The Reality of Change Leadership among Academic Leaders in Jordanian Private Universities and its Relation to Administrative Creativity

Atef Y. Magableh, Jena A. Khbeis and Lubna T. Al Kilani

Abstract--- This study aimed at finding out the reality of change leadership among academic leaders in Jordanian private universities and its relation to administrative creativity. The descriptive correlational methodology was used. The study sample consisted of (137) faculty members. Two questionnaires were used after assuring their validity and reliability. The results of the study indicated that the reality of change leadership among academic leaders in Jordanian private universities was medium from faculty members' point of view. The level of administrative creativity of academic leaders in Jordanian private universities was medium too, from faculty members' point of view. There was a positive significant correlational relationship at (α = 0.01) between the reality of change leadership among academic leaders in Jordanian private universities and the level of administrative creativity of academic leaders. The "r" value was (0.724). Among the recommendations of the study was: Preparing training programs to develop the creative skills of academic leaders.

Keywords--- Change Leadership, Academic Leaders, Administrative Creativity.

I. INTRODUCTION

Academic leaders constitute the cornerstone of practice and its results, as it is not enough to follow the familiar scientific steps and procedures. This requires independence in creativity in university administrative work. It is not the university institution or society in isolation from the world and the ideas, values and trends, as well as the economic, technological, and information revolutions. It calls for more openness to the achievements of science in all disciplines and more engagement with national issues to enable its graduates and society to achieve a level that allows to keep pace with the movement of the world and not to lag behind its achievements in the fields of scientific research and human creativity. The importance of change leadership stems from its goal of achieving quality in performance. Change works by detecting weaknesses that lead to low performance, and knowing and confirming strengths. At a time when the process of change is described as the decisive success linked to the success of institutions and society in general, or the failure of both development and contemporary. Therefore, the importance of change lies in the role of leadership of change in providing the academic leaders in the middle administration and supervisors the skills necessary for them to step ahead of competitors and develop mechanisms and plans that help identify and guide conflicts and anticipate change for survival (Al – Massad, 2012).

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Problem of the Study

Most universities suffer from weak leadership in change and lack of interest in creativity and the main challenges facing change is the lack of effective leadership in educational institutions. And that there is an excessive practice of management and the absence of an effective leadership role due to the weak competencies of educational leaders, which lead to negative practices lead to impede the process of change and this calls for the urgent need for the emergence of leaders capable of accommodating changes in dealing with the challenges posed by.

Increased training and awareness – raising opportunities to disseminate these skills are urgent. But all efforts to implement them will not yield the desired result if there is no further awareness and training of principals on the leadership skill itself. Educational institutions still suffer from the old methods of management as they became bureaucratic institutions over time, which weakened the chances of their continuation. In light of globalization and the technological and digital revolution, because of routine and stereotyping in thinking and doing business and mental stalemate, and in light of previous studies and consistent with the recommendations of researchers and the expertise of researchers in the field of education, there is a need to improve the performance of academic leaders. Most institutions, including educational institutions, are facing many challenges and are undergoing many changes, and transformations that require the presence of effective leadership, to cross the school from tradition to development and improvement and planned work, in order to achieve its goals and aspirations and needs the needs of society.

Study Objective and Questions

The study aimed at finding out the reality of leadership of change and its relationship to administrative creativity among academic leaders in private universities in the capital governorate of Amman by answering the following questions:

- What is the reality of change leadership among academic leaders in Jordanian private universities from faculty members' point of view?
- What is the level of administrative creativity of academic leaders in Jordanian private universities, from faculty members' point of view?
- Is there a significant correlational relationship at ($\alpha = 0.05$) between the reality of change leadership among academic leaders in Jordanian private universities and the level of administrative creativity?

Importance of the Study

This study draws its importance from the following points:

Theoretical importance. It includes the following:

Cognitive enrichment to change leadership through a review and examination of many relevant studies and research.

Identifying the role of training in developing administrative creativity skills among academic leaders in Jordanian universities, for the importance of these skills in developing universities.

The current study is expected to diagnose the reality of change leadership among academic leaders in Jordanian private universities.

This study may contribute to improving the professional level of academic leaders in Jordanian private

universities, as well as enlighten these leaders by means of professional development that may be useful in developing their performance professionally.

The practical importance. It is represented in the following:

The researchers hope that the results of this study will be of interest to decision – makers in Jordanian private universities, particularly faculties, in the development of teaching and educational services to reflect positively on the educational process. Determining weaknesses and strengths in the performance of academic leaders technically and administratively, which may help in raising their level of performance and achieve the objectives of the teaching process.

Providing proposals that may help to develop future training programs, and employ training based on the actual training needs of academic leaders. The results of this study may benefit those who plan to develop university education by knowing the difficulties that limit professional development and thus formulating plans to solve and overcome them.

Definition of Terms

The following are the definitions of the terms of the study conceptually and operationally as follows:

Change leadership: It is "change the current situation by convincing people of the need for change by formulating a future vision of a better world. It is the leadership that includes the best ways and means to promote the school through the processes of school administration to keep pace with scientific, technological and cognitive development (Barbakh, 2011: 71).

Change leadership is defined operationally as being: Leadership that helps to reconsider the future vision related to individuals and their tasks, roles and work to determine their obligations and seeks to rebuild the rules that contribute to the achievement of goals, as measured through the responses of the respondents to the items of the questionnaire of change leadership adopted in this study.

- Academic leaders: In this study they are the deans of the faculties of the Jordanian private universities in the capital city of Amman.
- Administrative creativity: Al – Ejila (2009: 14) defined it as "a combination of capabilities that enable an individual to produce a distinct new viable idea with the aim of solving a problem or developing an existing system or creating a concept in a practical way to carry out the work of the organization in a manner that achieves the goals efficiently and effectively".

It is operationally defined as a mental ability shown to university leaders, and is a multi – stage process that results in thinking or presenting creative ideas, as well as the desire to develop, change and encourage creativity.

Limitations of the Study

This study was restricted to faculty members in the Jordanian private universities in the capital Amman during the second semester of the academic year 2017/2018.

Delimitations of the Study

The results of this study was determined by the validity of the respondents of the study sample to the two study tools.

II. LITERATURE REVIEW

The leadership of change is characterized by a set of characteristics that distinguish it and give it a special character, as cited by Barbakh (2011) as follows:

- Targeting: in other words, the change in universities must take place within the framework of an organized movement that is moving towards a well – known, approved and accepted force of change.

- Realism: The change management should be linked to the practical reality of the university and be done within the framework of its capabilities, resources and circumstances.

- Harmonization: There must be some degree of compatibility between the change process and the desires of different forces of the change process and their needs and aspirations.

- Effectiveness: Change management must be effective, has the ability to move freely, has the ability to influence others, and direct action forces in targeted systems and administrative units.

- Participation: Change management needs positive interaction through the active participation of the forces and parties that are affected by change and interact with change leaders.

- Legitimacy: Change must take place within the framework of legal and moral legitimacy simultaneously.

- Reform: To be successful, change management must be characterized by reform in the sense that it must seek to remedy existing defects and address existing imbalances in the organization.

- Ability to develop and innovate: The change leader should work to find better development capabilities than currently used. Change works towards progress not loss of content.

Al–Momani (2008) added that there are several justifications for educational change. He pointed out that change is a real and inevitable reality, as a result of the following:

Change is a new technique in line with the requirements of the times.

Change is a cover for new demands as a results of practical change.

The need to develop curricula to raise the level of education.

Change is a practical strategy associated with global development.

Raising the level of administration to the new area of change.

Change in institutions of higher education in general and universities in particular is a complex and difficult process by virtue of the components of these institutions and by the presence of forces that resist and address change in those institutions (Al – Zahrani, 1995).

Change in higher education is expected to be a binding force that is difficult to resist over the next decade, and there will be other factors as well as budgetary constraints that force us for doing a lot with little money. These restrictions include: The rapid transfer of information, intense discussions between virtual universities, courses organized by companies, the need to introduce technology in education, expectations and demands of students and parents, and the selection and management of the student body and teaching, as well as the increasing emphasis on the principle of accountability. These are challenges that put university administrators at the responsibility of developing a vision they cannot always pinpoint, requiring them they have thought provoking dialogues and to find innovative solutions to problems (Lucas, 2000).

Creativity in educational institutions is the secret of their success and survival. Creativity is a strong support for the administration of educational institutions that can withstand future challenges. Excellence has become one of the objectives that educational institutions seek to achieve in a competitive and environment constantly changing so that depends on speed, flexibility, innovation and creativity in the work. Only innovative and creative educational institutions can achieve success, progress and excellence (Al – Hizan, 2002).

Administrative creativity is one of the means of renewal and change, which researchers and scientists did not agree on a specific definition. Abu Bakr (2002: 40) defined it as "the ability of an individual to use his/ her mental potentials and to utilize the possibilities and resources available or possible to present a useful new tool, method, idea or product for the organization, its members and its clients".

From here, the administrative creativity is an integrated system that involves the administrative institution, and its members of directors and employees and also the school environment. Administration is the active component of the institution's performance. Hence, it was necessary to turn to development in order to achieve its objectives. What is noticeable in some government institutions is the presence of monotony and routine practiced by employees in the performance of their work. Therefore, they are not expected to show creativity and excellence that will contribute to drive the development of the better. In view of the elements of the creative process, the cornerstone of it is the director from which the institution proceeds towards administrative creativity (Al – Ajla, 2009).

Craft (2015) pointed out that one of the most important advantages of administrative creativity is to belong to the educational institution. This motivates employees to maintain property and reputation as well as increasing the social sense of employees, which leads them to improve the level of education. The most important features are also dealing with problems in the mental process, respect for opinion and the other opinion, the humanitarian field in dealing and communication, and finally believe in the talents of others.

Al – Berjawi (2015) pointed out that the importance of administrative creativity is demonstrated by supporting the spirit of adventure and creativity among the educated and the employees in the field of education, and follow the method of exploration and problem – solving to open to the special and daily concerns of those belonging to education. One of the most important reasons for attention to the management of creativity is that it encourages so – called group dynamics and cooperative action, to discover the talents and educated and creative energies. It also contributes to the development of their sense of communication and human relations, and respects the views and point of views by following the method of brainstorming to come out with accurate scientific directions.

Administrative creativity faces many obstacles, both at the individual and group levels, which overlap with each other, because what applies to the individual may apply to the group and the school that is part of it, and then – in turn – negatively affect the performance of academic leaders of their work, and to solve the problems of the school in a creative way (Al – Shammari, 2002).

It is not possible to talk about administrative creativity without addressing the process of change, which is an important aspect in the field of education. In present century, educational institutions face many challenges brought about by various variables in a rapidly changing world. There is the information boom, the age of electronics and global organizational changes, which are represented in roles, responsibilities, relationships, communication

processes as well as the multiple informational cultural trends that require the effective educational leader to follow a suitable leadership pattern to bring about change to achieve positive and effective coexistence of the educational institution and to respond to the requirements and challenges of the current era (Abu Abed, 2006).

Previous Studies

The Theron and Westhuizen (1996) study aimed at managing resistance to change in educational institutions at the University of Potechefstroom in South Africa, to identify the different forms and types of resistance to change and work to build a model for the management of resistance to change. The study showed several results, the most important of which are: University educational institutions differ among themselves in terms of their willingness to accept change and in terms of the strategies applied to manage this change.

The study of Watwood (1997) aimed at introducing a conceptual framework and a model for organizational change management. The study population consisted of deans of faculties and administrative leaders working in these faculties. The most important results were: Deans of faculties should exert the ideal leadership to make the change process work within their organizations, and must work to empower individuals to bring change within their institutions as well as their motivation and skills toward change. Faculty leaders should focus on the processes that are required to effect change within the faculties.

Baker's (1998) study aimed at highlighting the mechanism by which faculty leaders run their institutions, with providing a centralized model of organizations that helps change based on the interaction among three elements: external forces, systems of faculties and outputs. The study population consisted of faculty leaders and administrators working in community colleges. The study sample consisted of (100) leaders in (10) community colleges in (10) US States. The most important results were: increasing employees' ability to perform work through promotions, and increasing salaries and refer to council members to consult them in carrying out some activities that lead to change within the institution.

The Kozeracki (1998) study aimed at showing how the universities environment is affected by two types of change: one is from outside the university environment inside and the other is creative change from within the environment to the outside. The study concluded that the changes in the external environment, which include economic factors and the effect of technology, require the need for a response by faculties to cope with these changes. The study noted a lack of institutional cooperation that has hampered the implementation of legally imposed changes under certain legislation.

The Turnbull and Edwards (2005) study aimed at identifying the impact of institutional development on the British University of New in terms of radical cultural change. The study sample included (120) academics and administrators from the University of New, who participated in a six – month leadership development program for the purpose of self – study and psychological and emotional aspects of leaders. The inductive methodology was used in this study. The study also examined societal pressures that affect leadership, and leadership pressures emanating from societies. The study showed that both types of pressures, both societal and leadership, are intersect. They are similar in their differences. This difference is manifested in several forms such as: the difference between the deans of the faculties and the administration, or between the desire for a changing administration and between the desire

for the lack of full management. The study also showed that emphasis should be placed on supporting the advanced leadership skills of senior administration, and the need arises for a greater number of academic leaders to be integrated into the process of change, and the need to create a general climate of participation in all faculties, and the need for participation must stem from individuals and senior leadership.

The study of Al – Asbahi (2007) aimed at proposing a model of change management in Yemeni public universities, in light of reality and contemporary trends. Its population consisted of academic leaders working in all Yemeni public universities. Their number was (145) leaders. The study concluded that the contemporary administrative trends of change management in universities were ranked as follows: knowledge management, creativity management, and total quality management, organizational re-engineering management, and strategic management, cultural adaptation management, managing multicultural teams and learning management system. The study also showed that the reality of change management in Yemeni public universities was moderate from administrative leaders' point of view, in all fields of the study tool.

Carmeli, Gelbard and Gefen (2010) conducted a study aimed at finding out the importance of creative administration among academic leaders in instilling appropriate strategies in educational institutions and their environments and their effect on improving the performance of workers in these institutions. The study sample consisted of (177) institutions. The questionnaire was used as a tool of the study. The findings showed that creative administration helps change the institution and adapt it to its external environment to improve the performance of its employees, as well as showing the importance of creative administration among academic leaders in raising organizational and personal trust and enhancing the individual and organizational influence, nurture and support among workers in these institutions.

The study of Darre (2011) aimed at reinforcing the concept of managerial innovation and creativity among principals. The study sample consisted of (200) school principals in Copenhagen city. The results of the study showed that there were a number of solutions to the problems that appear in the field of administration and administrative creativity through good planning for school administration. The results of the study showed that creativity in school administration simplifies the process of administration and planning for administrative work and gives principals a deeper understanding of the problems facing them.

Quinn, Amer and Lonie (2012) conducted a study aimed at identifying how to lead change in pre – university education and its impact on students before and after university. The interview was used as a means of gathering information. The sample of the study consisted of a group of students in different training centers in Australia. The results showed that students are likely to prefer change at all levels of education and are willing to participate in leading the change process. The results also showed that change reflected positively on students' education and motivation. The results emphasized the key role of teachers and academic leaders in achieving change within universities.

Ismail's (2014) study aimed at identifying the importance of work environment and administrative creativity in Sudan University of Science and Technology, and determining the effect of the factors of the work environment on administrative creativity in the university. The descriptive analytical methodology was used to suit the nature of the

study. A questionnaire was designed as a data collection tool from the population of the study of the staff of the university of Sudan "West Wing". The most important results were the presence of significant effect of the organizational structure, training, incentives, rewards and working conditions on administrative creativity. There was no significant effect of technology on administrative creativity. Workers have the ability to segment and analyze work tasks. They were also keen to know the shortcomings and weaknesses in their work. Finally, the university has qualified and high skilled human resources in the use of technology.

The Hawaihi study (2015) aimed at finding out the relationship of organizational culture with administrative creativity in Palestinian, public and private, universities in Gaza governorates. The analytical descriptive research methodology was adopted. A questionnaire was developed as a tool to collect data. The sample of the study consisted of (280) individuals, by using stratified random sample method. Among the results reached: There was a high degree of approval by the members of the study sample on the fields related to administrative creativity and organizational culture in universities in Gaza governorates.

III. DATA COLLECTION

Methodology of the Study

The present study adopted the descriptive correlational methodology, because it suits the nature of the study.

Population of the Study

The study population consisted of faculty members in the Jordanian private universities in Amman Governorate for the academic year 2017/2018. Their number was (1732) faculty members.

Sample of the Study

A random sample of faculty members at the Jordanian private universities in the capital Amman was selected by (10%) from the study population. Their number was (173) faculty members.

Study Tools

Two tools were developed to collect data, to achieve the objectives of the study through answering the study questions:

The first tool: "Administrative creativity questionnaire"

This tool was developed by referring to the theoretical literature related to the subject of administrative creativity, and previous studies related to the same subject such as: the study of Ismail (2014) and the study of Hawaihi (2015). The study tool consisted of (20) items.

The second tool: "Change leadership questionnaire"

This tool was developed in light of the theoretical literature related to the subject of change leadership and previous studies related to the same subject, such as the study of Wong and Cheung (2011), and the study of Al – Asbahi (2007). The study tool consisted of (23) items.

Validity of the Study Tools

To ensure the face validity of the study tools, the two tools were distributed in their initial form to ten arbitrators

from the faculty members of the Jordanian universities, with experience and competence, to ensure the achievement of the desired purpose and to assure the clarity of the items and the correct formulation, as well as their validity to measure what was designed for it, and make any modification of delete and add. Based on the arbitrators' amendments to the content of each item of the two instruments and the approval rate of (80%) or more were considered an indication of the validity of the item. The arbitrators' observations were taken and the required amendments were made. Reliability of the tools study

To verify the reliability of the study tools, the (test – retest) was applied. The two tools were applied to a (20) faculty members from outside of the study sample. The two tools were re – applied to the same sample after two weeks. The reliability of the two tools was then calculated using Pearson correlation coefficient. The value of the reliability coefficient for the tool of administrative creativity was (0.87) and for the tool of change leadership was (0.90). these values are acceptable for the purposes of this study

Procedures of the Study

After confirming the validity and reliability of the study tools, and determining the required sample for the purposes of applying the study tools and obtaining the official approvals for the application of the study, the researchers distributed the two questionnaires to the study sample members. The data were then collected, unloaded and entered on the computer to obtain the results.

- All data were fully recovered.
- The Likert five – point scale was used as follows: Very big = five points, big = four points, medium = three points, few = two points and very few = one point.
- The following equation was used to determine the level of administrative creativity and change leadership.

Thus the low level from 1 – 2.33

The medium level from 2.34 – 3.67

The high level from 3.68 – 5

Statistical Processing

- To achieve the study objectives, the following statistical treatments were used:
- To answer the first two questions, the means, standard deviations and ranks were used.
- To answer the third question, the Pearson correlation coefficient was used.

Data Analysis

The results were presented and discussed as follows:

The first question: What is the reality of change leadership among academic leaders in the Jordanian private universities from faculty members' point of view?

To answer this question, means, standard deviations and ranks for the reality of change leadership among the academic leaders in the Jordanian private universities were calculated from the faculty members' point of view for each item of the study tool. Table (1) shows that

Table 1: Means, Standard Deviation and Ranks for the Reality of Change Leadershipe among Academic Leaders in the Jordanian Private Universities from Faculty Members Point of View in Descending

No.	Item	Mean	Standard deviation	Rank	Reality
8	Academic leaders have clear vision for change leadership.	3.66	0.74	1	Medium
20	Academic leaders pay clear attention to the empowerment of faculty members.	3.64	0.73	2	Medium
6	Academic leaders involve faculty members in editing the future vision of the university.	3.62	0.83	3	Medium
1	Academic leaders announce their plan for change for all in advance.	3.60	0.88	4	Medium
2	The academic leaders in the change plan take into account the material and human potentials.	3.60	1.01	4	Medium
10	Academic leaders develop a strategy for the development of all resources: human, financial, technical and cognitive.	3.60	1.15	4	Medium
13	Academic leaders develop preventive and remedial plans for anticipated problems.	3.60	1.11	4	Medium
18	Academic leaders shall be fair and equitable among those involved in the educational process.	3.56	0.89	8	Medium
21	Academic leaders determine the most appropriate alternative to bring about the desired change.	3.56	1.12	8	Medium
9	Academic leaders are involved in engaging all levels of administration to bring about change.	3.52	1.13	10	Medium
7	Academic leaders adopt a set of shared values as a framework for change.	3.50	1.21	11	Medium
11	Academic leaders establish a culture of cooperation and teamwork.	3.48	1.12	12	Medium
23	Academic leaders explain to faculty members equality to work according to a common culture.	3.46	1.12	13	Medium
19	Delegation policy is adopted to achieve change.	3.44	1.13	14	Medium
16	Academic leaders engage faculty members in decision – making process.	3.42	1.18	15	Medium
4	Academic leaders are keen to bear their social responsibilities toward society issues.	3.42	1.18	15	Medium
12	Academic leaders are interested in developing new methods for evaluating faculty members based on fairness.	3.42	1.18	15	Medium
15	Academic leaders are well – behaved.	3.42	1.15	15	Medium
17	Academic leaders behave in a way that is consistent with the way of change.	3.34	1.14	19	Medium
5	Academic leaders are keen to develop a climate conductive to change in accordance with the principle of sustainability.	3.32	1.12	20	Medium
22	Academic leaders emphasize collaborative relationship and mutual respect among faculty members to foster a culture of support for change.	3.30	1.13	21	Medium
14	Academic leaders seek to build partnerships with the various stakeholders involved in the educational process.	3.28	1.20	22	Medium
3	Academic leaders seek to encourage faculty members to provide positive community service initiatives to enhance sustainability	3.26	1.21	23	Medium
	Total score		1.10	-	

It is noted from table (1) that the reality of leadership of change among academic leaders in Jordanian private universities from faculty members' point of view was generally medium. The mean was (3.49) with a standard deviation of (1.10). The items of the tool came at moderate level. The means ranged from (3.66 – 3.26). Item (8) that states "Academic leaders have clear vision for change leadership", came in the first rank. Its mean was (3.66) and a standard deviation of (0.74), while item (3) that states "Academic leaders seek to encourage faculty members to provide positive community service initiatives to enhance sustainability" came in the last rank. Its mean was (3.26) with a standard deviation of (1.21).

The moderate level of change leadership may be attributed to the fact that academic leaders at Jordanian private universities do not provide an opportunity for all faculty members to discuss the problems they face, and not to wait for the academic leaders to see the results of change.

The academic leader is always busy with his daily administrative work and does not have enough time to spend with faculty members to hear their problems and try to find solutions to them by change leadership. There are many academic leaders who are not interested in the outcome of change. They realize that they are paid for their daily routine. So why bother for change!

This may be due to the lack of the academic leader's ability for change leadership, and not to help faculty members in the formation of an effective vision towards change, as well as the lack of academic leader of communication skills with others. This weakens is the process of change leadership. The academic leader does not have the courage for change leadership.

The main step in dealing with change leadership is to remove the difficulties faced by individuals in their quest for growth and change, and use the necessary tools of motivation. The more faculty members feel positive participation, the greater their interest and motivation for the success and support of change.

The second question: What is the level of administrative creativity of academic leaders in Jordanian private universities, from faculty members' point of view?

To answer this question, means, standard deviations and ranks for the level of administrative creativity of academic leaders in Jordanian private universities were calculated from the faculty members' point of view, for each item of the study tool, as shown in table (2).

Table (2) shows that the level of administrative creativity among academic leaders was moderate in general. The mean was (3.32) and a standard deviation of (0.99). All items of the tool came in the medium level. The means ranged from (3.65 – 2.68). Item (3) that states "Academic leaders make an effort to discover work problems to solve them", came in the first rank.

Its mean was (3.65) and a standard deviation of (1.47). While item (5) that states "Academic leaders accept suggestions from faculty members to solve problems" came in the last rank. The mean was (2.86) and a standard deviation of (1.10).

Table 2: Means, Standard Deviation and Deviation and Ranks and the Level of Administrative Creativity of

Academic Leaders in the Jordanian Private Universities from Faculty Members Point of View in Descending Order

No.	Item	Mean	Standard deviation	Rank	Level
3	Academic leaders make an effort to discover work problems to solve them.	3.65	1.47	1	Medium
6	Academic leaders are experimenting with new ways to solve problems.	3.65	1.10	1	Medium
8	Academic leaders develop the spirit of constructive competition among faculty members.	3.63	0.91	3	Medium
2	Taking risks at work is fun for academic leaders.	3.61	1.49	4	Medium
14	Academic leaders offer new proposals for extracurricular activities.	3.58	1.15	5	Medium
9	Academic leaders perform their works in an unusual way.	3.56	1.28	6	Medium
10	Academic leaders propose various solutions to the problem at hand.	3.55	1.17	7	Medium
11	Academic leaders predict work problem before they occur.	3.49	1.12	8	Medium
13	Academic leaders have a vision for future plans to encourage creativity among faculty members.	3.45	0.99	9	Medium
12	Academic leaders have creative communication skills.	3.41	1.29	10	Medium
4	Academic leaders are willing to listen to suggestions from faculty members.	3.41	0.91	10	Medium
1	Academic leaders turn new ideas into realistic projects.	3.25	1.45	12	Medium
17	Academic leaders encourage faculty members to generate ideas during an educational setting.	3.18	1.42	13	Medium
18	Academic leaders help faculty members develop plans that focus on developing creative thinking.	3.17	1.45	14	Medium
16	Academic leaders give faculty members the opportunity to express their views.	3.15	1.47	15	Medium
19	Academic leaders engage faculty members in decision – making that develops work.	3.11	1.20	16	Medium
7	Academic leaders give faculty members the opportunity to acquire new skills.	3.01	1.64	17	Medium
20	Academic leaders develop the skills of faculty members.	2.91	1.33	18	Medium
15	Academic leaders reward outstanding faculty members in their performance.	2.88	1.47	19	Medium
5	Academic leaders accept suggestions from faculty members to solve problems.	2.86	1.10	20	Medium
Total score		3.32	0.99	-	Medium

This result may be attributed to the fact that academic leaders follow the pattern of centralization in administration. The academic leader is constrained by many routine tasks that must be accomplished and followed up daily, which drains his entire time and kills the spirit of creativity. This reflects negatively on the spirit of administrative creativity in the university as a whole. The large number of administrative bureaus and official work do not allow the academic leaders sufficient time to plan and implement activities that will enhance the creativity of faculty members and students, which reduces the change of planning for creativity at the colleges level. This, on the other hand, the centralization and lack of administrative delegation and weak factor confidence in faculty members' drains time and kills the spirit of initiative and limits the desire for creativity among academic leaders and faculty members.

The third question: Is there a significant correlational relationship at (α = 0.05) between the reality of change leadership among academic leaders in Jordanian private universities and the level of administrative creativity?

To answer this question, Pearson correlation coefficient was used. Table (3) shows the relationship between the two variables (Change leadership and administrative creativity).

Table 3: The Correlation Coeffcient between Change Leadership among the Academic Leader in Jordanian Private Universities and their Administrative Creativity

Change leadership	The variable
0.724**	Administrative creativity

Significant at (0.000)**

Table (3) shows that there was a positive significant correlational relationship at ($\alpha = 0.01$) between the reality of change leadership among academic leaders in Jordanian private universities and administrative creativity. The Pearson correlation coefficient was (0.724) at (0.000).

This correlation between these two variables may be attributed to the fact that creativity can be achieved only by positive change and its effective leadership. When academic leaders give up change, it means that their role is nearing completion. Academic leaders in their work are certainly agents of change. Administrative creativity and change are two sides of the same coin. There is no creativity without change, and no ability to face change without creativity.

IV. RECOMMENDATIONS

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

- Preparing training programs to develop the creative skills of academic leaders and introduce them to modern administration and education.
- Preparing training programs to develop the skills of change leadership among academic leaders.
- Holding periodic meetings between academic leaders and faculty members to allow them to participate in solving the problems facing them and to seek together the best ways to change and develop.

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