

**The Impact of Organizational Intelligence on Administrative  
Performance – Field Study of Amman Private Schools**

أثر الذكاء التنظيمي على الأداء الإداري – دراسة ميدانية  
في مدارس عمّان الخاصة

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## Authorization

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## Examination Committee's Decision

This thesis of the student Mohammad Khaled Al-khattab , which study “**The impact of Organizational Intelligence on Administrative performance – field Study of Amman Private Schools** “ has been defined ,  
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**Mohammad Al –Khattab**

## **Dedication**

This thesis will not be for a specific person, this thesis which took from my effort, my time, my family's time, and my responsibilities as a father, will be a gift to every educational institution in this great country.

(Distinguished education is not separated from school administration with outstanding performance)

Allah Almighty said: (And say work, then God, His Messenger, and the believers will see your deeds.)

I also dedicate this thesis to everyone who thinks, strives, and seeks to advance science everywhere.

To those who did not spare any effort to push the locomotive of science and academic research forward, even by one step.

To the icons of creativity in the schools and leaders of educational armies.

If the leader is great ((principal)), the army will be great as well ((employees)) .

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# **The Impact of Organizational Intelligence on Administrative Performance – Field Study of Amman Private Schools**

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## **Abstract**

This study aims to identify the impact of organizational intelligence and on administrative performance - a field study in Amman Private Schools, from principals point of view, and the correlation between them, and in order to achieve the aim of the study, the relational descriptive approach was used, and the study sample consisted of (480) principals, who work In private schools affiliated to the directorates of the capital, Amman.

The researcher developed a questionnaire consisting of two parts, the first part measures organizational intelligence included (20) paragraphs distributed into four areas, and the second part measures The level of administrative performance of school principals and it consisted of (15) items distributed into three areas. And the questionnaire was designed according to Likert's five- scale (1 = Never Implemented, 2 = Slightly Implemented, 3 = Sometimes, 4 = Almost Implemented, 5 = Frequently Implemented). The results showed that the level of organizational intelligence and its impact on the administrative performance of private school principals was high, and the existence of a positive and statistically significant correlation between the level of organizational intelligence of managers and the level of administrative performance. In light of these results, several recommendations were made, the most important of which are: establishing a department specialized in organizational intelligence in all educational institutions, holding workshops to study gaps in organizational intelligence, and engaging school principals in training programs and courses to enable them to achieve excellence in administrative performance in educational institutions, and allocating financial rewards. For employees who initiate creative development activities, and cooperate with administrative staff in the implementation of administrative tasks.

**Keywords: Organizational Intelligence, Administrative Performance, Private Schools in the Capital, Amman, Principals.**

## أثر الذكاء التنظيمي على الاداء الإداري - دراسة ميدانية في مدارس عمان الخاصة

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الملخص

هدفت هذه الدراسة إلى تعرّف مستوى الذكاء التنظيمي وأثره على الاداء الإداري - دراسة ميدانية في مدارس عمان الخاصة، من وجهة نظر المدراء، والعلاقة الارتباطية بينهما، وتحقيقاً لهدف الدراسة تم استخدام المنهج الوصفي الارتباطي، وتكونت عينة الدراسة من (480) اداري، ممن يعملون في المدارس الخاصة التابعة لمديريات محافظة العاصمة عمان، وقام الباحث بتطوير استبانة مكونة من جزأين، تضمن الجزء الأول (20) فقرة موزعة على اربعة مجالات والجزء الثاني استبانة تقيس مستوى الاداء الإداري لدى مديري المدارس وتكونت من (15) فقرة موزعة على ثلاث مجالات، وصممت الإستبانة وفقاً لمقياس ليكرت الخماسي (دائماً، غالباً، أحياناً، نادراً، لم يطبق أبداً).

وأظهرت النتائج أنّ مستوى الذكاء التنظيمي وأثره على الاداء الإداري في المدارس الخاصة، جاء مرتفعاً، ووجود علاقة موجبة ودالة إحصائياً بين مستوى الذكاء التنظيمي لدى المديرين ومستوى الاداء الإداري. وفي ضوء تلك النتائج تم الخروج بعدة توصيات من أهمها: إنشاء قسم مختص بالذكاء التنظيمي في كافة المؤسسات التعليمية، وعقد ورشات عمل لدراسة الفجوات في الذكاء التنظيمي، واشراك مديري المدارس بالبرامج والدورات التدريبية لتمكينهم من تحقيق التميز في الاداء الإداري في المؤسسات التعليمية، وتخصيص مكافئات مالية للموظفين والمعلمين الذين يبادرون بالأنشطة التطويرية الإبداعية، ويتعاونون في تنفيذ المهام الإدارية.

الكلمات المفتاحية: الذكاء التنظيمي، الاداء الإداري، المدارس الخاصة في محافظة العاصمة عمان، المديرين.

# **CHAPTER ONE**

## **Introduction**

The administration is considered as the most vital and important matters nowadays due to its role in facilitating business besides focusing on goals, as it is an essential process in human societies, in order to organize and facilitate human affairs such as arranging the way of living and to achieve the goals, so, the existence of management is imperative as it is the main pillar of every work that is based on a scientific basis that depends on administrative methods to achieve the best services in the shortest time and the lowest possible cost.

Educational organizations aspire to be a gateway to the development, prosperity, and permanence, as they are smart organizations that seek to bring about radical changes in their administrative work methods and choose their employees according to scientific methods that ensure that they and all their members are committed to achieving intelligence that generates outstanding performance. As well as the organizations that wish to be smart must move away from the old methods and looking for the best new methods to have a distinctive performance more than others, which gives them a competitive advantage.

Undoubtedly, the school is one of the most important educational organizations and considered as the basis of the educational system. Furthermore, its effectiveness and success in achieving its goals and the excellence of its employee's performance are primarily due to the existence of a distinguished school administration that works to continuously develop the performance of employees and to create all the conditions, materials, and human capabilities that would work to achieve distinguished education (AlZaedi, 2014).

Organizational intelligence is one of the most important topics that have been planned due to the challenges facing organizations in all sectors, including educational organizations, moreover, it provides a recipe characterized by a proactive approach, whereas effectively investing knowledge tools, and accordingly, the organizational intelligence can be defined as the full management of business sectors and policies at work.

Organizational intelligence reflects the ways of mutually reinforcing the receipt of tacit and explicit knowledge and works to increase the overall interaction of the Organization with a view to achieving timely results (Marjani, A.B. & Soheilipour, M., 2012)

Although organizational intelligence has received little attention from researchers in the field of principal thought, it has begun to take a fundamental role in administrative research in the current period. Abdelwahab (2010) has indicated that organizational intelligence is a set of mutual interactions and feedback between the components of the system on the one hand and the external environment on the other hand, Hamalainen and Saarinen (2007) added on the topic of organizational intelligence as it is considered an intelligent creative attitude response when there are overlaps Complex and different in the inputs of the organization and that it is a key to human behavior in orientation towards life, and is classified at a high level in the multiple intelligences of Gardner.

The existent resources and performance level of the single local authorities or the preference order of citizens might influence performance (i.e. through levelling effects on the service level or common pool problems for investors) (Park 2013; Allers and Geertsema 2016, 662ff.).

Administrations that within a crisis enlarge and in particular deepen networks of different types (in terms of intense and good cooperation) with actors from the civil society, other administrative units, or private enterprises, and document measures undertaken, exhibit high levels of administrative performance (Bauer, 2020).

(Arqawi, et. al, 2020) Administrative performance is one of the most important activities that reflect both the objectives and the means necessary to achieve them. It expresses the employee's efficiency or the desired level of achievement in this work and is related to the outputs that the organizations seek to achieve.

The school principal is also the pillar of the educational system and the basic element in achieving the desired educational goals, in addition to several qualities and qualifications that make the principal a cognitive, behavioral, leadership, and humanitarian person to occupy this role and perform the tasks assigned to him to the fullest. The successful school director is the one in which you meet Academic and practical qualifications and personal characteristics that enable him to carry out his tasks successfully to achieve the set goals, as well as the principal is the supervisor of the implementation of all administrative operations, so principal should have full knowledge of the mechanism of implementing educational and school plans and work according to scientific principles (Saud, 2020).

The need to search for modern methods of educational administration in schools, to keep pace with global developments that have increased the intensity of competition, and changed the way administrative perform in schools due to the tremendous acceleration in technology and its effective impact on school administrative performance and its distinction, for this reason, Jordan has paid great attention to achieving excellence of the administration performance in educational organizations,

especially schools, because it is an important factor in ensuring their effectiveness and continuity of success and development, and believing in the role of the school principal in the educational process, Her Majesty Queen Rania Al-Abdullah focused on the need to achieve the goals of the educational process through the presence of a principal with distinguished performance and launched an annual award for administrative excellence that includes All educational elements to encourage development, development and distinction in the educational process (Queen Rania Al-Abdullah Award for Distinguished Director, 2009).

The researcher believes that a successful principal is the basic building block of the educational organization, and can direct the members of the administrative and teaching staff, students, and parents to achieve the desired goals of the educational learning process, in addition to the certificates and experiences principal must have professional competencies, personal competencies and outstanding performance, where The successive changes in education systems and their multiple problems impose on the principal to have high degrees of intelligence and performance, also the ability to understand and manage students and teachers, with good communication with parents, local community to resolve conflicts in great ways is one of the most important factors supporting the achievement of success.

### **Study Purpose and Objective**

Aligned with the above research, the objectives of this study are listed as follows;

Main Objective:

- To examine the influence of the organizational intelligence on administrative performance.



Sub Objectives:

- To examine the influence of willing of change on administrative performance.
- To examine the influence of convenience in workplace on administrative performance.
- To examine the influence of knowledge sharing on administrative performance.
- To examine the influence of work pressure on administrative performance.

The first question: What is the level of organizational intelligence of private school principals in the capital, Amman, from the principal's point of view?

The second question: What is the level of administrative performance among the principals of private schools in the capital, Amman, from the principals' point of view?

The third question: Is there a relationship between the level of organizational intelligence and the level of administrative performance among private school principals in the capital, Amman, from the principals' point of view?

## **Study Significance and Importance**

The importance of the study is represented in two main parts:

### **First: The Theoretical Significance**

The importance of the study stems theoretically from the importance of the investigated variables, as organizational intelligence and administrative performance are contemporary terms, furthermore, the debate and discussion are still raging about them and their understanding among circles specialized in their nature and in the ability of institutions to employ intelligence in their daily work, as well as the other side of the importance in establishing a clear theoretical framework. The two concepts of organizational intelligence and administrative performance based on the reality of educational organizations and reducing the difference and ambiguity that revolve

around them, in addition to identifying the importance of organizational intelligence and its role in developing and advancing the institution and in enhancing its level of success and achieving excellence in it. It is also hoped from this study to enrich the theoretical literature related to the variables of the current study, In addition to presenting some recommendations and proposals related to organizational intelligence and administrative performance, which could benefit decision-makers in the Ministry of Education and schools.

### **Second: The Practical Significance**

It is expected that this study will benefit private school principals in the governorate of the capital, Amman, in identifying how to practice organizational intelligence to achieve excellence in schools, so that administrative performance is improved, and the educational process is promoted for the better as it deals with the topics of organizational intelligence and administrative performance in schools, and it may also help principals Private schools in Amman Governorate focus on the concept of organizational intelligence and administrative performance. It is also expected to benefit from this study in educational departments with the importance of enhancing administrative performance, and the most important strategies that must be followed to improve and reflect on the educational institution, and it is also expected to benefit researchers to conduct other similar studies.

### **The Study Problem**

The pursuit of a smart educational organization in light of globalization and competition is a fundamental requirement and a major challenge in light of the environmental changes that the world is witnessing today, which makes it imperative for educational organizations to employ new ideas and adopt a management philosophy

that helps them overcome difficulties, and develop a performance that enables them to survive and make them harmonious with the external factors, and among these ideas is the organizational intelligence, as it contains a set of original components in the human being such as innate intelligence, the culture of workers in the organization, and factors that the management practices such as organization and coordination, generating the desire for change, providing the right climate for work, and stimulating achievement. Abdul Sattar's (2019) recommended the necessity of reviewing selection criteria, appointing department heads, setting clear standards that include competencies for organizational intelligence, and conducting tests to measure those competencies, and it also recommended rehabilitating and training current heads by developing their managerial skills in order to fulfill their administrative performance, scientific and academic roles. In addition to organizing seminars, conferences, and meetings focusing on the approach of organizational intelligence, Salman's study (2016) also recommended the necessity of using the incentives and rewards system to achieve a better degree of organizational excellence among administrators performance, and to work on forming a team inside and outside the school whose mission is to communicate with the institutions related to the school that is used to improve the administrative performance and achieve excellence for it. and this was shown through the work of the researcher as an administrator and teacher of business studies in private schools in the capital, Amman, realized the primary role that the principal plays in the school in organizing tasks, facilitating matters, and his role in addressing difficulties and overcoming challenges facing this edifice, in addition, to the need for administrative leaderships with distinctive qualities capable of completing the multiple tasks that are related to a group of operations, to get used to the educational organization effectively to contribute to achieving excellence in administrative performance after making sure

that there are no criteria for selecting leaders in addition to having managers who do not work on investing human and material resources. The occasion for obtaining distinguished administrative performance, and therefore the current study came in an attempt to shed light on the impact of organizational intelligence on the administrative performance in private schools in Amman by answering the following main question:

**Is there any impact of Organizational Intelligence on Administrative performance of Amman Private Schools?**

### **The Study Questions and Hypothesis**

According to the above problem statement, this study tries to answer the following questions:

The main question: Is there any impact of organizational intelligence on administrative performance of Amman private schools? Based on organizational intelligence the main question can be divided into the following four sub-questions:

**Q1.1:** Is there significance influence of willing to change on administrative performance of Amman private schools?

**Q1.2:** Is there significance influence of convenience in work place on Administrative performance of Amman Private Schools?

**Q1.3:** Is there significance influence of knowledge sharing on Administrative performance of Amman Private Schools?

**Q1.4:** Is there significance influence of work pressures on administrative performance of Amman private schools?

## Study Hypothesis

The mentioned above questions will be answered by testing the following hypothesis:

**H01:** There is no impact of Organizational Intelligence on Administrative performance of Amman Private Schools at level  $\alpha \leq 0.05$ .

Based on organizational intelligence the main hypothesis can be divided into the following four sub-hypothesis:

**H01.1:** There is no impact of willing to change on Administrative performance of Amman Private Schools at level  $\alpha \leq 0.05$ .

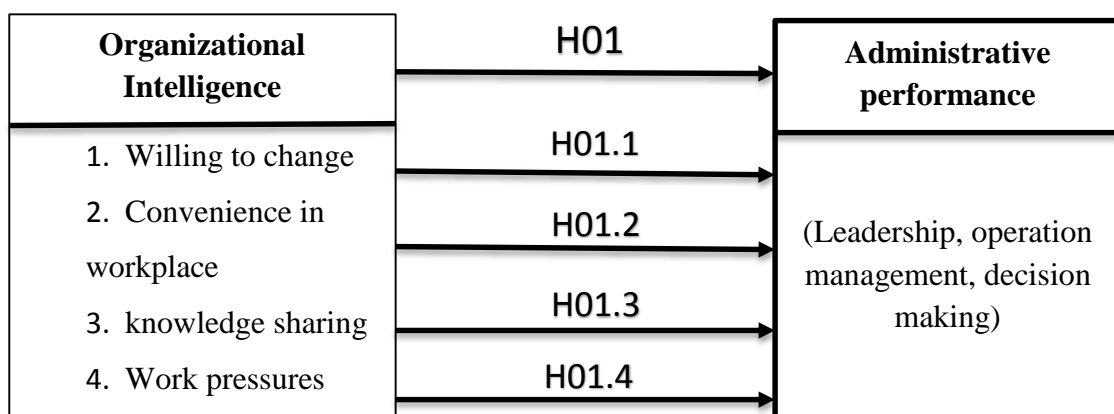
**H01.2:** There is no impact of convenience in workplace on Administrative performance of Amman Private Schools at level  $\alpha \leq 0.05$ .

**H01.3:** There is no impact of knowledge sharing on Administrative performance of Amman Private Schools at level  $\alpha \leq 0.05$ .

**H01.4:** There is no impact of Work pressures on Administrative performance of Amman Private Schools at level  $\alpha \leq 0.05$ .

## Study Model

Based on previous studies model, the problem statement and research hypothesis the model has been developed as below:



**Model 1: Study Model**

This model has been developed based on many studies such as Abdul Latif study (2011), Al-Mutairi study (2016). And Awamleh study (2019).

## **Conceptual Definitions of Terms:**

### **Organizational intelligence:**

It is that intelligence that depends on “a set of processes such as collecting, processing and analyzing the information necessary to build modern knowledge that helps in adapting to changes, and understanding the feelings of workers to direct social relations towards achieving the goals of the institution, and then achieving excellence” (Abdul Sattar, 2016) Organizational intelligence is defined as procedural: one of the forms of human intelligence, in which it shows the ability of the individual to adapt to different circumstances, and the optimal investment of available resources in order to solve problems, and add value that helps in excellence, which was measured by the response of teachers in private schools to the questionnaire of intelligence Regulatory.

### **Administrative performance:**

It is an important ability in the management of the organization that raises the desire to apply a superior management methodology through strategic management, measurement and evaluation, to achieve a balance of benefits (Al-Awamleh, 2019).

The researcher defines it procedurally as the degree of the principal’s competence in practicing leadership in creating a balance between all areas of the organization, developing its strategies, defining its directions and goals, to create an organizational culture based on performance, and this was determined through the response of the sample members to the questionnaire measuring administrative performance.

## **Study Limitation and Delimitation:**

The limits of the current study will be as follows:

**The human limitation:** The study has been applied to a sample of private school principals in the capital, Amman.

**Time limitation:** This study has been conducted in the first semester of the academic year 2020/2021.

**Place limitation:** This study has been applied on the private schools in the capital, Amman.

**Study Delimitations:** This study is proceeding on Local private schools (education sector) in Amman /Jordan. Generalizing results of this study to other sectors and/or countries is questionable.

## **CHAPTER TWO**

### **Theoretical, Conceptual Framework and Literature Review**

This chapter discussed the theoretical literature, by discussing the organizational intelligence, administrative performance, and previous studies.

#### **Theoretical and Conceptual Framework**

This chapter discussed the variables definition, previous models, previous studies, the impact among them, and differentiate this study from the previous.

#### **Definition and components of independent variable (OI)**

Many researchers have defined OI , but each according to a different perspective, such as Albrecht (2003) defined organizational intelligence to the extent of "the organization's ability to mobilize all the capabilities of its employees, invest their energies, and make use of them in achieving the vision of the organization, and effecting adaptation to the surrounding environment variables." Al-Yaqoubi, Salehi and Nezhad were also defined as making full use of the capabilities of the various departments within the organization that allow them to maintain their continuity and survival (Yaghoubi, Salehi & Nezhad, 2011).

Al-Jubouri (2014), defined it on the extent to which organizational levels have the knowledge and experience that qualify them to take the right decisions related to the future and survival of the organization.

Abdul Sattar (2016), indicated that it is an intelligence that depends on a set of processes such as gathering, processing and analyzing the information necessary to build modern knowledge that helps in adapting to changes and understanding workers'



feelings to direct social relations towards achieving the goals of the organization and then achieving performance.

According to Gilad and Gilad (1988), an effective system can be based on simple measures such as allocating an existing clerk to the job on part-time basis, and raising every employee's awareness to organizational intelligence needs (Gilad & Gilad 1988).

The researcher concluded from the previous definitions that organizational intelligence contains several advantages, including the ability to acquire modern knowledge that adds development to the organization, which is represented in its rapid response to changes and adaptation to them with flexibility and creativity, and organizational intelligence is a solution to many problems facing organizations, as well as investing efficiently and effectively financial resources And human resources and direct them towards achieving the goals of the organization.

A growing part of employees in organizations can be described as knowledge workers (Drucker 1999; Scarborough 1999), and they have the potential to develop their skills and attention in order to contribute in organizational intelligence activities as part of their daily work. Friedman, Friedman, Chapman and Baker (1997) suggests that people in the organization who are likely to be collecting information on a routine basis should be identified and encouraged to think more clearly about what they are finding.

For this study, the organizational intelligence defined as the creative mental ability that appears in difficult and complex situations.

### **The importance of organizational intelligence:**

Organizational intelligence is the latest type of different intelligences, so many researchers have tended to delve into its study, and learn about the effect of its skills on administration performance, and many have mentioned its importance, enhancing

confidence in others, increasing the productivity of the organization, and helping to find creative solutions to problems. Information gathering for organizational intelligence is a cultural shift; requiring a redefinition of values to include knowledge production and making everyone part of that process (Friedman, et al. 1997). The cultural shift is needed in order to allowing employees to see their designation as an environmental scanner as a reward, a new opportunity to add value to their positions, rather than a burden. Knowledge work processes include the inputs, tasks and outputs of knowledge workers.

Al-Thaqafi (2015), mentioned that organizational intelligence helps to enhance cooperation and friendliness and reduce negative feelings, so it helps to reduce fear, enhance confidence in others, increase the productivity of the organization, and help find creative solutions to problems.

Zarbaksh, et. al,( 2011) also indicated that the importance of organizational intelligence is shown by its contribution to better investment of the expertise and knowledge available in the organization, in addition to its ability to enable individuals to obtain knowledge and apply it in different situations, as well as its role in supporting And developing aspects of planning and decision-making through data collection and analysis, as well as its importance in improving the efficiency of the institution, increasing its productivity, achieving success and excellence for the institution in the challenges it faces, and its role in achieving a high competitive advantage through improving the institution's ability to obtain knowledge and convert data into information that contributes to Flexibility of the institution in order to adapt to changes and developments, and it is necessary to address its role in evaluating the institution in

order to identify the strengths and weaknesses and strive to find appropriate solutions to correct weaknesses and work on the good investment of strengths.

Therefore, based on the aforementioned, organizational intelligence is one of the most prominent types of intelligence, which contributes to the generation of an effective environment, and contributes to increasing the productivity of the organization, and also contributes to achieving performance in the performance of the organization.

### **Levels of organizational intelligence**

Hamalainen and Saarinen (2007), explained that the organizational intelligence consists of five levels:

- **Organizational Intelligence Management:** is the ability of the individual to practice methods and methods that produce a system.
- **Supporting organizational intelligence:** is the ability to care for and support the system.
- **Management with organizational intelligence:** is the ability of an individual to apply intelligence in his organization, which is represented in solving problems, facing challenges, and making decisions.
- **Self-vision in the system:** is the individual's vision of his tasks through others and their evaluation of him, which helps him to criticize himself.
- **Thinking about organizational intelligence:** is the ability of the individual to know the production method of behavior and the ability to understand the potentials of the system.

## **Dimensions of Organizational Intelligence**

Albrecht (2003) believes that organizational intelligence expresses the ability of the organization to utilize all capabilities in order to achieve the goals of the organization and work to adapt it to the changes in the environment. Albrecht (2003) presented a model of organizational intelligence based on seven interrelated dimensions that work to support the organization in achieving its goals. These dimensions include: strategic vision , shared destiny , willing to change , desire to succeed ,Harmony , Knowledge sharing , and work pressure as the following:

### **1- Strategic vision:**

it means that the organization formulates its own vision that clarifies its goals and works to achieve them to support its survival and work to develop creativity and innovation in it, and expresses the organization's ability to achieve justice, express its goals and develop a clear vision of its future in a changing and unstable environment in which organizations strive to achieve success And performance. The vision refers to a set of perceptions and suggestions of what the organization should be which occurs when the members of the organization share the values and beliefs that confront the behaviors of the working individuals (Abbas, 2011). The vision also expresses the dreams that are required to be fulfilled, and thus they are the hopes and aspirations that the organization aims. In addition to achieving them in the long term (Mekhemer, 2005) and Albrecht (2003), it is possible to achieve indicators after the strategic vision in the organization through the existence of dialogues and continuous development processes within the departments about the various variables and how to overcome the difficulties that the organization may face, in addition to the organization undertakes the environmental scanning process, which is represented in diagnosing and evaluating the current situation through analyzing the internal environment of the organization, which

includes material and human resources, in order to identify strengths that can be strengthened to improve performance and weaknesses to be addressed, and the external environment is analyzed, which consists of external forces. That indirectly affects the activities of the organization such as economic and technological forces, in addition to the beneficiaries of the services provided by other organizations. Which can identify the available opportunities and work to invest them and the threats that must be in the long run, and the commitment of the organization to the annual strategic review to determine the strategic priorities that control performance within the organization, and to use the vision and mission of the organization regularly in making decisions and setting priorities.

### **2- Shared destiny:**

When all parties share an understanding and knowledge of the mission that shapes the existence of the organization, they have a common destiny that links them to the success and survival of the organization. Shared destiny refers to the association of all individuals with the organization, including all individuals and departments concerned with making success and achieving expectations, and this comes through the individuals' realization that they are in one boat, whose strength arises through working in the spirit of the group (Qarni, Abu Saif, 2016).

### **3- Willing to change**

It refers to the organization's ability to face unexpected changes and developments, and this is achieved through a set of elements, including the development of services, programs and plans of the organization, and the maintenance of development with the change in the surrounding environment, and this indicates that the development is a long-term plan that is managed by the management The higher education institution in

the institution to develop its strategic vision (French & Bell, 1999), and the desire for change in educational institutions represents a challenge and a great ability to change the internal environment in line with the rapid changes of the external environment, through adaptation, motivation, and patience to face challenges (Judicial, 2006).

The dimension of the tendency towards change in the organization can be achieved through several indicators explained by Albrecht (2003), which are the provision of a set of policies and procedures that would support creativity and innovation in the organization, and move away from routine at work by encouraging working individuals to find new ways to accomplish The tasks assigned to them, and the principal's provision of an environment that supports team and cooperative work and the abandonment of the bureaucratic method of management and work and the trend towards the application of modern administrative methods such as electronic management and participatory management, and moving away from unnecessary instructions and directives that represent a hindrance to creativity and innovation, and work to provide an atmosphere characterized by openness and desire for Change, as the principal plays a major role in the success of the strategic change process, by increasing the enthusiasm and motivation of the organization's employees towards change, and enhancing hope for the future.

#### **4- Desire to succeed:**

It is represented in the employees 'desire to perform more than what is required or expected of them in order to achieve success and distinction for the organization in which they work, because they work to link their success with the success of the organization. And Albrecht (2003) showed that the dimension of the heart in the organization can be achieved through several indicators such as individuals 'feeling of

satisfaction with working in the organization, their belief in the organization's interest in their needs, their sense of optimism and their desire to use the available opportunities, and their willingness to exert more effort beyond what is required of them. In addition to the director's performance of his duties and tasks with positivity, enthusiasm and optimism, as director represents an example to the organization's employees.

#### **5- Harmony:**

Abdulsattar (2019) indicated that this harmony arises within the organizational structure that supports the strategy, according to the rules of cooperation and coordination between individual and group responsibilities and tasks, working methods, governing policies, and the motivation system that helps orientation towards achieving goals. Albrecht (2003), the dimension of alignment and harmony in the organization can be achieved through several indicators, which are the consistency of the organizational structure of the organization with its mission, and the compatibility of policies and procedures governing work with the strategic priorities of the organization, in addition to the role of the organization's management in supporting the work of individuals in order to improve their performance And increase their productivity, and the principal's dependence on undermining the authorities, so that there is a balance between authority and responsibility, and the use of knowledge and technological tools and systems that help increase the efficiency of the performance of working individuals.

#### **6- Knowledge sharing:**

Abdulsattar (2019) showed that this consists in exchanging information and experiences, benefiting from knowledge, and adopting methods that help to develop culture, invest intellectual capital, support and encourage new ideas. Albrecht (2003) explained that it is possible to achieve after spreading knowledge in the organization

through several Indicators such as the existence of processes that enable employees to disseminate and exchange knowledge, the principal demonstrating respect and appreciation for knowledge and learning as a main source of work success, that information systems for operations are characterized by free flow, and that support programs are used for continuous learning and career development for all employees, in addition to the principal's understanding and appreciation of individual skills, qualifications and knowledge.

#### **7- Work pressure:**

It refers to the common trend towards achievement, as each individual has a deep knowledge of what should be accomplished according to the specific strategic goals with the existence of common hopes and aspirations among individuals, which makes them under pressure to reach the hopes (Albrecht, 2003). The importance of performance pressures as a motivating factor for working individuals, as It represents a state of tension and anxiety resulting from a specific event in which the individual succeeds in inducing positive adaptation by transforming this event into a stimulus that invests the effort and creative energies of the individual and ultimately leads to a state of enthusiasm and optimism, and the desire to exert a greater effort than what is expected of his / her performance (shaman, 2006). The pressure of organizational performance in the organization can be achieved through several indicators, as Albrecht explained (2003), which are understanding and clarifying the roles and responsibilities entrusted to workers, the speed of the principal's action to solve problems and work to encourage workers, rehabilitate or exclude unsuccessful leaders and provide the competencies needed for work. And the employees benefit from the feedback about their performance.



This study will consider four main dimensions (willing to change, convenience in workplace, knowledge sharing and work pressure), because these four dimensions could be apply on the educational sector in general.

### **The Concept of Administrative Performance**

The current time is witnessing a state of instability and stability in all fields as a result of the information revolution and communication technology, and as a result of that, everyone who has the intellectual ability to innovate, excel and generate bright ideas for the school must be given the opportunity, and this is only achieved through adherence to specific standards, including the standards of administrative performance, which It is considered the most important pillar of administrative operations, as its application in organizations will lead to achieving its desired goals in the best way.

Zayed (2005), defined it as the group of organizational efforts that seek to achieve the permanent performance of the organization.

Darwish (2002), defined that the organization's adoption of distinguished high-level through which it achieves its productive, professional and service goals is what is called administrative performance.

Al-Jabari (2009), believes that administrative performance is the result of applying a set of standards that help the organization reach extraordinary results that increase its competitive strength.

Al-Aidi (2009), showed that administrative performance is a set of distinguished administrative carried out by the school principal to achieve unprecedented results.

Al-Buhairi (2012), stated that management performance is effectively providing excellent performance, practice and service. This is the advanced stage of skilled work and effective performance based on leading management concepts, including focusing

on performance, results, customer service, continuous improvement, innovation and building a successful enterprise.

Al-Salami (2012), defined administrative performance as a state of creativity and organizational performance to achieve unprecedented levels of performance, as well as implementing productive, financial and other processes in the organization that helps it to excel in results and achievements from what competitors achieve, which leads to achieving satisfaction for the target groups and for all employees.

The researcher believes that administrative performance is the effort exerted by the administrative leader through the implementation of that aim to achieve an unprecedented degree of performance, progress and creativity in order to continuously improve and develop the school, so it was necessary to know who is the administrative leader and the distinguished principal who is promoted in the school and leads it to administrative performance.

### **Importance of administrative performance**

Performance is a topic covered by many scholars and researchers and sought by many principals, and it was considered the basic factor of the organization, and the main reason for progress. Books, studies and researches have dealt with it, such as the study of Al-Nisour (2010) and Al-Mutairi (2016), its importance (administrative performance) and the need to apply it on all organizations in to ensure their success and to achieve the best results.

Administrative performance has become one of the basics in educational organizations, especially schools, and a dominant feature of all administrative processes in them, and this is evidenced by their desire to achieve distinction and the application of modern management styles, their understanding of the philosophy of change and the

mechanisms of their implementation and the extent of the reflection of these modern trends on the school's culture, and on the positive return. For her and for society, and the effect of all this on the continuous development and improvement in order to achieve the quality and performance required through development and administrative creativity to move from traditional management to distinguished modern technological management (Amer, 2013).

The distinguished schools made a great effort for administrative performance, as they paid attention to information technology, the use of the Internet and electronics, which helps them develop their performance with the least time and effort, and to achieve the competitive advantage of dealing with technologies in the implementation of their administrative operations (Zayed, 2005).

Al-Nisour (2010) also for other reasons that called for attention to administrative performance, for the need for continuous development of employees to be able to achieve distinction for the school compared to other schools, and also the need for the director to have characteristics and skills that distinguish him from others due to the importance of the position and its sensitivity. Administrative performance is a necessary requirement in administrative processes, and a fundamental factor for achieving technological and cognitive progress in organizations, as attention to this topic is one of the basics that make it imperative for all organizations to pay attention to it, especially schools, and to work on activating it in all its aspects, elements and administrative processes through programs, courses and periodic seminars to clarify the methods of achieving administrative performance and how to apply it to have a real impact on the development of school performance.

### **Characteristics of administrative performance**

The administrative performance that raises the school to the highest levels of progress, development and prosperity has many characteristics and skills through which this change and development can be judged as administrative performance, and we mention here some of these characteristics.

Al Mazrou (2010) mentions a number of the characteristics of principle performance practiced by principals, as it cares about workers and works to motivate them by departing from the traditional management style, moving to bias for work and workers, developing positive human relations with workers through their consultation and participation, and giving them confidence to increase productivity. Giving them freedom to accomplish their tasks, which enhances their loyalty to their organization and develops the school's values. Al-Nisour (2010) adds that what distinguish one organization from another is the presence of training workshops that promote organizational performance, and the possession of expertise and knowledge to better serve the local community, in addition to the organization's ability to manage crises and face challenges. And adapting to changes and this requires effective leadership that works to excite, motivate and encourage employees to excel because it is their ideal, and one of the most important characteristics of administrative performance is the desire to implement difficult tasks, because it is an opportunity for career development, administrative processes and rapid learning. Both Nassef and Hashem (2010) confirm on the characteristics of administrative performance, as one of the most important of them is the principal's interest in workers and their creative and dynamic energies and working to develop them, in addition to attracting resources Humanity is the catalyst and developer of creativity, and the creation of an appropriate and supportive climate for innovation, commensurate with the work environment.

Administrative performance is achieved by making all employees, in different occupational positions in the organization, exert their utmost efforts to complete the work and to the fullest extent, and the school's reaching the degree of distinction does not mean stopping at this, but rather means increasing the responsibilities that fall on its shoulders, to maintain the level it has reached and descending to levels Less in performance, as the basis for administrative performance is permanence, continuity and comprehensiveness, so the organization cannot be distinguished in one area without others, as comprehensiveness is an essential feature of administrative performance (Al-Selmi, 2012).

The researcher believes that administrative performance is achieved when the relationship between the distinguished principal and the employees is a positive relationship based on coordination and agreement, and they bring together human relations based on trust and respect, in addition to their work and accomplishing their tasks to the fullest, and they have a common goal that they hope to achieve in their school to reach it to the highest degree of administrative performance.

### **Entrances of administrative performance**

Shawky (2009) four main entries that have received interest from organizations that strive for administrative performance:

**Strategic management:** It is an intellectual management that is characterized by modernity, and is defined as a method of thinking and application that leads to a statement of the general direction of the organization and a visualization of its future vision, designing its mission and defining its long-term goal, and defining the dimensions of the expected relationships between the organization and the environment to identify opportunities, threats, strengths and weaknesses.

**Total Quality Management:** A modern intellectual approach to ensuring the quality of the organization in all its stages depends on everyone's participation in the continuous development and improvement process.

**Better Comparative Measurement:** a process of measuring and comparing in an organization with the performance of another organization.

**Distinguished School Principal:**

Administrative performance is achieved by the presence of a distinguished principal who has personal characteristics, skills, and unique administrative characteristics, so it is necessary to know who the distinguished principal is, and the skills and qualities principal should possess (Elias, 2019).

Fathy (2002) showed that a distinguished principal is a person who is distinguished from others by the qualities, skills and abilities that enable him to have a distinct personality that helps him in enabling his position and makes him different and distinct inside and outside the school. Adam (2016) stated that the director has an effective and important role in adopting the policy of change, believing in its positive results that are reflected on the organization and its level of success, and this requires preparing it before taking control of administrative matters through training and developing it in order to enhance confidence and remove anxiety, fear and hesitation, and help him face the challenges that arise. You encounter him in administrative work and the distinguished director has basic qualities, characteristics and skills in school administration that distinguish the principal and these characteristics can be divided into three categories:

### **First: Personal Attributes:**

Alsayyed Tariq (2007) there are many characteristics that distinguish a principal and enable him to influence:

- **Emotional flexibility:** The distinguished principal must be flexible, able to deal with situations and developments that encounter him, and be able to control his emotions.
- **Positive response:** that the principal is positive in his handling of situations, responds to them and bears responsibility for them.
- **Innovation:** to deal with situations in innovative, non-traditional ways.
- **Speed of response (intuition):** that his response to situations and problems is immediate.
- **Continuous learning:** to obtain information by himself and to continue the process of research and learning.
- **Personal information:** He must have some scientific and cultural information that helps him in his management.
- **Interacting with others:** to be able to deal and communicate with people professionally.

### **Second: behavioral skills**

Fathy (2002) showed a set of behavioral skills that the distinguished principal in his school, which make him a role model for all workers, and here are some of these skills:

- **Initiative:** The distinguished principal who takes the initiative and takes responsibility.
- **Forming human relationships:** based on friendliness, cooperation, respect and teamwork.
- **The art of persuasion:** in order to influence workers and gain their love.

- **Constructive criticism:** which aims to improve and develop through guidance and counseling away from threat and punishment.

### **Third: Administrative Qualities**

Al-Sayed (2007) showed that the principal qualities of a distinguished principal are an indication of his distinction in performing his duties, and he explained them as follows:

- **Achieving the goal:** to have the ability to plan in order to achieve the goal and reach the degree of performance.
- **Focus on results:** is concerned with all that achieve results, and exerts efforts to achieve basic results, such as knowing the needs and desires of employees and beneficiaries, development and innovation.
- **Investing potentials:** by delegating powers and encouraging challenges.
- **Owner-Director:** That the principal has a feeling that the school is his personal property and that he bears the risk and responsibility, and has the right to act as he sees in the interest of the organization.

It turns out that it is necessary to have a distinguished director for the school, who possesses personal qualities, behavioral skills and administrative qualities, which makes him distinguished from others, as he is not a principal with the job title only. Rather, he is the leader who bears the responsibility for upgrading the school and bringing it to administrative performance.

### **The role of organizational intelligence in achieving administrative performance:**

By addressing the concepts of organizational intelligence and administrative performance, and knowing the aspects of these two variables separately, it has become



important to know how organizational intelligence among school principals achieves administrative performance for educational organizations.

Al-Abadi (2013), everyone needs extensive procedures and techniques in order to solve problems, in addition to personal skills at work, either individually or collectively, due to the rapid changes and the knowledge that is constantly developing, as the current programs may not be sufficient, thus generating the need for organizational intelligence for innovative solutions to problems and find the way to performance.

Administrative performance is the path towards administrative development with the aim of raising the performance levels of employees and principals in the school, as the development and refinement of their capabilities requires the existence of an effective system dominated by creativity, innovation, working with a team spirit and love of self-competition and initiative. The workers spend their efforts and energies to provide everything that achieves the distinction and success of schools (Al-Amarin, 2007).

## **Previous Studies**

After reviewing the theoretical literature in the educational field and studying a number of previous studies related to the subject of the current study; The researcher decided to present it according to the chronology from oldest to newest, as follows:

### **Previous studies that focused on organizational intelligence:**

Boyatzis and Oasten (2002) study titled “developing smart organizations consciously and focused on the role of the administrative leader in increasing the intelligence of organizations and enhancing their place in the external environment. It was a theoretical study and the study concluded that the administrative leader has the real keys to increase the intelligence of organizations in the ability to help workers to improve that intelligence by increasing their awareness of the importance of organizational intelligence, developing this awareness at all organizational levels, developing work teams and increasing their competencies, personal and social capabilities.

At the school level, there is no better example of information becoming knowledge through a social process than to observe ‘Assessment Literacy’ play itself out in a professional learning community. Assessment Literacy is the collective capacity of teachers and the principal to examine student performance data, make critical sense of it in disaggregate; develop action plans based on the data, and to take action which is monitored (Fullan, 2001).

Abdul Latif' (2011), the differences in teachers 'awareness of the elements of organizational intelligence in the performance of educational leadership in the three educational stages, confirmed the study, and aimed to introduce the differences between male and female teachers according to gender (male and female) with the elements of

organizational intelligence in the performance of educational leadership. The survey curriculum, and the questionnaire as a tool for collecting data, while the basic study sample consisted of (204) teachers, (77) primary school teachers, and (55) middle school teachers and (72) secondary school teachers in Aswan Governorate in The Arab Republic of Egypt, and the results of the study were that there are statistically significant differences between primary and secondary school teachers in awareness of organizational thinking, focus on humanitarian issues, situational sensitivity (to the position), and the overall score in favor of primary school teachers, while there are no statistically significant differences between female and male teachers in the elements of organizational intelligence.

Al-Thaqafi (2013), conducted a study aimed at knowing the validity and reliability of Rothman's organizational intelligence scale, as well as knowing the differences in the abilities of university students in organizational intelligence, according to the difference in age, stage, high school diploma percentage and total . The study used the descriptive approach and the study sample consisting of (435) students. Special Education at Umm Al-Qura University, and the study used the organizational intelligence test, and the study found that there are statistically significant differences in organizational intelligence between the study sample individuals according to the age variable and the school stage, as well as the existence of statistically significant differences in organizational intelligence among the members of the study sample in Secondary stage, capacity score, and cumulative total.

Alfeel (2013), study aimed to evaluate the impact of an electronic course in psychology based on the principles of the theory of cognitive flexibility in developing systemic intelligence, as well as evaluating the effect of the electronic course in

psychology based on the principles of the theory of cognitive flexibility in reducing the cognitive burden of students of the College of Education at the University Alexandria, the study also aimed to evaluate the effect of designing an electronic course in psychology based on the principles of the theory of cognitive flexibility in developing the cognitive burden among students of the Faculty of Specific Education at Alexandria University.

The quasi-experimental approach and experimental design were used for the control and experimental groups. The intelligence test was also used as a tool for data collection. The study sample consisted of (66) female university students in the College of Education, as they were divided into two groups: An experimental group (34) female students and a control group (32) female students, and the study found statistically significant differences in organizational intelligence abilities between the two groups in favor of female students in the experimental group.

As for the study of Fahmi, Dehkordi and Mahzounieh (2013) which aimed to discuss the dimensions of organizational intelligence, which is represented in (strategic vision, shared destiny, change, heart, harmony, knowledge dissemination and performance pressure) among faculty members at Shahrakord University in Iran, where the sample reached (168) members A faculty, and the study adopted the correlational descriptive approach, and the results showed that the indicators that assess organizational intelligence among faculty members are at high levels, as the strategic vision showed the highest evaluation, knowledge dissemination was the lowest evaluation, and organizational intelligence did not show any correlation with age for faculty members. The performance pressure was among the male professors compared

to the females, and the strategic vision, change, harmony and congruence was much higher among the female faculty than the males.

Diab (2015), also conducted a study aimed at identifying organizational intelligence and its impact on academic achievement among students of the University of Hail. The study relied on the descriptive and interrogation approach to achieve the goal of the study, while the study sample consisted of (200) male and female students, and the study concluded that there is a related relationship. Statistical significance between organizational intelligence and academic achievement, as well as finding a significant correlation between organizational intelligence and academic achievement, and the study also found that there are no statistically significant differences between male and female students in organizational intelligence.

Hadadnia & Shahid (2015), conducted a study aimed at identifying the relationship between knowledge management with the opinion of social money and organizational intelligence, the dimensions of which are (strategic vision, common destiny, change, heart, harmony, spreading knowledge, performance pressure) for workers at the Islamic Azad University Where the sample reached (52) workers, and the study used the descriptive, investigative and questionnaire approach as a tool to collect data, and the results of the study found that there is a positive relationship with statistical significance between knowledge management, organizational intelligence and social capital.

Karimi and Akbari (2015), conducted a study aimed at identifying the mediating role of organizational intelligence, the dimensions of which are (strategic vision, shared destiny, change, heart, harmony, knowledge diffusion, and performance pressure) on the relationship between organizational learning ability and organizational citizenship behavior. , Where the sample reached (250) employees, and the study used the

correlative descriptive approach and questionnaire as a tool to collect data, and the study found a positive relationship with statistical significance between organizational learning capabilities and organizational citizenship behavior. The results also concluded that organizational intelligence plays the role of mediator between organizational learning ability And organizational citizenship behavior.

### **Studies related to administrative performance**

Williams (2009) conducted a study aimed at finding out how school principals dealt with the standards of school leaders, through training to improve student interaction, and a descriptive analytical approach was used, and a special self-evaluation questionnaire was designed and distributed to the study sample consisting of (16) principals. Trainees in the one-year training course, and the study found that the participation of trainee principals in the process of evaluating themselves enables them to manage their professional behaviors, which enhance their leadership and decision-making skills for a long time after the completion of the program, and also concluded that there is a lack of data sources and information gathering And data analysis strategies.

Khafaji (2009), conducted a study aimed at finding out the degree to which supervisors and principals of kindergarten schools apply standards of administrative performance for administrative competencies in managing kindergarten schools in Makkah, and he used the descriptive survey approach, and a questionnaire was designed as a tool for data collection, while the study sample consisted of (135) of the supervisors and directors of kindergarten schools in Makkah, and the results of the study reached the awareness of the study community members of the importance of applying standards of administrative performance for administrative competencies in managing

kindergarten schools in Makkah, and the presence of statistically significant differences at the level of significance ( $\alpha = 0.05$ ) between the arithmetic averages. It is attributed to the variable of the nature of administrative work and in favor of the educational supervisor, and there are no statistically significant differences due to the scientific qualification variable and the number of years of experience in the field of administrative work in kindergartens.

Al-Nisour (2010), conducted a study aimed at identifying the effect of the characteristics of the educated organization in achieving organizational performance in the Jordanian Ministry of Higher Education and Scientific Research, where it used the descriptive and analytical method and designed a questionnaire that was applied to a sample of (194) male employees. The study found that the level of possession of the characteristics of the educated organization in the Ministry of Higher Education and Scientific Research was average, and that the level of application of the dimensions of organizational performance in the ministry was also medium, in addition to the presence of a significant impact on the characteristics of the learning organization in achieving organizational performance.

Al-Dajani (2013), conducted a study aimed to identify the reality of organizational performance in Dar Al-Arqam schools in the governorates of Gaza in the light of the European model of performance and ways to develop it. Of all the employees in Dar Al-Arqam schools, whose number is (178) workers, the study found that the degree of evaluation of the employees in Dar Al-Arqam schools for the organizational performance of their schools in light of the European model of performance was good by 70%, and the existence of a positive statistically significant relationship between the criteria of "leadership and management."

Al-Zaidi (2014), conducted a study aimed at identifying the extent of the impact of the Ministry of Education award in improving the administrative performance of school principals in Taif Governorate, and the descriptive survey approach was used, and the data was collected through a questionnaire that was applied to the entire study population of (368) principals. And the director who are all the directors and directors of public and private public education schools in the Taif governorate, and the study found that the degree of application of the Ministry of Education's Performance Award criteria in public education schools was very high, and that the total score for the responses of the study sample individuals on the assessment of the degree of contribution of the Ministry of Education award Performance in improving the administrative performance of school principals was high, and the study found that there were no statistically significant differences according to the school variables, and there was a positive correlation between the award criteria and the extent of improvement in administrative performance.

Beck (2014), aimed to identify the extent to which primary schools in California are committed to achieving outstanding performance, the descriptive approach was used, and for the collection tool, a questionnaire was distributed to the study sample consisting of (220) school principals, and the study concluded that the degree of The commitment of primary schools in the state of California to achieving outstanding performance was high, as it found that there were differences attributed to the variable of sex in favor of males, and the presence of differences attributed to the variable of years of experience in favor of the more experienced principals, and there were no differences attributed to the variable of educational qualification.



Each of Iqbal, Ahmad and Kahan (2014), conducted a study aimed to identify school performance through the perceptions of principals and students' expectations, where the findings of a mixed research study were discussed methods that aimed to know and identify the factors that promote performance in schools in Pakistan. - Peshawar, and the interview was used to collect data from school principals and students, while the study sample consisted of (26) principals from the private sector and (4) public schools respectively from (30) schools, while a sample of (600) students was selected from Public schools, and (520 students from private schools), and the study found that principals' perceptions are consistent with the factors that promote performance in the school, and the students' expectations were that they want schools to support learning and create a caring environment aimed at development in all areas.

Al-Hayya (2015), conducted a study aimed to find out the degree to which secondary school principals in Gaza governorates practice strategic management, determining the degree of achievement of secondary school principals in Gaza governorates for administrative performance, and the descriptive analytical approach was used, and a questionnaire was used as a tool to collect data and the study sample consisted of all school principals Governmental secondary schools in Gaza Governorate in Palestine, whose number is (145) principals (males and females), distributed among (145) secondary schools in the directorates of education in Gaza, and the study found that there are no statistically significant differences between the average estimates of the sample members of the degree of practicing principals Secondary schools in Gaza governorates for strategic management are attributed to the variables of gender, specialization, academic qualification and years of service. The study also found that there are no statistically significant differences between the average estimates of the sample members to the degree of achievement of secondary school principals in Gaza

governorates for administrative performance due to the variables of sex, specialization, academic qualification and years of service. The study found that there is a very positive relationship between the average estimates of the sample members of the degree of practice of secondary school principals the assessment of strategic management and their average estimates of principal performance.

Al-Mutairi (2016), conducted a study aimed to identify the level of interest in small accomplishments and its relationship to the level of administrative performance among school principals in the Capital Governorate of Kuwait from the teachers' Organizational intelligence point of view. The relational descriptive approach was used, and the data was collected through a questionnaire distributed to the study sample of (468) As a teacher and teacher, and the study found that the level of interest in small accomplishments and the level of administrative performance among school principals in the Capital Governorate of Kuwait came to a high degree, and it also found that there were no statistically significant differences for the perceptions of the study sample towards the level of interest in small accomplishments and the level of administrative performance among school principals. In the governorate of Kuwait, the capital, and the existence of a positive correlation between areas of interest in small accomplishments and the level of administrative performance from the teachers' Organizational intelligence point of view.

Al-Saeed (2019), conducted a study aimed to know the degree of application of entrepreneurial leadership among secondary school principals in the State of Kuwait and its relationship to organizational performance from the teachers' Organizational intelligence point of view. The relational descriptive approach was used, and the questionnaire was distributed on the study sample consisting of (634) teachers. The

study indicated that the degree of principals' practice of entrepreneurial leadership was of a high degree, in addition to the absence of statistically significant differences in the responses of the study sample on the areas of leadership among school principals in the State of Kuwait due to the gender variable, and the existence of statistically significant differences attributed to the two variables of academic qualification and years of experience in favor of studies. It also concluded that the level of organizational performance for secondary schools in the State of Kuwait was also high, and that there were no statistically significant differences attributable to the variables of sex and years of experience, and the existence of statistically significant differences attributed to the scientific qualification variable in favor of graduate studies. In addition to the existence of a positive correlation between entrepreneurial leadership and organizational performance.

Al-Awamleh (2019), conducted a study aimed to find out the relationship between the level of visual management and administrative performance among secondary school principals in the Balqa governorate from the teachers' point of view, and the relational survey descriptive approach was used, and the questionnaire was designed and applied to the study sample, which consisted of the entire study population, As their number reached (222) teachers, and the study found that the overall degree of the level of visual management was high, and the overall degree of the level of administrative performance was medium, in addition to the existence of a positive correlation between the level of visual management and the level of administrative performance among secondary school principals in the Balqa governorate from The Organizational intelligence point of view of their teachers.

## **What Differentiate The Current Study From Previous Studies?**

By looking at previous Arab and foreign studies related to the study variables, the researcher found that there are similarities and differences with the current study, as they can be explained as follows:

### **In terms of the approach used:**

In terms of using the relational descriptive approach, the current study has been similar Fahmi, Dehkordi & Mahzounieh, 2013), Karimi & Akbari (2015), Diab (2015), Al-Mutairi (2016), and Al-Saeed (2019).

The current study differed with Al-Nisour (2010), Hayyah (2015), and Williams (2009), Abd al-Sattar's (2019), Qarni's (2016), al-Thaqafi (2013), and Beck's (2014), as the methodology in each of them was descriptive. Also differed with the study of Salem (2017), as the methodology was correlational, and with the study of Abd al-Latif (2011), due to its adoption of the survey approach, and the current study also differed with the study of Alfeel (2013), which relied on a quasi-experimental approach.

### **The study tool:**

The current study in the tool used, which is the questionnaire, is similar to Abd al-Sattar study (2019), Al-Awamela study (2019), Salem study (2017), Qarni study (2016), Al-Mutairi study (2016) , Diab study (2015), Beck study (2014), and Abdel-Latif (2011). It disagreed with the study of Iqbal, Ahmad and Khan (2014) as data were collected through the interview, and disagreed with the Al-Thaqafi study (2013) and Alfeelstudy (2013), as the data were collected by means of an intelligence test.

**In terms of sample:**

The current study was similar in terms of the sample, which was represented by teachers, with the study of Al-Saeed (2019), Salem (2017), Qarni (2016), Iqbal, Ahmad & Khan (2014), and Abdul Latif (2011).

The current study differed in terms of the sample with Abd al-Sattar study (2019), Williams study (2009), Hayyah study (2015), Boyatzis & Oasten study, 2002, as its sample consisted of school principals, It also differed with the study of Diab (2015), Al-Thaqafi (2013), Alfeel(2013), as the sample was male and female.

The researcher benefited by looking at previous studies in preparing theoretical literature, selecting the study sample, the study methodology, and how to develop the study tool and discuss and interpret the results.

The current study was distinguished from previous studies by being one of the important studies - that aims to study organizational intelligence and its relationship to administrative performance among private schools in the capital Amman governorate.

## **Chapter THREE**

### **Study Methodology (Methods and Procedures)**

#### **Study Design**

The current study is considered cause/effect study. It aims to study the impact of Organizational Intelligence on Administrative Performance: (willing to change, convenience in workplace , knowledge sharing, work pressures, leadership, operations management, and decision-making) in Amman Private Schools. This study begins with literature review, expert's interviews to develop a questionnaire, which will be used to collect the data. The collected data will be checked and coded on SPSS. Then normality, validity and reliability were tested, after that the correlation between variables was checked and multiples regressions used to test the hypothesis.

#### **Study Population, Sample and Unit of Analysis:**

Population and Sample: the population of the study consists of 510 private schools in Amman/Jordan from approximately 700 private schools in Amman, according to the Amman chamber of commerce and the ministry of education. However, the samples were chosen randomly, and within a certain number of regions of Amman (Al-Bunayyat, Khaldah, Al-Madeenh, Muqabaleen , jabal Amman and Al Gardens streets).

The study sample consisted of a convenience sample of a number of male and female principals, directors ,supervisors and managers in private schools in the capital, Amman.

#### **Study Tools**

To achieve the objectives of the study, two questionnaires will be developed that measure organizational intelligence and administrative performance among private

school principals in the capital, Amman, by referring to the relevant previous studies such as Abdul Latif study (2011), Beck study (2014), and Al-Mutairi study (2016). And Awamleh study (2019).

### **Validated Two Study Tools**

To ensure the apparent validity of the study tool, the researcher distributed two questionnaires, in their initial form, to referee members of teaching staff in Middle East University and Jordanian universities, in the fields of business administration, and educational assets with knowledge, experience and competence , in order to verify whether the paragraphs of the instrument are appropriate to the scale, to verify the correct formulation and clarity of their meanings from the linguistic point of view, and to make any amendment and addition.

### **Reliability of the Study Tool**

The reliability of the study tools will be confirmed by applying them to an exploratory sample of teachers of private schools affiliated to the Capital Governorate of Amman from within the community and from outside the sample, for the paragraphs of each questionnaire separately.

### **Statistical Treatment**

The researcher will use the statistical computer program (SPSS) to perform the appropriate statistical treatment for each of the study questions, where averages, deviations, rank and level will be used for the first and second questions, and the Pearson correlation coefficient for the third question will be used.

## **Study Procedures**

The researcher will follow the following procedures:

- Review the theoretical literature and previous studies related to the subject of study.
- Preparing the two tools of the study in their initial form.
- Designing the two study tools electronically using the cloud computing (Google Drive). Presenting the two study tools, in their preliminary pictures, to a group of faculty members in Jordanian universities.
- Determine the study population, and choose the representative sample for it.
- Obtaining a book on facilitating a mission addressed to the concerned parties from the Middle East University Verify the validity and reliability of the two study tools.
- The two study tools were applied electronically to the study sample, which numbered (480) directors of private schools in the Capital Governorate.
- Collecting, classifying and auditing data and ensuring the completeness of the required information for the purposes of statistical analysis.
- Extracting study results, discussing and interpreting them, and providing appropriate recommendations.

## **Statistical Treatment**

To answer the study questions, the following statistical methods were used:

- The arithmetic means, standard deviations, and rank, to answer the first and second questions.
- Pearson Correlation Coefficient, to find out the relationship between the average respondents of the study sample to the level of organizational intelligence and its relationship to administrative excellence.



- Adopting the Likert's five- scale (1 = Never Implemented, 2 = Slightly Implemented, 3 = Sometimes, 4 = Almost Implemented, 5 = Frequently Implemented). and for the purposes of the current study the grades were divided into levels According to the following:

$$Class\ length = \frac{\text{lowest limit} - \text{highest limit}}{\text{Levels Number}} = 1 - \frac{5}{3} = \frac{4}{3} = 1.33$$

In order to determine the level of the study sample's responses to the paragraphs of the questionnaire, three levels were adopted:

The low level: It is represented by the paragraphs whose average ranges from (1 - 2.33).

The average level: It is represented by the paragraphs whose average ranges from (2.34-3.67).

The high level: It is represented by the paragraphs whose average ranges from (3.68-5).

#### **Unit of Analysis:**

The survey units of analysis are Directors or managers or principals or principals assistants who work in private schools in Amman.

#### **Data collection methods (Tools):**

For the purpose of this study, data that collected from two sources: secondary and primary data. Secondary data collected from private schools in Amman, articles, thesis, journals and researchers. Primary data collected through questionnaire, which developed based on previous literature and expert.

## **The Questionnaire**

This questionnaire was developed depending on the hypothesis and the research model, and then it was verified through interviews with experts and the referees committee, as shown in Appendix (1).

## **Questionnaire Variables**

The questionnaire includes two parts as follows:

**Demographic Dimensions:** Organization, gender, age, education, position, and experience.

**Independent Variable (Organizational intelligence):** Independent variable Organizational Intelligence includes four sub- variables: willing to change, convenience in work, knowledge sharing, work pressures. Each sub-variable measured by five questions.

**Dependent variable (Administrative Performance):** Dependent variables Administrative performance includes three dimensions: leadership, operations management, and decision-making by five questions.

The Likert-type scale used to measure all variables items ranging from value 1 (strongly disagree) to value 5 (strongly agree) to rate the perceptions of the respondent on implementation of each question.

## **Data Analysis Method**

To actualize this study, 700 organizations of Amman private schools were targeted; these achieve the need for sampling. So 510 questionnaires were distributed electronically, and only 480 questionnaires were returned. Thereafter, checking all

questionnaires, there were thirty questionnaires were excluded due to incompleteness. The remaining 480 questionnaires were coded against SPSS for further analysis.

### **Validity Test**

In this study, three methods were used to confirm validity: Content Format and Validity constructing. In order to confirm the validity of the content, multiple sources and references for literature were used: articles, thesis, journals and websites. Whereas, for the sake of validity, the committee of referee used Appendix 1, all notes been taken into account, and then revised the questionnaires.

### **Reliability Test: (Cronbach's Alpha):**

After the confirmation of validity of study tool, to determinate the reliability of study tool the Cronbach's Alpha test used to test consistency and suitability of tools.

**Table (3-1): Reliability Test (Cronbach's Alpha) for all Variables**

| <b>Item</b>                              | <b>No. of Items</b> | <b>Cronbach's Alpha</b> |
|--|---------------------|-------------------------|
| Willing to change                        | <b>5</b>            | <b>0.887</b>            |
| Convenience in workplace                 | <b>5</b>            | <b>0.910</b>            |
| Knowledge sharing                        | <b>5</b>            | <b>0.882</b>            |
| work pressures                           | <b>5</b>            | <b>0.879</b>            |
| <b>Total Organizational Intelligence</b> | <b>20</b>           | <b>0.921</b>            |
| Leadership                               | <b>5</b>            | <b>0.799</b>            |
| Operations management                    | <b>5</b>            | <b>0.852</b>            |
| Decision making                          | <b>5</b>            | <b>0.831</b>            |
| <b>Total Administrative performance</b>  | <b>15</b>           | <b>0.889</b>            |

Table (3-1) shows that the coefficient of the Cronbach alpha value for the independent sub-variables ranges from (0.882- 0.910), and for dependent dimensions ranging from (0.799-0.852). According to Sekran (2003) if the Cronbach's Alpha coefficient is more than 70%, reliability is acceptable

**Demographic Analysis:** The section below describes respondent characteristics such as percentage and frequency of respondents regarding to organization, age, gender, education, and experience.

**Gender:** Table (3-2) shows that most respondents are Females 251 (52.29%) and Males 229 (47.71%), Females represent the highest proportion of Males because of the eastern society, and Males prefer to work in other fields.

**Table (3-2): Gender Description**

| Gender |              | Percent     | Frequency  |
|--------|--------------|-------------|------------|
| Gender | Female       | 52.29%      | 251        |
|        | Male         | 47.71%      | 229        |
|        | <b>Total</b> | <b>100%</b> | <b>480</b> |

**Age:** Table (3-3) shows that the majority respondents age are between 30-39 years 188 (39.17%), followed by ages between 40-50 years 178 (37.08%), then the age less than 30 years 59 (12.29%), and finally above 50 years 55 (11.46%). Working in private schools appeals the age group between 30-39 years old, because working in this field needs the age in which a person is at the height of giving and passion.

**Table (3-3): Age Distribution**

| Age |              | Percent     | Frequency  |
|-----|--------------|-------------|------------|
| Age | Less than 30 | 12.29%      | 59         |
|     | Bet. 30-39   | 39.17%      | 188        |
|     | Bet. 40-50   | 37.08%      | 178        |
|     | Above 50     | 11.46%      | 55         |
|     | <b>Total</b> | <b>100%</b> | <b>480</b> |

**Experience (years):** Table (3-4) shows that most respondents are between 10-20 years' experience 256 (53.33%), followed by the group of less than 5 years' experience

118 (24.58%), then the group between 21-30 years' experience 75 (15.63%), and finally the group of more than 30 years' experience 31 (6.46%).

**Table (3-4): Respondent Experience**

| Experience (years) |              | Percent     | Frequency  |
|--------------------|--------------|-------------|------------|
| Experience (years) | Less 10      | 24.58%      | 118        |
|                    | Bet.10-20    | 53.33%      | 256        |
|                    | Bet.21-30    | 15.63%      | 75         |
|                    | More than 30 | 6.46%       | 31         |
|                    | <b>Total</b> | <b>100%</b> | <b>480</b> |

**Education:** Table (3-5) shows that most respondents are Bachelor degree holders 325 (67.71%), followed by Master's degree holders 98 (20.42%), then Ph. D holders 29 (27.7%), finally Diploma holders 28 (5.83%).

**Table (3-5): Education Distribution.**

| Education |              | Percent     | Frequency  |
|-----------|--------------|-------------|------------|
| Education | Diploma      | 5.83%       | 28         |
|           | Bachelor     | 67.71%      | 325        |
|           | Master       | 20.42%      | 98         |
|           | Ph.D.        | 6.04%       | 29         |
|           | <b>Total</b> | <b>100%</b> | <b>480</b> |

**Position:** Table (3-6) shows that the majority respondents are from principals 229 (47.71%), followed by managers 154 (32.08%), then from Directors 82 (17.08%) , finally principal assistant 15 (3.13%). Principals represent the highest among others because this function is the main position that the school relies on.

**Table (3-6): Respondents Position.**

| <b>Position</b> |                     | <b>Frequency</b> | <b>Percent</b> |
|-----------------|---------------------|------------------|----------------|
| <b>Position</b> | principal assistant | 3.13%            | 15             |
|                 | Principal           | 47.71%           | 229            |
|                 | Manager             | 32.08%           | 154            |
|                 | Director            | 17.08%           | 82             |
|                 | <b>Total</b>        | <b>100%</b>      | <b>480</b>     |

## **CHAPTER FOUR**

### **Data Analysis**

#### **Introduction**

This chapter presents the results of the study with the aim of identifying the impact of organizational intelligence on administrative performance in private schools in the capital, Amman, and contains descriptive statistical analysis of responses, the correlation matrix of Pearson to show the relationships between the independent variables with each other, as well as between the dependent dimensions with each other, and between the independent variable and the sub-variables of the dependent variable. Finally, it includes a hypothesis test, which tests the effect of organizational intelligence on administrative performance.

#### **Descriptive Statistical Analysis**

For describing the respondents' perception about the implementations of each variable, dimension and items, means, standard deviations, t-values, ranking and importance. Importance will be assigned according to the following equation:

5-1/3 = 1.33, Low importance: 1-2.33, Medium Importance: 2.34 3.66 High Importance: 3.67-5.

#### **Independent Variable (Organizational Intelligence):**

Table (4-1) shows that the means of total Organizational Intelligence sub-variables ranges between 3.95 to 4.15 and the standard deviation ranges between 0.45 and 0.92. This indicates that the respondents agree on high importance of total organizational intelligence sub-variables. Average mean for all organizational intelligence sub-variables are 3.87 with standard deviation of 0.53.

This means that the organizational intelligence is very important for Private schools in Amman, where  $t\text{-value}=22.36>1.960$ . The Knowledge sharing rated highest mean, followed by work pressures , Convenience in workplace and finally Willing to change.

**Table (4-1): Mean, Standard Deviation, t-Value, Ranking and Importance for organizational intelligence**

| No.                                      | Sub variable             | M.          | S. D.       | t. Value     | Sig         | Rank | Importance  |
|--|--------------------------|-------------|-------------|--------------|-------------|------|-------------|
| 1  | Willing to change        | 3.95        | 0.92        | 18.35        | 0.00        | 4    | High        |
| 2  | Convenience in workplace | 4.01        | 0.45        | 8.25         | 0.00        | 3    | High        |
| 3  | Knowledge sharing        | 4.15        | 0.75        | 16.25        | 0.00        | 1    | High        |
| 4  | work pressures           | 4.05        | 0.48        | 16.65        | 0.00        | 2    | High        |
| <b>Total Organizational Intelligence</b> |                          | <b>3.87</b> | <b>0.53</b> | <b>22.36</b> | <b>0.00</b> |      | <b>High</b> |

T-tabulated value=1.96

### **Willing to change**

Table (4-2) shows that the mean of organizational intelligence willing to change ranges between 3.25 to 4.42 standard deviation ranges from 0.56 to 1.02. This indicates that the respondents agree to high importance of organizational intelligence willing to change. The average mean for total organizational intelligence is 3.95 with standard deviation of 0.92. This means that the Private schools in Amman consider willing to change of high importance, where  $t\text{-value}=18.35>1.960$ .



**Table (4-2): Mean, Standard Deviation, t-Value, Ranking and Importance for willing to change.**

| No.                      | Item  | M           | S. D.       | t. Value     | Sig         | Rank | Imp.        |
|--------------------------|---|-------------|-------------|--------------|-------------|------|-------------|
| 1                        | The school develops services according to customers' needs. | 3.69        | 0.56        | 15.25        | 0.00        | 3    | High        |
| 2                        | The school provides mechanisms for managing new ideas.      | 4.01        | 0.45        | 6.32         | 0.00        | 2    | High        |
| 3                        | The school admits employees' mistakes                       | 4.42        | 1.02        | 9.32         | 0.00        | 1    | High        |
| 4                        | The school uses career path for development employees.      | 3.68        | 0.75        | 10.25        | 0.00        | 4    | High        |
| 5                        | The school encourages employees' creativity.                | 3.25        | 0.63        | 14.36        | 0.00        | 5    | Medium      |
| <b>Willing to change</b> |   | <b>3.95</b> | <b>0.92</b> | <b>18.35</b> | <b>0.00</b> |      | <b>High</b> |

**T-tabulated value=1.960**

### **Convenience in workplace**

Table (4-3) shows that the means of Convenience in workplace ranges between 3.84 to 4.15, and the standard deviation ranges from 0.36 to 0.95.

**Table (4-3): Mean, Standard Deviation, t-Value, Ranking and Importance for Convenience in workplace**

| No.                             | Item   | M           | S. D.       | t. Value    | Sig         | Rank | Imp.        |
|---------------------------------|--|-------------|-------------|-------------|-------------|------|-------------|
| 6                               | The school develops suitable organizational structure                                | 4.15        | 0.95        | 6.35        | 0.00        | 1    | High        |
| 7                               | The school priorities are in line with (regulations and instructions)                | 4.02        | 0.36        | 11.32       | 0.00        | 2    | High        |
| 8                               | The school encourages teamwork to achieve its goals.                                 | 4.15        | 0.84        | 15.20       | 0.00        | 1    | High        |
| 9                               | The school uses the expertise of staff to accomplish its goals                       | 3.96        | 0.75        | 10.54       | 0.00        | 3    | High        |
| 10                              | Coordinate the efforts of employees between the different departments in the school. | 3.84        | 0.66        | 6.35        | 0.00        | 4    | High        |
| <b>Convenience in workplace</b> |  | <b>4.01</b> | <b>0.45</b> | <b>8.25</b> | <b>0.00</b> |      | <b>High</b> |

**T-tabulated value=1.960**

This indicates that the respondents agree on high importance of Convenience in workplace. The average mean for total Organizational intelligence is 4.01 with standard deviation of 0.45. This means that the Private schools in Amman consider Convenience in workplace of high importance, where  $t\text{-value}=8.25>1.960$

### Knowledge Sharing

Table (4-4) shows that the means of Knowledge sharing ranges between 3.86 to 4.51 with standard deviation ranges from 0.65 to 1.05. This indicates that the respondents agree to high importance of Knowledge sharing ranges.

**Table (4-4): Mean, Standard Deviation, t-Value, Ranking and Importance for Knowledge sharing**

| No.                      | Item   | M           | S. D.       | t. Value     | Sig         | Rank | Imp.        |
|--------------------------|--|-------------|-------------|--------------|-------------|------|-------------|
| 11                       | The school administration provides an opportunity to exchange knowledge between employees.               | 3.68        | 0.68        | 12.36        | 0.00        | 5    | High        |
| 12                       | The school administration provides information to the staff by appropriate means.                        | 3.95        | 0.87        | 17.52        | 0.00        | 4    | High        |
| 13                       | The school administration enables career development support programs for employees.                     | 4.15        | 0.65        | 12.20        | 0.00        | 2    | High        |
| 14                       | The school administration adopts a system for assessing the educational qualifications of the employees. | 4.51        | 1.05        | 11.05        | 0.00        | 1    | High        |
| 55                       | The school administration has programs to enhance the individual skills of all employees.                | 3.99        | 0.68        | 14.50        | 0.00        | 3    | High        |
| <b>Knowledge sharing</b> |  | <b>4.15</b> | <b>0.75</b> | <b>16.25</b> | <b>0.00</b> |      | <b>High</b> |

**T-tabulated value=1.960**

The average mean for total Knowledge sharing is 4.15 with standard deviation of 0.75. This means that the Private schools in Amman consider Knowledge sharing of high importance, where  $t\text{-value}=16.25>1.960$ .

### Work Pressures

Table (4-5) shows that the means of work pressures ranges between 3.68 to 4.23 with standard deviation ranges from 0.65 to 0.96. This indicates that the respondents agree to high importance of work pressures ranges.

**Table (4-5): Mean, Standard Deviation, t-Value, Ranking and Importance for work pressures.**

| No.                   | Item  | M           | S. D.       | t. Value     | Sig         | Rank | Imp.        |
|-----------------------|---|-------------|-------------|--------------|-------------|------|-------------|
| 16                    | The school administration seeks to solve the performance problems of school personnel.  | 4.23        | 0.65        | 19.92        | 0.00        | 1    | High        |
| 17                    | The performance of the school personnel is developed according to the work requirements.                                      | 4.15        | 0.68        | 18.32        | 0.00        | 3    | High        |
| 18                    | (Rewards and incentives) are set in accordance with the school's policies.  | 3.99        | 0.72        | 6.35         | 0.00        | 4    | High        |
| 19                    | The school administration adopts the feedback on the performance of the staff periodically.                                   | 3.68        | 0.96        | 14.25        | 0.00        | 5    | High        |
| 20                    | The school administration provides employees with reports on their job performance periodically in order to achieve its goals | 4.18        | 0.73        | 18.88        | 0.00        | 2    | High        |
| <b>work pressures</b> |   | <b>4.05</b> | <b>0.48</b> | <b>16.65</b> | <b>0.00</b> |      | <b>High</b> |

**T-tabulated value=1.960**

This indicates that the respondents agree on high importance of work pressures. The average mean for total work pressures is 4.05 with standard deviation of 0.48. This means that the Private schools in Amman consider work pressures of high importance, where  $t\text{-value}=16.65 > 1.960$ .

### Dependent Variable: Administrative performance

Table (4-6) shows that the means of total Administrative performance dimensions ranges between 3.86 to 4.29 and the standard deviation ranges between 0.63 and 0.95. This indicates that the respondents agree on high importance of total Administrative

performance dimensions. Average mean for all total ADP dimensions is 3.95 with standard deviation of 0.86. This means that the ADP is very important for Private schools in Amman, where  $t\text{-value}=16.25 > 1.960$ .

Table also shows that Operations management has the highest mean, followed by Decision making, at last the Leadership

**Table (4-6): Mean, Standard Deviation, t-Value, Ranking and Importance for ADP**

| No.                                     | Sub variable          | M.          | S. D.       | t. Value     | Sig         | Rank | Imp.        |
|---|-----------------------|-------------|-------------|--------------|-------------|------|-------------|
| 1                                       | Leadership            | 3.86        | 0.63        | 14.25        | 0.00        | 3    | High        |
| 2                                       | Operations management | 4.29        | 0.94        | 18.35        | 0.00        | 1    | High        |
| 3                                       | Decision making       | 3.94        | 0.95        | 12.35        | 0.00        | 2    | High        |
| <b>Total Administrative performance</b> |                       | <b>3.95</b> | <b>0.86</b> | <b>16.25</b> | <b>0.00</b> |      | <b>High</b> |

T-tabulated value=1.960

### Leadership

Table (4-7) shows that the mean of leadership ranges between 3.47 to 4.45 standard deviation ranges from 0.55 to 96. This indicates that defend agree on high importance of leadership, the average mean for leadership is 3.86 and standard deviation is 0.63. Leadership is considered of high importance for Private schools in Amman, where  $t\text{-value}=14.25 > 1.960$ .

**Table (4-7): Mean, Standard Deviation, t-Value, Ranking and Importance for Leadership**

| No.               | Item   | M           | S. D.       | t. Value     | Sig         | Rank | Imp.        |
|-------------------|--|-------------|-------------|--------------|-------------|------|-------------|
| 1                 | The school administration uses a mission and vision for the future.            | 3.47        | 0.96        | 6.98         | 0.00        | 5    | Medium      |
| 2                 | The school administration adopts the continuous development                    | 4.15        | 0.74        | 16.24        | 0.00        | 2    | High        |
| 3                 | The school administration appreciates employees' achievements                  | 4.45        | 0.55        | 22.35        | 0.00        | 1    | High        |
| 4                 | The school administration builds relationships with employees.                 | 3.94        | 0.61        | 17.35        | 0.00        | 3    | High        |
| 5                 | The school administration develops values consistent with leadership behavior. | 3.68        | 0.79        | 15.01        | 0.00        | 4    | High        |
| <b>Leadership</b> |  | <b>3.86</b> | <b>0.63</b> | <b>14.25</b> | <b>0.00</b> |      | <b>High</b> |

T-tabulated value=1.960

### Operations Management

Table (4-8) shows that the mean of Operations management ranges between 3.38 to 4.41 and standard deviation ranges between 0.47 and 1.08. This indicates defend agree on high importance of Operations management. The average mean for Operations management is 4.29 and standard deviations 0.94. Operations management is considered of high importance for Private schools in Amman, where  $t\text{-value} = 18.35 > 1.960$ .

**Table (4-8): Mean, Standard Deviation, T-Value, Ranking and Importance for Operations Management**

| No.                          | Item  | M           | S. D.       | t. Value     | Sig         | Rank | Imp.        |
|------------------------------|---|-------------|-------------|--------------|-------------|------|-------------|
| 6                            | There is a clear plan to implement school activities.                       | 3.38        | 0.47        | 5.36         | 0.00        | 5    | Med.        |
| 7                            | School administration responsible for all activities                        | 3.95        | 0.73        | 23.6         | 0.00        | 4    | High        |
| 8                            | The school administration directs employees towards work <b>excellency.</b> | 4.09        | 1.08        | 16.45        | 0.00        | 3    | High        |
| 9                            | The school administration encourages creative activities.                   | 4.15        | 0.94        | 11.25        | 0.00        | 2    | High        |
| 10                           | The school administration evaluates employees based on performance.         | 4.41        | 0.87        | 11.15        | 0.00        | 1    | High        |
| <b>Operations management</b> |   | <b>4.29</b> | <b>0.94</b> | <b>18.35</b> | <b>0.00</b> |      | <b>High</b> |

T-tabulated value=1.960

### Decision Making

Table (4-9) shows that the mean of Decision making ranges between 3.78 to 4.66 and standard deviation ranges from 0.69 to 1.15. This means that Decision making has respondents high importance of Decision making. The average mean for Decision making is 3.94 and standard deviation is 0.95. Decision making considered of high importance for Private schools in Amman, where  $t\text{-value} = 12.35 > 1.980$ .

**Table (4-9): Mean, Standard Deviation, t-Value, Ranking and Importance for Decision making**

| No.             | Item   | M           | S. D.       | t. Value     | Sig         | Rank | Imp         |
|-----------------|--|-------------|-------------|--------------|-------------|------|-------------|
| 11              | The school administration collects information related to the decision in a form (qualitative and quantitative). | 3.87        | 0.81        | 12.36        | 0.00        | 4    | High        |
| 12              | The school administration depends on testing the information to verify its correctness.                          | 3.94        | 1.15        | 10.25        | 0.00        | 3    | High        |
| 13              | The school administration pursues the involvement of employees in the decision-making process.                   | 4.05        | 0.69        | 9.36         | 0.00        | 2    | High        |
| 14              | The school administration depends on making decisions according to the situation data                            | 4.66        | 0.71        | 8.17         | 0.00        | 1    | High        |
| 15              | The school administration stresses the need to study the available alternatives for decision making              | 3.78        | 0.93        | 11.36        | 0.00        | 5    | High        |
| Decision making |  | <b>3.94</b> | <b>0.95</b> | <b>12.35</b> | <b>0.00</b> |      | <b>High</b> |

**T-tabulated value= 1.960**

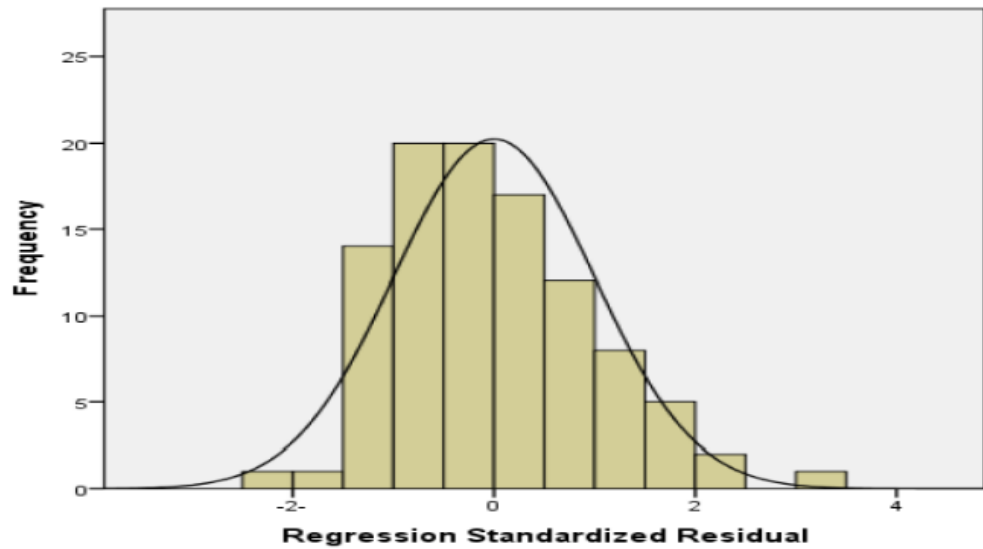
### **Hypothesis Analysis**

Multiple regressions are used to test the impact of organizational intelligence on achieving administrative performance at private schools. After validation, reliability, and relationships between variables were checked, the following tests were performed to be able to use multiple regressions: normal, linearity, and error independence, multiple linear relationship Sekaran (2003) and Hair, et.(2010).

### Normal Distribution (Histogram):

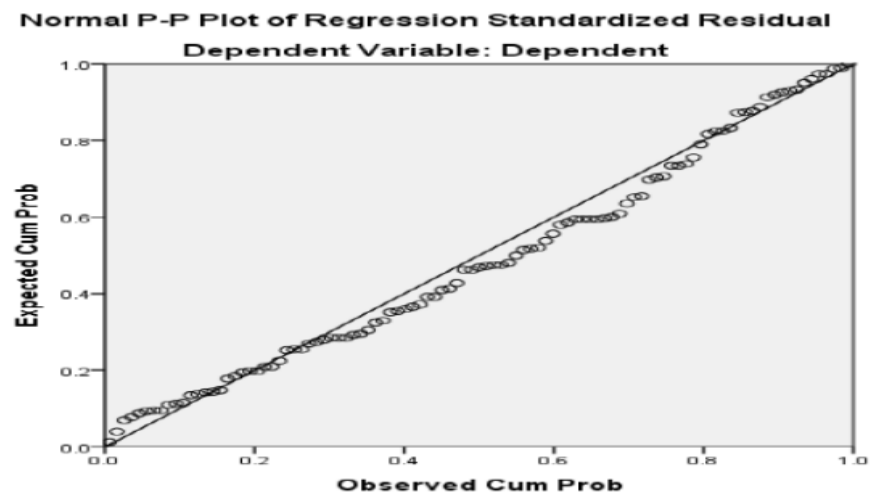
The histogram in figure 1 shows that the data normality distributed, so the residual do not affect the normal distribution.

**Figure 1: Normality Test**



**Linearity Test:** Figure 2 shows the relationship between independent and dependent variables are linear

**Figure 2: linearity Test**



### Multi-Collinearity:

While the variance inflation factor (VIF) and tolerance are used to test the multi-collinearity relationship. If the variance inflation factor is less than 10 and the variance is more than 10%, then the model does not violate the multiple -collinearity relationship assumption. Table (4-10) shows that the VIF values are less than 10 and the tolerance values are more than 10%. This indicates that there is no multiple linear relationships within the independent variables of the study.

**Table (4-10): Multi-collinearity and Durbin-Watson Tests**

| Sub-Variables            | Collinearity Statistics |       | Durbin-Watson |
|--------------------------|-------------------------|-------|---------------|
|                          | Tolerance               | VIF   |               |
| Willing to change        | 0.651                   | 2.365 | 1.823         |
| Convenience in workplace | 0.265                   | 3.216 |               |
| Knowledge sharing        | 0.365                   | 1.325 |               |
| work pressures           | 0.475                   | 4.025 |               |

### Main Hypothesis:

**H<sub>01</sub>:** The Organizational Intelligence (Willing to change, Convenience in workplace, Knowledge sharing and work pressures) have impact on administrative performance of private schools in Amman, at  $\alpha \leq 0.05$ . Table (4-11) shows that when regressing the four independent variables of Organizational Intelligence impact together against dependent variable administrative performance the model is fit for further analysis, where R<sup>2</sup> is 74.8% shows the fitness of the model for multiple regressions, and explains the variance of independent variable on dependent variable, since R<sup>2</sup> is 74.8%. Then the independent variable can explain 0.963% of variance on dependent variable, where (R<sup>2</sup>=0.748, F=658, Sig.=0.000). Therefore, the null hypothesis is rejected and the alternative hypothesis is accepted, which states that the (Willing to change,



Convenience in workplace, Knowledge sharing and work pressures) have impact on administrative performance of private schools in Amman, at  $\alpha \leq 0.05$ .

**Table (4-11): Results of Multiple Regressions for the Impact of each organizational intelligence sub-variable on administrative performance.**

| Model | R     | R <sup>2</sup> | Adjusted R <sup>2</sup> | Square Std. Error of the Estimate | F       | Sig. |
|-------|-------|----------------|-------------------------|-----------------------------------|---------|------|
| 1     | 0.865 | 0.748          | 0.747                   | 0.1352                            | 658.158 | 0.00 |

Table (4-12) shows the impact of each Organizational intelligence sub-variable on administrative performance.

**Table (4-12): Results of Multiple Regressions Analysis (ANOVA\*): Regressing Organizational intelligence Sub-Variables against Administrative Performance.**

| Model | Unstandardized Coefficients |            | Standardized Coefficients | t     | Sig.   |       |
|-------|-----------------------------|------------|---------------------------|-------|--------|-------|
|       | B                           | Std. Error | Beta                      |       |        |       |
| 1     | (Constant)                  | 2.157      | 0.352                     |       | 4.251  | 0.000 |
|       | Willing to change           | 0.529      | 0.025                     | 0.625 | 15.252 | 0.000 |
|       | Convenience in workplace    | 0.752      | 0.054                     | 0.847 | 6.325  | 0.000 |
|       | Knowledge sharing           | 0.889      | 0.035                     | 0.962 | 11.358 | 0.000 |
|       | work pressures              | 0.698      | 0.028                     | 0.754 | 9.325  | 0.000 |

**H01.1: There is no impact of willing to change on Administrative performance of Amman Private Schools at level  $\alpha \leq 0.05$**

Table (4-12) shows that there are significant impacts of Willing to change on Administrative performance, since (Beta=0.625, t=15.252, sig.=0.000, p<0.05). Therefore, the null hypothesis is rejected and the alternative hypothesis is accepted which states that willing to change impacts Administrative performance of Amman Private Schools, at  $\alpha \leq 0.05$ .

**H01.2: There is no impact of Convenience in workplace on Administrative performance of Amman Private Schools at level  $\alpha \leq 0.05$ .**

Table (4-12) shows that there are significant impacts of Convenience in workplace on Administrative performance, since (Beta=0.847, t=6.325, sig.=0.000, p<0.05). Therefore, the null hypothesis is rejected and the alternative hypothesis is accepted which states that Convenience in workplace impacts Administrative performance of Amman Private Schools, at  $\alpha \leq 0.05$ .

**H01.3: There is no impact of Convenience in workplace on Administrative performance of Amman Private Schools at level  $\alpha \leq 0.05$**

Table (4-12) shows that there are significant impacts of Knowledge sharing on Administrative performance, since (Beta=0.692, t=11.358, sig.=0.000, p<0.05). Therefore, the null hypothesis is rejected and the alternative hypothesis is accepted which states that Knowledge sharing impacts Administrative performance of Amman Private Schools, at  $\alpha \leq 0.05$ .

**H01.4: There is no impact of work pressures on Administrative performance of Amman Private Schools at level  $\alpha \leq 0.05$**

Table (4-12) shows that there are significant impacts of Knowledge sharing on Administrative performance, since (Beta=0.754, t=9.325, sig.=0.000, p<0.05). Therefore, the null hypothesis is rejected and the alternative hypothesis is accepted which states that work pressures impacts Administrative performance of Amman Private Schools, at  $\alpha \leq 0.05$ .

## **CHAPTER FIVE**

### **Results' Discussion, Conclusion and Recommendations**

#### **Results' Discussion**

The results show the Organizational intelligence practices are highly implemented in Private Schools. Knowledge sharing has rated the highest, followed by work pressures, followed by Convenience in workplace and last willing to change. The results of Administrative performance variables are also highly implemented in Private Schools. Operations management has the highest implementation, followed by Decision making, and finally Leadership. These results are supportive and confirm previous studies, such as Al-Hayya (2015), Al-Mutairi (2016), Al-Awamleh (2019).

The results also show the relationship between Organizational intelligence practices is strong, this confirm previous studies such as, Karimi & Akbari (2015). The results also show the relationship among Administrative performance dimensions are strong depends on previous studies such as al-Thaqafi (2013), and Beck's study (2014). The relationship between Organizational intelligence sub-variables and Administrative performance dimensions are strong, that depends on previous studies such as, Abdul Sattar's (2019) and Qarni's (2016). Results also show that all sub variable of Organizational intelligence have impact on Organizational intelligence in Private Schools in Amman. The Knowledge sharing has the highest impact, then Convenience in workplace, then work pressures finally willing to change. This result indicates by previous studies such as, Diab (2015), Boyatzis & Oasten study, 2002.

It may be due to the fact that the school principal has a clear vision about the positive effects that organizational intelligence has in the organization, so the director pays great attention to identifying the main directions for the development of work,

providing a strategic dialogue with workers to face challenges and paying attention to developing the performance of employees and services according to what the environment requires, because of its impact On society as a whole.

The high level of organizational intelligence on administrative performance in private schools in the capital Amman governorate from the point of view of school principals may be attributed to the interest of senior leaders in various Jordanian educational institutions with this concept, and to encourage school principals to raise the level of organizational intelligence in their management of their schools, and to provide material and moral incentives to those who They achieve the best performance, in addition to that there is a clear interest in private schools, by providing the finest and best human and material resources that help in the school's progress and excellence.

**The results of the areas of organizational intelligence were as follows:**

#### **Willing to change**

The field of willing to change process ranked fourth with an arithmetic average (3.95), a standard deviation (0.92), and a high level, and this may be attributed to the awareness of school administration of the importance of change in facing the challenges that may face educational organizations, in addition to its role in helping the adaptation process With developments in plans, programs, and services.

At the level of the paragraphs, Paragraph (3), which states that "the school admits the employees' mistakes," ranked first with an arithmetic mean (4.42), a standard deviation (1.02), and a high level, and this may be attributed to the administration's self-confidence and its respect for the values and ethics that would contribute Strengthening

relationships in the organization, as it increases the confidence of employees in the school administration, and increases their dependence on it.

Paragraph (5), which states "The school encourages employees creativity", was ranked last, with arithmetic mean (3.25), a standard deviation (36.) and a medium level, and this may be attributed to some administrations recognizing and retracting the error that stems from Responsibility not to go wrong.

### **Convenience in workplace**

The field of convenience in workplace ranked third with an arithmetic average (4.01), a standard deviation (0.45), and a high level, and this may be attributed to the school principal's perception that the mission is achieved through the organization, division of jobs and responsibilities, and improving the work environment as it is related to creativity and excellence. In addition to the administration realization that convenience in workplace is the cornerstone of success; It results in job satisfaction that improves performance and elevates the prestige of the organization.

At the level of the paragraphs, Paragraph (6), which states: "The school develops suitable organizational structure", ranked first, with an arithmetic average (4.15), a standard deviation (0.95), with a high level, and this is explained by the importance of school administration investment of the energies and expertise of workers in achieving the school's objectives in order to achieve a positive reputation and a distinguished position in the educational field.

Paragraph (10) came in the last place, which states "coordinate the efforts of employees between the different departments in the school" with an arithmetic average (3.84) and a standard deviation (0.66) and with a high level, and this may be due to the

importance of private school administration in making decisions that would facilitate tasks that related to the learning and teaching process, in a way that contributes to achieving an advanced level of education.

### **Knowledge sharing**

The field of knowledge sharing was ranked first with an arithmetic average (4.15), a standard deviation (0.75), and a medium level, and this may be attributed to the school administration's appreciation of the importance of exchanging information and experiences among the school employees and benefiting from the knowledge possessed by some rather than others, as this may be attributed to the role of Continuous learning support programs that help achieve the spread of knowledge. It must be noted the importance of management's understanding and appreciation of the individual skills, qualifications, and knowledge available to employees.

At the level of the paragraphs, Paragraph (14), which stipulates "the school administration adopts a system for assessing the educational qualifications of the employees " ranked first with arithmetic mean (4.51), a standard deviation (1.05), and a high level, and this may be attributed to the school administration's awareness of the importance of generating opportunities for the exchange of experiences, skills and knowledge between Workers in the institution in order to achieve its goals, maintain its survival and elevate its position in the surrounding environment.

Paragraph (11) came in the last place, which stipulates a "the school administration provides an opportunity to exchange knowledge between employees," with arithmetic mean (3.68), a standard deviation (0.68), and a medium level. A role in building a culture of appreciation and recognition of the effort of workers inside the school and

these systems have a positive impact on the spirit of workers, on the percentage of their retention, and on motivating them more to work.

### **Work pressure**

The field of work pressure got the "second" place, as the arithmetic mean (4.05), the standard deviation (0.48), and a high level, and this may be attributed to the employees having knowledge of the nature of their work, their responsibilities and the level expected of them, in addition to the employees of the organization obtaining Feedback on their strengths and weaknesses.

At the level of paragraphs, Paragraph (16) which states “The school administration seeks to solve the performance problems of school personnel” was ranked first with an arithmetic mean (4.23), a standard deviation (0.65), and a high level, and this may be due to the employees ’awareness that their promotion is related to their achievements And the results of their performance of their tasks and the assumption of their responsibilities. It may also refer to the role of the school administration in setting promotion systems and introducing its employees.

At the level of the paragraphs, Paragraph (19) which states “The school administration adopts the feedback on the performance of the staff periodically ” ranked last with an average (3.68) and a standard deviation (0.96) and a high level, and this may be attributed to the role of promotion and bonus systems in improving employee morale, and increasing Their motivation to accomplish the tasks entrusted to them, increase productivity, in addition to its role in regulating workers' behavior towards themselves and towards the institution and its objectives, as well as its role in satisfying the needs of workers, raising their morale, and developing their innovative energies in a way that guarantees the prosperity of the school.

### **The dependent variable, administrative performance**

The results of the study showed that the level of administrative performance in private schools in the capital, Amman, from the point of view of school principals, was high, as the arithmetic mean reached (3.95) and a standard deviation of (0.86). The educational organization and the educational process, and their desire for the prosperity and progress of their institutions, which distinguishes them among their peers, in addition to the principal's knowledge of the advantages of distinguished administrative performance, such as direct returns from financial and material rewards for the achievements and contributions in the school such as thank-you letters, administrative promotion, and also his knowledge of indirect returns on his management of the school, Such as achieving the good reputation, fame, and distinction of the school and its director.

This can be explained by the fact that the school administration has a clear vision about the positives caused by excellence in administrative performance in the school, so the distinguished administrator pays great attention to improving the work environment in his institution, and attention to the quality of job performance, and to clarify its impact on students, teachers, and workers as a whole, and on the surrounding community, in addition, to motivate all employees in the school by means that are compatible with the work environment, and continuous support for cases of creativity and attention to them to achieve the best results.

This result is in agreement with Al-Saeed's (2019), Al-Mutairi's (2016), and Beck's (2014), in which the level of administrative performance among school administration was high,

According to the themes of administrative performance, the results were as follows:



## Leadership

The field of leadership was ranked "third", as it reached the arithmetic average (3.86), the standard deviation (0.63), and a high level, and this may be attributed to the school management's awareness of the importance of leadership, which is the key to the success of the institution, converting its objectives into results, and its role in directing energies to reach To the goal with the least time, cost and effort, in addition to its role in discovering challenge points and problems before they arise, and knowing the benefit from the surrounding circumstances and events.

At the level of the paragraphs, Paragraph (3) was in the first place, which states "The school administration appreciates employees achievements " has an arithmetic mean of (4.45), a standard deviation of (0.55), and it may be attributed to the school administration's knowledge that motivating employees 'achievements is one of the basic operations of any institution, as well as It is one of the basics of its success, as it is the catalyst for the upgrading of departments and workers in the organization to achieve its goals and prosperity, and motivation and thanks have a great role in motivating employees, and clarifying to the workers the future place in which they will be to present their best.

Paragraph (1), which states "The school administration uses a mission and vision for the future," was ranked in the last, with an arithmetic average (3.52) and a standard deviation (1.24), as a medium level, and this may be due to the variation in school administration in this aspect. Some of them overlook this matter. And that the work does not leave them much time to use the mission and the future vision or to introduce it to the employees appropriately knowing that it helps in improving the performance of employees, increasing productivity.

## **Operations Management**

The field of operations management was ranked first, as it reached the arithmetic mean (4.29) and the standard deviation (0.94). This may be due to the primary role that this field plays in creating a state of balance and coherence between all elements of the educational process so that all efforts and resources are unified. In order to transform it into an efficient (educational) service that contributes to the survival of the institution and distinguishes it from its peers.

At the level of the paragraphs, Paragraph (10) which states "The school administration evaluates employees based on performance" ranked first, with arithmetic mean (4.41), a standard deviation (0.87), high level, so this may be due to the importance of performance evaluation being an essential element of excellence, which is made Through the school principal evaluating the performance of employees and their achievements, and by the evaluation, employees are encouraged to innovate and create a work environment that encourages workers to relate to their jobs and create new jobs as well. The administration must provide the things that help workers to present their best ideas, and to implement tasks in a creative way, such as material and moral incentives, support, and reinforcement, in addition to providing an enjoyable school environment that generates creative ideas.

Paragraph (6) which stated "There is a clear plan to implement school activities " was ranked last, with an arithmetic average (3.38) and a standard deviation (0.47), with a high level, and this is explained by the implementing plans provided by the school to employees, as it depends on the activities that executed by the employees in order to do the needed activities. Also, many schools rely on implemented activities, which is an ideal way to exchange experiences, as it is general and easy to use.

## **Decision Making**

The field of decision-making was ranked second, with an arithmetic average (3.94), a standard deviation (0.95), with a high level, and this may be attributed to the importance of decision-making by the school administration in choosing the appropriate available alternatives in order to reach the tasks and goals, in addition to the skills that must be available. They have to diagnose, judge, and then make a decision. The decision-making process is one of the processes that affect and affect workers. This is also due to the importance of decision-making due to its role in reaching solutions to the problems and difficulties facing the institution as a result of developments and changes in the educational field.

At the level of the paragraphs, Paragraph (14) which states " the school administration depends on making decisions according to the situation data " ranked first with arithmetic mean (4.66) and a standard deviation (0.71) and a high level. This may be attributed to the importance and benefits of relying on case data in the institution in the decision-making process. Which improves organizational capacity.

Paragraph (15), which states that "The school administration stresses the need to study the available alternatives for decision making," got the last rank, with an arithmetic mean (3.78) and a standard deviation (0.93), and with a high level, and it may be attributed that studying alternative options has a high positive in making the correct decision. And not to waste time, as good alternative options are useful in improving tasks and decisions.

## **Conclusion**

This study is conducted to answering the main study question: The Organizational Intelligence practices, willing to change, Convenience in workplace, Knowledge sharing

and work pressures have impact on Administrative performance (Leadership, Operations management, and Decision making) in Private Schools in Amman. Data were collected through the questionnaire, which tested for its validity, and reliability. Then, the correlation was tested the hypothesis.

The results showed the existence of a positive and statistically significant correlation between school principals 'response to the level of organizational intelligence of private schools in the capital, Amman, and their level of administrative performance.

This is explained by the fact that the application of organizational intelligence in schools achieves the goals of employees as a whole and administrators in particular, through the smart effective leadership practiced by the distinguished director in his school, as it provides all appropriate conditions for workers to form strong bonds between them and their work, and they feel satisfied while performing their tasks that are being implemented. In a distinguished school environment that achieves their personal goals that are related to their work, and with this, the organizational intelligence of the principals in private schools in the governorate of the capital, Amman, greatly affects the administrative performance.

The administrative performance is a strong indication of the intelligence of school principals, as the presence of a distinguished administration in the school strengthens the workers' bonds with their work, and they are committed to performing their duties to the fullest due to the appropriate and attractive work environment provided by their distinguished management, and to achieve their own and their goals, because their personal goals are linked to their goals. The school, if the school obtains administrative excellence, achieves the highest levels of quality of work, and is able to achieve its

goals and objectives, then the workers have achieved their goals, because they have invested most of their abilities in work, and have achieved the desire they have towards carrying out the work accurately and in the best way.

Finally, the results show that the organizational intelligence has impact on administrative performance in Amman private schools.

## **Recommendations**

Based on the results of the study, a set of recommendations can be made:

- Conducting workshops for school principals to study gaps in organizational intelligence.
- Conducting training courses for school principals to develop their performance and leadership skills in a way that enables them to assume leadership tasks.
- Establishing a new and advanced mechanism that facilitates the school decision-making process, this reduces time and effort.
- Giving administrative staff more leadership powers and tasks.
- Creating a system of incentives for administrative employees who initiate creative development activities and cooperate with the administrative staff in the implementation of administrative tasks.
- Involving school principals in training programs and courses to enable them to achieve excellence in administrative performance in educational institutions.
- The school's employment of modern technology, which makes it distinguished in performance in the surrounding environment.

## **Study Suggestions**

- Conducting similar studies on organizational intelligence and linking it to other variables such as administrative creativity, organizational loyalty, performance effectiveness, and management performance strategies.
- Conducting more research and studies on excellence in administrative performance in private schools, making use of them, and linking them to other variables.

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## Appendixes

### Appendix 1: Panel of Referees Committee

| <b>NO</b> | <b>Name</b>          | <b>Qualification</b> | <b>Organization</b>    |
|-----------|----------------------|----------------------|------------------------|
| 1         | Ahmad Ali Saleh      | Prof.                | Middle East University |
| 2         | Muhammad Abu zaid    | prof.                | Applied Balqa          |
| 3         | Muhammad Maaitah     | prof.                | Applied Balqa          |
| 4         | Abdulazeez sharabati | Associate Prof       | Middle East University |
| 5         | Abdullah Batainh     | Associate Prof.      | Middle East University |
| 6         | Nahla Al Nazer       | Associate Prof.      | Middle East University |
| 7         | Muneer rawashdeh     | Assistant prof.      | Middle East University |
| 8         | Murad Atyani         | Associate Prof.      | Al Israa               |

## **Appendix 2: Letter and Questionnaire of Respondents**

Dear Mr./Ms.. .....

Greeting,

I would like to request you to answer the attached questionnaire related to my thesis titled: " **The impact of Organizational Intelligence on Administrative Performance**" - A Field Study of Amman Private Schools.

This questionnaire includes two paragraphs with 35 questions which, cover both independent and dependent variables, and may take only 5 minutes. The responses will be used for research purposes and will be confidential and you do not need to write your name.

I requested you to indicate what is actually implemented in your organization not what you wish to be implemented.

Finally, I appreciate and thank you for your participation and support, and if you have any question or comment, please call me (00962799757281).

Thank you for your effort.

**Prepared by: Mohammad Khaled Al-khattab**

**Supervised by: Dr. Sameer Musa Al Jabali**

**Part one: Demographic information**

Company (optional):

Gender:  Male  FemaleAge (years):  Less than 30  Bet. 30-39  Bet. 40-50  Above 50Experience (years):  Less 10  Bet.10-20  Bet.21-30  More than 30Education:  Diploma  Bachelor  Master  Ph.D.Position:  principal assistant  principal  Manager  DirectorDimensions:  Willing to change  Convenience in workplace  Knowledge sharing work pressures  Leadership  Operations management  Decision making

**Part two:** The following 35 questions tests the perception of Amman Private Schools about the implementation of **Organizational intelligence** and **Administrative performance** , Please, rate each question according to actual implementation and not based on your belief, as follows: 1 = Never Implemented, 2 = Slightly Implemented, 3 = Sometimes, 4 = Almost Implemented, 5 = Frequently Implemented.

| No.                                      | Item   | Never Implemented | Slightly Implemented | Sometimes | Almost Implemented | Frequently Implemented |
|--|--|-------------------|----------------------|-----------|--------------------|------------------------|
| <b>Organizational Intelligence Scale</b> |  |                   |                      |           |                    |                        |
| <b>Willing to change</b>                 |  |                   |                      |           |                    |                        |
| 1.                                       | The school develops services according to customers' needs.  | 1                 | 2                    | 3         | 4                  | 5                      |
| 2.                                       | The school provides mechanisms for managing new ideas.   | 1                 | 2                    | 3         | 4                  | 5                      |
| 3.                                       | The school admits employees' mistakes  | 1                 | 2                    | 3         | 4                  | 5                      |
| 4.                                       | The school uses career path for development employees.   | 1                 | 2                    | 3         | 4                  | 5                      |
| 5.                                       | The school encourages employees' creativity.   | 1                 | 2                    | 3         | 4                  | 5                      |
| <b>Convenience in workplace</b>          |  |                   |                      |           |                    |                        |
| 6.                                       | The school develops suitable organizational structure  | 1                 | 2                    | 3         | 4                  | 5                      |
| 7.                                       | The school priorities are in line with (regulations and instructions)                                    | 1                 | 2                    | 3         | 4                  | 5                      |
| 8.                                       | The school encourages teamwork to achieve its goals.   | 1                 | 2                    | 3         | 4                  | 5                      |
| 9.                                       | The school uses the expertise of staff to accomplish its goals   | 1                 | 2                    | 3         | 4                  | 5                      |
| 10.                                      | Coordinate the efforts of employees between the different departments in the school.                     | 1                 | 2                    | 3         | 4                  | 5                      |
| <b>Knowledge sharing</b>                 |  |                   |                      |           |                    |                        |
| 11.                                      | The school administration provides an opportunity to exchange knowledge between employees.               | 1                 | 2                    | 3         | 4                  | 5                      |
| 12.                                      | The school administration provides information to the staff by appropriate means.                        | 1                 | 2                    | 3         | 4                  | 5                      |
| 13.                                      | The school administration enables career development support programs for employees.                     | 1                 | 2                    | 3         | 4                  | 5                      |
| 14.                                      | The school administration adopts a system for assessing the educational qualifications of the employees. | 1                 | 2                    | 3         | 4                  | 5                      |
| 15.                                      | The school administration has programs to enhance the individual   | 1                 | 2                    | 3         | 4                  | 5                      |



|   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|
|   | skills of all employees.  |   |   |   |   |   |
| <b>work pressures</b>                   |   |   |   |   |   |   |
| 16.                                     | The school administration seeks to solve the performance problems of school personnel.  | 1 | 2 | 3 | 4 | 5 |
| 17.                                     | The performance of the school personnel is developed according to the work requirements.                                      | 1 | 2 | 3 | 4 | 5 |
| 18.                                     | (Rewards and incentives) are set in accordance with the school's policies.  | 1 | 2 | 3 | 4 | 5 |
| 19.                                     | The school administration adopts the feedback on the performance of the staff periodically.                                   | 1 | 2 | 3 | 4 | 5 |
| 20.                                     | The school administration provides employees with reports on their job performance periodically in order to achieve its goals | 1 | 2 | 3 | 4 | 5 |
| <b>Administrative performance scale</b> |   |   |   |   |   |   |
| <b>Leadership</b>                       |   |   |   |   |   |   |
| 21.                                     | The school administration uses a mission and vision for the future.   | 1 | 2 | 3 | 4 | 5 |
| 22.                                     | The school administration adopts the continuous development   | 1 | 2 | 3 | 4 | 5 |
| 23.                                     | The school administration appreciates employees' achievements   | 1 | 2 | 3 | 4 | 5 |
| 24.                                     | The school administration builds relationships with employees.  | 1 | 2 | 3 | 4 | 5 |
| 25.                                     | The school administration develops values consistent with leadership behavior.  | 1 | 2 | 3 | 4 | 5 |
| <b>Operations management</b>            |   |   |   |   |   |   |
| 26.                                     | There is a clear plan to implement school activities.   | 1 | 2 | 3 | 4 | 5 |
| 27.                                     | School administration responsible for all activities  | 1 | 2 | 3 | 4 | 5 |
| 28.                                     | The school administration directs employees towards work excellency.  | 1 | 2 | 3 | 4 | 5 |
| 29.                                     | The school administration encourages creative activities.   | 1 | 2 | 3 | 4 | 5 |
| 30.                                     | The school administration evaluates employees based on performance.   | 1 | 2 | 3 | 4 | 5 |
| <b>Decision making</b>                  |   |   |   |   |   |   |
| 31.                                     | The school administration collects information related to the decision in a form (qualitative and quantitative).              | 1 | 2 | 3 | 4 | 5 |
| 32.                                     | The school administration depends on testing the information to verify its correctness.                                       | 1 | 2 | 3 | 4 | 5 |
| 33.                                     | The school administration pursues the involvement of employees in the decision-making process.                                | 1 | 2 | 3 | 4 | 5 |
| 34.                                     | The school administration depends on making decisions according to the situation data   | 1 | 2 | 3 | 4 | 5 |
| 35.                                     | The school administration stresses the need to study the available alternatives for decision making                           | 1 | 2 | 3 | 4 | 5 |

### Appendix 3: Participants Letter (Arabic Version) استبانة

عزيزي السيد / السيدة : .....

تحية طيبة ،

ارجو التكرم بالإجابة على الاستبيان المرفق المتعلق برسالتي بعنوان: "أثر الذكاء التنظيمي على الأداء الإداري"  
- دراسة ميدانية لمدارس عمان الخاصة .

حيث يتضمن هذا الاستبيان فقرتين تحتويان على 35 سؤالاً ، اللتين تغطيان كلا من المتغيرات المستقلة والتابعة ،  
وقد تستغرق مدة تعبئته 5 دقائق فقط .

مع العلم انه سيتم استخدام الاجابات لأغراض البحث وستكون سرية ولن تحتاج إلى كتابة اسمك .

للتكرم بالإشارة الى ما يتم تنفيذه بالفعل في مؤسستك وليس ما ترغب في تنفيذه .

أخيراً ، أقدر وأشكرك على مشاركتك ودعمك ، وإذا كان لديك أي سؤال أو تعليق ، يرجى الاتصال بي  
(00962799757281) .

ولكم الشكر والتقدير

الإعداد: محمد خالد الخطاب

بإشراف: د. سمير موسى الجبالي

## الاستبانة

الجزء الأول: المعلومات الديموغرافية

اسم الشركة:

الجنس:

ذكر  أنثى

العمر :

اقل من 30  بين 30-39 .  بين 40-50  أكثر من 50

الخبرة :

اقل من 10  بين 10 – 20  بين 21 – 30  اكثر من 30

المؤهل العلمي

دبلوم  بكالوريوس  ماجستير  دكتوراة

الوظيفة:

مساعد اداري  مدير مدرسة  مدير تنفيذي  مدير عام

الأبعاد:

الاستعداد للتغيير  الراحة في مكان العمل  تشارك المعرفة  ضغوط العمل  القيادة  إدارة العمليات  اتخاذ القرار

الجزء الثاني الجزء الثاني: الأسئلة الخمسة والثلاثون التالية تختبر تصور مدارس عمان الخاصة عن تطبيق الذكاء

التنظيمي والأداء الإداري ، يرجى تقييم كل سؤال حسب التطبيق الفعلي. اخذاً بعين الاعتبار أن:

1 = غير مطبق بقوة، 2 = غير مطبق، 3 = محايد، 4 = مطبق، 5 = مطبق بقوة

## مقياس الذكاء التنظيمي

### الرغبة بالتغيير

|   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|
| 5 | 4 | 3 | 2 | 1 | تطور المدرسة الخدمات وفقاً لاحتياجات العملاء.   | 1 |
| 5 | 4 | 3 | 2 | 1 | توفر المدرسة آليات لإدارة الأفكار الجديدة.      | 2 |
| 5 | 4 | 3 | 2 | 1 | تعترف المدرسة بأخطاء الموظفين .                 | 3 |
| 5 | 4 | 3 | 2 | 1 | تستخدم المدرسة المسار الوظيفي لتطوير الموظفين . | 4 |
| 5 | 4 | 3 | 2 | 1 | تشجع المدرسة إبداع الموظفين.                    | 5 |

### الراحة في العمل

|   |   |   |   |   |  |    |
|---|---|---|---|---|--|----|
| 5 | 4 | 3 | 2 | 1 | تطور المدرسة الهيكل التنظيمي المناسب               | 6  |
| 5 | 4 | 3 | 2 | 1 | أولويات المدرسة متوافقة مع (اللوائح والتعليمات)    | 7  |
| 5 | 4 | 3 | 2 | 1 | تشجع المدرسة العمل الجماعي لتحقيق أهدافها.         | 8  |
| 5 | 4 | 3 | 2 | 1 | تستخدم المدرسة خبرة الموظفين لتحقيق أهدافها        | 9  |
| 5 | 4 | 3 | 2 | 1 | تنسيق جهود الموظفين بين الأقسام المختلفة بالمدرسة. | 10 |

### مشاركة المعرفة

|   |   |   |   |   |   |    |
|---|---|---|---|---|---|----|
| 5 | 4 | 3 | 2 | 1 | توفر إدارة المدرسة فرصة لتبادل المعرفة بين الموظفين.            | 11 |
| 5 | 4 | 3 | 2 | 1 | توفر إدارة المدرسة المعلومات للموظفين بالوسائل المناسبة.        | 12 |
| 5 | 4 | 3 | 2 | 1 | تتيح إدارة المدرسة برامج دعم التطوير الوظيفي للموظفين.          | 13 |
| 5 | 4 | 3 | 2 | 1 | تتبنى إدارة المدرسة نظاماً لتقييم المؤهلات التعليمية للموظفين.  | 14 |
| 5 | 4 | 3 | 2 | 1 | لدى إدارة المدرسة برامج لتعزيز المهارات الفردية لجميع الموظفين. | 15 |

### ضغط العمل

|   |   |   |   |   |   |    |
|---|---|---|---|---|---|----|
| 5 | 4 | 3 | 2 | 1 | تسعى إدارة المدرسة إلى حل مشاكل أداء العاملين بالمدرسة.                                 | 16 |
| 5 | 4 | 3 | 2 | 1 | يتم تطوير أداء العاملين بالمدرسة وفقاً لمتطلبات العمل.                                  | 17 |
| 5 | 4 | 3 | 2 | 1 | يتم تعيين (المكافآت والحوافز) وفقاً لسياسات المدرسة.                                    | 18 |
| 5 | 4 | 3 | 2 | 1 | تتبنى إدارة المدرسة الملاحظات على أداء الموظفين بشكل دوري.                              | 19 |
| 5 | 4 | 3 | 2 | 1 | تقوم إدارة المدرسة بتزويد الموظفين بتقارير دورية عن أدائهم الوظيفي من أجل تحقيق أهدافها | 20 |

## مقياس الأداء الإداري

## القيادة

|   |   |   |   |   |   |    |
|---|---|---|---|---|---|----|
| 5 | 4 | 3 | 2 | 1 | تستخدم إدارة المدرسة رسالة ورؤية للمستقبل.            | 21 |
| 5 | 4 | 3 | 2 | 1 | تتبنى إدارة المدرسة التطوير المستمر                   | 22 |
| 5 | 4 | 3 | 2 | 1 | إدارة المدرسة تقدر إنجازات الموظفين                   | 23 |
| 5 | 4 | 3 | 2 | 1 | تقيم إدارة المدرسة علاقات مع الموظفين.                | 24 |
| 5 | 4 | 3 | 2 | 1 | تطور إدارة المدرسة القيم المتوافقة مع السلوك القيادي. | 25 |

## إدارة العمليات

|   |   |   |   |   |  |    |
|---|---|---|---|---|--|----|
| 5 | 4 | 3 | 2 | 1 | وجود خطة واضحة لتنفيذ الأنشطة المدرسية.          | 26 |
| 5 | 4 | 3 | 2 | 1 | إدارة المدرسة مسؤولة عن جميع الأنشطة             | 27 |
| 5 | 4 | 3 | 2 | 1 | توجه إدارة المدرسة الموظفين نحو التميز في العمل. | 28 |
| 5 | 4 | 3 | 2 | 1 | تشجع إدارة المدرسة الأنشطة الإبداعية.            | 29 |
| 5 | 4 | 3 | 2 | 1 | تقيم إدارة المدرسة الموظفين على أساس الأداء.     | 30 |

## اتخاذ القرار

|   |   |   |   |   |  |    |
|---|---|---|---|---|--|----|
| 5 | 4 | 3 | 2 | 1 | تقوم إدارة المدرسة بجمع المعلومات المتعلقة بالقرار بشكل (نوعي وكمي). | 31 |
| 5 | 4 | 3 | 2 | 1 | تعتمد إدارة المدرسة على اختبار المعلومات للتحقق من صحتها.            | 32 |
| 5 | 4 | 3 | 2 | 1 | تسعى إدارة المدرسة إلى إشراك الموظفين في عملية صنع القرار.           | 33 |
| 5 | 4 | 3 | 2 | 1 | تعتمد إدارة المدرسة على اتخاذ القرارات حسب بيانات الموقف             | 34 |
| 5 | 4 | 3 | 2 | 1 | تؤكد إدارة المدرسة على ضرورة دراسة البدائل المتاحة لاتخاذ القرار     | 35 |

**Appendix 4: Private Schools in the Amman Governorate include:**

|    |   |    |   |
|----|---|----|---|
| 1  | Al Hassad schools                                 | 25 | Islamic Educational College                         |
| 2  | Al Hadi Al muhammadi schools                      | 26 | Jordanian International Schools for Girls           |
| 3  | Ahliyaah School for Girls;                        | 27 | Lycée Français d'Amman (The French School of Amman) |
| 4  | Ahmed Toqan School                                | 28 | Mashrek International School                        |
| 5  | Al-Asriyah School;                                | 29 | Mayar International Schools                         |
| 6  | Al-Redwan Schools                                 | 30 | Modern American School                              |
| 7  | Al Raed Al Arabi School                           | 31 | Modern European Schools                             |
| 8  | Alliance Academy Jordan                           | 32 | Modern Montessori School                            |
| 9  | Amman Academy                                     | 33 | Modern Systems School                               |
| 10 | Amman Adventist Secondary School –<br>Jabal Amman | 34 | National Orthodox School                            |
| 11 | Amman Baptist School                              | 35 | Patriarch Diodoros The 1st School                   |
| 12 | American Community School in Amman                | 36 | Philadelphia National School                        |
| 13 | Amman Baccalaureate School                        | 37 | Prince Hamza Bin Al Hussien School                  |
| 14 | Amman National School                             | 38 | Rawdat Al-Ma'aref School                            |
| 15 | Arab Model Schools                                | 39 | Remas International Academy                         |
| 16 | Bishops School                                    | 40 | Retaal International Academy                        |
| 17 | British International Academy                     | 41 | Repton New English School                           |
| 18 | Bunat Aghad Academy                               | 42 | Rosary College School Amman                         |
| 19 | Cambridge High School                             | 43 | Rosary Sisters School                               |
| 20 | De La Salle Frere                                 | 44 | Sa'adeh College School                              |
| 21 | The International Academy – Amman                 | 45 | Sands National Academy                              |
| 22 | International Independent Schools                 | 46 | Scientific Reyada School                            |
| 23 | International Leaders Academy                     | 47 | Terrasanta College                                  |
| 24 | International School of Choueifat                 | 48 | Universal Civilizations Academy                     |