypothesis study consists of seven sub- hypotheses related to (**Age, Qualification, the number of years worked in the current institution, and Years of experience**). All of this sub- hypo study specified that there is a significant difference in dependent and independent variables due to demographic variables.

**Table (4.3.3.1) The results of independent t-test for understanding the learning organization strategy and individual creativity in the PHS in the West Bank due to Gender.**

<b>Dimensions</b>	<b>Gender</b>	<b>N</b>	<b>Mean</b>	<b>Std. deviation</b>	<b>T-value</b>	<b>Sig.</b>
<b>Domain-relevant skills</b>	<b>Male</b>	126	3.3084	.62136	1.035	.302
	<b>Female</b>	52	3.2047	.57283		
<b>Creativity-relevant skills</b>	<b>Male</b>	126	3.7910	.61626	-.312	.755
	<b>Female</b>	52	3.8248	.74628		
<b>Intrinsic Task Motivation</b>	<b>Male</b>	126	3.4078	.66736	1.480	.141
	<b>Female</b>	52	3.2396	.74012		
<b>Individual Creativity Total</b>	<b>Male</b>	126	3.4678	.57155	1.097	.274
	<b>Female</b>	52	3.3627	.60465		
<b>Continuous Learning</b>	<b>Male</b>	126	2.5079	1.07638	-.027	.978
	<b>Female</b>	52	2.5128	1.08758		
<b>Dialogue and Inquiry</b>	<b>Male</b>	126	2.4392	1.08456	.483	.630
	<b>Female</b>	52	2.3526	1.09746		
<b>Team Learning and Collaboration</b>	<b>Male</b>	126	2.5635	1.01759	.255	.799
	<b>Female</b>	52	2.5192	1.12877		
<b>Embedded Systems</b>	<b>Male</b>	126	2.4550	1.06800	-1.168	.244
	<b>Female</b>	52	2.6667	1.17156		
<b>Empowerment</b>	<b>Male</b>	126	2.4630	1.67914	-.119	.905
	<b>Female</b>	52	2.4936	1.20364		
<b>Systems Connections</b>	<b>Male</b>	126	2.4709	1.04245	-.347	.729
	<b>Female</b>	52	2.5321	1.13233		
<b>Strategic Leadership</b>	<b>Male</b>	126	2.5265	1.04762	-.976	.331
	<b>Female</b>	52	2.6987	1.12655		
<b>Learning Organization Total</b>	<b>Male</b>	126	2.4894	1.01305	-.296	.768
	<b>Female</b>	52	2.5394	1.05146		

Sample t-test was used to test the (3.1) hypothesis study “There are no statistically significant differences in understanding the learning organization’s strategy and individual creativity in the PHS in the West Bank due to gender.

The above table shows that the P-value of the main variables (Learning Organization Total, Individual Creativity Total) is more than 0.05. Therefore, there are no significant differences in understanding the learning organisation's strategy and individual creativity in the Palestinian health sector in the West Bank due to gender. As the mean for males and females for (Individual Creativity Total), respectively (M=3.4678, M=3.3627) (T-value =1.097) and the mean for males and females for (Learning Organization Total), (M=2.4894, M=2.5394), which is a moderate degree for both variables (Learning Organization Total, Individual Creativity Total).

We note that the second dimension of the individual creativity dimension (creativity - relevant skills) is with moderate degree for males and females (Male = 3.7910), (Female = 3.8248), where the sample of males responding to the questionnaire was (126), which is higher than the female respondent sample, which amounted to (52) female respondents, and the average of females was higher than the average of males despite a large difference in the number of respondents in terms of gender.

Thus, gender does not play an important role in understanding a learning organisation's strategy and individual creativity in the PHS in the West Bank-based on gender.

From the above table, we notice that the P-value for each dimension of the two main variables was greater than (0.05). This means that there were no statistically significant differences attributed due to gender.

**H.3.2: There is a significant difference in understanding the learning organization strategy and individual creativity in the West Bank's PHS (Age, Education, Experience).**

**Table (4.3.3.2) Group Statistics and One-way ANOVA test for the Demographic Variables (age, educational level, years of experience).**

Dimension	Age		Educational Level		Years of experience	
	F	Sig	F	Sig	F	Sig
<b>Domain -Relevant Skills</b>	.917	.456	.631	.596	.274	.844
<b>Creativity - Relevant Skills</b>	1.852	.121	2.293	.080	1.611	.189
<b>Intrinsic Task Motivation</b>	.829	.509	1.086	.356	.437	.727
<b>Individual Creativity</b>	.929	.448	.694	.557	.364	.779
<b>Continuous Learning</b>	<b>3.961</b>	<b>.004</b>	<b>5.081</b>	<b>.002</b>	<b>7.404</b>	<b>.000</b>
<b>Dialogue and Inquiry</b>	<b>3.644</b>	<b>.007</b>	2.313	.078	<b>4.155</b>	<b>.007</b>
<b>Team learning and collaboration</b>	<b>3.156</b>	<b>.016</b>	1.244	.295	<b>6.686</b>	<b>.000</b>
<b>Embedded Systems</b>	<b>2.628</b>	<b>.036</b>	1.478	.222	<b>6.351</b>	<b>.000</b>
<b>Empowerment</b>	1.595	.178	1.262	.289	<b>3.649</b>	<b>.014</b>
<b>System connections</b>	<b>3.173</b>	<b>.015</b>	.969	.409	<b>6.171</b>	<b>.001</b>
<b>Strategic Leadership</b>	2.253	.065	2.060	.107	<b>3.469</b>	<b>.017</b>
<b>Learning Organization</b>	<b>3.247</b>	<b>.013</b>	2.267	.082	<b>6.233</b>	<b>.000</b>

One-way ANOVA test for the Demographic Variables (age, educational level, years of experience, job title, and employer) used in Table (4.3.3.2) to clarify that there is no significant difference in employee creativity in terms of the following (**age, educational**

**level, years of experience**) related to Individual Creativity Total as the p-values are more than (0.05) for all variables.

Also, the table shows a difference in the employees' awareness in terms of the factors selected for the Learning Organization Total dimensions, as all of them are less than (0.05).

The table shows that (Continuous Learning all values are less than (0.05), Dialogue and inquiry has less value in age and years of experience which (p-value) less than (0.05),

The dimensions (Team learning and collaboration, Embedded Systems, System connections) these factors are with (p-value) less than (0.05) in years of experience variable. The dimensions (Empowerment and Strategic Leadership) their p-values are more than (0.05), which causes no difference in the awareness of employee in understanding the learning organization strategy and individual creativity in the PHS in the West Bank due to (Age, Education, Experience).

Based on these results, we reject the alternative hypothesis study, which indicates significant differences in the employee's awareness of the selected factors, especially in understanding the dimensions of the learning organization more than understanding the dimensions of creativity.

**H4: The dimensions of learning organization strategy and individual creativity dimensions are related to each other in the PHS in the West Bank.**

**Table (4.4.1) Correlation matrix among study variables**

<b>Variables</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
<b>Domain - Relevant Skills</b>	1											
<b>Creativity - Relevant Skills</b>	.620**	1										
<b>Intrinsic Task Motivation</b>	.751**	.578**	1									
<b>Individual Creativity</b>	.918**	.774**	.916**	1								
<b>Continuous Learning</b>	.433**	.126	.574**	.471**	1							
<b>Dialogue and Inquiry</b>	.396**	.083	.554**	.435**	.861**	1						
<b>Team learning and collaboration</b>	.443**	.148*	.526**	.458**	.816**	.867**	1					
<b>Embedded Systems</b>	.381**	.160*	.490**	.416**	.765**	.795**	.854**	1				
<b>Empowerment</b>	.364**	.192*	.458**	.407**	.630**	.659**	.673**	.682**	1			
<b>System connections</b>	.412**	.154*	.527**	.447**	.792**	.819**	.874**	.837**	.683**	1		
<b>Strategic Leadership</b>	.420**	.157*	.562**	.468**	.811**	.796**	.807**	.826**	.633**	.861**	1	
<b>Learning Organization</b>	.452**	.166*	.585**	.493**	.895**	.915**	.930**	.911**	.812**	.927**	.904**	1

\*. Correlation is significant at the 0.05 level (2-tailed) \*\*. Correlation is significant at the 0.01 level (2-tailed)

The fourth hypothesis study says that the dimensions of the learning organization strategy and the dimensions of individual creativity are related to each other in the PHS in the West Bank.

Test the degree of the relationship between two variables. It indicates that there is a correlation between two variables. If there is a change in the values of one of the two variables, it is accompanied by a change or decrease in the value of the other variable. That is, if the values are greater than (0.05), it's a centrifugal relationship. If they are less (0.05), it is an inverse relationship.

The relationship is complete when the variable intersects itself, the majority of values are with "two stars"\*\*, and this means that its moral value is high; since the relationship between the two variables is strong and moral, we conclude that the dimensions of the learning organization and the dimensions of individual creativity are strongly related to each other.

Table (4.4.1) shows that selected factors affecting the learning organization strategy are significantly correlated to individual creativity in the PHS due to (P- values) is equal to or less than (0.05). Also, selected factors have a strong significant correlation with the learning organization strategies but, LO has a significant correlation with IC in PHS.

The correlation between the two variables is strong. All of the results are close to each other, and the (r) for them start with one and end at (.452). The dimensions of learning organization strategy and individual creativity dimensions are related to each other in the PHS in the West Bank there is a positive relationship.

Dissimilar with Ke (2018). The results showed that creativity-relevant skill were positively correlated with creativity role identity, creative job requirements and creativity, but negatively correlated with mental transformation cost ( $r = - 0.164, p < 0.01$ ). There was a significant negative correlation between learning and creativity ( $r = - 0.186, p < 0.01$ ), and a significant positive correlation between creativity role identity and creativity ( $r = 0.499, p < 0.01$ ).

Kim, Watkins & Lu (2017) found that a learning organization positively affects knowledge performance; knowledge performance has a positive effect on financial performance, and knowledge performance fully mediates the relationship between a learning organization and financial performance.

**H5: There is a significant impact of the dimensions of learning organization strategy on individual creativity in the PHS in West Bank.**

**Table (4.5.1): R-square and ANOVA for econometrics model**

Model	Sum of Squares	Df	Mean Square	F	Sig.	R	R Square	Adjusted R Square
Regression	15.595	7	2.228	8.551	.000 <sup>b</sup>	.510 <sup>a</sup>	.260	.230
Residual	44.291	170	.261					
Total	59.886	177						

a. Dependent Variable: individual creativity

b. Predictors: (Constant), dimensions of learning organization

The results in table (4.5.1) using One Way ANOVA revealed a significant value of ( $R^2=.425$ ,  $p<.001$ ), (8.551) for F distribution with (7.170) degrees of freedom. The F distribution has been taken to measure the estimated regression's overall significance, indicating a significant impact of the learning organization dimensions on individual creativity with a p-value of (0.00). The coefficient of determination (R square) equals (0.260) indicates that the learning organization dimensions can explain 26% of the variations in the PHS's individual creativity. This considers a good fit for the data, where it would contribute to predicting individual creativity by the learning organization dimensions.

**Table (4.5.2): The OLS summary statistics of the alternative hypo study**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	2.713	.106		25.531	.000
Continuous Learning	.119	.078	.220	1.531	.128
Dialogue and Inquiry	-.048	.085	-.089	-.560	.576
Team Learning and Collaboration	.102	.096	.185	1.064	.289
Embedded System	-.058	.077	-.109	-.750	.455
Empowerment	.055	.036	.147	1.544	.124
System Connections	-.008	.091	-.015	-.089	.929
organizational value	.120	.081	.221	1.478	.141

In this study, multiple linear regression analysis used to test if learning organization dimensions are significantly predicted individual creativity in the PHS. Table (4.5.2) shows the outcome of the regression and indicates that the two predictors (continuous learning and empowerment) explained 26% of the variance ( $R^2= 0.26$ ,  $F(7,170) = 8.551$ ,  $P < 0.05$ ). That means that continuous learning and empowerment are significantly predicted individual creativity: ( $\beta=.119$ ,  $p=0.015$ ), ( $\beta=-.055$ ,  $p=0.000$ ) respectively.

According to Ke (2018). A significant positive correlation between creativity role identity and creativity and creative job requirement played a significant negative moderating role.

**H6: There is a significant impact of the learning organization strategy on individual creativity in the PHS in West Bank.**

**Table (4.6.1): R-square and ANOVA for Econometrics Model**

Model	Sum of Squares	Df	Mean Square	F	Sig.	R	R Square	Adjusted R Square
Regression	14.552	1	14.552	56.496	.000 <sup>b</sup>	.493 <sup>a</sup>	.243	.239
Residual	45.334	176	.258					
Total	59.886	177						

a. Dependent Variable: individual creativity.

b. Predictors: (Constant), learning organization

Results in the table (4.6.1) using One Way ANOVA revealed a significant value of (56.496) for F distribution with (1.170) degrees of freedom. The F distribution has been taken to measure the overall significance of the estimated regression to indicate a significant impact of the learning organization strategy on individual creativity with a p-value of (0.00).

The coefficient of determination (R square) equal (0.243) indicates that the learning organization strategy can explain about 24.3% of the variations on the individual creativity in the PHS. This considers a good fit for the data, which contributes to the prediction of individual creativity by the learning organization strategy.

**Table (4.6.2): The OLS Summary Statistics of The Alternative Hypo Study**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	2.734	.101		27.090	.000
	.281	.037	.493	7.516	.000

Simple linear regression analysis used in this study to test if learning organization strategy is significantly predicted individual creativity in the PHS. Table (4.6.2) shows the outcome of the regression and indicates that learning organization strategy explained 24.3% of the variance ( $R^2= 0.243$ ,  $F (1,170) =56.496$ ,  $P< 0.05$ ) that is, mean learning organization strategy is significantly predicted individual creativity: ( $\beta=.281$ ,  $p=0.000$ ).

**Table (4.3.7) Summary of Testing Hypotheses Results**

		<b>Results</b>
H-1	<b>Learning Organization Strategy plays a significant role in the PHS in the West Bank</b>	<b>Accepted</b>
H-2	<b>Individual Creativity plays a significant role in the PHS in the West Bank</b>	<b>Accepted</b>
H-3	<b>There is a significant difference in understanding the learning organization strategy and individual creativity due to demographic characteristics (Age, Qualification, the number of years worked in the current institution, and Years of experience) in the PHS in the West Bank.</b>	<b>Accepted</b>
H-3.1	<b>There is a significant difference in understanding the learning organization strategy and individual creativity in the PHS in the West Bank due to Gender.</b>	<b>Rejected</b>
H-3-2	<b>There is a significant difference in understanding the learning organization strategy and individual creativity in the PHS in the West Bank due to (Age, Education, Experiences).</b>	<b>Accepted</b>
H-4	<b>The dimensions of learning organization strategy and individual creativity dimensions are related to each other in the PHS in the West Bank.</b>	<b>Accepted</b>
H5	<b>There is a significant impact of the dimensions of learning organization strategy on individual creativity in the PHS in West Bank.</b>	<b>Rejected</b>
H-6	<b>There is a significant impact of the learning organization strategy on individual creativity in the PHS in West Bank.</b>	<b>Accepted</b>

## **CHAPTER FIVE**

### **CONCLUSIONS AND RECOMMENDATIONS**

This chapter presents the constraints, obstacles, conclusions, and recommendations in the study to help the PHS empower the learning organization strategy in the work environment and the continuous improvement that accompanies the implementation of the learning organization's strategy. It also draws the health sector's attention to the interest in and support for the individual creativity of the employees, not to deal with the employee as a work machine.

Based on the results obtained from the data analysis in Chapter Four, the researcher will suggest some recommendations and ideas and some suggestions for future studies.

#### **5.1 Conclusions**

- The study results indicate that the dimensions of learning organization strategy do not affect individual creativity among employees in the PHS, while the learning organization as a whole affects the individual creativity in the PHS in the West Bank.
- From the point of view of the respondents, the degree of individual creativity is a moderate degree.
- The dimensions of the learning organization's strategy significantly impact individual creativity in the PHS in the West Bank.
- All the factors affect individual creativity degree in PHS.

- The results indicated a high score in (creativity-related skills) while there was a moderate degree in (domain-related skills) and (task-related internal motivation) respectively.
- All the factors were chosen to affect the individual creativity degree in PHS.
- Respondents believe that the highest degree of individual creativity in PHS is (creativity-related skills), representing (76%), which means that employees have experience and skills in their jobs, qualifying them for creativity.
- Respondents believe that employee relations at work help to “get the job done” as they achieve a high degree, and this means that there are strong relationships between employees in the workplace, and the method and technique of dealing with problems in the workplace is an effective way for them.
- “The ability to quickly and aggressively deal with problems that suddenly occur at work” scored the lowest from the respondents’ view.
- Respondents demonstrated that there is conviction and confidence among PHS workers that they can solve problems and deal with difficult situations. Still, there is no support or materials available to help them.
- There is a tendency among employees to compete, and they are looking for it, not finding it.
- The majority of employees are looking for the missing element in the work environment to support their creativity, and the result is that it is not available or rare.
- PHS needs to improve its creativity strategies, focus on training and courses for qualified employees.

- The Standard Deviation was high in the analysis of individual creativity that indicates the differences between employees, different experiences, and personality.
- There is a problem with employees not having access to all the resources they need to do their job.
- The PHS neglects the employees' actions and opinions of decision-making.
- The Standard Deviation illustrates the significant differences between a respondent's traits, actions, experiences, opinions considerations, and self-confidence.
- The learning organization results confirm the first hypothesis study: The learning organization strategy plays an important role in the PHS in the West Bank.
- The degree of continuous learning in PHS from the respondents' point of view achieved a moderate degree. This means that (50%) of the items are not applied in the work environment.
- The spirit of participation among employees in groups within the organization in general, which constituted (55%) a low percentage, but according to the analysis, it is the highest among the items.
- The results show a lack of interest in learning and in the way of learning that can move the organization from failure to success significantly and for a long time.
- There are still no first pillars for organizing learning in PHS.
- Continuous learning and learning are vital in today's complexities, and the ever-changing words, individuals, groups, and institutions need more control over

their learning. They need to gain the knowledge and skills to do their job better and be prepared to take on future challenges.

- The Dialogue and Inquiry dimension at PHS achieved a moderate degree of (48%).
- The lowest item of the dialogue and inquiry dimension is "In my organization, whenever people state their point of view, they also ask what other people think" (47%).
- The following items, "giving feedback and building confidence," achieved a medium and equal score of (49%) with a different standard deviation.
- The average dialogue and inquiry need to be improved and implemented among employees.
- Team learning and collaboration dimension achieve a moderate degree in PHS.
- All items achieved a moderate degree in the dimension of Team learning and collaboration.
- The standard deviation of the Team learning and collaboration dimension is very high, which means differences between respondents in qualification, training, and education.
- The empowerment dimension in PHS achieved a moderate degree from the respondents' point of view (49.4%).
- There is some of the attention about an item (My organization works together with the outside community to meet mutual needs) from respondent's view represents (52.2 %).
- The degree of Strategic Leadership in the PHS is moderate, which represent (51.4%).

- The item in the Strategic Leadership in PHS (In my organization, leaders' mentor and coach those they lead) represent (53%), and the lowest item (In my organization, leaders continually look for opportunities to learn.) represent (49.6%).
- The findings are a result of not giving enough attention, which the organizations need to take care of, to organize, arrange, and monitor their priorities and set their goals with their employee's participation, where the strategies and rules are useless if the organization doesn't have the dimensions to implement the learning organization basics. Moreover, government hospitals have rarely identified their KPIs to measure their employee's performance. If put, some KPIs, don't care about results.
- The lowest values are Dialogue and Inquiry with (48.2%).
- The highest dimension value is for Strategic Leadership with (51%). There is a gap in the PHS performance.

## **5.2 Recommendation**

In this section of the study, where the recommendations are concerned, the researcher recommends that the PHS implement the learning organisation's strategy, as it was found it is necessary to adopt learning, PHS does not implement the dimensions of the learning organization. It should also pay attention to the employees who are the backbone of any organization and its human treasure that achieve all of its work. Individual creativity must be careful of, which is the basis of the success of any organization that plans to continue and remain strong in the labor market.

To activate the creativity of health sector employees, also show their creativity in the various fields of work, including doctors, nurses, administrative employees, supportive medical sciences, and others.

Empowering employees to develop organizations, concern about employees to be with strong ability, awareness, and knowledge in the field of work to advance it.

To improve the work environment by improving the system of technology used and adapting them toward work requirements, which ensures the flow of work with the least time and effort, the health sector's overriding goal is to preserve lives.

It is recommended that the PHS highlight the employees' achievements and motivate them to improve themselves and reward creative employees through clear and fair evaluation mechanisms for all levels. PHS must pay attention to put clear mechanisms to encouraging employees to be creative. Moreover, managers should be interested in changing the way they deal with employees to be more positive and motivational, using their energy through teamwork and directing efforts to achieve the organisation's goals.

It is recommended that attention be paid to providing the resources required to meet the needs of organizations and employees at the cost and times specified according to a specific plan. Moreover, PHS is advised to develop policies and procedures to ensure the rights of employees. The health sector is also advised to establish an internal monitoring and complaints unit in each center or hospital affiliated with it to follow up on work progress and monitor the work of managers.

The PHS is advised to establish centers to train employees on obtaining knowledge, developing it, and using it to serve the public interest. Also, see things from a global perspective to develop the health sector.

PHS should focus on activating the implementation, monitoring, and continuity of the learning organization's strategy to maintain the individual creativity achievement of the employees, the involvement of all experienced employees in the formulation and implementation of the learning organization's strategies, and the development and activation of key performance indicators to control and monitor the implementation process.

To become an LO, PHS should focus on communication, access, and sharing of information, and participation of all members from all levels to create an atmosphere for learning and accomplishment to enhance innovation and motivation. Managers should allow employees to participate in implementing decisions to empower them. Organizations need to empower employees to become increasingly effective in making better, faster decisions, delivering the best performance that is the basic requisite for survival in today's competitive era.

### **5.3 Limitations of The Study**

There were many limitations and constraints that the researcher suffered from. First, the researcher may have failed to search for all results because the data may be affected by the respondents' awareness about the learning organization's strategy and the extent of their response. Second, the researcher faced difficulties in determining the sample size due to the lack of official statistics on the number of PHS employees in the West Bank due to the diversity of its branches, which include UNRWA, military services, and the government and private sectors.

Several individuals were hired on a World Bank contract recently during the emergency period to cover the employees who were injured by covid.19 during their work. Third, the data were collected in an emergency and an advanced stage of the global epidemic, Covid.19, which made access to more hospitals and health centers affiliated with the PHS very difficult and complicated.

The researcher was an employee in a hospital in the PHS, as it was obligatory to work during the emergency period. Thus, the sample size is small.

### **5.4 Future Studies**

In this section, the researcher suggests some research topics that can be conducted for future research, as follows:

Future researchers can consider the impact of individual creativity on the learning organisation's strategy in the PHS from the creative point of view. Besides, they can conduct similar studies in various locations such as parastatal institutions, municipalities,

or in the Palestinian private sectors. Conducting the study on another independent sector affiliated with the PHS. Moreover, the researcher proposes to conduct a study on the effect of the learning organization on the acceptance of individuals of its work environment. Also, one of the studies that may be conducted in the future is the relationship between job satisfaction and individual creativity, as well as a study on the size of the influence of the director or leader who runs the organization on the achievement and creativity of individuals in the various Palestinian sectors.

Also, about individual creativity as a whole and ways to develop and encourage it to be present in every organization to achieve the spirit of competition between employees and organizations as a whole. The possibility of conducting studies on how to make Palestinian organizations successful learning organizations in the long run. Also, studies about the difficulties that creative employees faced.

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## Appendix (1): Questionnaire

الجامعة العربية الأمريكية  
ARAB AMERICAN UNIVERSITY



College of Postgraduate Studies Ramallah

Master of Strategic Planning and Fundraising

Dear Employees,

This study aims to identify “The impact of Learning Organization Strategy in Enhancing Individual Creativity in PHS”.

أثر استراتيجية المنظمة المتعلمة في تعزيز الابداع الفردي في القطاع الصحي الفلسطيني

This is in order to complete the requirements for obtaining a master's degree in strategic planning and fundraising at the Graduate School of the Arab American University. The data and information extracted from the study form will be used for scientific research purposes only.

Thanks

**Researcher: Nora Jarrar**

**Section 1: Demographic Information, Please Kindly place (X) near your answer.**

P1	Gender: <input type="checkbox"/> Male <input type="checkbox"/> Female
P2	Age Range: <input type="checkbox"/> Below 22 Years <input type="checkbox"/> Between (22-32) Years <input type="checkbox"/> Between (33-43) Years <input type="checkbox"/> Between (44-52) Years <input type="checkbox"/> Above 53 Years
P3	Level of Education: <input type="checkbox"/> Diploma and below <input type="checkbox"/> Bachelor <input type="checkbox"/> Master and more
P4	Number of years you worked in the institution: <input type="checkbox"/> Below 3 Years <input type="checkbox"/> Between (3-6) Years <input type="checkbox"/> Between (7-9) Years <input type="checkbox"/> 10 Years and more
P5	Your job description: <input type="checkbox"/> Administrator <input type="checkbox"/> Accountant <input type="checkbox"/> Manager <input type="checkbox"/> Nurse <input type="checkbox"/> Doctor
P6	Do you work in a career description: <input type="checkbox"/> Yes <input type="checkbox"/> No

**Section 2: Learning Organization, Please kindly place (X) behind your closest answer.**

<u>NO</u>	<u>Items</u>	Frequently	Fairly	Some Times	Once In a While	Not at all
<b>S2. A</b>	<b>Continuous learning</b>					
<b>S2.1</b>	<b>There is an interest in ideas from the institution</b>					
<b>S2.2</b>	<b>The institution works to motivate employees to be creative in their work</b>					
<b>S2.3</b>	<b>The institution works to create competition among employees</b>					

<b>S2.4</b>	<b>The institution encourages its employees to compete</b>					
<b>S2.5</b>	<b>The institution encourages creativity and respects any ideas raised</b>					
<b>S2.6</b>	<b>Consultation takes place between employees in any decision</b>					
<b>S2.7</b>	<b>There is an upgrade and support for any perfect employee</b>					
<b>S2.8</b>	<b>There is appreciation for any creative work</b>					
<b>S2.9</b>	<b>The institution works to support the creative employee and open the way for him to be creative</b>					
<b>S2.10</b>	<b>I am proud of my work as a member of the Palestinian Ministry of Health</b>					
<b>S2.11</b>	<b>My organization provides a clear picture of its goals</b>					
<b>S2.12</b>	<b>The ministry considers employee comfort among its priorities</b>					
<b>S2.13</b>	<b>There are enough people to do the work</b>					
<b>S2.14</b>	<b>There is strong control over how it works</b>					
<b>S2.15</b>	<b>I have contentment in my job</b>					
<b>S2.16</b>	<b>The manager always tells his intention to do new things at work</b>					
<b>S2.17</b>	<b>I have full confidence in the current manager</b>					
<b>S2.18</b>	<b>In my organization, people help each other learn.</b>					
<b>S2.19</b>	<b>In my organization, people are given time to support learning</b>					
<b>S2.20</b>	<b>In my organization, people are</b>					

	rewarded for learning.					
<b>S2. B</b>	<b>Dialogue and Inquiry</b>					
S2.21	In my organization, people give open and honest feedback to each other.					
S2.22	In my organization, whenever people state their view, they also ask what others think					
S2.23	In my organization, people spend time building trust with each other.					
<b>S2.C</b>	<b>Team learning and collaboration</b>					
S2.24	In my organization, teams/groups have the freedom to adapt their goals as needed					
S2.25	In my organization, teams/groups revise their thinking as a result of group discussions or information collected.					
S2.26	In my organization, teams/groups are confident that the organization will act as their recommendations.					
<b>S2. D</b>	<b>Embedded Systems</b>					
S2.27	My organization creates systems to measure gaps between current and expected performance.					
S2.28	My organization makes its lessons learned available to all employees.					
S2.29	My organization measures the results of the time and resources spent on training					

<b>S2. E</b>	<b>Empowerment</b>					
S2.30.	My organization recognizes people for taking initiatives					
S2.31	My organization gives people control over the resources they need to accomplish their work.					
S2.32	My organization supports employees who take calculated risks.					
<b>S2. F</b>	<b>System connections</b>					
S2.33	My organization encourages people to think from a global perspective					
S2.34	My organization works together with the outside community to meet mutual needs.					
S2.35	My organization encourages people to get answers from across the organization when solving problems.					
<b>S2. G</b>	<b>Strategic Leadership</b>					
S2.36	In my organization, leaders' mentor and coach those they lead					
S2.37	In my organization, leaders continually look for opportunities to learn.					
S2.38	In my organization, leaders ensure that the organization's actions are consistent with its values.					

**Section 3: Individual Creativity, Please kindly place (X) behind your closest answer.**

#	Items	Frequently	Fairly	Some times	Once in a While	Not at all
<b>S3. A</b>	<b>Domain-Relevant Skills</b>					
S3.1	I suggest new and practical ideas to improve performance					
S3.2	Look for new technology to use at work					
S3.3	Ready to take the risk boldly					
S3.4	I have previous experience that makes me more accurate in my work					
S3.5	I suggest new ways and methods to improve the work					
23.6	Employees relationships at work helps to get the job done					
S3.7	The problems at work do not lose my focus					
S3.8	Able to deal quickly and aggressively with problems that suddenly occur at work					
S3.9	There is competition to bring creative ideas to work					
S3.10	Enjoy the competitive in the field of work					
S3.11	I have an impact on getting work done					
S3.12	The manager encourages us to think creatively					
S3.13	There is a committee that oversees the creation and promotion of the creative at work					
S3.14	There is respect for any creative idea that was suggested and adopted					
<b>S3. B</b>	<b>Creativity -Relevant Skills</b>					

S3.15	I Suggest new ways to achieve goals					
S3.16	I have the ability to relate problems to one another					
S3.17	I have the ability to solve a problem from its roots in a specified time					
S3.18	I have a lot of new ideas					
S3.19	I work within the laws; I hate strict laws					
S3.20	Notice things that others do not notice					
S3.21	I suggest new ways to solve problems					
S3.22	I strive to improve my performance at work					
S3.23	I seek competition and work for it					
<b>S3.C</b>	<b>Intrinsic Task_Motivation</b>					
S3.24	I seek self-realization at work					
S3.25	I love my job, so I make an effort to keep it					
S3.26	I feel loyal to my foundation					
S3.27	I have the ability to solve complex problems					
S3.28	I have access to all the resources needed to do my job					
S3.29	I have personal satisfaction with my job					
S3.30	My new ideas are welcome in my work					
S3.31	I have confidence in accepting and respecting my ideas at work					
S3.32	I participate in goal setting in my work					
S3.33	My opinion is taken as an					

	<b>effective individual in the institution</b>					
<b>S3.34</b>	<b>Everyone is consulted when enacting a serious labour law</b>					
<b>S3.35</b>	<b>Every employee is free to do his job as he wants</b>					
<b>S3.36</b>	<b>I don't ask many officials at work</b>					

## Appendix (2): Questionnaire in Arabic

# الجامعة العربية الأمريكية

## ARAB AMERICAN UNIVERSITY



كلية الدراسات العليا رام الله

ماجستير في التخطيط الاستراتيجي وتجنيد الأموال

اعزائي الموظفين،

تهدف هذه الدراسة إلى تحديد "أثر استراتيجية المنظمة المتعلمة في تعزيز الابداع الفردي لدى الموظفين في القطاع الصحي الفلسطيني" وهذا من أجل إكمال متطلبات الحصول على درجة الماجستير في التخطيط الاستراتيجي وتجنيد الأموال في كلية الدراسات العليا في الجامعة العربية الأمريكية، راجيا من حضرتكم التكرم بالإجابة على فقرات الاستمارة بكل صدق وموضوعية. وسيتم استخدام البيانات والمعلومات المستخرجة من نموذج الدراسة لأغراض البحث العلمي فقط.

وشكرا لتعاونكم

الباحثة: نورا جرار

القسم الأول: المعلومات الديموغرافية:

الرجاء ضع اي إشارة (X) أمام الاختيار المناسب

P1	الجنس:	( ) ذكر	( ) أنثى
P2	متوسط العمر:	( ) أقل من 22 سنة	( ) بين (22-32) سنة ( ) بين (33-43) سنوات
P3	مستوى التعليم:	( ) دبلوم وأدناه	( ) بكالوريوس ( ) ماجستير ( ) دكتوراه
P4	عدد سنوات عملك في المؤسسة:	( ) أقل من 3 سنوات	( ) بين (3-6) سنوات ( ) بين (7-9) سنوات ( ) 10 سنوات وأكثر

P5	وصف وظيفتك: ( ) مديرة/ ( ) اداري/ ( ) محاسب/ ( ) ممرض/ ( ) مهن طبية مساندة
P6	هل تعمل في مجال وصفك الوظيفي : ( ) نعم ( ) لا

**القسم الثاني: "المنظمة المتعلمة" الرجاء التفضل بوضع (اشارة) بالقرب من اجابتك.**

الرقم	العبارة	دائما	غالباً	بعض الأحيان	مرة كل فترة	اطلاقاً
S2. A	التعلم المستمر					
S2.1	يوجد اهتمام في الأفكار من المؤسسة					
S2.2	تعمل المؤسسة على تحفيز الموظفين ليكونوا مبدعين في عملهم					
S2.3	تعمل المؤسسة على خلق منافسة بين الموظفين					
S2.4	تشجع المؤسسة موظفيها على المنافسة					
S2.5	تشجع المؤسسة الإبداع وتحترم أي أفكار تثار					
S2.6	التشاور يحدث بين الموظفين في أي قرار					
S2.7	يوجد ترقية ودعم لأي موظف مثالي					
S2.8	يوجد تقدير لأي عمل إبداعي					
S2.9	تعمل المؤسسة على دعم الموظف الإبداعي وفتح الطريق أمامه ليكون مبدعاً					

					أنا فخور بعملتي كفرد من أفراد وزارة الصحة الفلسطينية	S2.10
					توفر الوزارة صورة واضحة عن أهدافها	S2.11
					تعتبر الوزارة راحة الموظف من ضمن أولوياتها	S2.12
					يوجد عدد كاف من الموظفين للقيام بالعمل	S2.13
					يوجد سيطرة قوية على كيفية القيام بالعمل	S2.14
					لدي قناعة بوظيفتي	S2.15
					يعلن المدير دائما عن نيته القيام بأشياء جديدة في العمل	S2.16
					لدي ثقة كاملة في المدير الحالي	S2.17
					تساعد الوزارة العاملين فيها على التعلم من بعضهم البعض	S2.18
					تمنح الوزارة الوقت الكافي لدعم التعلم	S2.19
					تقوم الوزارة على مكافأة العاملين فيها على التعلم	S2.20
الحوار والاستفسار						S2. B
					يوجد حرية رأي في الوزارة، بحيث يقدم الأشخاص تعليقات مفتوحة وصادقة لبعضهم البعض	S2.21
					تهتم الوزارة بوجهة نظر ورأي الآخرين حول التعلم والمعرفة	S2.22

					تهتم الوزارة في مسألة بناء الثقة بين العاملين فيها ومع بعضهم البعض	S2.23
					التعلم الجماعي والتعاون	S2.C
					تمنح الوزارة الفرصة حتى تتمتع الفرق / المجموعات بحرية تعديل أهدافها حسب الحاجة	S2.24
					تقوم الفرق / المجموعات في الوزارة بمراجعة تفكيرهم كنتيجة للمناقشات الجماعية أو المعلومات التي يتم جمعها	S2.25
					تعمل الوزارة على التأكد بأن تكون الفرق / المجموعات ستعمل بتوصياتها	S2.26
الأنظمة المضمنة						S2. D
					تقوم الوزارة بإنشاء أنظمة لقياس الفجوات بين الأداء الحالي والأداء المتوقع	S2.27
					الوزارة تجعل الدروس السابقة متاحة لجميع الموظفين للعبارة	S2.28
					تقيس الوزارة نتيجة الوقت والموارد التي تنفق على التدريب	S2.29
التمكين						S2. E
					تشجع الوزارة الموظفين لاتخاذ المبادرات	S2.30
					تمنح الوزارة الأشخاص السيطرة على الموارد التي يحتاجونها لإنجاز أعمالهم	S2.31
					تدعم الوزارة وتكافئ الموظفين الذين يتحملون المخاطر المحسوبة	S2.32
اتصالات النظام						S2. F

					تشجع الوزارة الموظفين على التفكير من منظور عالمي	S2.33
					تعمل الوزارة مع المجتمع الخارجي لتلبية الاحتياجات المشتركة	S2.34
					تساعد الوزارة الأفراد العاملين فيها على الحصول على إجابة من جميع المؤسسات التابعة لها عند مواجهة مشكلة معينة	S2.35
<b>القيادة الاستراتيجية</b>						S2. G
					يقوم القادة في الوزارة بالتوجيه والاشراف بشكل دائم	S2.36
					يبحث القادة في الوزارة باستمرار عن فرص للتعلم	S2.37
					يضمن القادة في الوزارة أن تصرفات المنظمات تتفق مع قيمها	S2.38

**القسم الثالث: " الابداع الفردي " الرجاء التفضل بوضع (اشارة) بالقرب من اجابتك.**

الرقم	العبارة	دائما	غالبا	بعض الاحيان	مرة كل فترة	اطلاقا
<b>المهارات ذات الصلة بالمجال</b>						
S3.1	أقترح أفكارًا جديدة وعملية لتحسين الأداء					
S3.2	ابحث عن تقنية جديدة لاستخدامها في العمل					
S3.3	لدي استعداد لتحمل المخاطر بجرأة					
S3.4	لدي خبرة سابقة تجعلني أكثر دقة في عملي					
S3.5	أقترح طرق وأساليب جديدة لتحسين العمل					
S3.6	تساعد علاقات الموظفين في العمل على إنجاز المهمة					

					S3.7	المشاكل في العمل لا تفقدني تركيزي
					S3.8	قادر على التعامل بسرعة وبقوة مع المشاكل التي تحدث فجأة في العمل
					S3.9	هناك منافسة لجلب الأفكار الإبداعية للعمل
					S3.10	استمتع بالمنافسة في مجال العمل
					S3.11	أستطيع التأثير في إنجاز العمل
					S3.12	يشجعنا المدير على التفكير الإبداعي
					S3.13	يوجد لجنة تشرف على إنشاء وتعزيز الإبداع في العمل
					S3.14	يوجد احترام لأي فكرة خلاقة حيث تم اقتراحها واعتمادها
<b>S3. B</b>						<b>الإبداع - المهارات ذات الصلة</b>
					S3.15	اقترح طرق جديدة لتحقيق الأهداف
					S3.16	لدي القدرة على ربط المشاكل مع بعضها البعض
					S3.17	لدي القدرة على حل مشكلة من جذورها في وقت محدد
					S3.18	لدي الكثير من الأفكار الجديدة
					S3.19	أعمل ضمن القوانين، وأكره القوانين الصارمة
					S3.20	ألاحظ أشياء لا يلاحظها الآخرون في العمل
					S3.21	أقترح طرق جديدة لحل المشاكل
					S3.22	أسعى لتحسين أدائي في العمل
					S3.23	أسعى إلى المنافسة والعمل من أجلها
<b>S3. C</b>						<b>الدافع الداخلي للمهمة</b>
					S3.24	أسعى لتحقيق الذات في العمل

					S3.25	أنا أحب عملي، لذلك أبذل مجهود للحفاظ عليه
					S3.26	أشعر بالولاء لمؤسستي
					S3.27	لدي القدرة على حل المشاكل المعقدة
					S3.28	لدي إمكانية الوصول إلى جميع الموارد اللازمة للقيام بعملتي
					S3.29	لدي رضا شخصي عن وظيفتي
					S3.30	يتم الترحيب بأفكاري الجديدة في عملي
					S3.31	لدي ثقة في قبول واحترام أفكاري في العمل
					S3.32	أشارك في تحديد الأهداف في عملي
					S3.33	يتم أخذ رأيي كفرد فعال في المؤسسة
					S3.34	تتم استشارة الجميع عند سن قانون عمل جديد
					S3.35	كل موظف لديه الحرية في القيام بعمله كما يريد
					S3.36	أنا لا أسأل الكثير من المسؤولين في العمل

### Appendix (3) List of Questionnaire Evaluators

Number	Name	Mobile	E mail	Affiliation
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**المخلص:****أثر استراتيجية المنظمة المتعلمة في تعزيز الابداع الفردي لدى الموظفين في القطاع الصحي الفلسطيني****الباحثة:****نورا جرار****المشرف:****د. رائد عريقات**

إن الهدف من هذه الأطروحة هو دراسة أثر استراتيجية المنظمة المتعلمة ودورها في تعزيز الابداع الفردي في القطاع الصحي الفلسطيني، والتحقق من أن المنظمة المتعلمة تلعب دورا مهما ومميزا في تعزيز الابداع لدى العاملين في قطاع الصحة الفلسطيني في الضفة الغربية.

تم استخدام أسلوب البحث الكمي في هذه الأطروحة، وقد تم تطوير الاستبيان المنظم لجمع البيانات الأولية من عينة الدراسة الغير عشوائية والتي تألفت من (176) من العاملين الإداريين والكوادر الطبية المختلفة في المستشفيات والمراكز الصحية التابعة للقطاع الصحي الفلسطيني في الضفة الغربية. تم تحليل البيانات باستخدام برنامج SPSS الاحصائي لاستخلاص النتائج، وتشير نتائج الدراسة إلى أن العوامل والابعاد المحددة لاستراتيجية المنظمة المتعلمة في الدراسة لا تؤثر في تعزيز الابداع الفردي لدى الموظفين في القطاع الصحي الفلسطيني، بينما تؤثر المنظمة المتعلمة ككل على تعزيز الابداع الفردي في القطاع الصحي الفلسطيني في الضفة الغربية.

تمت التوصية بأن يكون القطاع الصحي الفلسطيني يبحث عن اسباب عدم كونه منظمة متعلمة حتى يتفادى هذه الأسباب، وبأن يهتم القطاع الصحي الفلسطيني في اسس ومبادرات لتعزيز الابداع لدى الكوادر العاملة فيه.

ايضا تفعيل دور العاملين بالقطاع الصحي وإظهار إبداعهم في مجالات عملهم المختلفة من أطباء وممرضات وكادر إداري وعلوم طبية مساندة وغيرها. تمكين الموظفين في عملهم من تطوير المنظمات والاهتمام بالموظفين ليكونوا ذوي قدرة ووعي ومعرفة قوية في مجال العمل للنهوض به، لتحسين بيئة العمل من خلال تحسين نظام التكنولوجيا المستخدمة وتكييفها مع متطلبات العمل بما يضمن انسياب العمل بأقل وقت وجهد، فإن الهدف الأسمى للقطاع الصحي هو الحفاظ على الحياة. أيضا يوصى بأن يقوم القطاع الصحي الفلسطيني بتسليط الضوء على إنجازات الموظفين وتحفيزهم على تحسين أنفسهم ومكافأة الموظفين المبدعين من خلال آليات تقييم واضحة وعادلة على جميع المستويات. وبأن يطبق القطاع الصحي شروط واساسيات المنظمة المتعلمة حتى يجعل من المنظمة بيئة عمل مناسبة للإبداع والابتكار والافكار المتجددة.

ان جمع البيانات كان في فترة الطوارئ (COVID 19) مما جعل الاتصال بالمؤسسات الصحية الحكومية والخاصة التابعة لوزارة الصحة الفلسطينية وكوادر القطاع الصحي صعباً للغاية. يقترح الباحث ان تكون هناك دراسات مستقبلية حول الابداع الفردي ككل وطرق تطويره وتشجيعه ليكون موجود في كل منظمة لتحقيق روح التنافس بين الموظفين والمنظمات ككل. امكانية اجراء دراسات حول كيفية جعل المنظمات الفلسطينية منظمة متعلمة ناجحة على المدى البعيد. وامكانية اجراء دراسة حول الصعوبات التي يواجهها الموظف المبدع. ومن الدراسات التي قد يتم إجراؤها في المستقبل العلاقة بين الرضا الوظيفي والإبداع الفردي وكذلك دراسة حجم تأثير المدير أو القائد الذي يدير المنظمة على الإنجاز والإبداع لدى الأفراد في مختلف القطاعات الفلسطينية.