Strategic Pioneering And Its Connection To Faculty Members' Administrative Creativity At Palestinian And Jordanian Universities

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Abstract

The study's goal is to comprehend strategic pioneering and its connection to administrative innovation among faculty members at universities in Palestine and Jordan. The researchers used a descriptive-relational methodology with 146 faculty members as an accessible sample to accomplish the study's goals. The researchers developed a questionnaire to assess entrepreneurship. The researchers confirmed the psychometric properties of the approach and its relationship to administrative creativity among faculty members at Palestinian and Jordanian universities, which was composed of 35 paragraphs dispersed on two axes. The Jordanian University also issued several recommendations, the most important of which is that faculty members should learn to turn obstacles into opportunities that can be seized and that they should

work to create a determined strategy to put the university's necessary strategies into action .

Keywords :strategic pioneering ، administrative innovation ، Faculty members .

Introduction

People in today's society need to constantly be thinking about new ways of doing things to stay up with the rapidly shifting social, economic, and technical landscapes. These kinds of settings foster fresh ideas, entrepreneurial endeavors, distinctiveness, and personalization, as well as novelty. The act of being creative is a multifaceted process that involves a variety of psychological, cognitive, behavioral, and cultural factors. Creativity is a skill that young people need to cultivate to be able to adapt to the unpredictable, complicated, and fast-shifting environment they will inhabit in the years to come (Ehtiyar & Baser, 2019).

University education is seen as important for helping students shape their careers. Because of this, it is thought that university education should help students develop their creative thinking abilities. However, some people wonder if universities are doing enough to prepare students for their future careers. They worry that university education is not teaching students to be original, adaptable, and comfortable with technology. It is believed that if students can learn to be creative thinkers, they will be better able to cope with the uncertain future. Therefore, teaching for creativity and teaching creatively are both important aspects of university education (Guerrero, Urbano & Gajón, 2020).

There is a lot of research that suggests that teaching for creativity can have a positive impact on young students' creativity and overall success in learning. This means using innovative techniques and approaches to make learning more enjoyable and effective. When you're teaching for creativity, it's important to use creative teaching strategies (Tajpour & Hosseini, 2021).

Since the 1950s, there has been a growing concern regarding the role of creativity in education. This concern is based on the notion that education should place a priority on the growth and encouragement of creativity. The launch of Sputnik, the first artificial spacecraft, by the Russians in 1957 was another occasion that accelerated creative pursuits. Education professionals have been trying to create numerous strategies about how to address creative thinking in the classroom for a very long time, but most of their efforts didn't commence until the 1950s (Henry, Foss, Fayolle, Walker & Duffy, 2015).

The idea that the creative industry can be transformed into a creative economy does not eliminate all of the challenges that it presents. At the current time, a novel concept regarding the socio-creative economy has surfaced. This points to an issue with the creative industry and the creative economy as ideas. Both of these concepts, particularly when put into practice, tend to emphasize commercial values over the social interests of society as a whole. As a direct consequence of this, a void is produced, in particular between micro, small, and medium-sized businesses. As the Triple Helix model suggests, the participation of educational institutions like colleges is essential to finding a solution to this issue (Wijiharjono, 2021).

As a result of the significant role that academic entrepreneurship plays in the expansion of the economy and the generation of new riches, policymakers in a variety of nations and areas have enacted initiatives to encourage the establishment of academic spin-off businesses. For instance, governments offer early financing possibilities to academic entrepreneurs and ease the transfer of technologies created at colleges and public research centers into new and innovative businesses. The primary objective of these actions is to encourage scholars to undertake entrepreneurial endeavors and establish new businesses (Patzelt & Shepherd, 2009).

Universities are more important than industry and the government when it comes to creativity because they are the only ones that can provide new services. There is a connection between universities, businesses, and the government in terms of creativity, and among these three factors, universities are the most important, There is a lot of research that suggests that teaching creativity can have a positive impact on young students' creativity and overall success in learning. This means using innovative techniques and approaches to make learning more enjoyable and effective. When you're teaching for creativity, it's important to use creative teaching strategies The purpose of this study was to determine the relationship between administrative creativity and strategic pioneering.

Problem statement

Entrepreneurship is the combination of social, political, economic, and cultural factors that helps promote the formation and expansion of investments based on creativity and innovation. Entrepreneurship is a phenomenon that can occur in a variety of contexts and environments, and it can help promote economic growth through the innovations developed in response to economic possibilities, The study of Sawari (sorry, 2022) confirmed that there are many advantages to developing administrative creativity in universities through work, and the study of (2022entaly) indicated that there is great importance in doing so.

Administrative creativity is also considered to be a very important process. Researchers in academic institutions have found that administrative creativity has a significant role in students' lives, particularly in the process, so the following questions were addressed in this study:

1. Is There a statistically significant relationship between strategic pioneering and administrative creativity along with many faculty members at universities in Jordan and Palestine??
2. What is the reality of strategic pioneering in Palestinian and Jordanian universities from the standpoint of the faculty members?
3. What is the actual state of administrative creativity among faculty members at universities in Jordan and Palestine?

Research objectives

The current study aimed to achieve the following set of objectives:

1. Identifying the relationship of strategic pioneering with administrative creativity along with many faculty members in universities in Jordan and Palestine.
2. Identifying the reality of strategic pioneering in Palestinian and Jordanian universities from the viewpoint of the faculty members..
3. Identifying the reality of administrative creativity along with many faculty members at universities in Jordan and Palestine

the significance of studying

the theoretical significance

The study's relevance comes from its focus on the relationship between faculty members' administrative creativity and strategic pioneering at Palestinian and Jordanian universities. This topic has broad implications for both the growth of administrative creativity and strategic pioneering. And to the best of the researchers' abilities, the studies that were conducted in this field contributed modern theoretical knowledge to their strategic and administrative innovation and kept up with modern theoretical science by employing modern references and studies.

practical significance

Each student views the suggestions made in this study as being crucial for the development of strategic innovation and administrative creativity among faculty members. The task for university presidents will be to focus on increasing the administrative creativity of the faculty members. The significance of the study lies in the recommendations that were made to them, as they are regarded as a comprehensive

manual for the successful growth of administrative creativity among faculty members. It is anticipated that the findings of the current study will help open horizons for researchers and those interested in this field.

The limits of the study

The following restrictions were imposed on the study:

1. **Human limits**: All faculty members at universities in Palestine and Jordan**.**
2. **geographic limitations :**Only universities in Palestine and Jordan were included in this survey.
3. **Temporal limitations:** The first semester of the school year 2022–2023 was used for this investigation.

Theoretical background Literature review

Universities emerged in the twelfth and thirteenth centuries, replacing monastic schools as the primary educational institution. However, universities did not start taking on their responsibilities of teaching and research until a significant amount of time later, with the founding of the University of Berlin in 1810. There are now five distinct varieties of universities, each of which focuses on a certain area of study. To begin, there are academic universities, the primary focus of which is the education of students. Second, there is the model of the conventional university, which incorporates both teaching and research. Third, some universities take an active role in the process of finding solutions to the issues that face society. In the fourth place, there are commercially oriented educational institutions known as business universities. Finally, there are entrepreneurial universities (Bezanilla, García-Olalla, Paños-Castro & Arruti, 2020).

In 1998, Etzkowitz was the first person to put up the idea of an entrepreneurial university, which is also referred to as the triple helix model. It explains the link that exists between educational institutions, private businesses, and public agencies intending to foster entrepreneurial activity and innovation. According to O'Shea et al. (2004) and Pei-Lee and Chen-Chen (2008), this model is an efficient tool for fostering the growth of regional economies.

Other researchers, such as Subotzky (1999, which was cited in Pei-Lee and Chen-Chen, 2008), have proposed that entrepreneurial universities are those that have a stronger partnership between academia and business, faculties that are more responsible for procuring external funding, and a managerial culture in institutional governance, leadership, and planning. These universities also have a higher rate of graduates who go on to start their businesses. The

relationships between these three parties—the institution, the industry, and the government—must be seen as interdependent; in other words, they influence and are influenced by one another, forming an organic whole. This is something that should not be overlooked.

There is no one accepted definition of an entrepreneurial university; nonetheless, several writers have proposed several qualities that characterize such an institution (Gibb, 2012). However, there are not many models that outline the fundamentals and the intellectual basis of an entrepreneurial university. There is also a dearth of empirical research on the topic. The majority of the research has been conducted using conceptual frameworks to identify the characteristics that should set apart an entrepreneurial university.

In the modern world, creativity and innovation are crucial factors in determining a company's long-term competitiveness, and they are essential to increasing and broadening the effectiveness of production. In addition, creativity and innovation are increasingly seen as important factors in the knowledge-based economy, despite the traditional view of the innovation process shifting and evolving (Philpott, Dooley, O'Reilly, & Lupton, 2011). This is because the knowledge-based economy is becoming more and more dependent on information. When it comes to the subject of innovation, there is a connection that exists between universities, the private sector, and the public sector; yet, because universities are always developing new services, they play a more significant role than the other two (Tajpour, Hajian & Nabaei, 2017).

Universities and entrepreneurial.

There are still many challenges in translating the concept of the creative industry into the creative economy. Recently, a new concept of the socio-creative economy has emerged, which emphasizes societal concerns over economic values. This highlights a major issue with the creative sector and the creative economy, which often favors economic values over social concerns. This creates a divide, especially between small and medium-sized businesses. Universities play a key role in addressing this problem (Wijiharjono, 2021).

According to Hosseini, Saeida Ardekani, and Sabokro (2020), the evaluation of colleges takes into account how they meet the social and economic requirements of society. They say that universities are almost the only institutions in economically disadvantaged countries that can sustain a knowledge-based economy and also function in the areas of the creation of new knowledge and the transfer of technology.

According to the findings of Taucean et al. (2018), the rise of entrepreneurial institutions is one factor that leads to the expansion of universities. They propose that the transformation of conventional education, as well as the establishment of favorable internal and external circumstances for the connection between the government and the university, and the industry, are essential to the successful growth of the entrepreneurial university. Even though opinions on the subject vary from place to place, most people agree that business ownership and management is the most essential subject to learn (Tayauova & Bektas, 2018).

Universities are becoming an increasingly attractive option for policymakers as a potential source of economic development via the commercialization of intellectual property and technology transfer. This involves things like licensing agreements, investments in joint research, and the development of corporate university enterprises (Sharif & Baark, 2008). Education was the primary focus of the first group of institutions of higher learning. The conduct of research in response to the needs of society has always been the focus of second-generation colleges. In conclusion, in addition to their roles in teaching and research, third-generation universities are expected to be innovative and entrepreneurial in their practices (Henry, Foss, Fayolle, Walker & Duffy, 2015).

Education in entrepreneurship and the development of skills related to creativity, motivation, independence, opportunity recognition, initiative, risk-taking, and enjoyment of uncertainly and complexity are vital for third-generation universities, according to the findings of various studies and research (Rubens, Spigarelli, Cavicchi & Rinaldi, 2017).

Universities need to handle new difficulties via a mix of instruction, research, and entrepreneurial endeavors to keep up with the growing expectations that come with being an entrepreneurial institution (Lahikainen, Kolhinen, Ruskovaara & Pihkala, 2019). It is important to stress that the core programs and tasks of universities, which include teaching and the creation of educational-research services for society, do not come into conflict with entrepreneurial programs at universities (Kanter, 1988).

As a result, the transition from a traditional research university to an entrepreneurial university is relatively common, and the number of universities making this transition is growing as the amount of funding received from the government decreases and more competitive markets emerge in the education sector. Universities and other forms of higher education are moving away from their traditional role of producing knowledge and toward the role of the

entrepreneurial university to better align themselves with the process of economic development occurring at the local, regional, and international levels. The entrepreneurial university, in addition to producing knowledge and creating ideas, also puts these things into practice (Tajpour & Hosseini, 2019).

The use of online social media platforms for instructional and pedagogical purposes is one of the most effective strategies for fostering the expansion of establishments dedicated to entrepreneurial endeavors (Tajpour et al., 2019). As a consequence of this, academics see entrepreneurial universities as a social structure that encourages innovation and creativity in activities related to business. The entrepreneurial university is thus essential in bolstering the area and bringing scientific findings to the market; the execution of activities such as these fosters the social and economic growth of the region (Tajpour, Moaddab & Hosseini, 2018). Therefore, the transfer of information, the creation of businesses, and the expansion of regional economies all contribute to a university that is more focused on creative endeavors (Ratten, 2017).

The organizational structure of a university is one of the factors that affect the institution's capacity to participate in entrepreneurial endeavors. This covers the size of the institution, the manner through which it transfers knowledge, and its legal structure. Business incubators and technology transfer offices are concrete factors that offer support mechanisms for commercializing knowledge in the form of startups, joint ventures, and spin-offs. These types of businesses are all examples of how knowledge may be commercialized. Intangible factors such as a university's reputation, strategic emphasis, compensation systems, corporate goals, and networks are all examples of intangible factors that have the potential to affect a university's entrepreneurial initiatives (Bronstein & Reihlen, 2014).

When its organizational structure is composed of numerous levels, the entrepreneurial university can flourish (moving towards being organic). These structural characteristics foster an environment that is receptive to new ideas at lower levels of the organization, and as a consequence, they produce managerial styles that are both creative and original (Hosseini, Saeida Ardekani & Sabokro, 2020).

The findings of recent research conducted by Tajpour, Kawamorita, and Demiryurek (2020) indicate that workers are more likely to connect productively with one another when they are not concentrating on power and responsibility. This makes the interchange of information possible and inspires creativity, a willingness to take risks, as well as a desire for innovative leadership and behavior (Penalva, 2021). The authors hypothesize that university legislation

could encourage entrepreneurial behavior in certain administrative and organizational facets of universities. As a consequence of this, the presence of these limitations makes it possible for the institution to either encourage or discourage entrepreneurial activity (Fini, Grimaldi & Meoli, 2020).

Academicians gain a huge amount of power by participating in entrepreneurial cultures since these cultures encourage them to be imaginative and make use of their knowledge (Saeeda Ardakani et al., 2020). Employees can make better choices that are in the best interest of the organization when they are given more power and responsibility, and they are also held responsible for the results of the activities they take when authority and responsibility are distributed more evenly (Ireland, Kuratko & Morris, 2006). The purpose of managers is to nurture and support entrepreneurial activity at the institution, and managerial assistance reflects that goal (Salamzade et al., 2021).

This assistance may come in a variety of ways, such as giving funds for creative ideas, supplying the required resources or skills, and incorporating entrepreneurial activity into the organization's systems and procedures (Hornsby, Kuratko & Zahra, 2002). The management of the university has a responsibility to acknowledge the various needs of individuals for the execution of high and low initiatives as well as empowerment in a particular field. In addition to this, proper understanding and application via improved quality control methods should be taken into consideration (Kirk, Newstead, Gann & Rounsaville, 2018). As a consequence of this, it is important to investigate and analyze the characteristics of establishments that are transitioning into the role of entrepreneurial universities in internationalization (Taucean et al., 2018).

According to the resource-based approach, businesses that possess resources that are uncommon, immutable, and irreplaceable have a better chance of gaining a long-term edge in their industry (Li, 2015). Therefore, placing an emphasis on human resources, actively searching for financial resources, constructing a decentralized structure, and cutting down on bureaucracy are some of the actions that might move the institution toward entrepreneurship (Tajpour & Hosseini, 2014).

Universities have a big impact on the development of the entrepreneurial ecosystem because they are hubs for the development of innovative business models and technology, but they also have a big role in the process. This is because the prospect of achieving significant advancements in knowledge fuels the entrepreneurial spirit that is prevalent in the academic world (Ziyae & Tajpour, 2016). As a direct consequence of this, both public and private entities often make

investments in the growth of entrepreneurial ecosystems. These ecosystems frequently take the shape of commercial incubators and technology parks (Dalmarco, Hulsink & Blois, 2018).

The researchers think that The entrepreneurial university is a term used to describe universities that offer opportunities and support systems that encourage entrepreneurship among students and graduates. The main difference between entrepreneurship education and organizational training is that the former focuses on starting, growing, and managing a business, while the latter focuses on developing individual skills that can be applied in various contexts. This shift toward creative-oriented institutions thus has the potential to improve a community's economic and social status by changing people's attitudes toward innovation and creativity and establishing the process of company development.A creative university is also a place where new jobs are created. This center provides help to entrepreneurs, including education, financial, and marketing support. This is because the growing importance of knowledge in the national system and areas of innovation have made these institutions respond.

Literature Review

Universities that foster an entrepreneurial mindset are the hub of forward-thinking businesses that have reevaluated who they are to meet the complexity of their surrounding environment. These businesses have become more innovative as a direct result of the universities. As a direct consequence of this, Tajpour and Hosseini (2021) conducted a study to investigate the growing trend of creative-focused universities. In this research, which has used descriptive methods, to understand the concepts of the creative-oriented university, the background of the subject has been studied in the form of library and documentary studies. To understand the concepts of the creative-oriented university, this research has used descriptive methods. This study has relied on descriptive methodologies to achieve its goal of comprehending the ideas of the creatively oriented institution. Because of this, the findings of the conclusion demonstrate that the influence of entrepreneurial universities on a regional scale extends far beyond the commercial outputs of these universities, whereas a straightforward cost-benefit analysis can provide indirect and measurable results in terms of the attraction of human capital, the formation of entrepreneurial capital, informal networks, new ideas, and so on.

The study was carried out by Al-Masafah (2020). From the perspective of assistant principals, the study attempted to discover strategic pioneering and its relationship to administrative creativity among the principals of public secondary schools in the Capital Governorate,

Amman. Their validity and dependability were established. Although the study sample consisted of (169) assistants and assistants who were selected randomly using a stratified sampling method, four brigades—Qasaba Amman District, University District, Marka District, and Qweismeh District—were identified as a random cluster sample. The study's findings showed a strong association between governmental secondary school principals' use of strategic leadership and their level of administrative creativity, with an arithmetic mean total score of 3.74 for strategic leadership and 3.69 for administrative creativity, respectively. The association coefficient between the amount of strategic leadership practiced by secondary school principals in the Capital Governorate and their level of administrative inventiveness was statistically significant, and (0.91). The findings revealed that the variables of gender, educational attainment, and years of service had no statistically significant impact on the response averages of the study sample regarding the proportion of public secondary school principals in the governorate's capital, Amman, who practice strategic leadership. Also, the factors of gender, educational attainment, and years of service do not statistically significantly different from the average replies of the study sample to the question of administrative inventiveness among public secondary school principals in the governorate's capital, Amman. To help school leaders tackle obstacles, handle crises, and seize chances to provide their organization a competitive edge, the study advocated strengthening strategic pioneering techniques.

Educational institutions are placing an increased emphasis on the development of academic entrepreneurship at present. Bezanilla, Gara-Olalla, Paos-Castro, and Arruti (2020) investigate the correlations that currently exist between the significant factors that contribute to the expansion of the entrepreneurial university. As part of a sample, 84 deans from a range of Spanish faculties were allowed to participate in a survey that had previously been validated. The goal of this research was to assess the level of progress made by educational institutions in light of thirteen distinct factors that have an impact on the development of entrepreneurial endeavors. According to the findings, the external elements that are relevant to universities have only a little effect on the factors that are present inside the institutions. It has been shown that there is a moderate to a high connection between the techniques that educational institutions put into place to assist entrepreneurial endeavors and the internal resources that are available inside the institutions. In particular, it was demonstrated to correlate with all of the entrepreneurship characteristics that were investigated that included entrepreneurship within a university's objective, strategy, regulations, and processes. On the other hand,

there was a positive correlation between them and the training and research processes, which, in turn, appeared to have a strong connection to all of the factors that went into the development of the entrepreneurial university, particularly the mission and strategy of the university. Even while support from the management team and organizational design were not among the most essential criteria, there was a good correlation between the two of them and the training and research processes. The findings provide light on the linkages that exist between the several factors that had a role in the development of the entrepreneurial university. Because of this, it will be much simpler for educational institutions to formulate policies that are more effectively aimed toward cultivating an entrepreneurial mentality.

Lombardi, Massaro, Dumay, and Nappo (2019) conducted a study to investigate why entrepreneurial universities choose a specific business strategy focusing on diversification and multi-nationalization, as well as the role of intellectual capital (IC) in supporting such strategies. In addition, they looked into the role that intellectual capital (IC) plays in supporting such strategies. In addition to this, they investigated the function that intellectual capital (IC) serves to fulfill in the implementation of such tactics. By carrying out an exploratory case study at the University of Bari in Italy, they were able to offer a response to the question that was posed about the research. The information that was used in the research came from several sources, including semi-structured interviews with board members at the institution, yearly reports, strategic plans, and national assessment reports. Using the concept of collective intelligence developed by Secundo et al., the data were evaluated. created (2016). The authors illustrate how contingency considerations, such as economic and historical causes, may support both the diversification and internationalization strategies, and how both strategies need IC to be successful. In particular, the writers zero in on the factors that contributed to the need for diversification to pave the way for globalization. On the other hand, the results of this study might be used by managers to provide a basis for the development of entrepreneurial university activities.

Patzelt and Shepherd (2009) make use of goal-setting theory to investigate how and the reasons behind how entrepreneurs see the value of legislative efforts meant to assist the expansion of academic businesses. These initiatives are designed to facilitate the launch of new enterprises by members of the academic community. Using a combined research effort and data from 3,136 separate assessments conducted inside 98 distinct academic institutions, we conducted this study. They conclude that access to financing, which is provided by a policy program, is crucial and that it increases the perceived benefits of

other policy measures, such as providing access to nonfinancial resources (networks, business knowledge), and reducing administrative burdens. On the other hand, it decreases the perceived benefits of providing tax incentives for new businesses. The results of their study add to the growing corpus of research on academic entrepreneurship and the assessments of policy efforts conducted by business owners. According to their findings, academic entrepreneurs may consider the simultaneous implementation of legislative measures to be very advantageous for fostering the development of their fledgling firms. This is the conclusion drawn from their investigation. Given that the research suggests that this is the case, policymakers need to have this information at their disposal.

Study methodology

The descriptive correlative methodology was employed for the study's objectives since it was appropriate given the nature of the investigation. It is a method for describing the subject to be examined using a legitimate scientific process and for presenting the results in interpretable, expressive numerical forms. It is one of the approaches to a scientific study that focuses on demonstrating the connection between two or more variables. It also wants to know whether this relationship is good or bad and what kind it is. For the changes in all the elements under research to correlate to the correlation, correlational studies are also interested in displaying the magnitude and type of linkages between the data.

community research and sample

Among the study population, which consists of all academic staff members employed by Palestinian and Jordanian public and private institutions during the first semester of the academic year, 150 faculty members were selected as an accessible sample (2022-2023). (146) questionnaires were located and used for the statistical analysis; table (1) displays the distribution of the study sample about the independent variables.

Table (1): shows how the study sample was distributed based on its independent variables.

Variable	Variable classes	The number	Percentage%
Country	Palestine	61	41.7
	Jordan	85	58,3

	Total	146	100
university type	Private	60	41.1
	Governmental	86	58.9
	Total	146	100.0
Academic rank	Assistant Professor or less	74	50.7
	Higher than assistant professor	72	49.3
	Total	146	100.0
Years of Experience	Less than 5 years	28	19.2
	5 to 10 years	52	35.6
	More than 10 years	66	45.2
	Total	146	100.0

Study tool

After reviewing the theoretical literature and earlier studies pertinent to the topic of the study, the researchers developed the questionnaire as a tool for the study to collect data related to the subject of the study, intending to identify strategic pioneering and its relationship to administrative creativity among faculty members in Palestinian and Jordanian universities. The questionnaire has 35 paragraphs in total. According to a five-dimensional Likert scale, the following weights were assigned to each paragraph: strongly agree (5), agree (5), neutral (3), disagree (2), and strongly dislike.(1)

Validity of the study tool

The researcher first prepared the study tool in its initial form, which had 30 paragraphs, and then presented it to a panel of arbitrators with expertise and specialization in the field of educational administration and other educational specializations in Palestinian and Jordanian universities to ensure its validity. In each section of the questionnaire, the arbitrators were invited to provide their thoughts. To ensure the accuracy of the content of the paragraphs, I received their approval to a large extent (80%), with some amendments being made to its paragraphs, as the wording of some paragraphs was changed, others were added, and some paragraphs were also deleted, and in light of the observations made by the experts, The majority opinion (i.e., 80% of the arbitrators' members) was considered in the arbitration process,

so the number of paragraphs became (35) paragraphs after making all the adjustments, and this supported the apparent validity of the question. The arbitrators in terms of the wording of the paragraphs and their suitability for the field in which they were placed, either by approving them or amending their wording, or deleting them for lack of importance.

tool steadiness

Using Cronbach's Alpha, the stability of the study tool was verified, and the first axis received (0.93) and the second axis (0.96), where it was discovered that all these stability coefficients are high and serve the aims of this study.

Processors of statistical data:

Following the collection of the sample members' responses, the data were coded, entered into the computer, and statistically processed using the Statistical Package for Social Sciences (SPPS) program. Statistical treatments, frequencies, percentages, arithmetic averages, and standard deviations were used to estimate the relative weight of the questionnaire items, and Cronbach's alpha equation (Cronbach, s Alpha), which determines the stability of the resolution and the reliability, was also used.

Results:

In this study, faculty members from universities in Palestine and Jordan were asked to identify strategic pioneering and its connection to administrative creativity. A questionnaire was created for the teaching staff and the study's goal, and its validity and reliability coefficients were verified. Data were collected, entered into a computer, and statistically analyzed using the statistical program for social sciences (SPSS). Al-Batsh and Abu Zina (2012) stated that the researcher used the following criteria to interpret the results: (Arithmetic mean (4 or more), a very large degree, arithmetic mean (3.5-3.99), a large degree, arithmetic mean (3-3.49), a moderate degree, an average My arithmetic (2.5-2.99), a low score, my arithmetic average (less than 2.5), a very low score. The study's findings are as follows：

first question: What is the relationship between strategic pioneering and administrative creativity among universities in Jordan and Palestine among the faculty members?

The results of Table (2) demonstrate that the (regression) coefficient between the two study axes was employed to provide an answer to this query.

Table (2) shows the findings of (Regression) analysis used to test the hypothesis of how strategic innovation affects faculty members' administrative creativity at Palestinian and Jordanian universities.

Source	sum of squares	freedom degrees	average of squares	value (F)	β the impact factor	sig	Tcalculated	determining factor (R)	coefficient of correlation
Regression	6.664	1	6.664	7.098	0.239-	0.000*	12.828	0.047	0.217
The mistake	135.187	144	0.939						
Total	141.851	145							

(*Statistically significant at the 0.05 level of significance)

The findings of Table 2 showed that among faculty members at Palestinian and Jordanian institutions, there is a statistically significant association between strategic pioneering and administrative creativity, with the level of significance amounting to 0. (0.00). It got to (0.21), and that means there is a statistically significant correlation between the impact of strategic pioneering on faculty members' administrative creativity in Palestinian and Jordanian universities. Strategic pioneering does not affect administrative creativity by a percentage of (0.04), according to the results, which also showed that the effect through prediction was minimal. The remaining variance is attributed to factors other than strategic pioneering. strategic pioneering and administrative creativity had a strong association.

The second question: What is the reality of strategic pioneering in Palestinian and Jordanian universities from the standpoint of the faculty members?

The results of Table (3) demonstrate that the arithmetic means and standard deviations for the domains of strategic pioneering at Palestinian and Jordanian universities from the perspective of faculty members were extracted.

Table 3: arithmetic means and standard deviations of Domains What is the reality of strategic pioneering in Palestinian and Jordanian universities from the standpoint of the faculty members?

Rank	domain number	Domain	SMA	standard deviation	degree
1.	1	Entrepreneurial Mindset	3.59	1.149	high
2.	3	Entrepreneurial culture	3.34	1.728	med
3.	2	entrepreneurial leadership	3.16	1.531	med

Total marks	3.3653	.989080	med

Table (3) makes it evident that from the perspective of faculty members, the reality of strategic pioneering at Palestinian and Jordanian universities had an arithmetic mean (3.16) and a standard deviation (0.98) on the overall score. The previous table's findings support the notion that strategic innovation is a reality in Palestinian and Jordanian institutions. The faculty members' points of view were mostly average. According to the faculty members, the subject of entrepreneurial thinking was arranged first when it came to the reality of strategic pioneering in Palestinian and Jordanian institutions, with an arithmetic mean of (3.59) and a standard deviation of (1.14). The third field, which is the principal's practice of human relations in the school, came in second with an arithmetic mean of (3.34) and a standard deviation of (1.72), and this degree is considered average. The second field, which is entrepreneurial leadership, came in third and last with an arithmetic mean of (3.16) and a standard deviation of (1.70), and this degree is considered small according to the scale approved for this study (0.98), and this degree is regarded as average; the researchers attribute this finding to the fact that elves are mostly responsible for strategic pioneering. Unlike administrative and financial business, which require pioneering business as well as strategic entrepreneurial work, academic work does not require the existence of strategic leadership. Faculty members focus on academic work and operations that require creativity as well as operations that require knowledge in the operations Academy, and this result differed from the findings of the Al-Masafa study.(2020)

The third question: What is the actual state of administrative creativity among faculty members at universities in Jordan and Palestine?

The results of Table (4) demonstrate that this was done by extracting the arithmetic means and standard deviations from each paragraph of the reality of administrative creativity among faculty members in Palestinian and Jordanian universities.

Table (4): arithmetic means and standard deviations of Domains What is the actual state of administrative creativity among faculty members at universities in Jordan and Palestine? g

rank	domain number	Domain	SMA	standard deviation	degree

1.	3	Flexibility in faculty members' practices	3.93	1.268	Very high
2.	1	Reliability of faculty members' methods of instruction	3.60	1.407	Very high
3.	4	Fluency of thought among faculty members.	3.41	1.483	
4.	2	sensitivity to faculty members' issues	3.29	1.616	Very high
Total marks			3.5582	.898770	Very high

The total degree of administrative creativity among faculty members in Palestinian and Jordanian universities had an arithmetic mean of 3.55 and a standard deviation of 0.89, as shown in Table (6). This indicates that administrative creativity among faculty members in Palestinian and Jordanian universities is highly real and prevalent. In terms of how the domains were arranged, the third domain, which was concerned with the flexibility of faculty members' activities, came in first with an arithmetic mean of (3.93) and a standard deviation of (1.26), and this score is regarded as high on the scale used for this study. the practices of faculty members, as it came with an arithmetic mean (3.60) and a standard deviation (1.40), and this score is significant; the fourth field related to the intellectual fluency of faculty members ranked third, as it came with an arithmetic mean (3.41) and a standard deviation (1.48), and this score is significant; and the fifth field related to the overall effectiveness of faculty members ranked fourth. The results showed that the reality of administrative creativity among faculty members in Palestinian and Jordanian universities was high. The second and final field, which is related to faculty members' sensitivity to problems, ranked fourth with an arithmetic mean (3.29) and a standard deviation (1.16), and this score is considered average. The reality of administrative creativity among faculty members in Palestinian and Jordanian universities was great, and this result agreed with the study of Al-Masafah Study (2020), which indicated that these faculty members work to develop all of their creative aspects, possess modern administrative skills, as well as use appropriate technological tools in the educational process, and that faculty members adapt to different situations with high professionalism.

Recommendations

Following an analysis of the findings, the study came to the following recommendations:

1. The requirement for academics to receive training in problem analysis.

2. When completing tasks, faculty members must take the diagnosis of weaknesses into account.

3. The necessity for academic staff members to practice problem-solving techniques in advance of issues.

4. Faculty members need to develop the ability to view challenges as possibilities that can be exploited.

5. Faculty members ought to put some thought into creating a purposeful plan to carry out the strategies the university requires.

6. To meet the university's demands in the future, faculty members should forecast such needs.

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