The Corona Pandemic and its Effects on the Creativity Level of Students at Diyala University: A Study Applied to Students of the Faculty of Administration and Economics

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Received February 24, 2021; Accepted June 14, 2021
ISSN: 1735-188X
DOI: 10.14704/WEB/V18SI03/WEB18109

Abstract

Corona crisis adds a lot of new challenges and dangerous to all areas of life including the Education and teaching sector. In many countries, especially the third world countries, reports issued by UNESCO, the World Bank, and international and regional organizations confirm that the education sector in these countries suffers from many crises and structural, financial and administrative problems. Consequently, radical reforms and new strategies must be adopted in order to bring it out of its crises, solve its problems, and rehabilitate it to face the complex challenges of the era.

From this standpoint, our current study examines the role and effect of the Corona pandemic on the level of creativity of Diyala University students. By studying the correlation relationship and determine the test of the degree of moral influence between the variables of the study.

The current study includes four topics. The first topic focuses on the approved methodology. As for the second topic, it focuses on the theoretical aspects of the study variables, then the third topic focuses on the applied and practical aspects of proving the validity and honesty of the hypotheses. Finally, the fourth topic focuses on the most important conclusions and recommendations recommended by the researchers. The study is applied in practice at the University of Diyala and some of its colleges. The study reaches a set of conclusions, the most important of them is the existence of a significant and significant relationship between
creativity and minimizing the negative effects of the Corona pandemic, as well as between knowing and identifying obstacles and working to address them relating to the Corona pandemic.

As well as the existence of a relationship between the effects of the moral significance of the creativity variable and the effects of the Corona pandemic in the research organization. The study recommends a set of recommendations that must be taken in order to maintain a high level of creativity among university students. Among the most prominent of those recommendations. Universities should adopt a policy of raising student morale by increasing the level of trust between them and the students and not focusing on the negative aspects of performance and raising the morale of students, in addition to providing the necessary financial allocations for the advancement of the creative level. Opening horizons for scientific cooperation between all universities.

**Keywords**

Corona Pandemic, Creativity, Ingredients for Creativity, Obstacles to Creativity.

**Introduction**

It is found that the creative person tends to show personal characteristics, as the creative person is capable of creative productions. And creative production is related to creativity. In order for a person to be more creative, he needs an increase in creative awareness, as a creative person may live in chaos in his day, but at the same time he has the ability to overcome and arrange chaos in the appropriate way and find solutions to it. As the widespread and accelerated spread of the (Corona) virus, which spread at an amazing speed in the majority of countries and regions of the world, and led to a state of panic and confusion, we have never seen an analogue of it before, and this unidentified virus has become threatening to a catastrophic crisis that is the most dangerous of its kind at present. Over the last period. This epidemic has affected millions of people and claimed hundreds of thousands of lives, and its dangerous repercussions included various aspects of life, including educational and cultural life. Therefore, we must study the most important obstacles and challenges that it has created and the gaps that this dangerous pandemic has revealed in the education sector as well as the opportunities it has presented. And how to benefit from it to enhance future education systems We will shed light on the impact of the Corona pandemic on the creativity level of university students.
Methodology

Study Problem

There are many difficulties and challenges facing the education sector, especially in third world countries and countries, and among the most prominent of those challenges that have emerged today are the Corona pandemic and how to address it and the extent of its impact on the level of creativity of university students and how to reduce its negative effects on the teaching and learning process. As well as how to benefit from this experience at the present time and in the future to develop teaching programs and curricula and secure a safe and fast return to the correct and continuous path of the educational process. And the need not to stop at the stage of thinking about how to address this suffocating crisis and address it. Rather, it is necessary to think and plan with high professionalism and chart the right path in how to get out of it and we are stronger than before.

The study answered the most important questions related to the subject of the study:

- Based on that, the dimensions of the problem were formulated with the following questions:

  1. What is the role of the university student in facing the Corona crisis?
  2. How can we contribute to raising the level of creativity of university students by developing successful solutions to confront this crisis.
  3. What are the challenges that most university students face?

The Value of Study

The value of the study is evident by clarifying the extent of the impact of the Corona pandemic on the level of creativity of Iraqi university students and what are the ways and methods that we can work to increase and raise the level of creativity of our university students in light of this global epidemic that has afflicted the whole world.

The value of the study is reflected in the following axes:

1. The research is related to an important variable, which is creativity and the extent of its influence in light of the Corona pandemic.
2. Theoretical response to variables research by studying several models that clarify the nature of the relationship between creativity and the role of the university professor and the student in facing this crisis.
3. Through our research, we can determine the best measures of reliability that clarify the nature of the relationship between each of the study variables and the reduction of their negative effects.

4. Providing scientific libraries with research contributions that help researchers to start from this point.

The Objectives of Study

The current study aims to reach the extent to which creativity is affected by Iraqi university students in light of the Corona epidemic and to develop the best solutions to address these effects through:

1. Getting to know the most important obstacles to creativity and minimizing their negative effects.
2. Getting to know the role of universities in making use of modern technologies in e-learning.
3. The extent to which students benefit from e-learning in raising their level of creativity through lectures that are given through e-learning platforms.

The Hypothetical Outline of Study

References: Figure 1 is presented by the researchers
The Hypotheses of Study

*The first main hypothesis: - There is a significant correlation between creativity and the Corona epidemic, and the following sub-hypotheses are branched out:

1. There is a significant and significant correlation between the components of creativity and the effects of the Corona pandemic.
2. There is a significant correlation with impediments to creativity and the effects of the Corona pandemic.

*The second main hypothesis: - There is a significant impact relationship between creativity and minimizing the effects of the Corona pandemic, and the following sub-hypotheses are branched out:

1. There is a moral impact relationship between the ingredients of creativity and the effects of the Corona pandemic.
2. There is a moral impact relationship between creativity impediments and the effects of the Corona pandemic.

Statistical Means and Methods

In order to reach the best solutions in terms of accuracy of results and recommendations, a set of statistical methods and methods were used to apply the practical side of the study, including:

1. The questionnaire: - as the questionnaire was relied upon as one of the main tools in the process of collecting data and information and analyzing it, as the comprehensiveness of the study variables were taken into account and the paragraphs of the questionnaire were formulated in order to achieve the main objectives of the study by relying on the theoretical side on the one hand and on previous studies on the other hand, so that they were designed The paragraphs of the questionnaire in a way that serves its objectives.
2. Personal interviews: - The interview is an oral questionnaire through which the researcher collects information in an oral manner directly from the sample members, and the difference between the interview and the questionnaire is that the sample members are the ones who write and answer the questions in the questionnaire, while in the interview the researcher himself writes (Ghoneim, Alian 2013).
3. Statistical means: A set of statistical methods and methods were used to treat the paragraphs used in the questionnaire, and among the means and methods used were (arithmetic mean, standard deviation, ranks correlation for Spearman).
The Theoretical Study

The Concept of Creativity

Hank has many concepts that indicate the birth of something new and unfamiliar before and looking at things in different ways, including creativity, innovation and skill. Tertt (2005) distinguished between innovation and creativity. Creativity is thinking of new and appropriate ideas, and innovation is the successful application of those ideas. Harrison and Samson (Harrison & Samson, 1998) defined creativity as the generation and application of new and creative ideas that were not previously applied and put into practice.

Creativity is a self-renewed process that comes with what is new and renewal of the old, meaning that creativity means the art of applying ideas. It can be said that creativity is one of the types of advanced thinking that can be followed by the individual, but it is not for any individual. To matters according to a different way and angle and to think about them in an unconventional way so that the result is new and advanced knowledge and an unprecedented "new" innovation, and thus it is one of the secrets of progress and excellence in many different fields of life.

Many definitions and concepts of creativity have been mentioned according to the viewpoint of some writers and researchers, among which we mention.

Table 1 Some of the definitions of creativity according to the viewpoint of writers and researchers that is presented by the researchers

<table>
<thead>
<tr>
<th>No.</th>
<th>Names of writers and researchers</th>
<th>Concepts</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Alhijan (1999)</td>
<td>They are mental capabilities that emerge at the level of individuals, groups and organizations, which are in several stages that result in new ideas and actions that develop the creativity of individuals.</td>
</tr>
<tr>
<td>2</td>
<td>Alsurun (2000)</td>
<td>It is a collection of useful and new ideas related to solving a set of problems.</td>
</tr>
<tr>
<td>3</td>
<td>Sherwood (2002)</td>
<td>The ability to discover new ideas</td>
</tr>
<tr>
<td>4</td>
<td>Rue &amp; Byars (2003)</td>
<td>It is a new behavior or idea that differs from what is existing.</td>
</tr>
<tr>
<td>6</td>
<td>Hellriegel (2005)</td>
<td>The ability to visualize and create new ideas.</td>
</tr>
<tr>
<td>7</td>
<td>Ebler</td>
<td>It is a new thing or an arrangement of something old.</td>
</tr>
<tr>
<td>8</td>
<td>Schermerhom (2008)</td>
<td>It is converting new ideas into used applications.</td>
</tr>
<tr>
<td>9</td>
<td>Alfadl (2009)</td>
<td>A human phenomenon that was not created from an individual effort, but rather is a distinct and persistent effort by interacting with new ideas and developing a new market, which is the result of a set of variables.</td>
</tr>
<tr>
<td>10</td>
<td>Juma and Nuri (2012)</td>
<td>It is modern ideas that start in the minds of individuals and then work to implement these ideas so that they have a mark that distinguishes them from the rest of the work.</td>
</tr>
</tbody>
</table>
Ingredients for Creativity

There are a set of characteristics and characteristics that distinguish a person and a creative person from other people, which we can define as follows:

1. Originality: It expresses the ability to come up with rare, useful, new ideas and not related to the repetition of previous ideas. It is a production of the unfamiliar and far-reaching (Al-Surur 2002). (Al-Khatib, 1995) believes that it is the uncommon response, meaning the ability to produce rare thoughts, and originality differs from both fluency and flexibility in what follows (Al-Hizan, 2002).

   • Originality does not refer to the amount of creative ideas that an individual gives as in fluency, but is concerned with the value and seriousness of ideas.

   • Originality does not indicate an individual’s aversion to repeating his perceptions personally, but rather indicates his aversion to repeating what others do, and this is what distinguishes it from flexibility. It means that a creative person does not repeat the ideas of others and is alienated from their traditional solutions to problems.

2. Fluency: It expresses the ability to summon the largest possible number of ideas suitable for a specific situation. During a certain period, this is relatively short when compared to other types of non-innovative thinking, where the ability of the creator in terms of summoning appropriate ideas is much greater than other traditional thinking people (Abd al-Fattah, 1995).

3. Flexibility: It expresses the ability to take different methods and think in different ways or with a classification different from the normal classification. Looking at the problem from different dimensions, which is the degree of ease with which a person changes a certain attitude or point of view, and not being intolerant to ideas in themselves (Al-Sorour, 2002).

4. Sensitivity to Problems: Awareness of problems, needs, or weaknesses in the environment or situation, and this means that some individuals are faster than others to notice the problem and verify its presence in the situation.

5. Risk-taking acceptance: It expresses the extent of the individual's courage in exposing himself to failure or criticism, making guesses, working under ambiguous circumstances, and defending his own ideas (Al-Safi, 1997). It means taking the lead in adopting ideas.
Characteristics and Traits of a Creative Personality

Scientists, writers and researchers in the field of management have identified many of the characteristics that a person and a creative person possesses, among them (Al-Zuhri, 2002):

1. Self-confidence and the ability to achieve the goals assigned to him.
2. The ability to generate creative ideas.
3. To have a degree of qualification and education.
4. Distinguished with a level of intelligence.
5. The ability to deduce things, so he does not see the phenomena as they are, but rather analyzes them and raises questions and doubts continuously.
6. Forming broad social relationships and dealing with others, so he can benefit from their opinions.
7. Focusing on the individual work to show his abilities and capabilities.
8. Perseverance in opinion or daring, with feet, risks and risks. The testing phase needs courage when presenting ideas that have not been presented before.

Obstacles to Creativity

Some studies have shown that creativity may suffer from obstacles due to the following reasons:

(Al-Fayyad, 1995) such as (fear of failure, avoiding risks, lack of self-confidence, lack of freedom, resistance to change, fear of consequences).

Corona Pandemic

The issue of developing university education in society is not an issue of how much it is the issue of the essence of education, its content, method, and sufficiency in creating scientific and technological manpower capable of contributing to building modern society, its effectiveness and its advancement in the future, which means that university education does not mean merely collecting information, but rather requires more than that. Creating tools for dealing with information that always gains new dimensions and capacity for greater influence, and this realization leads to an important issue, which is that the value of a learned man lies in his ability to influence and change. And that in the absence of effective creative work, science hardly ever exists. It is worth noting here. The development of university education has become an urgent necessity, especially in light of
the assumption of contemporary reality and future expectations regarding the necessity of reconsidering many aspects related to education, as the situation of that reality, with its huge developments and increasing changes in its depth and breadth, imposes many functional structures and new concepts in The field of education, for many of the Muslim women, or more precisely, than what were considered in the past as axioms in education, has become a subject of criticism and attack in many cases and not The university is far from that criticism despite its deep historical wealth and its established traditions and values. Education is a "basic" element in the system of society and its importance in any society appears as the most important means of catching up with humanity and standing in a prominent and honorable place among nations, provided that this education is Of the kind that is presented to all human beings in society or the vast majority of them, and that it is flexible in the face of those challenges facing society. That the interest in developing university education is not a luxury "but rather a necessity of society as lack of progress in this area is backward", especially in our time. Which is the acceleration of events in a pace never known before. The essence of contemporary education is not education “in order to store information in our minds, and it is not education” aimed at transforming our minds into dictionaries or linguistic dictionaries, but rather is education in order to increase the influence “and control” of the surrounding reality. In order for us to turn into creative people who are able to deal with information in a "productive" manner, by collecting, classifying, analyzing, synthesizing and interpreting the information that has become available thanks to the information wealth to the point of reaching a great degree and extracting new facts from it that open up horizons for us. And if education in general has a prominent and important role in development and work to advance and accelerate the movement of progress to keep pace with civilization and catch up with it, then university education in particular is more important and imperative to do this for a role, especially as it is considered individuals to engage in this labor market on the one hand and on the other hand there are no stages Systematic education in the educational ladder, subsequent to it, can address the shortcomings it may have. This sudden epidemic not only poses enormous challenges to global public health security, but also casts a shadow over global economic prospects, international trade and freedom of movement, even the life of the common man. Multilateral organizations, including the United Nations, the World Health Organization, the International Monetary Fund and the Group of Twenty, have always sought to coordinate policies and implement the necessary measures to address this new common threat facing human society. At the same time, international analysts began discussing the situation around the world after the end of the epidemic and the accompanying changes.
The Corona Pandemic is a Major Test of Globalization

The new Coronavirus outbreak has occurred in the context of deepening globalization. Hence, this epidemic is a major threat and test of globalization. Analysts stressed that globalization is an irresistible historical trend, and it will not stop moving forward although it may face some setbacks amid the epidemic, noting at the same time the need for countries to strengthen coordination and cooperation in addressing global issues as well as improving the global governance system. Where confirmed by Richard Haas, President of the American Council on Foreign Relations. This epidemic will push many countries to pay more attention to internal affairs than to foreign affairs for at least a few years. John Eikenberry, a professor at Princeton University, also expresses that the outbreak of the virus will inject momentum with various parties to discuss the Western strategy. In the short term, it will even cause anti-globalists to identify new evidence for their views. For his part, Robert Jervis, a professor at Columbia University in the United States, said that when we summarize the situation after the end of the epidemic, we will find that the real problem will be the failure to work immediately to form effective international cooperation between countries. Igor Shatroff, head of the expert committee of the Russian Strategic Development Fund, says. With some countries adopting an "independent and unilateral position" on the issue of globalization, the lack of mutual assistance and cooperation between countries in facing crises will not be in anyone's interest.

Countries cannot develop behind closed doors. And the truth has proven that when global challenges come, it is impossible for one country to escape from them on its own. Therefore, strengthening coordination and cooperation among countries and improving the global governance system has become an inevitable demand and the only solution. Analysts pointed out that global crises such as epidemics of infectious diseases and climate change show the amount of close interconnectedness and communication between people, and alert humanity to the need to achieve cooperation, consultation, understanding and mutual trust. Responding to major public health events requires collective wisdom and cooperation from all of humanity, which highlights the importance of building a community with a shared future for mankind. (WHO Report. April 2020). Here opinions diverge between those who think or perhaps wish that things will return to what they were, and those who believe that e-learning is irreversible because it has become an alternative to which there is no alternative except in the absence of infrastructure. In my humble opinion. Education will not return to its previous stage after the Corona pandemic, and we now have a rare opportunity to develop it and make a quantum leap through the integration between direct education and virtual education and the expansion of the use of
digital technologies and smart software to provide high-quality outputs in accordance with international standards (International Conference on Coronavirus Implications 2020).

The Applied Aspect of Study

First

* The impact of the Corona pandemic on the level of creativity

Table 3 The impact of the Corona pandemic on the level of creativity, represented by each of (Creativity Constraints - Creativity Impediments)

<table>
<thead>
<tr>
<th>Ingredients for Creativity</th>
<th>Estimated values for the teacher</th>
<th>The computed t-values</th>
<th>The significance of t</th>
<th>The computed F value</th>
<th>The explanatory power of the estimated form</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0.56</td>
<td>**6.778</td>
<td>moral</td>
<td>**4.019</td>
<td>85%</td>
</tr>
<tr>
<td>Obstacles to Creativity</td>
<td>0.33</td>
<td>**5.45</td>
<td>moral</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

It is noticed from the above table that there is an increase in the level of creativity constituents with respect to the impact on the Corona pandemic, by 56%, and also, there is an increase in creativity barriers by 33% in relation to the level of creativity. All the variables were significant below the level of 1% 5%. As for the calculated F value, it was significant below the level of 1% 5%, while the explanatory power of the estimated model reached 85%, which means that the variable of creativity components explains about 85% of the changes occurring in the level of Pandemic impact Corona As for the remaining 15%, it is due to unexplained factors that are included in the random error component.

Table 4 A matrix of correlations between creativity variables and the Corona pandemic

<table>
<thead>
<tr>
<th>The dimension</th>
<th>Correlation value</th>
</tr>
</thead>
<tbody>
<tr>
<td>The ingredients for creativity</td>
<td>**88%</td>
</tr>
<tr>
<td>Obstacles to Creativity</td>
<td>**91%</td>
</tr>
</tbody>
</table>

The above table shows that there is a strong correlation between creativity variables and the Corona pandemic, as there is an increase in the level of the creative elements and the Corona pandemic.
Table 5 Level of answers of the research sample on the ingredients for Creativity (N = 100)

<table>
<thead>
<tr>
<th>Axes of the Resolution</th>
<th>The Direction of the answer</th>
<th>Standard Deviation</th>
<th>Arithmetic Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>X1</td>
<td>Agreed</td>
<td>.64029</td>
<td>3.9125</td>
</tr>
<tr>
<td>X2</td>
<td>Agreed</td>
<td>.59054</td>
<td>3.9250</td>
</tr>
<tr>
<td>X3</td>
<td>Agreed</td>
<td>.64029</td>
<td>3.9125</td>
</tr>
<tr>
<td>X4</td>
<td>Agreed</td>
<td>.64029</td>
<td>3.9125</td>
</tr>
<tr>
<td>X5</td>
<td>Agreed</td>
<td>.53590</td>
<td>3.9375</td>
</tr>
<tr>
<td>X6</td>
<td>Agreed</td>
<td>.56851</td>
<td>3.9333</td>
</tr>
</tbody>
</table>

Table 6 The level of answers of the research sample at a distance from Creativity Obstacles (N = 100)

<table>
<thead>
<tr>
<th>Axes of the Resolution</th>
<th>The Direction of the answer</th>
<th>Standard Deviation</th>
<th>Arithmetic Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>X1</td>
<td>Agreed</td>
<td>1.33780</td>
<td>3.5875</td>
</tr>
<tr>
<td>X2</td>
<td>Agreed</td>
<td>1.31874</td>
<td>3.5875</td>
</tr>
<tr>
<td>X3</td>
<td>Agreed</td>
<td>1.32264</td>
<td>3.6500</td>
</tr>
<tr>
<td>X4</td>
<td>Agreed</td>
<td>1.30238</td>
<td>3.5000</td>
</tr>
<tr>
<td>X5</td>
<td>Agreed</td>
<td>1.21008</td>
<td>3.6000</td>
</tr>
<tr>
<td>X6</td>
<td>Agreed</td>
<td>1.21008</td>
<td>3.6000</td>
</tr>
</tbody>
</table>

Table 7 Level of responses to the Corona pandemic remote search sample (N = 100)

<table>
<thead>
<tr>
<th>Axes of the Resolution</th>
<th>The Direction of the answer</th>
<th>Standard Deviation</th>
<th>Arithmetic Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>X1</td>
<td>Agreed</td>
<td>.78343</td>
<td>3.6375</td>
</tr>
<tr>
<td>X2</td>
<td>Agreed</td>
<td>.83249</td>
<td>3.6250</td>
</tr>
<tr>
<td>X3</td>
<td>Agreed</td>
<td>.64386</td>
<td>3.8750</td>
</tr>
<tr>
<td>X4</td>
<td>Agreed</td>
<td>.75881</td>
<td>3.7375</td>
</tr>
<tr>
<td>X5</td>
<td>Agreed</td>
<td>.81433</td>
<td>3.7125</td>
</tr>
<tr>
<td>X6</td>
<td>Agreed</td>
<td>8.24790</td>
<td>83.6500</td>
</tr>
</tbody>
</table>

- Analysis of the relationship between the creativity level and the independent variable raised the Corona pandemic

Based on the first hypothesis that stated that there is a significant correlation relationship between the creativity level in all its dimensions and the independent variable Corona pandemic, and through the use of the coefficient of correlation (Spearman), it became clear that there is a strong correlation between the two main variables at a significant level (0.01). Following is an explanation of the correlations on the dimensional level of the two variables, and the results are in Table (8) to illustrate the results of these relationships.
Table 8 The values of the correlation coefficients (spearman) between the independent variable (creativity) and the effects of the Corona pandemic

<table>
<thead>
<tr>
<th>Moral relationships</th>
<th>Corona pandemic</th>
<th>The Effects of Corona pandemic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage</td>
<td>Number</td>
<td>Independent variable</td>
</tr>
<tr>
<td>100</td>
<td>2</td>
<td>The ingredients for creativity</td>
</tr>
<tr>
<td>2</td>
<td>2</td>
<td>Number</td>
</tr>
<tr>
<td></td>
<td>100</td>
<td>Percentage</td>
</tr>
</tbody>
</table>

**Significant at 0.01 level of significance  N = (100)
* Significant at 0.05 level of significance

The relationships between the fundamentals of creativity and the effects of the Corona pandemic and its dimensions were shown in what constitutes (100%), as all the relationships were strong at a level of (0.01) and the strongest of those relationships was the relationship between the creative components, reaching (0.885), and this result indicates that the fundamentals of creativity have a major impact on reducing the Corona pandemic, and then comes the relationship between creativity impediments and the effects of the Corona pandemic, as the strength of the correlation between them reached (0.809), which is significant below the 1% level.

- Analyze the impact relationship between creativity level and the effects of the Corona pandemic, using simple linear regression.

Through Table (9) it becomes clear that the calculated value of (F) is equal to (10.224), which is a significant function value below the level of significance (0.01) because (p-value) was equal to (0.000) and it is less than (0.01). There is an influence of morality on the educational level represented by learning and the value of the coefficient of determination (R² = 0.323) means that the creativity components have an effect that explains about (32.3%) of the changes that occur in the effects of the Corona pandemic and that the rest (67.7%) is due to other variables not included in the regression model and to the random error factor.

Table 9 The impact relationship between creativity and the effects of the Corona pandemic

<table>
<thead>
<tr>
<th>The calculated value F</th>
<th>The coefficient of determination R²</th>
<th>P-Value</th>
<th>Beta coefficient value</th>
<th>The value of the regression constant</th>
<th>Independent variable (X)</th>
<th>Dependent variable (Y)</th>
</tr>
</thead>
<tbody>
<tr>
<td>10.224</td>
<td>0.323</td>
<td>0.000</td>
<td>0.401</td>
<td>2.255</td>
<td>The effects of the Corona Pandemic</td>
<td>Creativity</td>
</tr>
</tbody>
</table>

And the estimated regression equation was as follows:
Y=2.255+0.401x
This means that there is an increase in the reduction of effects by (0.401) when creativity is equal to (1) and when testing (t) for regression coefficients was significant because (p-value) is less than (0.01) and (0.05) as shown in the table.

**Table 10 A t-test to demonstrate the significance of the constant limit and the creativity axis for the regression model of the creativity constituents on the effects of the Corona pandemic**

<table>
<thead>
<tr>
<th>Regression coefficient</th>
<th>T</th>
<th>P – Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Constant Regression</td>
<td>11.387</td>
<td>0.00</td>
</tr>
<tr>
<td>Beta coefficient</td>
<td>5.877</td>
<td>0.000</td>
</tr>
</tbody>
</table>

This provides sufficient support to accept the hypothesis that there is a significant influence between creativity and the Corona pandemic.

**Conclusions and Recommendations**

**Conclusions**

After presenting the results of the research by analyzing the statistical data, the researcher reached a set of conclusions represented by the following:

1. There is a level of distrust between the student and the university, and fear of the unknown future
2. Some teachers focus on some obstacles and negative aspects in students' performance.
3. Failure to provide the necessary financial allocations to promote the creativity level.
4. Failure to take into account the student's economic and material conditions.
5. The lack of financial allocations, which is necessary for the provision of the program, seminars and training courses for students.
6. There are some obstacles represented by the continuous power cuts and the weakness of the Internet.
7. High prices for subscribing to the global Internet.

**Recommendations**

After presenting the results of the research through analyzing the statistical data, the researcher came to a set of recommendations represented by the following:

1. Universities should adopt a policy of raising student morale by increasing the level of trust between them and students.
2. Not focusing on the negative aspects of performance and raising the morale of students.
3. Providing the necessary financial allocations to promote the creativity level.
4. Encouraging creative students by honoring them both financially and morally.
5. Focus on not reprimanding and continually blaming students.
6. Taking into consideration the student’s economic and material conditions and working to improve the students’ material situation.
7. Providing the program, seminars and training courses for students.
8. Opening horizons for scientific cooperation between all universities.
9. Increasing the level of creativity potentials for students.

References


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