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Organizational change and its relationship to the quality of performance of principals of secondary schools in Al Balqa governorate from their assistants' point of view

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Abstract

The study aimed at identifying the relationship between organizational change and the quality of performance of principals of secondary schools in Al Balqa governorate from the view point of their assistants. The descriptive methodology (Correlational survey) was used. A simple random sample of (100) assistant principals from both sexes was chosen during the second semester of the year 2019/2020. The questionnaire was used as a tool to collect data. The researcher recommended the need to intensify the training of school principals on the competencies of the leader, especially the change and time management, as they have an impact on the quality of employee performance.

Keywords: Organizational change, Performance quality.

El cambio organizacional y su relación con la calidad Del desempeño de los directores de escuelas secundarias en la gobernación de Al Balqa desde el punto de vista de sus asistentes

Resumen

El estudio tuvo como objetivo identificar la relación entre el cambio organizacional y la calidad del desempeño de los directores de las escuelas secundarias en la gobernación de Al Balqa desde el punto de vista de sus asistentes. Se utilizó la metodología descriptiva (encuesta correlacional). Se eligió una muestra aleatoria simple de (100) subdirectores de ambos sexos durante el segundo semestre del año 2019/2020. El cuestionario se utilizó como herramienta para recopilar datos. El investigador recomendó la necesidad de intensificar la capacitación de los directores de las escuelas sobre las competencias del líder, especialmente el cambio y la gestión del tiempo, ya que tienen un impacto en la calidad del desempeño de los empleados.

Palabras clave: Cambio organizacional, calidad de desempeño.

1. INTRODUCTION

Personnel management has an important role in bringing about changes in educational institutions, including educating employees about all matters that should be taken care of and supervising them, acting positively on any difficult situation. This also includes any organizational crisis, emphasis on exchanging roles, providing new values for employees in these institutions, and caring for all priorities. And due to the existence of a noticeable gap between civilized and

developed countries, and the impact of globalization on the strategies and manifestations of institutions, which prompted these institutions to search for new mechanisms through which to meet challenges in innovative and creative ways, to accommodate technological and scientific development with organizational change and the extent of the impact on life in all its aspects.

Institutions have found that organizational change is a way in which to meet challenges and achieve success and competitive advantage, as creativity, renewal and innovation can be achieved. The aim of all of this is to achieve the continuity and growth of these institutions, which must always adapt to all the challenges faced by different work environments. Therefore, we find that the institutions that are subject to change often face the change that controls the fate that they face, and that they have to pay attention to facing these challenges while taking all necessary measures for that (Harem, 2003).

With the increasing intensity of competition due to the contemporary technological revolution, organizations are gradually realizing the importance of change and systematic activity to reach new methods that achieve better performance and enhance the competitive advantage of the organization (Wilson, 2017).

The principal of the school is considered the educational leader of the school he runs. He is the one who sets successful educational policies for his school, develops appropriate plans through which he achieves the desired goals and seeks to activate cooperation and that everyone works in a team spirit. He also delegates powers and

engages teachers in different decision – making processes in a manner Shura with investment for their energies (Al – Ali, 2007).

The principal is the pedagogy of education for achieving goals, vision, mission of education and its educational philosophy. He also activates performance through optimizing the tools and capabilities available to him. He is also catalyst for employees to provide creative and innovative ideas through appropriate investment of the capabilities and skills of these employees.

The concept of organizational change:

Several definitions of organizational change appeared, including that it “long – term attempts to introduce changes and develop in a planned manner through diagnosis and finding solutions to them in a participatory way” (Ali, 2004: 306).

It was also defined as “modification of the goals and administrative policies, and in the elements of organizational work in order to suit or create organizational work the administrative method and activities that achieve the progress of organizations towards other organizations (Al – Lawzy, 2009: 49).

Organizational change is the intended administrative processes that are planned and managed by the human factor and the effective organizations, and they are adopting change in a manner consistent with the surrounding factors. The effect of these changes can be seen by altering production methods, the extent of keeping pace with technological levels, the leader’s relationship with employees, and other concepts such as values and work teams.

Organizational change goals:

Al Aqili (2010) explained that there are several goals for organizational change to occur: aligning with the internal and external work environment, the occurrence of organizational development in an organizational way and the integration of the two former factors.

Pattanyak and Mishra (2009) also indicated that the goals of organizational change lie in demonstrating the energies and capabilities of employees, achieving the effectiveness of the organization and its ability to work.

Al – Balbisi (2002) added that the goals of organizational change are as follows:

1. Achieving harmonization between business organizations and work environments in a balanced manner in order to achieve effectiveness, continuity and growth.
2. Realizing teamwork in business organizations.
3. Employing information technology to bring about organizational change in the organization.
4. Effective cooperation between employees in the organization.
5. Simplifying and speeding up work procedures.
6. Demonstrating employees' creativity.

The researcher believes that organizational change is a necessity in the institutions, because it leads to simplification and speeding up procedures, increasing employees' motivation and achieving the competitive advantage of institutions.

Reasons and justifications for organizational change:

The process of organizational change in institutions is the product of several causes and justifications, as reported by Al – Aqili (2010), which are represented in the following:

1. Change in organizational goals through the cancellation or addition of the old goals, and in line with the developments taking place in these organizations.

2. Change in laws: It is that the change in the laws and regulations or organizations be in line with the change in the laws and legislation of the government.

3. Change the overall organization shape: for many reasons, such as merging or expanding services, or otherwise.

4. Changing taste: This is done through careful study of market requirements and consumer tastes, leading to the development and change of the production pattern.

5. Evolution in technology by following technological developments, whether on the part of equipment or programs, which leads to the desired changes.

6. Decrease in morale: This is demonstrated by the decrease in productivity and costs, which leads to the changes required to raise the morale of employees.

7. There are errors in making decisions: and that is by identifying the source of this imbalance and making appropriate decisions to achieve change.

8. Lack of innovation and creativity of employees: This leads to a break in the continuity and growth of the organization, so adjustment must be made.

9. Weakness in the communication process: As there is no information between different administrative levels.

10. Change in job areas: This requires organizations to make the change so as not to lose markets and customers.

Methods of change:

There are several methods for making changes in organizations. Al – Atiyat (2006) has indicated that there are many methods for making this change.

1. Making a gradual change. This type aims to reduce costs, increase productivity and acquire skills for employees through a fixed and slow rate of time, with the participation of a large number of individuals.

2. A major and urgent change for large business organizations that have achieved remarkable success, with the aim of increasing profitability and maintaining growth and continuity this kind of sudden change, especially if the organization enters a new market.

3. Adoption of the two previous methods together: This is done in the face of radical change, as it follows a gradual approach in order to face criticism, and after a period of time, the sudden method is followed, so that employees accept it.

Dimensions of organizational change

Business organizations are distinguished as they work to keep pace with the process of organizational change, so there are four dimensions to organizational change represented in the following:

1. Change in organizational culture: Organizations generally face two types of change: inevitable, it is an adaptation to the requirements of the surrounding environment, and it is the change that organizations cannot interfere with (Emad Al – Din, 2008). Tibbs (2011) has made it clear that the culture of change is an important matter and has a role in making change in the organizations' sites for the better through caring about all matters related to the policy, goals and visions of these organizations.

2. Change in the organizational structure of organizations: This is done by restructuring the human resources in the organization from departments and divisions, changing supervisory methods and activities, establishing organizational units and cancelling others, changing competencies job titles, etc. (Abdel Baqi, 2005).

3. Making a change in technology: As organizations have to keep pace with developments and changes in the field of information technology and knowledge, so that devices are changed and experts and software are attracted to enable the development of the work environment and achieve the competitive advantage, of these organizations towards other organizations. This can only be done by following up on these developments and benefiting from them in a way that improves the work environment and achieving the competitive advantage of these organizations (Al – Atiyyat, 2006).

Hammoud (2002) also indicated that the technological age has forced organizations to make changes that are as follows:

1. Break into labor market with suitable products.

2. Taking advantage of the administrative, marketing and training methods in other organizations.
3. Work to transfer advanced technology to organizations.
4. Reaching global competitiveness through high levels of quality and production.
5. Change in the tasks of the organizations by making a change in their duties, work and activities with conducting deletions and additions and a change in work methods and procedures in a manner that leads to the proper performance of the work and as soon as possible.

Obstacles of organizational change

There are many obstacles to organizational change. These obstacles are due to international and external causes. They are (Fiedler, 2018):

- Administrative obstacles, which are among the most important obstacles to organizational change. They are characterized by their complexity and many reasons. From these reasons are the following:

Centralization: Administrative leaders feel unsure for fear of misbehavior, which leads to the control of the bureaucracy, which is always associated with administrative centralization, and that delegation contributes to embracing change and implementing it in a manner consistent with its goals.

- Job inflation: A natural consequence of the lack of correlation between selection and appointment, and between what the work obligations require from the human elements.

- Financial obstacles: Increasing competition in international markets has negative effects in the medium and long terms, leading to lower worker productivity, decreased efficiency and effectiveness, and thus impeding the development process as a whole.

- Social obstacles: The relationship of social environment with management is based on the premise that management is a product of the environment and a reflection of the interaction between them.

- Political obstacles: There is no doubt that the administration is subject to the ruling political authority and its work within the limits set by this authority regarding the process of change.

- Legal obstacles: The existence of systems and laws has become an integral part of people's lives or their daily dealings. These systems and laws have evolved according to the development of these societies and the development of their needs.

The quality of school principals' performance:

Globalization and technological and knowledge advancement have forced various sectors to make appropriate changes by building knowledge societies, achieving competitive advantage and protecting intellectual property, and giving opportunities to those who have the skill and ability to work. Schools are one of the educational institutions that aim to make change by discovering students, their capabilities, skills and talents, and guidance that leads to pushing these people to achieve creativity and innovation, so that these students gain the benefit that accrue to them and to the societies, and they are also the best place through which to build the energies and capabilities of students. No educational work can succeed without an effective school

and the presence of an effective principal who can lead his school to safety through conscious and creative planning for his school and organization of work in it, and follow – up and supervision, as well as organizing the work of employees, and holding meetings, activating participation inside and out-side school, delegating powers to employees, partnering with the local community, and working to implement goals in accordance with the educational philosophy of the country (Al – Khawaja, 2004).

Principals’ access to quality in performance can only be achieved through acquiring many skills which are (Kaduke, 2007):

1. School principal skills: They include physical, mental and emotional characteristics, which are important skills that depend on the divine gift. They contribute to the success of work in the school if activated in an appropriate manner.

2. School principal’s technical skills: So that the principal is skillful administratively and educationally, and the presence of information that help in mastering the work appropriately.

3. School principals’ human skills: These skills mean that the principal interacts with others in a human manner and is able to build good relations with colleagues, achieves cooperation with others and encourages employees to work.

School principal’s conceptual skills: Abdin (2001) explained that, what is meant by these skills is the ability of the principal to perceive the intertwined relationships between all sides of the job.

A. Arabic studies:

Al – Umraat (2010) conducted a study aimed at identifying the degree of effectiveness of the principals of Petra education schools from teachers' point of view. The study sample consisted of (236) male and female teachers. They were drawn from the population of the study by using the random method. The questionnaire was used to collect study data. The study concluded that the degree of school principals' performance was high from the teachers' point of view. There were no significant differences at ($\alpha \leq 0.05$) attributed to demographic variables except for the experience variable.

As for the Al – Hamidi study (2012), it aimed to identify the relationship between organizational cultures that prevails in primary schools in the State, of Kuwait and organizational change from female teachers' point of view. A simple random sample of (351) female teachers was chosen and the questionnaire was used as a tool to collect data. The results showed that the degree of organizational culture and organizational change in primary schools in the State of Kuwait was medium from female teachers' point of view. There was a positive significant correlational relationship between organizational trust and organizational change. There were no significant differences in the degree of organizational change in primary schools in Kuwait, according to the variable of experience.

Ahmed's study (2015) aimed at finding out the effect of organizational change in improving administrative performance in service institutions. A simple random sample was chosen by (120) individuals. The questionnaire was used as a main tool to collect data. The results indicated that the participation of employees in planning

for organizational change leads to success and that the commitment of senior management to organizational change operations had a clear impact on improving employee performance.

Foreign studies

Ken and Kareem (2013) conducted a study aimed at showing teachers' perception of the competence of principals' leadership for change. The sample consisted of (936) teachers from (47) secondary schools in Malaysia participated in the study. The results of the study revealed that the principals of the schools that participated in the study possessed the competencies appropriate to lead the change. The study also revealed that the principals of the study sample were not sufficiently competent in the field of conflict management and capacity building.

As for the Ahmadi, Karami & Golestaneh (2015) study, which aimed to evaluate the school orientation towards culture and organizational changes and their impact on teachers' performance. To achieve the aims of the study, the descriptive exploratory methodology was adopted. The population of the study consisted of (145) principals and teachers who work in secondary schools for girls in Iran, and (103) principals and teachers were drawn from the population of the study by using the random sample method.

Three questionnaires were used to collect the data of the study. The results showed that the intervention of principals and their orientation towards organizational change had a significant positive effect on the performance of teachers.

The problem of the study and its questions:

Schools seek to develop the student's personality from the cognitive, emotional and skill aspects, and their role must go beyond developing these aspects away from indoctrination, so that the creative and innovative personality exists. This can only be done by providing teachers with the skills necessary to make this change in student personality.

The success of any school in achieving its goals is attributed primarily to its ability to change, and therefore schools have paid great attention to the process of change and its management, because it is the basis for any activity carried out, especially since the institutions of the twenty – first century are witnessing rapid and radical environmental changes. In order to survive and flourish, it is obligated to search for continuous improvement and excellence. In order for any institution to achieve this, it must prepare its employees and adopts advanced strategies to reach the achievement of quality performance. Also, failure to invest opportunities to face changes may adversely affect the institution maintaining its competitive position and thus reducing opportunities to achieve its desired goals. From this standpoint, it can be said that managing the change process plays a big role in achieving quality of performance.

This study comes by its attempt to reveal the reality of the organizational change and its relationship to the quality of performance of principals of secondary schools in Al Balqa governorate from their assistants' point of view.

Thus, the study problem is determined by its attempt to answer the following questions:

1. What is the reality of the organizational change for secondary school principals in Al Balqa governorate from the viewpoint of their assistants?

2. What is the level of quality of performance of secondary school principals in Al Balqa governorate from their assistants' point of view?

3. Is there a significant correlational relationship at ($\alpha \leq 0.05$) between the reality of the organizational change and the quality of performance of principals of secondary schools in Al Balqa a governorate?

Objectives of the study:

The study seeks to achieve the following objective:

1. Explaining the reality of organizational change for secondary school principals in Al Balqa governorate.

2. Statement of the level of performance quality among the principals of secondary schools in Al Balqa governorate.

3. Finding out the correlational relationship between the reality of organizational change and the quality of performance for secondary school principals in Al Balqa governorate.

Importance of the study:

The importance of the study appears in its approach to the reality of organizational change and its relationship to the quality of performance among principals of secondary schools in Al Balqa governorate, which is one of the most important and important areas in the fields of educational research. The importance of the study is represented in two aspects.

Theoretical importance:

The theoretical importance of the study is represented in the theoretical literature that it provides and its definition of organizational change and its relationship to the quality of performance of principals of secondary schools in Al Balqa governorate. The importance of the study also comes from highlighting these two variables as a nucleus for other similar studies looking at other relationships. This study is in line with the recent trends of the Ministry of Education to review the performance of schools.

Practical importance:

The practical importance of the study is represented in the tool that was used, the possibility of benefiting from it, and the results and recommendations of the study. In addition, to what it provides of interest to the competent authorities in the Ministry of curriculum planners, school administrators and educational supervisors in a clear manner about the reality of organizational change and its relationship to the quality of performance of principals of secondary schools in Al Balqa governorate.

Definition of terms

- Organizational change:

It is the process of changing and developing planned methods by revealing problems and finding solutions to them in a participatory manner in the long term (Ali, 2009: 306).

- Quality of performance:

It is the achievement of a qualitative shift in school administrative work through innovative and creative solutions to problems (Al – Atiyat, 2006: 12).

Limits of the study:

The study was limited to the following borders:

1. Human borders:

The study was restricted to assistant secondary school principals in Al Balqa governorate.

2. Spatial borders:

The application of the study was limited to secondary schools in Al Balqa governorate.

3. Time borders

The application of the study was limited to the second semester of 2018/2019.

2. METHODOLOGY

The descriptive correlational methodology was used to suit the nature of the study problem, and the questionnaire was used as a means to collect data.

The study population consisted of all (216) assistant secondary school principals in Al Balqa governorate from both sexes in the second semester of the year 2018/2019.

The researcher selected a simple random sample of (100) assistant principals from both sexes in the second semester of the year 2018/2019.

A questionnaire consisting of two parts (the reality of organizational changes) and (quality of performance) was developed for the principals of secondary schools in Al Balqa governorate. It has benefited from the relevant theoretical literature and related studies such as the study of Kin and Kareem (2013) and the study of Ahmed (2015).

To verify the validity of the questionnaire, face validity was found by presenting the tool to a group of arbitrators from university professors with specialization in the fields of administration, curricula and teaching methods. It was considered approval (80%) of the arbitrators on the content of each item indicating its validity. Thus, these items were retained. The arbitrators made their suggestions to amend and reformulate some items, and these suggestions were taken into consideration.

After applying the tool, the data were entered into the computer memory and analyzed using the SPSS statistical package to extract the means and standard deviation. Pearson correlation coefficient was used to find the relationship.

3. RESULTS and DISCUSSION

Findings of answering the first question that states: What is the reality of the organizational change for secondary school principals in Al Balqa governorate from the viewpoint of their assistants?

Table 1: Means, standard deviations and ranks for the reality of organizational change for secondary school principals in Al Balqa governorate from the viewpoint of their assistants

No	Field	Mean	Standard deviation	Rank	Reality
2	Organizational change methods	3.72	0.91	1	High
1	The leadership style of the principal	3.50	0.95	2	Medium
3	Culture of organizational change	3.47	0.98	3	Medium
Total score		3.56	0.94	-	Medium

Table (1) indicates the means, standard deviations and ranks for the reality of organizational change for secondary school principals in Al Balqa governorate from the viewpoint of their assistants. The mean of the total score was (3.56) with a standard deviation (0.94) and a medium reality. This result can be explained by the methods and policies used to conduct work in schools within the framework of the

prevailing organizational culture in them, and that the culture of change is an important matter and has a role in making a change in the reality of the institutions towards the best through attention to all issues and matters that relate to policy, goals and visions of these institutions.

The following is a presentation and discussion for each field:

1. The leadership style of the principal

Table 2: Means, standard deviations and ranks for the reality of organizational change according to the field of “Leadership style of the principal”

No.	Items	Mean	Standard deviation	Rank	Reality
6	The principal's style affects the (success or failure) of the change program	3.95	0.77	1	High
5	The school administration urges employees on the need to change.	3.81	1.15	2	High
3	He gives employees	3.63	0.98	3	Medium

	sufficient authority to accomplish the tasks required of them.				
4	The school administration authorizes the employees to perform tasks according to skill as a change.	3.58	1.08	4	Medium
2	The school administration sets the strategic vision of the school jointly with the employees	3.09	0.64	5	Medium
1	The administration works to involve employees in decision making to make the	2.96	1.10	6	Medium

	change.				
	Total score	3.50	0.95	-	Medium

It is clear from table (2) that the general mean of the leadership style of the principal as a whole was (3.50) with a standard deviation (0.95) and a medium reality. Item (6) that stated “The principal’s style affects the (success or failure) of the change program” came in the first rank with a mean of (3.95) and a standard deviation of (0.98) with a high reality. Whereas item (1) that states “The administration works to involve employees in decision – making to make the change” came in the last rank with a mean of (2.96) and a standard deviation of (1.10) with a medium reality.

This result may be explained by the principal having an active role in the success of the change process by adopting appropriate mechanisms to make the change in line with the requirements of the modern era, as well as organizing the work to include modifying thinking and information for the various operations intertwined in the organization, which may lead to horizontal coordination and greater flexibility to respond to environmental changes. This requires, from his point of view, putting old traditional ideas aside in terms of doing work, and adopting new ways to do the work.

2. Organizational change methods

Table 3: Means, standard deviations and ranks for the reality of organizational change according to the field of “organizational change methods”

No	Items	Mean	Standard deviation	Rank	Reality
7	The administration uses its power to force employees to make the change.	3.95	0.65	1	High
9	The administration obliges employees to literally apply work procedures, which limits creativity.	3.91	0.89	2	High
12	The school administration understands the dynamics	3.69	1.11	3	High

	of the operational research and the methods and mechanisms of its employment.				
10	Principals adopt the strategy of (punishment and reward) for implementing change.	3.69	0.93	3	High
13	School administration ensures that change programs are well implemented within its policies.	3.65	0.79	5	MeMedium

8	The school administration is interested in solving immediate work problems.	3.57	0.98	6	Medium
11	Principals are concerned with implementing the change process without looking at its effects on employees.	3.55	1.00	7	Medium
Total score		3.72	0.91	-	High

Table (3) shows that the overall mean was (3.72) and a standard deviation of (0.91) with a high reality. Item (7) that states “The administration uses its power to force employees to make the change” came in the first rank. Its mean was (3.95) and a standard deviation of (0.65) with a high reality while item (11) that states “Principals are concerned with implementing the change process without looking at its effects on employees” came in the last rank. Its mean was (3.55) and a

standard deviation of (1.00) with a medium reality. This result can be attributed the absence of the active role of the principal in making the required change and adopting authoritarian methods that may lead to the absence of this role and the absence of creativity and development in the school.

Creating a more efficient administrative team for change, developing employees' knowledge and skills, improving their behavioral patterns, developing decision – making systems and procedures, and working to develop participation in the decision – making process that will guide the educational institution towards achieving the required goals of organizational change and performance quality for principals.

3. Culture of organizational change

Table 4: Means, standard deviations and ranks for the responses of the study sample subjects to the field of culture of organizational change

No.	Items	Mean	Standard deviation	Rank	Reality
18	The administration is committed to spreading the culture of change in the different school	3.62	1.00	1	Medium

	departments				
20	The administration promotes employee loyalty to the school's established culture.	3.61	0.91	2	Medium
16	The administration focuses on selecting peoples who are able to adopt to the school's culture.	3.55	0.95	3	Medium
17	The school administration supports the concept of self – censorship as a basis in its system.	3.45	0.96	4	Medium
14	The school administration takes into	3.41	0.99	5	Medium

	account the cultural dimension in planning the implementation of the change process.				
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No.	Items	Mean	Standard deviation	Rank	Reality
19	The school administration encourages employees to (experiment and initiate) a reasonable degree of risk.	3.32	0.96	6	Medium
15	School administration encourages employees to take individual initiative	3.30	1.11	7	Medium

	more freely to do work				
Total score		3.47	0.98	-	Medium

From Table (4), it is clear that the general mean of the field of organizational change culture as a whole is (3.47) with a standard deviation of (0.98) with medium reality. Item (18) that states “The administration is committed to spreading the culture of change in the different school departments” came in the first rank. Its mean was (3.62) and a standard deviation of (1.00) with a medium reality. Whereas item (15) that states “school administration encourages employees to take individual initiative more free to do work” came in the last rank with a mean of (3.30) and standard deviation of (1.11) with a medium reality.

This result may be explained by the fact that school administrators make the change must depend on credibility, taking into account the school administration of the cultural dimension in planning to implement the process of change and the administration’s commitment to spread and promote the culture of change in all parts of the school, and that the focus is on enhancing employees’ loyalty to the schools’ culture rather than sub – loyalties. And that the administration focuses on selecting individuals who are able to adapt to the school’s culture. Results of answering the second question that states: What is the level of quality of performance of secondary school principals in Al Balqa governorate from their assistants’ point of view?

Table 5: Means, standard deviations and ranks for the level of quality of performance of secondary school principals in Al Balqa governorate from the viewpoint of their assistants in descending order

No.	Items	Mean	Standard deviation	Rank	Reality
9	School principals require teachers to exchange class visits.	4.43	0.72	1	High
6	School principals encourage their teachers to attend seminars that foster creative education.	4.42	0.68	2	High
1	School principals form school committees from teachers	4.30	0.78	3	High
4	School principals use	4.30	0.67	3	High

	democratic styles with teachers				
11	School principals exercise their role as resident educational supervisors	4.16	0.70	5	High
10	School principals ask teachers to take advantage of teachers creative experiences	4.07	0.84	6	High
3	School principals reinforce thinking styles while linking them to the curricula	4.06	0.67	7	High
12	School principals direct	4.02	0.82	8	High

	their teachers to build effective tests				
14	School principals urge their teachers to develop treatment plans for students	3.98	0.80	9	High
2	School principals supervise teachers participating in vocational training courses	3.93	0.99	10	High
7	School principals actively use school facilities	3.91	0.86	11	High
8	School principals promote enriching activities in	3.81	0.84	12	High

	schools				
15	School principals are updating programs to keep pace with (scientific and technological) developments	3.75	0.81	14	High
13	School principals provide a suitable learning environment	3.59	0.81	14	High
5	School principals take advantage of teachers' skills to put them in the right place	3.44	0.82	15	High
Total score		3.72	0.62	-	High

From Table (5) it appears that the level of performance quality of secondary school principals in Al Balqa governorate from their assistants' point of view came at a high level with a mean of (3.72) and

a standard deviation of (0.62). The means for the items ranged between (4.43 – 3.44) at the high and medium levels. Item (9) that states “School principals require teachers to exchange class visits” came in the first rank. Its mean was (4.43) with a standard deviation of (0.72) and with a high level. While item (5) that states “School principals take advantage of teachers’ skills to put them in the right place” came in the last rank. Its mean was (3.44) and a standard deviation of (0.82) with a medium level.

This may be attributed to the fact that principals make personal efforts to develop the creativity of teachers and perform the tasks assigned to them, as well as focusing on developing teachers professionally. The principals try to achieve job satisfaction and status for them, but there are regulations and instructions governing the course of work to place employees in places that suit their skills, ambitions and passions.

Results of answering the third question that states: Is there a significant correlational relationship at ($\alpha \leq 0.05$) between the reality of the organizational change and the quality of performance of principals of secondary schools in Al Balqa governorate? To answer this question, the correlation coefficient between the reality of organizational change and the quality of performance of secondary school principals in Al Balqa governorate, was calculated using the Pearson correlation coefficient. Table (6) shows that.

Table 6: Correlation coefficient between the reality of organizational change and the quality of performance of secondary school principals in Al Balqa governorate using the Pearson correlation coefficient

Field		Quality of performance
The leadership style of the principal	Correlation coefficient	0.39*
	Level of significance	0.000
Organizational change methods	Correlation coefficient	0.37*
	Level of significance	0.000
Culture of organizational change	Correlation coefficient	0.40*
	Level of significance	0.000
Total score	Correlation coefficient	0.46*
	Level of significance	0.000

* Significant at ($\alpha \leq 0.05$).

Table (6) shows a positive significant correlational relationship at ($\alpha \leq 0.05$) between the reality of organizational change and quality of performance of secondary school principals in Al Balqa governorate. The correlation coefficient has reached (0.46) at (0.000). It is also noticed that there is a significant correlational relationship at ($\alpha \leq 0.05$) between the fields of the reality of organizational change and the quality of performance of secondary school principals.

This is explained by the efforts made by principals of secondary schools to raise the level of the educational product, which is the student, the development of teachers professionally, and to make

positive radical changes to everything within the educational institution to reach the highest quality in its outputs. This is achieved by improving leadership and administrative methods and working to introduce appropriate and new changes, as well as involving all members of the school in making that change in a collective and cooperative manner, so as to ensure continuous updating and development and honest competition between schools to address the challenges of the times and successive development.

4. CONCLUSION

In light of the findings of the study, the researcher recommended the following:

Providing principals with leadership skills and competencies through which to improve performance using targeted training.

Working to develop teachers professionally and creatively by providing them with different skills.

Inviting educational institutions to find plans and policies through which the desired organizational change in the Jordanian educational system can be made.

Conducting more studies to find out the relationship between organizational change and other variables from school principals' point of view in the different academic stages.

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