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### Strategic Intelligence among the Headmasters of Public Secondary Schools in Karak City, and Its Relationship to Job Performance As Perceived by Their Teachers

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#### Abstract:

The purpose of the current research is to clarify the correlation between strategic intelligence and job performance of public secondary school headmasters in Karak City, as perceived by their teachers. The research applies the descriptive correlational methodology where a random sample of 146 female and male teachers was selected among 24 public High Schools in Karak City. The researcher adopted and developed the concepts of strategic intelligence and job performance. The study concluded that the level of strategic intelligence among the headmasters of public secondary schools was medium while their level of job performance was high, besides that there was a statistically significant and positive correlation between strategic intelligence and all dimensions of job performance. The study will enhance the arab library as well as provide the education officials with guides that will enable them to adopt new methods in the schools. This study is new to the Jordanian education community that will help other researchers to conduct more studies on the topic. The research recommended conducting training courses for headmasters related to the strategic intelligence and its improvement of job performance to increase their professional growth; and the need to emphasize the adoption of the future vision, spread a culture of creativity, partnership and motivation by the headmasters; and focus on the requirements of their career growth as well as searching for approaches to enhance their job performance level.

**Keywords:** strategic intelligence, job performance, motivity, partnership, creativity.

### 加叻市公立中学校长的战略情报及其与教师认为的工作绩效的关系

#### 摘要:

当前研究的目的是阐明教师认为的加叻市公立中学校长的战略智力与工作绩效之间的相关性。该研究采用

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描述性相关方法，在加叻市24所公立高中中随机抽取146名男女教师作为样本。研究人员采用并发展了战略情报和工作绩效的概念。研究得出的结论是，公立中学校长的战略智慧水平处于中等水平，而他们的工作绩效水平则处于较高水平，而且战略智慧与工作绩效的各个维度之间均存在统计学上显著的正相关关系。该研究将加强阿拉伯图书馆，并为教育官员提供指南，使他们能够在学校采用新方法。这项研究对约旦教育界来说是新的，将有助于其他研究人员对该主题进行更多研究。该研究建议为校长举办与战略情报及其工作绩效改进相关的培训课程，以促进他们的专业发展；需要强调采用未来愿景，传播校长的创造力、伙伴关系和激励文化；并关注他们职业发展的要求以及寻找提高工作绩效水平的方法。

**关键词：**战略情报、工作绩效、动机、伙伴关系、创造力。

## 1. Introduction

Strategic intelligence is an integral part of personality System, which leaders should have, due to its importance in developing the headmasters capability and improving their performance to deal with all issues that affect the present and future of the school, besides creating efficiency and knowledge that can contribute to creativity and innovation by helping them in data collection of internal and external environment to take right decisions

It is the sum of mental abilities that the individual uses; to counteract new situations, or the ability to understand and perceive the facts; it is also expressed as behavior that results in problem solving, adapting to the environment, and forming mental concepts and learning (Abbas, 2003).

High schools need brilliant minds with a high level of intelligence and ability to predict problems before the occurrence, besides innovating new means to confront problems through headmaster ability deter it and stimulate and partner others to obtain the best results, learn new lessons to face future problems (Muhammad, 2015).

The success of educational institutions and achievement of benchmark depends on the leaders, through the use of following strategic intelligence elements (Al-Obaidi & Al-Salem, 2012; Al-Douri, 2015; Al-Kawaz et al., 2012; Qasim, 2011; Amin, 2014; Mohamed et al., 2012).

1. *Future vision*: It is represented by the ability of individual to think by relying on invisible and unperceived forces, that contribute to envisaging the future ,as well as awareness of the events importance before they happen, based on experience, know-how, research, environmental survey, and adoption of expectation.

2. *Creativity*: It is the individual's ability to think in an open field and change the elements of experience in a new image ,while it shows the role of creativity in activating the elements of strategic intelligence among leaders

3. *Partnership*: The partnership reflects the strategic ability of the intelligent leader to establish strategic alliances, where its role in advancing the capabilities of leaders is evident.

4. *Motivity*: It is the ability to engage people's drives and motivate them by providing reasons for helping people achieve vision, and identification of motivational relationships.

5. *Systematic thinking*: it is the ability to blend elements more, rather than separating its connection into parts, then analyzing them.

Job performance of employees can be measured by the amount of effort spent during a certain period of time, as well as the speed of performing the tasks. Job performance consists of a set of elements related to knowledge, the quality of work, the amount of work accomplished and the speed of this achievement.

The headmaster is an important official in the conducting of the educational process at the school, as many of the school's successful programs stem from his/her ability to lead and enrich human and material resources with information, stimulate the spirit of discussion and research among its members.

## 2. Literature Review

### 2.1. Previous Studies

Abu-Ghazaleh (2017) indicated a statistically significant positive relationship between job pressure and job performance, while there were statistically significant differences in the level of job performance among the headmasters of public secondary school attributed to gender and years of experience in favor of males and experience less than 5 years. There were no statistically significant differences attributed to specialization, qualification and job title.

Anyano et al. (2015) found that poor work environment and pressure by teachers affected the performance of headmasters regardless of gender.

Al-Douri (2015) concluded that high school headmasters have a high level of strategic intelligence, no prevailing pattern of personality among them, while they have a low level of social anxiety. The study also indicated that there was a positive correlation between research variables (strategic intelligence, social anxiety, personality pattern).

Almashaqbah (2014) indicated that the level of job performance among public secondary school headmasters was high, and that there were no

statistically significant differences attributed to gender, specialization, educational qualification and years of experience.

Al-Zameli (2014) found that high school headmasters have good strategic intelligence, as well as they could manage crises. The results also indicated a statistically significant relationship between strategic intelligence and crisis management, while there were no statistically significant differences between both strategic intelligence and crisis management related to gender and administrative experience.

Maccoby (2011) concluded that institutional leaders can influence their subordinates toward achieving cooperation and teamwork through building cooperative relation, open opportunities for them to express the value of their creativity freely, and a leader who is characterized by strategic intelligence is what you need today institutions.

## 2.2. Comments on Previous Studies

Multiple studies investigated the strategic intelligence, some of which were conducted at the level of leaders of contemporary institutions, such as the study of Maccoby (2011), while others studied it at the level of public school headmasters, such as Aldouri (2015), Abu Ghazaleh (2017), Anyano et al. (2015); Al-Mashagbeh (2014); Al-Zamili (2014).

Some studies were conducted on the perception of different teachers, such as the study by Al-Mashaqbah (2014), Zamili (2014), Abu Ghazaleh (2017), while other studies focused on school headmasters such as the study by Anyano et al. (2015), Al-Douri (2015).

Most studies concluded that school headmasters and contemporary institutions applied skills of strategic intelligence and job performance by varied arithmetic means. These studies indicated a positive correlation between strategic intelligence and numerous variables such as crisis management, social anxiety and personality patterns, as well as job performance work stress, conflict management methods and job stresses.

## 3. Methods and Results

### 3.1. Study Problem and Questions

It is important to discover the strengths and weaknesses of points of job performance by secondary school headmasters, and the level of job performance for results that determine job performance and make appropriate recommendations.

Study questions are:

1. What is the level of strategic intelligence among public secondary school headmasters as perceived by their teachers?
2. What is the level of job performance of public secondary school headmasters as perceived by their teachers?
3. Is there a statistically significant relationship

between strategic intelligence and job performance among public secondary school headmasters as perceived by their teachers?

### 3.2. Importance of the Study

The importance of the study stems from its purpose to shed the light on the concept of strategic intelligence and to clarify its role in improving the job performance of public secondary school headmasters, therefore it has theoretical and applied importance.

Theoretical importance: includes subject and variables, as this type of study is rare in dealing with the study-combined variables. Its results reflect that relationship to be considered when designing and developing training programs for school headmasters on the importance of both strategic intelligence and job performance.

The applied aspect shows that this study may contribute to the enrichment of an important aspect of the fields of Psychological and administrative studies. It draws the attention of Jordan Ministry of Education to the importance of disclosing and directing their administrative practices to both topics.

### 3.3. Study Objectives

1. Explain the concept of strategic intelligence and job performance.
2. Determine the levels of strategic intelligence and job performance for the study sample individuals.
3. Determine the relationship between strategic intelligence and job performance for the study sample individuals.
4. Provide the Ministry of Education with necessary data.

### 3.4. Definitions

#### 3.4.1. Strategic Intelligence

It is the cornerstone of effective strategic thinking that enables institutional leaders to possess knowledge to make critical decisions that will determine the future of institutions (Al-Yasiri & Al-Shammari, 2015). Procedurally, it is the degree to which members of a sample study will obtain through their response on the strategic intelligence scale that the researcher developed to suit the study sample.

#### 3.4.2. Job Performance

It is a statement of school headmasters performance, that assess the extent of their effectiveness and achievement of administrative tasks and organization, and their ability to lead the school and manage its affairs,. Procedurally, it is the degree to which the study members will obtain through their response to the job performance scale that the researcher developed to fit the study sample.

### 3.5. Study Constraints

The current study limits are as follows:

1. *Human Constraints*: Male and female secondary school teachers.
2. *Spatial Constraints*: Karak City.
3. *Time Constraints*: year 2019.
4. *Objective Constraints*: the relationship between strategic intelligence and job performance of the public secondary school headmasters in Karak from the viewpoint of their teachers.

### 3.6. Study Limits

The generalization of Results depends on the sample properties and its degree of population representation, the study instruments ,dimensions and psychometric properties.

### 3.7. Study Variables

- The independent variable: strategic intelligence dimensions (future vision, creativity, partnership, motivity, systems thinking).
- The dependent variable: job performance dimensions: type of work, students, teachers.

### 3.8. Study Population and Samples

The study population consisted of all 635 female and male teachers in the public secondary schools of Karak, as shown in Table 1.

Table 1. The study population and samples

Variable	Segment	Population	%	Sample	%
Gender	Male	357	56%	79	54%
	Female	278	44%	67	46%
	Total	635	100%	146	100%
Qualification	Diploma	22	3%	6	4%
	Bachelor	383	60%	82	56%
	Post Grad	230	37%	58	40%
	Total	635	100%	146	100%

A sample study was selected randomly, from 6 boys schools and 4 girls schools including 159 female and male teachers while 146 questionnaires were responded, as shown in Table 1.

### 3.9. Study Methodology

The study applied the relational descriptive approach, using surveys to match the study objectives and questions.

### 3.10. Instruments of the Study

#### 3.10.1. The Strategic Intelligence Scale

After reviewing the literature related to the subject of the study. It was considered that the items should be as appropriate as possible and include the core of the strategic intelligence concept, which is a kind of self report the teachers answer according to five grades scale: Strongly agree (5), agree (4), neutral (3), disagree (2), strongly disagree (1), where all statements were formulated positively, and the following formula was used to extract the range for the three levels. Number in range 1-5 divided by 3 equals to 1.33, therefore 1-2.33, means low level, 2.34-3.67 means medium level and 3.68-5 means a high level.

#### 3.10.2. Validity of the Instrument

1. Reviewers among experts in the field of education and psychology verified the validity of the instrument through taking their views on the appropriate fields and items, in terms of language, so they suggested the best changes on the draft in terms of their representation and suitability for the category to which the study sample belongs, and based on the observations of the reviewers.

2. The validity of the internal consistency: coefficients of correlation of the scale items with the overall degree and with the dimension to which they belong, were extracted to obtain the significance of validity of internal consistency of the scale. In an exploratory sample from outside the study consisted of 20 teachers, the correlation coefficients for the items with the instrument as a whole ranged between 0.372–0.809 and with dimension between, and 0.367–0.801 as shown in Table 2.

Table 2. Correlation coefficients between the items and the dimension to which they belong and the total score on the Strategic Intelligence Scale

Item No	Cor.coeff with instrument	Cor.coeff with dim	Item No	Cor.coeff with instrument	Cor.coeff with dim	Item No	Cor.coeff with instrument	Cor.coeff with dim
1	0.760**	0.502	12	0.734*	0.621**	23	0.384*	0.471**
2	0.542**	0.420*	13	0.372*	0.441*	24	0.419*	0.432*
3	0.382*	0.368*	14	0.418*	0.384*	25	0.423*	0.621**
4	0.510**	0.367*	15	0.620**	0.593**	26	0.447**	0.472**
5	0.442*	0.672**	16	0.526**	0.419*	27	0.424*	0.723**
6	0.703**	0.395*	17	0.410*	0.524**	28	0.809**	0.801**
7	0.444**	0.555**	18	0.380*	0.534**	29	0.540**	0.375*
8	0.420**	0.513**	19	0.533**	0.730**	30	0.382*	0.439**
9	0.530**	0.530**	20	0.521**	0.612**	31	0.510**	0.521**
10	0.513**	0.513**	21	0.630**	0.530**	32	0.442*	0.630**
11	0.533**	0.370*	22	0.521**	0.533**			

Notes: \* Statistically significant at  $\alpha = 0.05$ ; \*\* Statistically significant at  $\alpha = 0.01$

Table 2 shows that coefficients of the items correlation with the total degree and the dimension to

which they belong were statistically significant at the levels of significance  $\alpha = (0.05)$  and  $,0.01$  so none of them was deleted, which indicates that the scale is valid for measuring the level of strategic intelligence. This also indicates that the scale has high credibility and is appropriate for the purposes of this study.

Sub-dimensional correlations were also calculated with the overall degree of the scale, which are basic measurements of homogeneity to determine the level of intelligence, by finding the correlation between the degree of individuals within any dimension and the overall degree of the scale, as shown in Table 3.

The scale indicated the significance of the correlation coefficients of the degree of any 1–5 dimensions of the overall scale by comparing it with the critical value of the correlation coefficient at  $\alpha = 0,05$ .

Table 3. Dimensional correlation coefficients with the overall scale of the measure

Dimension of strategic intelligence	Correlation coefficient
Future vision	0.723
Creativity	0.694
Partnership	0.661
Motivity	0.702
Systems thinking	0.618

Notes: \* Statistically Significant  $\alpha = 0.05$ ; \*\* Statistically significant  $\alpha = 0.01$

Table 3 shows that the correlation coefficients of dimensions with the total degree were statistically significant at  $\alpha$  levels =  $(0.05)$  and  $,0.01$  suggesting that the items of the scale were suitable for measuring strategic intelligence for all dimensions, and this also shows that the instrument was genuinely highly suitable for the purposes of the current study.

### 3.10.3. Stability of the Instrument

To verify the instrument stability, the researcher applied “test – re-test”, method where the stability coefficient was calculated based on the internal consistency according to Cronbach’s alpha formula and the stability of repeat for the instrument as a whole, thus the coefficient of internal consistency for the whole instrument was 0.84, while for the repeat stability was 0.82, as shown in Table 4.

Table 4. Fixed coefficients for the Strategic Intelligence Instrument according to Stability Repeat and Cronbach’s alpha

Dimension	Stability Repeat Coef.	Cronbach’s Alpha Coef.
Future Vision	0.84	0.86
Creativity	0.80	0.81
Partnership	0.83	0.85
Motivity	0.81	0.84

Table 5. Correlation coefficients between the items and the dimension to which they belong and the total score on the job performance measure

Item No	Cor. coeff with instrument	Cor. coeff with dim	Item No	Cor. coeff with instrument	Cor. coeff with dim	Item No	Cor. coeff with instrument	Cor. coeff with dim
1	0.640**	0.597**	12	0.352*	0.621**	23	0.436*	0.367*
2	0.411*	0.603**	13	0.533**	0.441*	24	0.496**	0.672**

System Thinking	0.80	0.81
Total Strategic Intillgence	0.82	0.84

These scores are high and acceptable for the purposes of the study, that support the use of this measure for the current study.

The research adopted job performance measure prepared by Abu-Ghazaleh (2017) to measure the level of job performance among public secondary school headmasters, which consisted of 32 items distributed on three dimensions:

- 1- Type of work: Items (1-15)
- 2- Students: Items (16-22)
- 3- Teachers: items (23-32)

It was considered that the items should be as appropriate as possible and inclusive of what is included in the concept of job performance, a self-report answered by the teachers on a Five grade where 5 = strongly agree, 4 = agree, 3 = neutral, 2 = disagree, 1 = strongly disagree.

All statements were formulated positively, and the following formula was used to extract the range for each of the three levels: (The upper category - the lower category), i.e.,  $(5-1)/3 = 1.33$ , therefore: 1–2.33 is a low level, 2.34–3.67 a medium level, and 3.68–5 a high level.

1. Reviewers verified the validity of the instrument through emphasizing the appropriate dimensions and items, in terms of language and structure, so they suggested the best changes on the draft in terms of their representation and suitability for the category to which the study sample belongs, and based on the observations of the reviewers.

2. The validity of internal consistency: coefficients of correlation of the scale items with the overall degree and with the dimension to which they belong were calculated to obtain the significance of validity of internal consistency of the scale.

In an exploratory sample from outside the study consisting of 20 teachers, the correlation coefficient represented the significance of validity with respect to each item. In the form of a correlation coefficient between each item and the total score on the one hand, between each item and its correlation with the dimension to which it belongs, and between each dimension and the overall score on the other hand.

The correlation coefficients for the items with the instrument as a whole ranged between 0.331–0.705 and with dimension between), and 0.346–0.820 as shown in Table 5.

Continuation of Table 5								
3	0.620**	0.532**	14	0.456*	0.384*	25	0.695**	0.621**
4	0.384*	0.820**	15	0.419*	0.593**	26	0.331*	0.555**
5	0.442*	0.371*	16	0.441*	0.530**	27	0.499**	0.513**
6	0.556**	0.622**	17	0.384*	0.395*	28	0.809**	0.801**
7	0.556**	0.346*	18	0.593**	0.393*	29	0.455*	0.513**
8	0.553**	0.524**	19	0.419*	0.705**	30	0.367*	0.603**
9	0.530**	0.534**	20	0.730**	0.439*	31	0.395*	0.526**
10	0.380*	0.700**	21	0.612**	0.439*	32	0.395*	0.526**
11	0.533**	0.471*	22	0.430*	0.432*			

Notes: \* Statistical function at  $\alpha = 0.05$ ; \*\* Statistically significant at  $\alpha = 0.01$

Table 5 shows that coefficients of correlation for the items with the total degree and the dimension to which they belong were statistically significant at  $\alpha = (0.05)$  and  $(0.01)$ . Therefore, none of them was deleted, which indicates that the measure has high credibility and was appropriate for the purposes of this study.

Sub-dimensional correlations were calculated with the overall degree of the scale, which are basic measurements of homogeneity to determine the level of performance by finding the correlation between the degrees of individuals within any dimension and the overall degree of the scale, as shown in table 6.

The table indicates the significance of the correlation coefficients of the three dimensions of the measure by comparing it with the critical value of the correlation coefficient at  $\alpha = (0.05)$ .

Table 6. Dimensional correlation coefficients with the overall scale of the scale

Dimensions of job performance	Correlation Coefficient
Job Type	0.784
Student	0.658
Teachers	0.623

Notes: \* Statistical function at  $\alpha = 0.05$ ; \*\* Statistically significant at  $\alpha = 0.01$

Table 6 shows that the dimensional correlation coefficients of the overall degree were statistically significant at the levels of significance  $\alpha = 0.05$  and  $0.01$ , which indicates that the items of the scale are suitable for measuring functional performance in all its dimensions, and this also indicates that the scale has high and appropriate sincerity for the purposes of this study.

To verify the instrument stability of the researcher-applied "test – re-test" method where the stability coefficient was calculated based on the internal consistency according to Cronbach's alpha formula and the stability of repeat for the instrument as a whole, thus

the coefficient of internal consistency for the whole instrument, was 0.86, while for the repeat stability it was 0.832 as shown in Table 7.

Table 7. The coefficients of the stability of the performance measure in the two methods of Repeat and Cronbach's alpha

Dimension	Stability of repeat	Stability of the Cronbach's Alpha
Type of job	0.80	0.83
Student	0.83	0.86
Teachers	0.81	0.84
Total job Performance	0.84	0.86

These coefficients are high and acceptable for the purposes of the study, and this supports the use of this measure in the current study.

### 3.11. Statistical Processing

EXCEL software was applied for processing data, while the Statistical Package for Social Sciences program (SPSS) was applied for statistical analysis. The statistical methods that were applied to test study questions were arithmetic means, standard deviations and percentages, Pearson correlation coefficient and simple regression equation, and Two-way variance analysis.

## 4. Conclusions

### 4.1. Presentation and Discussion of the Results

*The first question: What is the level of strategic intelligence among public secondary school headmasters as perceived by their teachers?*

To answer this question, arithmetic means and standard deviations for the dimensions of the Strategic Intelligence Scale were calculated through the items for each dimension of the study sample individuals, as shown in Table 8.

Table 8. Arithmetic means and standard deviations for the items of the Strategic Intelligence Scale

No	Dimension	Arith. Mean	Rank	Std. Dev	Level
1	Future Vision	3.58	4	0.734	Medium
2	Creativity	3.64	1	0.579	Medium
3	Partnership	3.62	2	0.610	Medium
4	Motivity	3.61	3	0.634	Medium
5	System thinking	3.56	5	0.761	Medium
	Total Strategic Intelligence	3.59		0.687	Medium

Table 8 shows that arithmetic means ranged between 3.56–3.64, a medium level, so that creativity obtained the highest arithmetic mean of 3.64 and standard deviation of .579. Partnership got an arithmetic mean of 3.62. The third was motivity, with a mean of 3.61. This result agrees Zamili 2014, AlDouri (2015) and Maccoby (2011). The researcher suggests that strategic intelligence makes the headmaster more active in handling the problems of teaching and learning.

*The second question: What is the level of job performance of public secondary school headmasters as perceived by their teachers?*

To answer this question ,mathematical means and standard deviations for the dimensions of job performance were calculated as shown in table 9.

Thinking ranked the fourth with an average 3.58, and future vision obtained in the last rank with a mean of 3.56, while the total arithmetic mean the overall strategic intelligence was 3.59 and Standard deviation 0.687.

Table 9. Arithmetic means and standard deviations for the dimensions of job performance

No	Dimension	Arithmetic Mean	Standard deviation
1	Type of job	3.93	0.882
2	Student	3.75	0.630
3	Teachers	3.73	0.648
	Total job	3.32	0.636

## performance

Table 9 shows that the arithmetic means for the dimensions of job performance ranged between 3.73–3.93, with high levels, where work type got the first rank with the highest arithmetic mean of 3.93 and standard deviation of 0.882 followed by students with a mean of 3.75, while the last rank was for the teachers who got the third rank, with a mean of 3.73. The total mean for job performance as a whole was .3.82. and standard deviation of 0.636.

This result is attributed, from the researcher's perspective, to that school headmasters connect schools to a unified network to facilitate the process of exchanging information and data, and choose the appropriate times to implement activities and training courses for teachers by the type of work.

This study is consistent with Al-Mashaqba (2014), Abu Ghazaleh (2017), Waznulji et al. (2015).

*The third question: Is there a statistically significant relationship between strategic intelligence and job performance among public secondary school headmasters as perceived by their teachers?*

To answer this question, Pearson's correlation coefficient between strategic intelligence and job performance among public high school headmasters was calculated as shown in Table 10.

Table 10. Pearson correlation coefficient between strategic intelligence and job performance

Correlational aspect		Work type	Student	Teachers	Total job performance
Future vision	Corr. Coeff R	0.248**	0.287**	0.205**	0.245**
	Stat. sig	0.000	0.000	0.000	0.000
	Total	146			
Creativity	Corr. Coeff R	0.219**	0.234**	0.203**	0.228**
	Stat. sig	0.000			
	Total	146			
partnership	Corr. Coeff R	0.252**	0.298**	0.226**	0.229**
	Stat. sig	0.000	0.000	0.000	0.000
	Total	146			
Motivity	Corr. Coeff R	0.261**	0.223**	0.292**	0.201**
	Stat. sig	0.000	0.000	0.000	0.000
	Total	146			
System thinking	Corr. Coeff R	0.137**	0.198**	0.253**	0.181**
	Stat. sig	0.000	0.000	0.000	0.008
	Total	146			
Total Job Performance	Corr. Coeff R	0.209**	0.212**	0.239**	0.244**
	Stat. sig	0.000	0.000	0.000	0.000
	Total	146			

Notes: \* Statistical function at the level of significance 0.05; \*\* Statistically significant at the level of significance 0.01

Table 10 shows a positive and statistically significant correlation between strategic intelligence and job performance for public secondary school headmasters as perceived by their teachers.

The researcher suggests that this result is reasonable as school headmasters with medium and high level strategic Intelligence are characterized with a high level of job performance since it positively affects the effectiveness and efficiency of their job performance

and contributes to developing creativity and job development skills personally and at educational institution level, which reflects positively the performance of individuals working in the school and the educational level of students.

These results agree with Al-Mashagbeh (2014), Zamili (2014), Abu Ghazaleh (2017), Anyano et al. (2015), Aldouri (2015), Maccoby (2011).

## 4.2. Recommendations

1. Ministry of Education should conduct training courses for headmasters in related secondary public schools topic of strategic intelligence to improve job performance to increase their professional development
2. Activate the community partnership between school headmasters, teachers, students, and the local community through a group of individual and group meetings, to discuss various points of view that are reflected on job performance to improve the educational environment.
3. The need to emphasize school headmasters adoption of the future vision and spreading a culture of creativity, partnership and motivation.
4. Pay attention to the requirements of professional development of school headmasters and search for ways to raise their levels or job performance.
5. Involve teachers and administrators in making decisions and some administrative work in a manner that serves the educational process.

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