# The Degree of Practicing Innovative Leadership by Female Principals of Public Secondary Schools in Amman and its Relation to their Job Performance

**Atef Y. Magableh[1]**
[1]Middle East University, Jordan
Email: dean-aducation@meu.edu.jo

**Maram M. Jaradat[2]**
[2]Princess Sarvath Community College, Jordan
Email: mma_jaradat@yahoo.com

**Lubna T. Al kilani[3]**
[3]Arab Open University, Jordan
Email: lubna.taiseer@gmail .com

## Abstract

This study aimed at finding out the degree of practicing innovative leadership by female principals of public secondary schools in Amman and its relation to their job performance. The random sample of the study consisted of (375) female teachers.

The results showed that the degree of practicing innovative leadership by public secondary school female principals in Amman was medium with a mean of (3.54) .The level of job performance of public secondary school female principals in Amman medium. The mean was (3.26) and there was a positive significant correlational relationship between innovative leadership and job performance of principals.

**Keywords**: Innovative leadership, Job performance, Secondary school principals.

# El grado de práctica de liderazgo innovador por las directoras de las escuelas secundarias públicas en Ammán y su relación con su desempeño laboral

**Resumen**

Este estudio tuvo como objetivo descubrir el grado de práctica del liderazgo innovador por parte de las directoras de las escuelas secundarias públicas de Ammán y su relación con su desempeño laboral. La muestra aleatoria del estudio consistió en (375) maestras. Los resultados mostraron que el grado de práctica de liderazgo innovador por parte de las directoras femeninas de la escuela secundaria pública en Ammán fue medio con una media de (3.54). La media fue (3.26) y hubo una relación correlacional significativa positiva entre el liderazgo innovador y el desempeño laboral de los directors.

**Palabras clave:** Liderazgo innovador, desempeño laboral, directores de escuelas secundarias.

## 1. INTRODUCTION

The importance of leadership lies in change, development and innovation. Institutional progress can only be achieved through administrative innovation because the role of the educational leader is one of the most important roles in meeting the challenges of globalization and innovation in school work, and that through dealing with the school community and issues of globalization, change and development, and by motivating his staff to innovate and continuously

strive to attract innovative elements and improve the level of performance of the educational institution and its staff.

Innovative leadership is a dynamic process that reflects the interactive relationship between the leader and his/her followers. It is possible to influence behavior directly if there is conviction, understanding and perception of the leader by the followers. Followers can also provide the necessary information for decisions. Therefore, leadership is a process of continuous communication and interaction as well as variable according to the situation. Leadership dynamics are attributed to internal environmental changes in policies, strategies and organizational structures, as well as changes in feelings and human interactions (Abbas, 2004).

The tasks of the innovative leader with regard to planning, organizing, controlling and directing, where attention to innovation to prove the existence of the institution and excellence in front of its competitors require a great deal of creativity and innovation to distinguish the institution and maintain its growth (Al – Maghrabi, 2005).

Managers with innovative thinking have several characteristics that set them apart from other managers. They work according to specific standards that they take in thinking and contemplating. They have a tendency to love freedom and take risks, especially intellectual. They are independent in thought, action and revolution for change and renewal. They have the ability to resist social pressures and not to submit to traditional objective roles and regulations. They plan their work well. They also have high self – confidence, abilities and a

tendency to assert themselves through idealism, motivation, openness to work, experience leadership, positive engagement, perseverance and renewal (Mashhour, 2010).

Innovative leadership is based on a team spirit that is independent and interactive in a mutually reinforcing relationship that affects each other to develop the school's performance, activities and operations. Thus, the style of leadership of the school is the secret to the success of the school in achieving its educational goals (Gelda & Abbawi, 2006).

The performance of the leader (the principal) may reach a stage where this leader is creative and innovates, and this can only be seen through his effort and the productivity of his institution. The quality of innovation is due to dedication to work and self – accountability (Al – Zahrani, 2009). The foundation of innovation is the presence of leaders who believe in change, development, encourage creative individuals and work to remove the sterile rules that hinder employees in the process of creativity, innovation and hinder any innovative idea. Innovative leadership works to provide a suitable climate that enables employees to demonstrate their innovative abilities and invest in an effective manner, which reflects positively on the level of performance of employees, especially principals. Innovative leadership is the first determinant of employee performance.

## 1.1. Problem of the study

Since the principal is a key element in the conduct of school matters, must have a distinctive innovative leadership to raise the level of the school. The more the school's leadership is led by an innovative principal, the higher its performance.

Researchers working with school administrations in public schools in Amman, noticed a variation in the degree of availability of innovative leadership from one principal to another for several reasons. Therefore, this study came to find out the degree of practicing innovative leadership by female principals of public secondary schools and its relation to principals' job performance.

## 1.2. Study questions

This study sought to answer the following questions:

1.      What is the degree of practicing innovative leadership by public secondary school female principals in Amman from female teachers' point of view?

2.      What is the level of job performance of public secondary school female principals in Amman from female teachers' point of view?

3.      Is there a significant correlational relationship at ($\alpha = 0.05$) between the degree of practicing innovative leadership by public secondary school female principals and the level of their job performance?

### 1.3. Importance of the study

The importance of this study stems from the importance of its theme of innovative leadership. Modern administration in light of recent developments must be an innovative leadership of material and human resources, and face everything that hinders it in the performance of its work, and turn these obstacles into the means to facilitate its work and invest in its favor and the benefit of the local community.

It is hoped that the following entities will benefit from the results of this study:

- Higher educational leaders in the Jordanian Ministry of Education and secondary school principals; with important indicators of what is happening in schools, and enrich the knowledge of administrators and teachers of innovative leadership and job performance of principals.

### 1.4. Definition of terms

The following terms were conceptually and operationally defined.

### 1.4.1. Innovative leadership:

Is "a set of practices provided by principals and employees that lead to the creation of administrative processes, methods, and

effective styles in achieving the objectives of the institutions (Al – Qasimi, 2002: 552).

The operational definition of innovative leadership is: The ability of school principals to produce new and unusual ideas in problem solving, innovation and change processes as measured by the innovative leadership questionnaire that was developed and used in this study.

### 1.4.2. Job performance:

Is the achievement of objectives in accordance with the standards and times set with due regard to integration and coordination in achieving the objectives (Al – Tarawneh, 2000).

The operational definition of job performance is: The level obtained by the principals of the public secondary schools through the answers of the sample subjects from the female teachers about the items of job performance questionnaire.

### 1.5. Study limitations and delimitations

a.This study was limited to female teachers of public secondary schools in Amman for the academic year 2018/2019.

b. The results of this study are determined by the degree of validity and reliability of the two tools, and objectivity of the respondents.

c.Generalization of the results of this study is valid only to the population from which the sample of the study was withdrawn and similar populations.

The study of Carmeli, Gelbard & Gefen (2010) aimed at identifying the role of innovative leadership in increasing job performance in organizations in America. The sample consisted of (117) governmental and private organizations, including the directorates of education. The results showed that the uniqueness of the manager to take the decision and provides ready solutions for subordinates are the most important obstacles that prevent the increase of innovative capacity. The results also showed that providing motivation to develop initiatives to improve work and achieve the wishes of individuals and develop their skills is based on innovative leadership.

The Paterson (2010) study aimed at finding out the administrative innovation and leadership innovation in California schools. The sample consisted of (20) schools. Three tools were used: a questionnaire, interview and observation card. The findings showed that the principals who applies administrative innovation strategies is considered a leader. The strategy of being able to give subordinates roles is effective. The presence of innovative principals in the school contributes significantly to increasing the job satisfaction of teachers, as well as the satisfaction of principals themselves on their performance.

The study of Yilmaz (2010) aimed at identifying the effect of creative administrative behaviors of principals in the creative and

functional organization of school staff in Turkey. The sample of the study consisted of (527) principals working in primary schools. A questionnaire and tests were used as two tools for the study. The results showed a correlation between administrative creativity and principals' creative administrative behaviors. It has a role to play in promoting teachers' decision making. The results also showed that the behavioral dimensions of the principals significantly affect the rise of job creativity of school staff.

Hall (2011) conducted a study aimed at identifying the factors affecting the performance of school principals, and the level of performance of principals in America. The sample consisted of (310) principals. Two tools were used: a questionnaire and interview. The findings showed that the principal must have special leadership qualities to be able to solve the problems facing the school. The results also showed that the factors related to the personality of the principal play an important role in increasing the performance and job satisfaction of school staff.

Fong, Alison and Yau (2011) carried out a study aimed at finding out the perceptions of innovative leadership among school principals and their impact on teachers and overall school performance, in primary schools in Hong Kong. The sample consisted of (89) principals and (239) teachers. The questionnaire was used to collect data. The results showed that the innovative leadership and innovative ideas of principals positively affect the performance of teachers and their teaching style.

The Salfi (2011) study aimed at identifying successful administrative practices of principals, and their effect on improving the educational performance of teachers and academic achievement of students in Pakistani schools. The sample consisted of (351) secondary school principals and (702) primary and secondary school teachers. The questionnaire and interview were used as two study tools. The results showed that principals in successful schools developed common and shared plans and promoted a culture of support, cooperation, trust and creativity. The successful administrative practices of the principals with the school staff have a clear positive effect on the level of academic achievement of students.

## 2. METHODOLOGY

- Research methodology used: The present study adopted the correlational survey methodology to suit its subject.

- Study population: The study population consisted of secondary school teachers in the public schools in Amman governorate, numbering 2500 female teachers for the academic year 2018/2019.

- Sample of the study: The sample of the study was chosen from the study population by (15%), by using the random method. The total number of respondents was (375) female teachers.

- Study tools: Two tools were developed to collect data: the first was "Innovative leadership questionnaire" that was developed with reference to relevant theoretical literature and related previous studies

such as Fong et.al. (2011). Paterson (2010) and Ho (2011) studies. The second tool was "Job performance questionnaire". The tool has been developed with reference to theoretical literature related to the subject of job performance and previous relevant studies, such as the Hall's (2011) study.

The validity of the two tools was confirmed using face validity. The two tools were distributed to (11) arbitrators from the faculty members of the Jordanian public and private universities in the field of educational administration to ensure the clarity of the items, and the correct formulation and validity to measure what were designed to measure and make any adjustments.

The reliability of the tools was confirmed using the (test – retest) method, by applying the two tools to a sample of (25) out of the study sample. The Pearson correlation coefficient for innovative leadership questionnaire was (0.84). While the correlation coefficient for job performance questionnaire was (0.81).

Means, standard deviations and rank were used for the first and second questions. Pearson correlation coefficient was used for the third question.

## 3. RESULTS and DISCUSSION

First: The results related to the answer to the first question that states: What is the degree of practicing innovative leadership by public

secondary school female principals in Amman from female teachers' point of view?

To answer this question, means and standard deviations have been calculated. The rank and degree of practicing innovative leadership by public secondary school female principals in Amman were determined from female teachers' point of view. Table (1) clarifies that.

Table 1: Means, standard deviations, ranks and the degree of practicing innovative leadership by public secondary school female principals from female teachers' point of view

| No. | Item | Mean | S.D. | Rank | Degree |
|---|---|---|---|---|---|
| 22 | She has the skill of preparing high performance teams in the school. | 4.39 | 0.77 | 1 | High |
| 13 | She works to build the core work ethics. | 4.18 | 0.97 | 2 | High |
| 9 | Provides an educational environment that encourages research to develop innovative abilities. | 3.87 | 1.12 | 3 | High |
| 10 | Various strategies are used to deal with problems within the school. | 3.85 | 1.06 | 4 | High |
| 14 | She works to make decisions | 3.82 | 1.06 | 5 | High |

| | in an innovative way. | | | | |
|---|---|---|---|---|---|
| 27 | She has the skills of dealing with others. | 3.82 | 1.23 | 5 | High |
| 25 | She possesses the skills of situational leadership. | 3.72 | 1.10 | 7 | High |
| 1 | Establishes specific standards for outstanding performance and adheres to them. | 3.69 | 1.24 | 8 | High |
| 28 | She tries constructive new ideas. | 3.69 | 1.19 | 8 | High |
| 24 | She has the skills to transform innovative plans into operational plans at the school. | 3.66 | 1.04 | 10 | Medium |
| 35 | She wants to have a higher position. | 3.66 | 1.26 | 10 | Medium |
| 26 | Possesses the skills of coping with burn out. | 3.65 | 1.11 | 12 | Medium |
| 11 | Teachers are involved in setting the developmental plan for school. | 3.63 | 1.14 | 13 | Medium |
| 2 | Promotes teachers' self – censorship. | 3.62 | 1.24 | 14 | Medium |
| 34 | Adopts the concept of constructive competition | 3.62 | 1.19 | 14 | Medium |

| No. | Item | Mean | S.D. | Rank | Degree |
|-----|------|------|------|------|--------|
| | among teachers. | | | | |
| 3 | Ensures the quality of performance in school work. | 3.61 | 1.17 | 16 | Medium |
| 4 | Teachers are encouraged to use e-learning. | 3.61 | 1.14 | 16 | Medium |
| 19 | Possesses the skills of innovative excellence in time management. | 3.61 | 1.04 | 16 | Medium |
| 30 | Tracks the problems others have at work. | 3.61 | 1.15 | 16 | Medium |
| 7 | Some of her powers are delegated to teachers. | 3.60 | 1.12 | 20 | Medium |
| **No.** | **Item** | **Mean** | **S.D.** | **Rank** | **Degree** |
| 31 | She has the ability to imagine many alternatives to deal with problems. | 3.59 | 1.19 | 21 | Medium |
| 20 | Teachers' constructive ideas are invested in mobilizing the talents of others. | 3.59 | 1.04 | 21 | Medium |
| 33 | Commends the teacher who achieves any creative achievement even if outside the organization. | 3.57 | 1.16 | 23 | Medium |
| 6 | Provides a suitable school environment that encourages | 3.55 | 1.12 | 24 | Medium |

| | | | | |
|---|---|---|---|---|
| | creativity and the generation of ideas. | | | | |
| 15 | Works to achieve administrative excellence in the school. | 3.53 | 1.02 | 25 | Medium |
| 32 | She works to find effective ways to carry out the work. | 3.53 | 1.20 | 26 | Medium |
| 8 | Motivates teachers to focus on the strengths of their work. | 3.44 | 1.23 | 27 | Medium |
| 16 | She works to achieve excellence in innovative strategic thinking in school work. | 3.44 | 1.11 | 27 | Medium |
| 12 | She characterizes by the control of the work pressure faced. | 3.43 | 1.17 | 29 | Medium |
| 5 | She uses roaming management to break the barriers that hinder the work. | 3.42 | 1.27 | 30 | Medium |
| 36 | She tries to troubleshoot problems to solve them. | 3.41 | 1.10 | 31 | Medium |
| 42 | Encourages teachers to stay away from routine at work. | 3.39 | 1.13 | 32 | Medium |
| 21 | She has a high mental | 3.38 | 1.16 | 33 | Medium |

| | | | | | |
|---|---|---|---|---|---|
| | perception. | | | | |
| 17 | She works to formulate an innovative vision for working at school. | 3.37 | 1.03 | 34 | Medium |
| 37 | She tries new ideas to solve problems. | 3.29 | 1.14 | 35 | Medium |
| 40 | Provides material and moral facilities to attract innovative teachers and ensures that they continue to work. | 3.23 | 1.15 | 36 | Medium |
| 41 | Encourages persons with new ideas from teachers. | 3.23 | 1.12 | 36 | Medium |
| 38 | New ideas are critical of constructive criticism. | 3.21 | 1.15 | 38 | Medium |
| 43 | She encourages teachers who think outside their specialization. | 3.19 | 1.16 | 39 | Medium |
| 39 | Encourages teachers with new ideas. | 3.17 | 1.15 | 40 | Medium |
| 29 | She has the courage to perform innovative work. | 3.15 | 1.22 | 41 | Medium |
| 18 | Turns ideas into projects at school. | 3.14 | 1.14 | 42 | Medium |
| 23 | Possesses modern educational planning | 3.12 | 1.11 | 43 | Medium |

| | | | | | |
|---|---|---|---|---|---|
| methods. | | | | | |
| **Total score** | **3.54** | **0.81** | **-** | **Medium** | |

As shown in Table (1), the degree of practicing innovative leadership by public secondary school female principals in Amman from the teachers' point of view was medium with a mean of (3.54) and standard deviation of (0.81).

This may be attributed to the challenges faced by the school administration through the daily developments that take different forms and dimensions and need to deal with them. It may also be attributed to the ability to find innovative solutions to problems and to the confidence of principals in their ability to innovate and change in innovative ways that easily deal with stress, conflict and everyday problems. As well as to provide support to the school staff and take measures to change and commitment to the vision of the school and believe in its mission and the ongoing search for information and the ability to analyze.

This result differed with the study of Carmeli, et.al. (2010), which showed that the uniqueness of the principal in decision – making and providing ready-made solutions for subordinates were the most important obstacles that prevent the increase of innovative capacity.

Second: The results related to the answer to the second question that states: What is the level of the job performance of public secondary school female principals in Amman from female teachers' point of view?

To answer this question, means and standard deviations have been calculated. The rank and level of job performance of public secondary school female principals in Amman were determined from female teachers' point of view, as shown in Table (2).

Table 2: Means, standard deviations, ranks and the degree of practicing innovative leadership by public secondary school female principals from female teachers' point of view

| No. | Item | Mean | S.D. | Rank | Degree |
|---|---|---|---|---|---|
| 11 | Professional needs of teachers are constantly diagnosed. | 3.82 | 1.06 | 1 | High |
| 4 | Prepares a plan to follow the achievements of teachers in the school. | 3.74 | 1.30 | 2 | High |
| 14 | Working on the use of information communication technology (ICT) in the development of teachers professionally and academically. | 3.73 | 1.02 | 3 | High |
| 10 | The evaluation procedures in her | 3.70 | 1.05 | 4 | High |

| | | | | | |
|---|---|---|---|---|---|
| | school are constantly evolving. | | | | |
| 20 | Students are familiar with school regulations. | 3.68 | 1.02 | 5 | High |
| 1 | Be sure to take into account the potential of the school when planning activities for the school. | 3.67 | 1.16 | 6 | Medium |
| 7 | Observations on teachers' performance are monitored according to specific records. | 3.65 | 1.20 | 7 | Medium |
| 25 | Encourages teacher meetings related to curriculum development. | 3.65 | 1.28 | 7 | Medium |
| 21 | Develops plans to promote positive behaviors among students. | 3.63 | 1.04 | 9 | Medium |
| 37 | Coordinates with stakeholders to train teachers according to | 3.62 | 1.23 | 10 | Medium |

| | | | | | |
|---|---|---|---|---|---|
| | their professional needs. | | | | |
| 9 | Provides an opportunity for teachers to evaluate their technical and administrative performance. | 3.58 | 1.22 | 11 | Medium |
| 5 | Keens to evaluate the achievements in the school. | 3.57 | 1.25 | 12 | Medium |
| 3 | She is keen to strengthen the positive relations between her and the teachers in the school. | 3.49 | 1.33 | 13 | Medium |
| 8 | Encourages teachers on their self – evaluation of their work. | 3.49 | 1.26 | 13 | Medium |
| 27 | She works to reduce dropout and absenteeism problems. | 3.45 | 1.23 | 15 | Medium |
| 2 | The roles are distributed to all teachers in the school according to their | 3.44 | 1.36 | 16 | Medium |

| | | | | |
|---|---|---|---|---|
| | abilities and specializations. | | | | |
| 26 | Encourages teachers to diversity using appropriate teaching methods. | 3.38 | 1.12 | 17 | Medium |
| 15 | Keeps track of what is new in the field of educational administration. | 3.35 | 1.16 | 18 | Medium |
| 18 | Keens to activate different school councils. | 3.34 | 1.03 | 19 | Medium |
| 12 | Develops training plans to develop the ability of teachers. | 3.33 | 1.20 | 20 | Medium |
| 40 | Evaluates teachers' performance in cooperation with educational supervisors. | 3.25 | 1.36 | 21 | Medium |
| 13 | Keens to exchange experiences with their principals. | 3.24 | 1.23 | 22 | Medium |
| 38 | Creates the right atmosphere for new | 3.24 | 1.33 | 22 | Medium |

| | | | | |
|---|---|---|---|---|
| | teachers to adapt to the school system. | | | | |
| 22 | Plans to take care of individuals with special needs at school (creators, slow learners and persons with learning difficulties). | 3.20 | 1.17 | 24 | Medium |
| 28 | Evaluates teachers fairly and objectively. | 3.19 | 1.29 | 25 | Medium |
| 29 | She works to strengthen the link between parents and teachers. | 3.19 | 1.30 | 25 | Medium |
| 17 | Provides moral incentives for teachers to encourage professional self – development. | 3.18 | 1.23 | 27 | Medium |
| 31 | Regularly monitors teachers. | 3.17 | 1.23 | 28 | Medium |
| 44 | Periodically follows public safety in school facilities. | 3.15 | 1.26 | 29 | Medium |
| 16 | Provides a good environment that | 3.13 | 1.26 | 30 | Medium |

| | | | | |
|---|---|---|---|---|
| | encourages teachers on professional self – growth. | | | | |
| 36 | Encourages teachers to conduct operational research to find solutions to some school problems. | 3.11 | 1.27 | 31 | Medium |
| 34 | She plans to manage the financial expenses necessary for educational projects. | 3.10 | 1.18 | 32 | Medium |
| 35 | She follows up the implementation of her teachers for the observations of educational supervisors. | 3.05 | 1.25 | 33 | Medium |
| 41 | Encourages parents to participate in school activities. | 3.03 | 1.35 | 34 | Medium |
| 32 | Outgoing and incoming correspondence shall be duly kept. | 3.02 | 1.26 | 35 | Medium |
| 42 | Interested in school facilities such as | 2.95 | 1.19 | 36 | Medium |

| | gardens, playgrounds, squares, fences and toilets. | | | | |
|---|---|---|---|---|---|
| 23 | Allows the local community to benefit from various school facilities. | 2.90 | 1.28 | 37 | Medium |
| 6 | Ensures immediate feedback to teachers on their achievements. | 2.83 | 1.30 | 38 | Medium |
| 24 | Keens to build bridges of friendship with local community members. | 2.74 | 1.27 | 39 | Medium |
| 40 | Involves faculty members in school decision – making. | 2.72 | 1.23 | 40 | Medium |
| 30 | The principal prepares the annual formations plan. | 2.71 | 1.29 | 41 | Medium |
| 33 | Maintenance of school furniture continuously. | 2.68 | 1.15 | 42 | Medium |
| 19 | Provides the necessary support for the psychological and educational counselor | 2.64 | 1.17 | 43 | Medium |

| | | | | | |
|---|---|---|---|---|---|
| | to implement the plans. | | | | |
| 43 | Ensures the provision of public safety tools in the school. | 2.50 | 1.05 | 44 | Medium |
| **Total score** | | **3.26** | **0.77** | - | **Medium** |

The results in Table (2) showed that the level of job performance of public secondary school female principals in Amman from female teachers' point of view was medium. The mean was (3.26) with standard deviation of (0.77). This may be attributed to the interest in achieving the objectives of the school and taking into account the professional needs of teachers, follow – up, identify roles in the school and develop the skills of teachers to reach the best performance, as well as activate the regulations, laws and instructions that determine the tasks of the principal, and planning that determines the work and the specific times to complete the work.

Third: The results related to the answer to the third question that states: Is there a significant correlational relationship at ($\alpha$ = 0.05) between the degree of practicing innovative leadership by public secondary school female principals and the level of their job performance?

To answer this question, the Pearson correlation coefficient was used between the degree of practicing innovative leadership by public secondary school female principals and their level of job performance. Table (3) shows these results.

Table 3: The value of the correlation coefficient between the degree of practicing innovative leadership by public secondary school female principals in Amman and the level of job performance using Pearson correlation coefficient

| Variable | Mean | Standard deviation | Correlation coefficient | Level of significance |
|----------|------|--------------------|-------------------------|------------------------|
| The degree of practicing innovative leadership | 3.54 | 0.81 | 0.12* | 0.016 |
| The level of job performance | 3.26 | 0.77 | | |

* Significant at ($\alpha = 0.05$)

This result of a correlation between the degree of practicing innovative leadership and the level of job performance may be attributed to the fact that job performance can only be achieved through innovative leadership that achieves excellence in accomplishing works by encouraging innovation, creativity, excellence and follow – up.

## 4. CONCLUSION

In light of the results of the study, the researchers conclusion recommended the following:

- The degree of practicing innovative leadership by public secondary school female principals in Amman from the teachers' point of view was medium with a mean.

- The level of job performance of public secondary school female principals in Amman from female teachers' point of view was medium.

- There is a correlation between the degree of innovative leadership practice and the level of job performance.

- Organizing training courses for the female principals of public secondary schools in Amman on the subject of innovative leadership in terms of what it is and its importance to the educational process.

- Providing incentives for the innovative principal adopted by King Abdullah II award and Queen Rania award of the innovative leader.

- The need to train secondary school female principals and develop their skills continuously to raise the level of their job performance.

**ACKNOWLEDGEMENT**

# REFERENCES

ABBAS, S. (2004). Innovative leadership and outstanding performance: A training package for the development of administrative creativity, **Amman: Wael Publishing House.**

AL – MAGHRABI, A.A. (2005). Management: Jobs of managers in 21st century organizations, **Mansoura: Modern library.**

AL – QASIMI, O.B.A. (2002). The concept of administrative creativity and its development, **The Third Arab conference in Creative Leadership Management and Renewal in Light of Integrity and Transparency, Beirut, 28-31, October, 2002.**

AL – ZAHRANI, O.A. (2009). Factors affecting the job performance of Al – Baha Region Emirate and governorates in Saudi Arabia: An analytical study of trends (Unpublished Master Thesis). **University of Jordan, Amman, Jordan.**

CARMELI, A., GELBARD, R. & GEFEN, D. (2010). "The importance of innovative leadership in cultivating strategic fit and enhancing firm performance". **The Leadership Quarterly Journal, 21(3), 339-349.**

FONG, C., ALISON, L. & YAU, H.K. (2011). "Principals' and teachers' perceptions of quality management, in Hong Kong primary schools". **Quality Assurance in Education, 19(2), 170-186.**

Gelda, B. & Abbawi, Z.M. (2006). Creativity and innovation management, **Amman: Dar Konooz Al – Marifa.**

HALL, D. (2011). "The discursive performance of leadership in schools". **Management in Education, 25(1), 32.**

MASHHOUR, T. (2010). **Administrative development strategies,** Amman: Dar Osama for Publishing and Distribution.

PATERSON, C. (2010). Innovation and the public school system: Key elements and strategies utilized by superintendents to lead innovation in California school districts, **University of LaVerne.**

SALFI, N.A. (2011). "Successful leadership practices of head teachers for school improvement: Some evidence from Pakistan". **Journal of Educational Administration, 49(4).**

YILMAZ, E. (2010). The analysis of organizational creativity in schools regarding principal's ethical leadership characteristics". **Journal of Social and Behavioral Sciences, 2(2), 3949-3953.**