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The Status Quo of Change Leadership of Secondary Schools in Jordan from the Perspective of their Principals and Teachers

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Cover Page Footnote

Faculty of Educational Sciences\University of Jordan

The Status Quo of Change Leadership of Secondary Schools in Jordan from the Perspective of their Principals and Teachers

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Abstract:

This study aimed at exploring the status quo of change leadership in Jordanian secondary schools from the perspective of school principals and their teachers. To achieve the research objectives, the descriptive survey approach was adopted. The randomly selected study sample consisted of (205) male/female principals and (377) male/female teachers, from public and private schools in Amman, the capital of Jordan. The two researchers developed a 38-item questionnaire on change leadership divided into five dimensions: awareness, desire, knowledge, ability, and reinforcement. The results of the study indicated that the total degree of the status quo of change leadership in secondary schools in Jordan from the perspective of principals and their teachers was moderate in all dimensions. Furthermore, the findings of the study showed significant differences at ($\alpha \leq 0.05$) in the total degree of the study sample's perceptions, attributed to teaching sector and job title, in favor of the public sector and principals. Thus, the researchers recommended setting standards for hiring and assessing school principals, in addition to raising awareness about the significance of applying change as a prerequisite for educational development.

Key Words: change leadership, educational leadership, secondary schools, and principals.

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واقع قيادة التغيير في المدارس الثانوية في الأردن من وجهة نظر مديري المدارس ومعلميها

ناديا خرباط

أ.د. راتب سلامة السعود

ملخص:

هدفت الدراسة إلى تعرّف واقع قيادة التغيير في المدارس الثانوية في الأردن من وجهة نظر مديري المدارس ومعلميها. ولتحقيق أهداف الدراسة، تمّ اعتماد المنهج الوصفي المسحي. تكونت عينة الدراسة، التي تم اختيارها بطريقة عشوائية، من (205) مدير ومديرة، و (377) معلم ومعلمة في المدارس الحكومية والخاصة في العاصمة الأردنية عمّان. وقد طوّر الباحثان استبانة مكونة من 38 فقرة حول قيادة التغيير مقسّمة إلى خمسة أبعاد: الوعي، والرغبة، والمعرفة، والمقدرة، والتعزيز. وأظهرت نتائج الدراسة أن درجة واقع قيادة التغيير في المدارس الثانوية في الأردن من وجهة نظر المديرين والمعلمين جاءت بدرجة متوسطة في جميع المجالات. كما وأظهرت النتائج وجود فروق ذات دلالة إحصائية عند مستوى الدلالة ($0.05 \leq \alpha$) في الدرجة الكلية لتصورات أفراد عيّنة الدراسة تُعزى لقطاع التعليم والمسمى الوظيفي لصالح القطاع الحكومي، والمديرين. في حين لا توجد فروق ذات دلالة إحصائية تُعزى لمتغيري الجنس والخبرة. وقد أوصى الباحثان بضرورة وضع معايير لاختيار مديري المدارس وتقويمهم، ورفع مستوى الوعي بين مديري المدارس والمعلمين حول أهمية تطبيق مفهوم التغيير كشرط أساسي لتطوير التعليم.

الكلمات المفتاحية: قيادة التغيير، القيادة التربوية، المدارس الثانوية، مديرو المدارس.

Introduction:

Since Education is the core of progress and development in a rapidly changing world, educational institutions are responsible for coping up with the escalating updates facing different aspects of everyday-life. They are also in charge of the production of knowledge and the acquirement of the necessary skills demanded to manage the community and satisfy the constant complex needs and changes.

Change is a natural continuous process in a life cycle for individuals as well as organizations. The world has become more complex with constant change. Although change is often a difficult process, it is the essence of sustainability and stability in people's lives. The reason why organizations go through change is to survive and grow (Fullan, 2011); the ability to change structures, processes, and technologies effectively and efficiently in response to competitive challenges and threats is the key for this survival. Yet, change is hard to accept, for people "overestimate the value of what they have, and underestimate the value of what they may gain by giving that up" (Belasco *et al.*, 2000). If people are not convinced with change, they will not be a real part of it; hence, the process of change will fail causing a severe fall down to both: the organization and the individuals.

With organizational change, the ability to create, organize, and finally cope with the huge accelerating life changes is becoming a requirement of effective leaders, as leaders are responsible for paving the way towards a better future (Fullan, 2011). Productive change in any educational institution is insufficient without the active presence of a real leadership, whose practices and believes are associated with the core competencies of an organization to achieve the desired outcomes. According to Drucker (2000), leadership is "lifting a person's vision to high sights, the raising of a person's performance to a higher standard, the building of a personality beyond its normal limitations".

The main challenge with the change process in educational institutions is the appropriateness and continuity of its results (Lowery, 2010). A major problem with change is that it generates many leadership activities, but not necessarily the desired results; in other words, a change that is always in need of being changed! Today's modern educational systems have been working hard to achieve a horizontal productive change required for their institutions (Ariratanaet *al.*, 2015), to assist these institutions to survive and grow.

Locally, Jordan has witnessed a wide change process in its educational system, with all its components, as a result of the First National Conference for Educational Development in 1987, in which the role of educational leadership was emphasized and raised as the milestone of the process of change. This has been highlighted through developing and preparing educational leaders to fit the level of the reform required, in order to make a quantum leap in relation to the administrative methods, to achieve the objectives of the educational policy (Mu'tamn,2014).

Schools are required to examine their performance, strategy, systems and processes continuously to understand what changes need to be made. Schools must also realize the implications of the new change on its school staff. Yet, these efforts continue to be of little benefit unless school leaders, who are committed to the school's vision, capable of leading and managing the desirable change, embrace them and are aware of the challenges faced through the change process.

Statement of the Problem

Change is becoming more challenging, that the conventional approach to educational change is no longer sufficient or adequate. Despite the improvements achieved in the educational system, there are still challenges and difficulties facing the educational change leadership. Most of the successive reforms in the educational system are insufficient and non-sustainable (Mu'tamn, 2014). Many field studies have also found that the efficiency of school administration in secondary schools is dominated by the centralization and the stereotypical performance (Abu aliwa, 2010). In addition, the school environment satisfies the familiar and discourages creative ideas, which generates resistance to any initiative of change in administrative and educational policies in the educational institution (Shwabkeh, 2007). Therefore, the problem of this study can be identified in the existence of many shortcomings in leading change in educational institutions (schools). Consequently, the researchers have investigated the status quo regarding change leadership of secondary school principals in Jordan.

Questions of the Study

The purpose of this study is to investigate and explore the status quo of change leadership in secondary schools in Jordan, from the perspective of principals and their teachers through answering the following questions:

1. What is the status quo of change leadership of secondary schools in Jordan, from the perspective of principals and their teachers?

2. Are there significant differences at ($\alpha \leq 0.05$) in the study sample's perceptions of the status quo of change leadership, attributed to the following variables: sex, sector, job title and experience?

Significance of the Study

The significance of this study stems from its subject, change leadership; it is hoped that the following parties benefit from its results:

1. Educational institutions and school leaders, who seek for a sustainable and efficient change in their environment.
2. Decision makers and decision takers in the Ministry of Education, to reform the process of change leadership to ensure sustainability.
3. Researchers and educators in the educational field in general, and in the field of educational administration in particular.

Delimitations of the Study

This study is conducted for secondary school principals in Jordan, during the academic year 2016/2017

Definitions of Terms

The terms used in this study are defined conceptually and operationally as the following:

Change Leadership

Change Leadership is defined as the ability to influence and enthuse others through personal advocacy, vision and drive, and to access resources to build a solid platform for change (Higgs & Rowland, 2000). The researchers define Change Leadership operationally in this study as a strategic approach to motivate principals and help them recognize the significance of the need to change from where they are to where they are supposed to be, as measured by the study instrument used for data gathering.

Educational Leadership

Bush and Glover (2003) identify educational leadership as a process of influence, leading to the achievement of desired purposes in the school environment. Operationally, educational leadership is defined as directing a shared vision that gears school philosophy, structures, and activities towards the accomplishment of the school goals, through influential school leaders and administrators.

Literature Review

In this section, the researchers presented the related literature as follows:

The Concept of Change Leadership

Many researchers define 'leading change' by contrasting it to 'managing change'; while managers focus on tasks, tools, plans, and outcomes (Kotter, 2007), leaders are concerned with vision, values, motivation, inspiration (Gill, 2003), and intimacy (Banatu-Gomez & Banatu-Gomez, 2007). Ganz (2010) states that change leadership is "accepting responsibility to create conditions that enable others to achieve shared purpose in the face of uncertainty." Kotter (2011) proclaim that change leadership is associated "with putting an engine on the whole change process, and making it go faster, smarter, more efficiently." This means that change leadership is the driving force to enlighten visions and modify processes accordingly, in order to achieve goals.

Change Leadership Principles

Change leadership efforts should be customized and scaled according to the unique characteristics and the significant culture of the organization. To accomplish this understanding, Hiatt and Creasey (2003) suggest the following primary guiding principles for change leadership:

Principle 1: Senders and Receivers: what a sender says and what a receiver understands are very different messages.

Principle 2: Employees' resistance is normal and should be expected in advance.

Principle 3: The more support leaders show to employees, the more positive results they will gain and the less resistance they might face.

Principle 4: The culture of the organization's value system influences the reaction towards change.

Principle 5: The size and kind of change determines the kind of management needed. Yet, regardless how small the change is, change leadership is always required.

Principle 6: Leaders should not assume that employees would get through the change process simply because "it's the right thing to do". Employees should be satisfied with the change and have the desire to implement it. Otherwise, change will be likely to fail.

Principle 7: Change is a process that is not implemented in a single moment; therefore, the role of change leaders should not be reduced into a single event.

Educational Change Leadership

Educational institutions are obliged to undergo change to survive and grow in such a world of explosive knowledge. In his fourth edition of 'The

New Meaning of Educational Change', Fullan (2007) suggests enormous amount of change has happened to the understanding of educational change in the last six years. To survive in today's changeable world, educational institutions are required to examine their performance, strategy, systems and processes continuously to understand what changes need to be made. On the other hand, educational institutions must also realize the implications of the new change on its employees.

Educational (School) Change Leadership Models

The past thirty years have testified to the evolution of new conceptual models in the field of educational leadership. Unlike many earlier leadership models, these models focus clearly on the manner in which the educational leadership brings about improved educational outcomes (Leithwood *et al.*, 1999).

A. Instructional School Leadership

This type of school leadership focuses on managing teaching and learning as the major activities of the educational institutions. It focuses on leaders' attention to teachers' behavior as they engage in activities directly, affecting the growth of students.

B. Transformational School Leadership

The concept of transformational leadership was first introduced in a mature form by Burns (1978). Transformational leadership is associated with developing institution's capacity to innovate, rather than focusing specifically on direct coordination and control (Hallinger, 2003).

C. Distributed School Leadership

It is also called "democratic leadership" or "team leadership" (DeFlaminis *et al.*, 2016), and is defined as a "series of antidotes to the work in the heroic of leadership" (Spillane, 2005) in which interacting components: leaders, followers, and situations are understood together. In fact, leadership activities are distributed among multiple leaders based on the situation and the area of activity (Harris & Spillane, 2008).

Leaders as Change Agents

Leaders' spirit, insight, wisdom, compassion and skills are necessary to embrace change and lead people. Leaders' behavior and attitude are also the core of the change process. Fullen (2010) emphasizes the significance of school leaders "vision builders" as being part of both school culture and climate. The position of a principal is almost an enduring feature in a school's structure. Regardless the relativity of significance attached to the

administrative role of principals in schools, it is the principal who is regarded the key educational leader, and the one person in school who has the most power and opportunity to practice leadership (Gurr *et al.*, 2006).

Related Previous Studies

The researchers present the related previous studies as follows:

Vilakazi (2008) focused in his study in South Africa, on the significance of the role of schools' principals as agents of change. The study was conducted on (70) school principals (77% of the population) in GertSibande. The study revealed that change in the context of education means that principals will be exposed to new controls and regulations, growth-increasing competition, technological developments and changes in the work force.

Al-Dhufairy (2010) aimed in his thesis at identifying the degree of awareness and practice of change management of public secondary school principals in the State of Kuwait and their relationship to school effectiveness. The study sample involved all principals of public secondary schools in Kuwait with a total of (128) male and female principals as well as (551) male and female teachers. A three- part questionnaire was developed to serve the purposes of this study. The study results proved that secondary school principals showed a high degree of awareness and practice to change management. The findings also showed that there were differences in principals' awareness to change management in favor of female principals.

DeLucia (2011) sought in her study to understand K-12 principals' perceptions of the supports and barriers related to their abilities to implement the practices of challenging the process, inspiring vision, enabling others to act, and modeling the way in Walden city in the USA. The study utilized reflective journals and individual interviews as the main instruments, with a sample of (7) public school principals and (29) teachers. The study revealed that the estimates on change management practices ranged from high to moderate, and there were significant differences among respondents based on their education, job title, and experience.

Vilkinasand West (2011) reported results of analyses of data from an online 360° feedback survey with (19) heads of school, (23) line managers and (120) significant others (peers, academic staff and administrative staff) from Australian universities. Their study focused on the leaders' effectiveness, and the degree of significance of several leadership roles. The findings showed that the leaders of school self-evaluations were lower (but not significantly so) than the scores from their employees'. Both agreed on

how much significance they attributed to leadership roles, and on the extent to which these roles were displayed by leaders of schools. Yet, there were significant differences between the roles, in the extent to which they were displayed and considered important.

Ariratana, Sirisookslip, and Ngang (2015) discussed in the fifth World Conference on Learning, Teaching and Educational Leadership (WCLTA) the valuable leadership soft skills for administering organization effectively and efficiently. The aim of this study was to measure the improvement of leadership soft skills among educational administrators in Malaysia, using the guidelines. A total of (477) school administrators and teachers were involved in this study. In addition, (15) school administrators and teachers had participated in a focus group discussion. The results of this study implied that the level of leadership soft skills among educational administrators was high. In conclusion, educational administrators' leadership soft skills should be highly adapted in their administration to motivate a positive change of teachers' attitudes and behaviors.

Mangundjaya, Utoyo, &Wulandari (2015) stated in their study that organizational change plays an important role in the sustainability of success of the organization. The objective of this study is to identify the role of leadership and employee condition on reaction to organizational change. This study was conducted at state-owned organizations with (539) respondents in the UK. The results implied that job satisfaction act as moderator between change leadership and individual readiness for change and commitment to change.

Soini, Pietarinen& Pyhalto (2016) inspected the effect of school principals' hands-on strategies that reflect their theories of changing on the development of their schools and on the large-scale reform roots. The study explored five comprehensive school principals' leadership strategies during a large-scale school reform in Finland. The results suggested that principals' everyday hands-on strategies reflect the precise nature of leading reform. Principals' theory of change tends to focus on creating and protecting teachers' opportunities for meaningful learning.

What is New in this Study?

Like other related studies, this study emphasizes the significance of change in organizations' growth and sustainability. It also shares other studies the assurance of the significant role of organizational leadership in accomplishing the required change for the benefit of individuals as well as organizations. This study, however, focuses on change leadership in

educational institutions, from the perspective of secondary school principals and their teachers in Jordan.

Research Design and Methodology

To achieve the research objectives, the descriptive survey approach has been followed.

Population of the Study

The population of the study consisted of all secondary school principals and teachers in Jordan in both, public and private sectors with a total number of (1579) male/ female principals and (29210) male/ female teachers, according to the statistics of the Ministry of Education for the scholastic year 2016-2017.

Sampling

The sample of the study was selected as follows:

1. The researcher restricted the study population in the Governorate of Amman and excluded from the sample the districts of Jiza and Muwaqar, as there are no private schools in both.
2. The researcher then selected three directorates randomly from the seven remaining directorates: (Qasabat Amman, Al-Jamea'a and al-Queismeh).
3. Consecutively, the researcher selected all the principals of public and private secondary schools in each of these districts. Thus, the sample of principals consisted of (229) male/ female principals. The researcher then selected two teachers randomly from each secondary school in the three-selected directorate above, with total number of (458) male/ female teachers.
4. The sample has been formed after the distribution and retrieval of the study instrument of (205) male/ female principals, and (377) male/ female teachers (in consistent with The Statistical Table for Determining Random Sample Size).

Table 1 shows the distribution of the study sample in accordance to its variables:

Table 1. The distribution of the study sample in accordance to its variables

Variable	Level	No.	Total
Sex	Male	243	582
	Female	339	
Sector	Public	365	582
	Private	217	
Job title	Principals	205	582
	Teachers	377	

Variable	Level	No.	Total
Experience	Short (less than 5)	186	582
	Medium (5-10)	260	
	Long (more than 10)	136	

Study Instrument

To serve the objectives of the study, the researchers developed the study instrument by referring to the literature on the subject of the study. A 38-item 5-point Likert Scale format questionnaire was developed, consisting of five dimensions: Awareness, Desire, Knowledge, Ability, and Reinforcement.

Content Validity

The study instrument validity was tested through arbitrators; to assure the validity of the questionnaire, a panel of university professors in educational administration and foundations (11 arbitrators) were asked to comment on the lay out and the content of the questionnaire. Furthermore, the researchers asked the arbitrators to ascertain the relevance of the items of the study tool to its subject and dimensions, in addition to the clarity and the validity of language formulation. Arbitrators agreed on the dimensions of the questionnaire, and provided their comments, observations, recommendations and useful suggestions regarding the language formulation of some items.

Reliability of the Instrument

The reliability coefficient was calculated using the Cronbach Alpha formula for the tool dimensions. The total internal consistency coefficient of change leadership and employee engagement dimensions was (0.91). Cronbach alpha values rounded from (0.80) to (0.90), and all these values are accepted for the purpose of this study. In order to determine the degree of change leadership in secondary schools in Jordan, the researchers adopted the following measure: low (1- 2.33), medium (2.34- 3.67), and high (3.68 and more).

Variables of the Study

The study included the following variables:

- Independent variable: Principals and teachers' perceptions of the status quo of change leadership in secondary schools in Jordan.
- Secondary independent variables, including sector (public/private), sex (male/female), experience (short/medium/long), and job title (principal/teacher).

- c. Dependent variable: The current status of change leadership at secondary schools in Jordan.

Findings and Discussion

- i. **Results related to the first question, which is: What is the status quo of change leadership in secondary schools in Jordan, from the perspective of principals and their teachers?**

To answer this question, means and standard deviations of the status quo of change leadership in secondary schools in Jordan from the perspective of principals and teachers, were calculated for all dimensions as shown in Table 2.

Table 2. Means and standard deviations of the status quo of change leadership in secondary schools in Jordan from the perspective of principals and teachers

No	Dimension	M	SD	Rank	level
2	Desire	3.52	0.62	1	moderate
1	Awareness	3.51	0.64	2	moderate
3	Knowledge	3.44	0.61	3	moderate
4	Ability	3.38	0.63	4	moderate
5	Reinforcement	3.33	0.67	5	Moderate
Total		3.44	0.54	Moderate	

Table 2 shows that the total degree of the status quo of change leadership in secondary schools in Jordan from the perspective of principals and teachers was moderate in all dimensions, where the mean was (3.44) with a standard deviation of(0.54). Meanwhile, the means of all dimensions rounded (from 3.52 to 3.33), where the highest rank was for the Desire dimension with a mean of (3.52) and a standard deviation of (0.62); and the lowest rank was for the Reinforcement dimension, with a mean of (3.33) and a standard deviation of (0.67).

The researchers attribute these results to the clear interest by educational policy makers to bring about a radical change in the educational administrative and academic practices. However, the ability of educational institutions to achieve the desired change is still insufficient at the practical level, because of the great challenges that overwhelm this desire to adapt a change and sustain it such as the poor preparation and rehabilitation of existing educational leaders that tend to be central and traditional. In addition to the traditional organizational structure of the school administrations, which lacks the flexibility and the inability to absorb or accept change. The researchers also believe that school principals are restricted to the policies set by the Ministry of Education, including the educational outputs, so that they would lack the concern for renewal and

modernization outside this framework. Besides, principals suffer from the burden of the daily routine imposed on them, which prevents their ability to think and innovate beyond the limits of their current status.

The results of this study agree with the study of DeLucia (2011), which reveals that the estimates on change management practices range from high to moderate. On the other hand, this study disagrees with Ariratana, Sirisookslip, and Ngang (2014), which implies that the level of leadership soft skills among educational administrators was high.

ii. Results related to the second question, which is: Are there significant differences at ($\alpha \leq 0.05$) in the study sample's perceptions of the status quo of change leadership, attributed to the following variables: sex, sector, job title and experience?

The researchers answered this question according to each variable separately, as follows:

Sector Variable (Public/Private):

Means, standard deviations and (t-test) were conducted for principals and teachers' perceptions of the status quo of change leadership, attributed to sector, as shown in Table.

Table 3: Means, standard deviations, and (t-test) results for principals and their teachers' perceptions of the status quo of change leadership, attributed to sector variable

Dimension	Sec.	N	M	SD	T	Sig
Awareness	public	365	3.61	0.58	4.959	0.000
	private	217	3.34	0.71		
Desire	public	365	3.58	0.54	3.617	0.003
	private	217	3.39	0.71		
Knowledge	public	365	3.49	0.54	2.754	0.006
	private	217	3.34	0.69		
Ability	public	365	3.43	0.56	2.462	0.014
	private	217	3.30	0.72		
Reinforcement	public	365	3.40	0.61	3.392	0.003
	private	217	3.21	0.76		
Total	public	365	3.51	0.47	4.105	0.005
	private	217	3.32	0.64		

Table 3 shows significant differences at ($\alpha \leq 0.05$) in the total degree of the study sample's perceptions of the status quo of change leadership, attributed to sector, as (t) value reached (4.105) in favor of public sector, and all dimensions show significant differences attributed to sector in favor of public sector as well. Although this is an unexpected result, it may be attributed to the noticeable efforts of the Ministry of Education, with the

support of international organizations, in the development of public schools and the improvement of their performance, despite the modest physical potential and poor infrastructure. In addition to the superiority of the public sector in achieving stability among school employees, which makes them notice the change achieved over a relatively long period.

Sex Variable (Male/Female):

Means, standard deviations and (t-test) were conducted for principals and teachers' perceptions of the status quo of change leadership, attributed to sex variable, as shown in Table.

Table 4. Means, standard deviations, and (t-test) results for principals and their teachers' perceptions of the status quo of change leadership, attributed to sex variable

Dimension	Sex	N	M	SD	T	Sig
Awareness	male	243	3.51	0.72	0.043	0.966
	female	339	3.50	0.59		
Desire	male	243	3.47	0.62	-1.495	0.135
	female	339	3.55	0.61		
Knowledge	male	243	3.40	0.65	1.194	0.233
	female	339	3.46	0.57		
Ability	male	243	3.38	0.64	-0.026	0.979
	female	339	3.36	0.62		
Reinforcement	male	243	3.33	0.67	0.041	0.967
	female	339	3.32	0.68		
Total	male	243	3.43	0.58	-0.587	0.557
	female	339	3.45	0.51		

Table 4 indicates no significant differences at ($\alpha \leq 0.05$) in the total degree of the study sample's perceptions of the status quo of change leadership, attributed to sex. All dimensions show no significant differences attributed to sex as well. This may be due to the similarity of the organizational climate and the organizational culture that affect the perceptions of school principals and teachers regardless their sex. This result disagrees with the study of Dhufairy (2010), where there were differences in principals' awareness to change management in favor of female principals.

Experience Variable (Short/Medium/Long):

Means and standard deviations were conducted for principals and teachers' perceptions of the status quo of change leadership, attributed to experience variable, as in Table 5.

Table 5: Means, standard deviations, and (t-test) results for principals and their teachers' perceptions of the status quo of change leadership, attributed to experience variable

Dimension	Experience level	N	M	SD
Awareness	(Short) less than 5	186	3.48	0.63
	(Medium) 5-10 years	260	3.53	0.62
	(Long) more than 10	136	3.52	0.70
	Total	582	3.51	0.64
Desire	(Short) less than 5	186	3.52	0.63
	(Medium) 5-10 years	260	3.51	0.62
	(Long) more than 10	136	3.52	0.60
	Total	582	3.52	0.62
Knowledge	(Short) less than 5	186	3.47	0.58
	(Medium) 5-10 years	260	3.44	0.60
	(Long) more than 10	136	3.38	0.65
	Total	582	3.44	0.61
Ability	(Short) less than 5	186	3.42	0.59
	(Medium) 5-10 years	260	3.36	0.65
	(Long) more than 10	136	3.38	0.64
	Total	582	3.38	0.63
Reinforcement	(Short) less than 5	186	3.41	0.62
	(Medium) 5-10 years	260	3.29	0.69
	(Long) more than 10	136	3.30	0.70
	Total	582	3.33	0.67
Total	(Short) less than 5	186	3.47	0.51
	(Medium) 5-10 years	260	3.43	0.55
	(Long) more than 10	136	3.42	0.57
	Total	582	3.44	0.54

Table 5 identifies noticeable differences in the means of the study sample's perceptions of the status quo of change leadership, attributed to experience; and to figure out if these differences have statistical differences, a one way (ANOVA) analysis was conducted as Table 6 illustrates:

Table 6: The results of one-way (ANOVA) analysis of the effect of experience on the perceptions of secondary school principals and teachers of the status quo of change leadership

Dimension		Sum of Squares	DF	Mean Square	F	Sig.
Awareness	Between Groups	0.231	2	0.115	0.278	0.758
	Within Groups	240.596	579	0.416		
	Total	240.827	581			
Desire	Between Groups	0.014	2	0.007	0.018	0.982
	Within Groups	221.222	579	0.382		
	Total	221.236	581			

Dimension		Sum of Squares	DF	Mean Square	F	Sig.
Knowledge	Between Groups	0.662	2	0.331	0.901	0.407
	Within Groups	212.669	579	0.367		
	Total	213.331	581			
Ability	Between Groups	0.438	2	0.219	0.554	0.575
	Within Groups	228.769	579	0.395		
	Total	229.206	581			
Reinforcement	Between Groups	1.721	2	0.861	1.917	0.148
	Within Groups	260.033	579	0.449		
	Total	261.755	581			
Total	Between Groups	0.132	2	0.066	0.224	0.799
	Within Groups	170.753	579	0.295		
	Total	170.885	581			

Table 6 shows no significant differences attributed to experience in the total degree of the study sample's perceptions of the status quo of change leadership, where the value for the total degree and the dimension as the significant level of "F" ratio exceeded (0.05). This indicates that the number of years of experience does not play a real role in the sample's perceptions, and that the desire of individuals to change exists regardless their practical experience. This result is consistent with the study of DeLucia (2011), which stressed out a significant difference among respondents based on their education, job title, and experience.

Job title Variable (Principal/Teacher):

Means, standard deviations, and (t-test) were conducted for principals and teachers' perceptions of the status quo of change leadership, attributed to job title variable, as shown in Table7.

Table 7: Means, standard deviations and t-test results the study sample's perceptions of the status quo of change leadership, attributed to the job title variable

Dimension	Job Title	N	M	SD	t	Sig
Awareness	principal	205	3.71	0.77	5.766	0.001
	teacher	377	3.40	0.53		
Desire	principal	205	3.69	0.54	4.973	0.002
	teacher	377	3.42	0.64		
Knowledge	principal	205	3.52	0.56	2.497	0.003
	teacher	377	3.39	0.62		
Ability	principal	205	3.40	0.62	0.367	0.714
	teacher	377	3.38	0.63		
Reinforcement	principal	205	3.36	0.63	0.880	0.379
	teacher	377	3.31	0.69		
Total	principal	205	3.55	0.56	3.556	0.000
	teacher	377	3.38	0.53		

Table 7 shows significant differences at ($\alpha \leq 0.05$) in the total degree of the study sample's perceptions of the status quo of change leadership, attributed to job title, in favor of principals. Yet, dimensions of Awareness, Desire, and Knowledge show no significant differences attributed to job title. This is due to the high self-perception of principals towards their leadership of change. In addition to the lack of recognition of the existence of imbalance in school administrators in this aspect. This result disagrees with the report conducted by Vilkinas and West (2011), which shows that the leaders of school self-evaluations were lower (but not significantly so) than the scores from their employees'. Yet, both studies agree that there were significant differences between the roles, in the extent to which they were displayed and considered important.

Conclusions and Recommendations

The findings of the study show that the total degree of the status quo of change leadership in secondary schools in Jordan from the perspective of principals and teachers was moderate in all dimensions. Thus, the researchers recommend the following:

1. Setting standards for the selection and evaluation of school principals, considering school leadership a profession with its rules and ethics.
2. Raising awareness among school principals and teachers about the significance of applying the concept of change as a prerequisite for educational development.
3. Holding training courses for school principals in sustainable change leadership.
4. Developing a positive attitude of teachers towards change through different meetings, courses and seminars.
5. Conducting more qualitative and quantitative studies in the field of change leadership.

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