

Emotional intelligence and its Relationship with Administrative Creativity among School Principals in Karak

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Abstract

The present study aimed to explore the relationship between emotional intelligence and administrative creativity among principals in Karak. That was explored from the perspective of principals and teachers at Karak, Jordan. A questionnaire was used to fulfill the study's goals. The sample consists from 1200 teachers and 50 principals. It was concluded that the emotional intelligence and administrative creativity levels of principals in Karak are moderate from the respondents' perspective. It was also concluded that there is a statistically significant positive relationship – at the statistical significance level of ($\alpha \leq 0.05$) - between emotional intelligence and administrative creativity among principals in Karak.

Keywords: emotional intelligence, administrative creativity, principals

1. Introduction

1.1 The Problem

The world has been witnessing unprecedented changes in all the aspects of life. Such aspects may include: economic, social, and political aspects. These changes may include: globalism, information explosion, ICT revolution, and the emergence of new concepts. In the light of such changes, it became necessary for institutions – including educational institution - to plan their programs and activities efficiently. That became necessary to keep up with the contemporary changes and developments.

There are several factors that affect an organization's survival and growth. Such factors include the management's efficiency in running the organization. Such factors also include: the management's ability to fulfill goals and implement strategic plans. However, achieving growth and ensuring survival are not affected by those factors only. In fact, they are affected by other factors, such as: the employees' creativity, including administrative creativity.

Administrative creativity significantly affects organizations' success. It also enables organizations to expand and become distinguished from others. However, there are several requirements that must be met for showing administrative creativity within organizations. For instance, there must be a suitable environment for encouraging employees to act creatively and come up with creative ideas (Al-Ma'ayta, 2006).

Saleh and Rashid (2006) suggest that successful organizations should adopt modern management methods and tools efficiently. That should be done to reach the highest level of administrative creativity. That is because adopting old-fashioned management methods shall hinder managements from showing creativity. It shall hinder them from achieving a high efficiency level. In other words, organizations should adopt modern management methods & tools, such as: emotional intelligence.

Emotional intelligence participates in regulating relationships among employees within an organization. It's a skill that all employees and managers must have. That is because emotional intelligence facilitates the way tasks are carried out. It also enable one to carry out his tasks in an organized and efficient manner.

Today, it can be noticed that educational institutions are facing many serious challenges which must be addressed. Educational institutions must also adapt themselves to many changes, and developments that have been occurring rapidly. Hence, educational institutions must adopt effective management methods for facing challenges and keeping up with developments. That must be done to ensure having an efficient educational system.

School administration is an essential element of the educational system. The effectiveness of the educational system depends much on the efficiency of the school administration. That is because school administration is the

one that controls the educational process. It is also the one that implements the educational policies. It is represented mainly in principals. Principals are responsible for carrying out numerous tasks and duties. Therefore, they must be trained well and have certain skills to carry out their tasks efficiently (Shabeer, 2008).

Emotional intelligence is a mean for enhancing the performance of institutions and employees. It also participates in raising the effectiveness and efficiency levels of the employees' performance. Al-Khodor (2002) suggests that leaders can't identify employees' performance level by relying on their academic qualifications and mental capabilities only. In fact, they need to rely also on their emotional intelligence skills too. Such skills include: embracing change, flexibility, persistence, and self-motivation.

Al-Soody (2016), Al-Harethy (2012), and Ababneh & Al-Shaqran (2013) suggest that principals must show administrative creativity due to its significance. Therefore, it is necessary to shed a light on administrative creativity and identify the factors that affect principals' administrative creativity. Identifying such factors shall enable decision makers to fight against the factors that negatively affect principals' administrative creativity. In addition, identifying such factors shall facilitate the process of raising principals' administrative creativity level. Raising the latter level shall participate in improving the educational process and system.

In the light of the aforementioned, the present study aimed to explore the relationship between emotional intelligence and administrative creativity among school principals in Jordan from teachers' perspective.

To be specific, the present study aimed to answer the following questions:

Q.1) - What is the emotional intelligence level of principals in Karak from the perspective of principals and teachers?

Q.2)- What is the administrative creativity level of principals in Karak from the perspective of principals and teachers?

Q.3)-Is there any statistically significant relationship – at the statistical significance level of ($\alpha \leq 0.05$) - between emotional intelligence and administrative creativity among the principals in Karak?

Q.4)-Is there any statistically significant difference – at the statistical significance level of ($\alpha \leq 0.05$) - between the respondents' attitudes towards the principals' emotional intelligence level which can be attributed to the respondents' (gender, academic qualification, and years of experience)?

Q.5)-Is there any statistically significant difference – at the statistical significance level of ($\alpha \leq 0.05$) - between the respondents' attitudes towards the principals' administrative creativity level which can be attributed to the respondents' (gender, academic qualification, and years of experience)?

1.2 The Study's Significance

The present study is significant due to the following reasons:

- 1) The present study shall enrich the relevant literature.
- 2) The study's theoretical framework shall be useful for future researchers
- 3) The results are useful for all the ones working in the educational field. These results shall enable decision makers to fight against the factors that have a negative impact on principals' administrative creativity. They shall enable decision makers to identify and meet principals' needs and demands.
- 4) The results of the present study shall participate in promoting awareness about the significance of emotional intelligence among the officials working at the Jordanian Ministry of Education.

1.3 The Relevant Theoretical Literature Related to Emotional Intelligence

Scholars have provided various definitions for the term (intelligence). For instance, Nakashima (1999) defines it as one's ability to process information properly within a complex environment. The definitions of intelligence vary due to the variation among scholars in term of motives, orientations, views, major, personal and scientific interests.

The first one who dealt with emotional intelligence is Thorndike (1920) through his definition for social intelligence. The latter researcher defines social intelligence as one's ability to act wisely in human relationships. After that, Gardner (1983) proposes his theory about emotional intelligence. Through his theory, the latter researcher connects emotional intelligence with the social and personal dimensions of the multiple intelligences theory (Cited in Tamaoka et al., 2011).

The early definitions of emotional intelligence are connected with children's education and socialization only. Later on, scholars started to connect the definitions of emotional intelligence with work places and human relationships. That is because scholars found out that emotional intelligence significantly affect employees at work

place. For instance, it was found that having a high emotional intelligence level enables one to solve problems efficiently. It also enables one to have a better understanding for the nature of social relationships at work. It also enables one to identify the way of improving and managing social relationships at work (Abu Rayash et al., 2006).

Emotional intelligence is a modern concept in the field of psychology. It's deeply rooted within the early definitions of intelligence that emphasize the non-cognitive aspects of intelligence. For instance, Wechsler defines intelligence as one's capacity to act purposefully, think rationally, and deal effectively within his environment. He also believes that intelligence has non-cognitive aspects (i.e. social, affective and personal aspects). He believes that one's capability to succeed in life can be predicted based on these non-cognitive aspects of his intelligence (cited in Al-Khaleefah, 2009).

Later on, the term emotional intelligence and its theory evolved through Goleman's contributions. The later researcher published a series of books and articles that deal with the theoretical aspects of emotional intelligence. Through the latter series of books and articles, Goleman deals with the applications of emotional intelligence in educational, social and organizational areas. He suggests that success in social or professional life isn't based on one's mental capabilities only. In fact, it is based also on other capabilities which he calls (emotional intelligence) (cited in Zeidner and Matthews, 2009).

Recently, emotional intelligence has been receiving much attention. Such attention increased after Goleman issued a book that identifies the five dimensions of emotional intelligence; (emotional self-awareness, self-regulation, motivation, sympathy, and social skills) (cited in Abed Al-Hady, 2006). Furnham & Petrides (2006) suggest that emotional intelligence refers to one's capacity to recognize and understand his own emotions and responses and manage his own feelings in a manner that enables him to influence others emotionally.

Self-awareness refers to one's capacity to recognize his own emotions, responses, and feelings towards others and situations. Self-awareness levels may differ from one person to another and from one situation to another (Naidoo and Pau, 2008).

1.4 The Relevant Theoretical Literature Related to Administrative Creativity

All organizations encourage employees to show creativity. That is because creativity significantly affects organizations' success and growth. It also enables organizations to win the competition in the market. Today, there is an intensive competition in global and local markets. Therefore, companies are highly in need for creative employees (Al-Sarayrah and Gharib, 2010).

In case there is a gap between the organization's actual performance level and the sought one, decision makers shall realize that there is a crucial need for showing more creativity. Thus, they will search for strategies that can promote creativity among employees (Hashem, 2006).

The need for showing creativity has arisen due to several factors. Such factors include the technological developments that have been increasing. Such factors also involve the changes in the customers' interests and the development of effective organizational strategies in an ongoing manner. Hence, creativity is needed to keep up with changes and developments (Al-Hakm & Hassan, 2012).

The need for showing creativity has arisen due to other factors. Such factors include the emergence of market economy, scarcity of resources, and having various and numerous customers' needs that must be fulfilled. Therefore, organizations must adopt creative methods for fulfilling customers' needs. In addition, creativity enables managers to utilize human, financial and natural resources optimally (Al-Hawi, 2011).

Creativity enables one to perceive a specific phenomenon in an original and innovative manner. It enables one to think outside the box. It enables one to utilize all the available means to turn his ideas into reality. That is done to raise the organization's value, fulfil goals and achieve growth.

In addition, creativity enables one to find unique and suitable ideas and solutions within a reasonable period of time. It enables the organization to become distinguished. It positively affects organizations and their employees (Goffin & Mithell, 2005). Administrative creativity participates in enhancing people's relationships and promoting social interaction (Al-A'naqari, 2001).

Creativity is considered as a latent talent that lies within each human. However, it requires training, development and practice in an ongoing manner. Therefore, creativity is not restricted to the ones who have a high IQ level nor the ones who belong to a high social status. In other words, all people are able to show creativity in various professional, social and personal aspects of life. However, they must be encouraged (Sarros et al., 2008; Naseer and Al-Azawi, 2011).

1.5 The Relevant Empirical Literature

Sakkijha et al. (2015) aimed at exploring the impact of emotional intelligence on employees' creativity from the perspective of 211 employees working at three innovative companies in Jordan. It was concluded that emotional intelligence and communication affect employees' creativity. Affective self-awareness and empathy have a minor impact on employees' creativity. On the other hand, self-management doesn't have any statistically significant impact on employees' creativity.

Al-Ajamy (2015) aimed to explore the relationship between organizational loyalty and administrative creativity among the secondary school female principals in Reyad, Saudi Arabia. The sample consists from 49 secondary school female principals in Reyad. A questionnaire was developed to collect data. It was concluded that the administrative creativity level of those principals is moderate. It was also concluded that there is a statistically significant positive correlation between organizational loyalty and administrative creativity among those principals. It was concluded that there are statistically significant differences between the respondents' in terms of the organizational loyalty and administrative creativity levels. These differences are for the favor of the ones who attended more number of training courses and have more years of experience.

Al- Soody (2016) aimed to identify the level of creativity management among the public principals at northern governorates of the West Bank from the perspective of 322 female and male teachers. The latter researcher also aimed to explore the relationship between creativity management and managerial performance among those principals from the perspective of female and male teacher. The latter researcher adopted a descriptive analytical approach. The sample of the latter study consists from 322 female and male teachers. It was concluded that creativity management significantly affects the managerial performance level of those principals. It was also concluded that the latter principals show a high performance level in creativity management.

Khan et al. (2016) aimed at exploring the impact of emotional intelligence on performance among employees at public and private public higher educational institutions at Dera Ghazi Khan, Pakistan. The sample consists from 235 employees. A questionnaire was developed to collect data. It was concluded that there is a positive relationship between emotional intelligence and performance levels among those employees. It was concluded that there are statistically significant differences between the respondents' emotional intelligence levels which can be attributed to their years of experience and gender.

Vratskikh et al. (2016) aimed at identifying the impact of emotional intelligence on work performance mediated by the impact of administrators' job satisfaction at the University of Jordan. The sample consists from 354 administrators who work at the University of Jordan. A questionnaire was developed to collect data. It was concluded that there is a positive correlation between emotional intelligence from one hand and work performance and job satisfaction from another hand. It was concluded that job satisfaction significantly affects the relationship between emotional intelligence and work performance.

2. Method

The present study adopts a correlational descriptive approach.

2.1 The Study's Population and Sample

The population of the present study consists from 3750 female teachers, 295 male teachers, 165 female principals and 130 male principals. Thus, it consists from 6830 teachers and 295 principals at Karak. This data was obtained from the statistics issued on 2017 by the human resources department at the Directorate of Education at Karak. The selected sample consists from 1366 female and male teachers and 59 female and male principals at Karak.

1366 questionnaire forms were distributed to the female and male teachers. However, 1200 questionnaire forms were retrieved from them. Thus, the teachers' response rate is 87.5%. In addition, 59 questionnaire forms were distributed to female and male principals. However, 50 questionnaire forms were retrieved from them. Thus, the principals' response rate is 84.7%. To sum up, 1250 questionnaire forms were retrieved from female and male teachers and principals. Thus, the overall response rate is 87.7%.

2.2 The Sampling Method

The sample was chosen through using the stratified random sampling method. The sample represents 20% of the population.

2.3 The Study's Instrument

The researchers of the present study developed a questionnaire with adopting the five point Likert scale. The latter scale consists from five response categories; (strongly agree, agree, agree to some extent, disagree, and strongly disagree). These categories stand for the following rating points (5, 4, 3, 2 and 1) respectively.

The questionnaire consists from three parts. Through the first part, the researchers aimed to collect the respondents' demographic data. As for the second part, it deals with emotional intelligence and its dimensions. It was developed based on the studies conducted by Al-E'waidy and Farouq. (2013), Hamdallah et al. (2010) and Bathatho (2010). As for the third part, it deals with administrative creativity and its dimensions. It was developed based on the studies conducted by Al-Soody (2016), Al-Harethy (2012).

2.4 The Instrument'S Validity

The researchers of the present study checked the instrument's content validity. That was done through passing the questionnaire to a panel of experts. Those experts are 13 professors specialized in the relevant fields and teach at Jordanian universities. The experts recommend refraining from deleting any statement. They also recommend rephrasing some statements. They also recommend separating the principals' questionnaire from the teachers' questionnaire.

2.5 The Instrument's Reliability

The instruments' reliability was checked through measuring its internal consistency. It was measured through calculating the values of Cronbach's Alpha coefficient. That was done through distributing the principals' questionnaire forms to an exploratory sample which consists from 10 principals. They were selected randomly. It was found that the values of Cronbach's Alpha coefficient of the emotional intelligence dimensions of the principals' questionnaire range within (0.72 – 0.79). It was found that the values of Cronbach's Alpha coefficient of the administrative creativity dimensions of the principals' questionnaire range within (0.70 – 0.75).

The internal consistency of the teachers' instrument was measured. That was done through distributing the teachers' questionnaire forms to an exploratory sample which consists from 20 teachers. It was found that the values of Cronbach's Alpha coefficient of the emotional intelligence dimensions of the teachers' questionnaire range within (0.72 – 0.79). It was also found that the values of Cronbach's Alpha coefficient of the administrative creativity dimensions of the teachers' questionnaire range within (0.71 – 0.81).

2.6 Statistical Analysis Methods

Several methods were used. For instance, arithmetic means, standard deviations, and frequencies recalculated. The values of Pearson correlation coefficient are also calculated. The multivariate analysis of variance (MANOVA) and Mann–Whitney U test were also conducted.

3. Results and Discussion

3.1 Results and Discussion Related to the First Question

In order to answer the first question, means and standard deviations were calculated. They were calculated to identify the emotional intelligence level of principals in Karak from the respondents' perspective. The researchers measured the emotional intelligence dimensions separately and jointly. The results are presented in table (1) below:

Table 1. The emotional intelligence level of principals in Karak from the respondents' perspective

| Rank | Dimension | Arithmetic mean | Standard deviation | Level |
|-------|-----------------|-----------------|--------------------|----------|
| 1 | Self-awareness | 3.47 | .82 | Moderate |
| 2 | Social skills | 3.32 | 1.04 | Moderate |
| 3 | Self-regulation | 3.24 | 1.22 | Moderate |
| 4 | Motivation | 3.20 | 1.23 | Moderate |
| 5 | Empathy | 3.17 | 1.20 | Moderate |
| Total | | 3.28 | .99 | Moderate |

Based on table (1), principals in Karak has a moderate emotional intelligence level from the respondents' perspective. That applies to all the emotional intelligence dimensions jointly and separately. The overall mean is 3.28. It was found that principals in Karak has a moderate self-awareness level. The mean of the self-awareness dimension is (3.47) and ranked first. Principals has a moderate social skills level. The mean of the social skills dimension is 3.32 and ranked second. Principals has a moderate self-regulation level. The mean of the self-regulation dimension is 3.24 and ranked third. Principals has a moderate motivation level. The mean of the motivation dimension is 3.20 and ranked fourth. Principals has a moderate empathy level. The mean of the empathy dimension is 3.17 and ranked fifth.

The moderate emotional intelligence level of principals may be attributed to the rigid organizational models that school administrations adopt. It may be attributed to the old-fashioned managerial styles that principals adopt.

Adopting such styles shall hinder the development of principals' emotional intelligence skills.

Principals' moderate emotional intelligence level may be attributed to their incapacity to recognize and understand their own feelings, and emotions. It may be also attributed to their incapacity to control their negative emotions and turn them into positive ones. Such a moderate level may be attributed to the principals' incapacity to influence others. It may be attributed to their incapacity to develop their emotions and feelings in a way that enables them to establish good relationships with others. All of that shall hinder principals from fulfilling the sought goals.

The latter results are in agreement with the result concluded by Hamdallah et al. (2010). For instance, the latter researchers concluded that managers' emotional intelligence level in Jawal Telecommunication Co. in Palestine is moderate. The latter results are also in agreement with the result concluded by Abu Afsh (2011). To illustrate more, the latter researcher found that the emotional intelligence level of the office managers of UNRWA office in Gaza is moderate. The latter results are in agreement with the result concluded by Shipley et al. (2010). The latter researchers concluded that the emotional intelligence level of the sampled students is moderate.

3.2 Results and Discussion Related to the Second Question

In order to answer the second question, means and standard deviations were calculated. They were calculated to identify the administrative creativity level of principals in Karak from the respondents' perspective. The researchers measured the administrative creativity dimensions separately and jointly. These results are presented in table (2).

Table 2. The administrative creativity level of principals in Karak from the respondents' perspective

| Rank | Dimension | Arithmetic mean | Standard deviation | Level |
|------|--------------------------------------|-----------------|--------------------|----------|
| 1 | Volubility and flexibility | 3.30 | 1.20 | Moderate |
| 2 | Improvement of managerial operations | 3.21 | .97 | Moderate |
| 3 | Originality | 3.16 | 1.24 | Moderate |
| 4 | Improvement of educational outcomes | 2.96 | 1.18 | Moderate |
| | Total | 3.17 | .93 | Moderate |

Based on table (2), principals in Karak show a moderate administrative creativity level from the respondents' perspective. That applies to all the administrative creativity dimensions jointly and separately. The overall mean is 3.17. Principals show moderate volubility and flexibility levels. The mean of the volubility and flexibility dimensions is (3.30) and ranked first. Principals show a moderate level in improving managerial operations. The mean of the improvement of managerial operations is 3.21 and ranked second. Principals show a moderate originality level. The mean of originality is 3.16 and ranked third. Principals show a moderate level in improving educational outcomes. The mean of the improvement of the educational outcomes is 2.96 and ranked fourth.

The moderate administrative creativity level of principals may be attributed to their incapacity to utilize the available resources efficiently in a way that fulfills the sought goals. It may be attributed to their incapacity to overcome the obstacles hindering them from carrying out time management, planning, controlling and monitoring processes efficiently. The latter moderate level may be also attributed to the principals' incapacity to carry out their duties, responsibilities, and technical and managerial operations efficiently.

The latter results may be attributed to the ongoing and direct control enforced by the officials of the directorates of education on principals. They may be attributed to the fact that principals are not empowered with adequate powers. That shall hinder principals from solving problems and addressing the school-related issues efficiently.

The results of the second question are in agreement with the result concluded by Al-Ajamy (2015). For instance, the latter researcher found that principals' administrative creativity level is moderate. The latter results are in agreement with the result concluded by Ababneh & Al-Shaqran (2013). For instance, the latter researchers found that the educational leaders in Irbid educational directorates show a moderate administrative creativity level. The results of the second question are not in agreement with the result concluded by Al-Soody (2016). That is because the latter researcher found that the creativity management level of public principals at the northern governorates of the West Bank is high.

3.3 Results and Discussion Related to the Third Question

In order to answer the third question, the researchers calculated the values of the Pearson correlation coefficient for the relationships between the emotional intelligence dimensions and the administrative creativity dimensions jointly and separately. These values are presented in table (3):

Table 3. The values of Pearson correlation coefficient

| Independent variable | Originality | | volubility and flexibility | | Improvement of managerial operations | | Improvement of educational outcomes | | Total | |
|----------------------|--------------------------------------|-------|--------------------------------------|-------|--------------------------------------|-------|--------------------------------------|-------|--------------------------------------|-------|
| | Value of the correlation coefficient | Sig. |
| | Self-awareness | .550* | .000 | .467* | .000 | .142* | .000 | .165* | .016 | .397* |
| Self-regulation | .797* | .000 | .735* | .000 | .338* | .000 | .234* | .000 | .675* | .000 |
| Motivation | .860* | .000 | .823* | .000 | .488* | .000 | .322* | .000 | .795* | .000 |
| Empathy | .822* | .000 | .757* | .000 | .451* | .000 | .340* | .000 | .752* | .000 |
| Social skills | .894* | .000 | .835* | .000 | .449* | .000 | .306* | .000 | .794* | .000 |
| Total | .888* | .000 | .822* | .000 | .434* | .000 | .295* | .000 | .780* | .000 |

(*): It is statistically significant at the statistical significance level of ($\alpha \leq 0.05$)

Based on table (3), all the correlation coefficients are statistically significant. It can be concluded that there is a statistically significant positive relationship - at the statistical significance level of ($\alpha \leq 0.05$) - between the emotional intelligence dimensions and the administrative creativity dimensions jointly and separately. For instance, the overall value of the correlation coefficient is 0.780. That indicates that there is a statistically significant positive relationship - at the statistical significance level of ($\alpha \leq 0.05$) - between emotional intelligence and administrative creativity among principals in Karak.

The strongest correlation is between motivation from one hand and the administrative creativity dimensions jointly from another hand (0.795). That may be attributed to the significant impact that motivation has on people’s behaviors and completion of tasks.

The weakest correlation is between self-awareness from one hand and the administrative creativity dimensions jointly from another hand (0.395). It may be attributed to the fact that most people didn’t reach a high self-discovery level yet. It is because reaching a high self- discovery level requires much time and patience.

The latter results may be attributed to the fact that the good emotional intelligence skills enable principals to carry out their duties, and responsibilities efficiently. In addition, emotional intelligence skills enable principals to find effective solutions to any problem they face. These skills also enable principals to make effective decisions. Furthermore, emotional intelligence skills enable principals to embrace others’ ideas. That shall enable principals to find original ideas related to management, team leadership, and development of products and services. All of that shall enable principals to improve their administrative creativity level.

3.4 Results and Discussion Related to the Fourth Question

Means and standard deviations were calculated to identify respondents’ attitudes towards the principals’ emotional intelligence level in accordance with the respondents’ gender, academic qualification, and years of experience. Table (4) present these values.

Table 4. The arithmetic means and standard deviations for identifying respondents’ attitudes towards the principals’ emotional intelligence level in accordance with the respondents’ gender, academic qualification, and years of experience

| | Variable | Frequency | Arithmetic means | Standard deviations |
|------------------------|----------------------|-----------|------------------|---------------------|
| Gender | Male | 558 | 3.49 | .93 |
| | Female | 692 | 3.11 | 1.01 |
| Academic qualification | Diploma degree | 112 | 3.16 | 1.00 |
| | BA degree | 493 | 3.26 | 1.00 |
| | Postgraduate degrees | 645 | 3.31 | .99 |
| years of experience | Less than 5 years | 211 | 3.34 | 1.01 |
| | 5 - 10 years | 603 | 3.29 | 1.00 |
| | 10 years or more | 436 | 3.24 | .99 |

Based on table (4), it appears that there are differences between the means. In order to identify the statistical significance of these differences, multivariate analysis of variance (MANOVA) was conducted. The results are presented in table (5).

Table 5. The results of the multivariate analysis of variance (MANOVA)

| Source of Variance | Sum squares | of Degree of freedom | Mean squares | F value | Sig. |
|------------------------|-------------|----------------------|--------------|---------|-------|
| Gender | 23.698 | 1 | 23.698 | 24.593 | .*000 |
| Academic qualification | 1.681 | 2 | .840 | .872 | .418 |
| Years of experience | .604 | 2 | .302 | .313 | .731 |
| Error | 1187.171 | 1232 | .964 | | |
| Total | 14723.567 | 1250 | | | |

(*): It is statistically significant at the statistical significance level of ($\alpha \leq 0.05$)

Based on table (5), it was concluded that there isn't any statistically significant difference – at the statistical significance level of ($\alpha \leq 0.05$) - between the respondents' attitudes towards the principals' emotional intelligence level which can be attributed to the respondents' (academic qualification, or years of experience). However, it was found that there is a statistically significant difference – at the statistical significance level of ($\alpha \leq 0.05$) - between the respondents' attitudes towards the principals' emotional intelligence level which can be attributed to the respondents' (gender).

The researchers conducted Mann–Whitney U test to identify the gender that the difference is in favor for. The results are presented in table (6).

Table 6. The results of Mann–Whitney U test

| Group | Frequency | Mean rank | Sum of ranks |
|--------|-----------|-----------|--------------|
| Male | 558 | 698.83 | 389946 |
| Female | 692 | 566.37 | 391928 |

It is found that the statistically significant difference is for the favor of the male respondents.

The results of question 4 may indicate that all respondents have similar capability to identify principals' emotional intelligence level regardless of the respondents' academic qualification or years of experience. These results may be attributed to the fact that the relationship between principals and male respondents is different from the relationship between principals and female respondents. Thus, males' assessments would differ from females' assessments

3.5 Results and Discussion Related to the Fifth Question

Means and standard deviations were calculated to identify respondents' attitudes towards the principals' administrative creativity level in accordance with the respondents' gender, academic qualification, and years of experience. Table (7) present these values below:

Table 7. The arithmetic means and standard deviations for identifying the respondents' attitudes towards the principals' administrative creativity level in accordance with the respondents' gender, academic qualification, and years of experience

| | Variable | Frequency | Arithmetic means | Standard deviations |
|--------|----------|-----------|------------------|---------------------|
| Gender | Male | 558 | 3.45 | .82 |
| | Female | 692 | 2.95 | .96 |

| | | | | |
|------------------------|----------------------|-----|------|------|
| | Diploma degree | 112 | 3.06 | 1.03 |
| Academic qualification | BA degree | 493 | 3.18 | .95 |
| | Postgraduate degrees | 645 | 3.19 | .91 |
| | Less than 5 years | 211 | 3.17 | .92 |
| years of experience | 5 - 10 years | 603 | 3.18 | .94 |
| | 10 years or more | 436 | 3.17 | .95 |

Based on table (7), it appears that there are differences between the means. In order to identify the statistical significance of these differences, multivariate analysis of variance (MANOVA) was conducted. The results of MANOVA are presented in table (8):

Table 8. The results of the multivariate analysis of variance (MANOVA)

| Source of Variance | of | Sum of squares | Degree of freedom | of | Mean squares | F value | Sig. |
|------------------------|----|----------------|-------------------|----|--------------|---------|-------|
| Gender | | 52.825 | 1 | | 52.825 | 64.769 | 000*. |
| Academic qualification | | 1.158 | 2 | | .579 | .710 | .492 |
| Years of experience | | 165. | 2 | | 82. | 101. | 904. |
| Error | | 1004.800 | 1232 | | 816. | | |
| Total | | 13700.041 | 1250 | | | | |

(*): It is statistically significant at the statistical significance level of ($\alpha \leq 0.05$)

Based on table (8), it was concluded that there isn't any statistically significant difference – at the statistical significance level of ($\alpha \leq 0.05$) - between the respondents' attitudes towards the principals' administrative creativity level which can be attributed to the respondents' (academic qualification, or years of experience). However, it was found that there is a statistically significant difference – at the statistical significance level of ($\alpha \leq 0.05$) - between the respondents' attitudes towards the principals' administrative creativity level which can be attributed to the respondents' (gender).

The researchers conducted Mann–Whitney U test to identify the gender that the difference is in favor for. The results are presented in table (9).

Table 9. The results of Mann–Whitney U test

| Group | Frequency | Mean rank | Sum of ranks |
|--------|-----------|-----------|--------------|
| Male | 558 | 728.66 | 406589 |
| Female | 692 | 542.32 | 375285 |

It can be concluded that the statistically significant difference is for the favor of the male respondents.

The latter results may indicate that all respondents have similar capability to identify principals' administrative creativity level regardless of the respondents' academic qualification or years of experience. These results may be attributed to the fact that the relationship between principals and male respondents is different from the relationship between principals and female respondents. Thus, males' assessments would differ from females' assessments.

4. Conclusion

The researchers concluded the following results:

1. The emotional intelligence and administrative creativity levels of principals in Karak are moderate from the respondents' perspective.
2. There is a statistically significant positive relationship – at the statistical significance level of ($\alpha \leq 0.05$) - between emotional intelligence and administrative creativity among principals in Karak.

5. Recommendations

In the light of the aforementioned results, the researchers recommend:

- 1) Raising principals' emotional intelligence level. That should be done through holding training courses and workshops that promote awareness among principals' about the significance of emotional intelligence. Such training courses and workshops should also promote awareness about the role of emotional intelligence in improving one's ability to handle issues and solve problems he may face in real life.
- 2) Exerting more effort by the officials working at the Directorate of Education at Karak for raising principals' administrative creativity level. That shall enable principals to overcome the challenges hindering them from fulfilling their educational goals.
- 3) Launching seminars and educational programs about the methods that can be used for raising principals' emotional intelligence level.
- 4) Providing principals at Karak with professional development opportunities. Such opportunities shall enable them to run schools efficiently. These opportunities shall raise their administrative creativity level

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