A Proposed Model for Developing Creative Leadership Practices for Managers of Inclusive Educational Institutions in Jordan

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The paper contributes to the existing literature to know the degree to which principals of inclusive educational institutions in Jordan practice creative leadership from their point of view. Building a proposed vision to develop creative leadership practices for the principals of inclusive educational institutions in Jordan, from their point of view. According to the variable of gender, educational qualification, experience, and the study used the descriptive approach. The study sample consisted of (46) male and female managers. A questionnaire consisting of (5) dimensions and (41) indicators distributed over the dimensions of the scale was used. Its validity and reliability were confirmed. The results indicated that the total score on the dimensions of the tool as a whole was low. The results also showed that there are statistically significant differences due to the gender variable in favor of males, and there are no statistically significant differences due to the effect of educational qualification and experience.

INTRODUCTION

The organizational structure represents the official model for organizing governmental and private institutions that provide their programs and services to persons with disabilities, and it takes the form of a pyramid, with the trained administrative leadership representing its top, and the institution's workers at all levels representing its body and base. It is the building that defines the sites for making and implementing creative and educational administrative decisions and identifying the integration needs in addition to adopting a clear, specialized integration policy for all employees of the educational institution, active

partners from parents, civil society institutions, associations and relevant international institutions operating in Jordan.

Principals play an indispensable supportive leadership role in the success of programs and services provided to persons with disabilities who are integrated into public schools (Al-Khatib, 2011).

Leadership is the core of the managerial process and the key to effective management. The position of the administration is because it plays a key role that includes all aspects of the administrative process. It is also considered an important focus on which the various activities of inclusive schools for persons with disabilities focus. As a result of the transition to technologies and information technology, creative administrative leadership has become a basis for rationalizing the behavior of employees and enabling them to keep pace with technologies and achieve the desired goals (Al-Khatib, 2008).

The bet on establishing an inclusive educational approach for children with disabilities within educational institutions and social contexts is one of the goals of human development in Jordan, whose paths and practices tend to activate reform programs and development opportunities to ensure their inclusion in the school community and successfully follow their academic path.

Various international conventions and agreements recognize the need for educational policies and practices that are inclusive of all learners. In this regard, the United Nations Convention on the Rights of the Child (1989) ratified by Jordan affirmed the right of all children to education and training to achieve the greatest degree of self-reliance and social integration.

The Salamanca Declaration issued by the international conference held by UNESCO in 1994 in Spain stressed the rights of students with disabilities to education on the same basis as their counterparts without disabilities. The Convention on the Rights of Persons with Disabilities (2006) ratified by Jordan and published in the Official Gazette in (2008) emphasized the right to education and ensured that persons with disabilities were not excluded from education as a basis for equality with their counterparts without disabilities.

The Sustainable Development Goals in Jordan, SDGS (2015–2030) also included the fourth goal related to quality education, educating people with disabilities, eliminating gender disparity in education, and ensuring equal opportunities for access to all levels of education and vocational training for cadres working by the year (2030) and building inclusive educational facilities, safe and violence-free educational environment for Ordinary and abnormal children .

Al-Khatib (2011) dealt with the forms of inclusion, beginning with the importance of educational programs, as every child with a disability who is integrated into regular education schools should have an educational plan that focuses on his strengths and weaknesses, and must be taken into account during teaching, so that the school administration, teachers, the multidisciplinary team, the guardian and his ordinary classmates work to determine his needs and work towards reaching a common goal in the interest of the child with disabilities . Al-Khateeb et al (2023) also indicated the need to develop general education curricula and strategies to comply with integration requirements.

There are growing trends toward integrating peopl into public schools Which leads to social integration . Securing the access of persons with disabilities to the education system and scientific research in Jordan is a strategic lever for education reform, a challenge to the realization of human rights, and a goal of human development that tends to promote the effective participation of extraordinary individuals.

The weakness of activating participatory educational leadership in public schools and the marginalization of the roles of the development team, subject coordinators, and teachers (Strategic Plan of the Jordanian Ministry of Education, (2022-2018) represent an objective challenge for society in all its components to modify negative and stereotypical ideas and attitudes towards people with disabilities and raise barriers which hinder the benefit of persons with disabilities in formal education and their access to the knowledge society and the facilitation of their full and effective participation. Therefore, it is considered a challenge to prepare and implement educational and social policies aimed at activating all the rights stipulated in international treaties and charters, ratified by the Hashemite Kingdom of Jordan (UNESCO), 2019.

To know the difficulties facing the school administration and the educational body in integrating schools from the point of view of educational supervisors, school principals, and administrative staff, Al-

Asqa (2019) conducted a study that measures the difficulties related to administration and teachers and the difficulties related to students, school buildings and the school community, in addition to the suggestions that contribute to reducing those difficulties that hinder the integration of people with disabilities in regular schools. The results of this study indicated difficulties related to administration and teachers, such as their small number in regular schools, the negative attitudes of students toward people with disabilities, the lack of preparation of school buildings, and the lack of educational aids for people with disabilities.

PROBLEM STATEMENT

Principals play a creative and supportive leadership role that is indispensable for the success of programs and services provided to persons with disabilities who are integrated into public schools. They can remove obstacles to the desired change. Moreover, principals can also lead the educational staff in developing an advanced educational vision to provide opportunities for all children to learn and grow. They are also able to help define the role of each member of the multidisciplinary team to achieve the desired goals and provide the necessary capabilities to develop the professional competencies of the staff members of the inclusive educational institution (Al-Khatib, 2011).

Horzum & Izci (2018) believee that education for students with disabilities has become an important issue that has received a lot of attention from international and national organizations. These organizations sought to develop mechanisms and mean that contribute to providing the rights of students with disabilities in education and enabling them to interact with the environment and the surrounding community, in addition to granting them the right to education as their peers from ordinary students, as national and international organizations have developed the concept of inclusion, which is one of the most important educational policies in the educational system.

Inclusion is one of the means that contribute to providing the right to education for students with disabilities, as Gregory (2018) points out that inclusion is the programs and services provided by public schools and teachers working in them to ensure that students with disabilities receive an appropriate education using the programs provided in formal education schools while providing some environmental and technological adaptations that help students with disabilities obtain learning experiences with their peers without disabilities. These programs, services, and practices are based on a set of global and national standards for their effective implementation. International standards refer to a set of legislation, characteristics, and conditions that determine the level of educational services that educational institutions must achieve, in addition to striving towards achieving comprehensive quality in programs and services provided to students with disabilities (National Quality Assurance & Accreditation, 2004). These international standards are relied upon by designing national standards that confirm countries' efforts to include the policy of integration within their laws and legislations and to integrate them into educational systems to grant students with disabilities their rights, set the minimum requirements that should be available in inclusive schools and ensure that the services provided are in line with the needs of students and individuals with disabilities in schools and institutions for students with disabilities (Supreme Council for Persons with Disabilities, 2017)The Jordanian Ministry of Education has been entrusted with the task of providing services to students with disabilities and providing the necessary qualified staff and programs that meet the needs of students with disabilities (Higher Council for the Rights of Persons with Disabilities, 2019).

The Persons with Disabilities Law No. (20) of 2017 was subsequently issued. It stipulated the establishment of the Supreme Council for the Rights of Persons with Disabilities, which seeks to propose policies, strategies, plans, and educational and training programs that serve students with disabilities and monitor their conditions to determine the extent to which they obtain their rights. It also stipulated the prohibition of excluding any individual from the educational process based on disability and its nature, or because of it, and the reduction of various obstacles to their access to the right to education, in addition to the need to develop national plans for the comprehensive integration of students with disabilities in government educational institutions, through coordination with The Supreme Council for Persons with Disabilities Affairs (Supreme Council for Persons with Disabilities, 2019).

In addition, the trends of managing inclusive schools are among the factors affecting the success of the integration process by activating the programs related to integration, accepting those programs, confronting obstacles to their implementation, providing the support services needed by the merger process, financial support, and providing training and qualification for teachers and the multidisciplinary team to deal with the students. The teacher is one of the most important components of the educational process, as he plays an important role in encouraging students with disabilities to learn, develop their educational and social skills, and make them more interactive with their peers without disabilities. Their attitudes are also affected by what they have experienced in dealing with students with disabilities, as teachers who are qualified to deal with students with disabilities have positive attitudes (Salovita, 2018).

SIGNIFICANCE OF THE STUDY

- The importance of the study stems from the success of the integration mechanisms in government schools by the creative administrative leaders advocated by the educational community. This is achieved by providing them with skills and applied scientific knowledge that is reflected primarily in children with disabilities and achieving readiness for inclusion in government schools.
- The current study helps in developing and improving the principals' practice of their leadership and creative roles in public schools of integration.
- The current study may benefit educational policymakers and decision-makers in adopting the proposed model and applying it in inclusive public schools in Jordan.
- The results of the current study may benefit the administrative leaders themselves, as they show them the requirements of creative administrative leadership for principals of integrating schools.

STUDY QUESTIONS

The current study aims to provide the leaders of the departments of integrating educational institutions with a set of administrative skills that enable them to perform their administrative, technical and creative responsibilities, and to assume leadership for workers in inclusive schools, and include creative leadership skills based on wisdom and confidence, and the successful implementation of any work that develops and enriches the educational and learning process. Thus, the study questions are determined as follows:

1- What is the degree to which principals of inclusive educational institutions in Jordan practice creative administrative leadership from their point of view?
2- Are there any statistically significant differences at the significance level ($\alpha = \leq 0.05$) between the average estimates of directors of inclusive educational institutions for the degree of creative administrative leadership due to the study variables: gender, years of experience, and educational qualification?
3- What is the proposed model for developing the practices of managers of inclusive institutions for creative administrative leadership?

OBJECTIVES OF THE STUDY

The current study seeks to achieve the following objectives:

1- Determining the degree to which principals of inclusive educational institutions in Jordan practice creative administrative leadership from their point of view.
2- Revealing the significance of the differences between the average estimates of directors of inclusive educational institutions for their practice of creative administrative leadership, according to the study variables: gender, years of experience, and educational qualification.
3- Present a proposed model for developing the practice of the directors of inclusive educational institutions for creative administrative leadership.

THE LIMITS OF THE STUDY

This study is determined by the following limits:
- Topic: The current study is limited to determining the degree of creative leadership practice by the principals of educational institutions in Irbid Governorate.
- Population: It is limited to all administrative leaders in inclusive educational institutions in Irbid Governorate, as the number of principals of integrating schools reached (46) principals; (20) male principals and (26) female principals.
- Place: This study is limited to educational institutions that implement inclusive programs in Jordan and are affiliated with the Ministry of Education in Irbid Governorate.
- Time: The period required to conduct the study is the academic year (2023/2022).

PROCEDURAL DEFINITIONS

Inclusion is defined procedurally as the set of programs and services provided by public schools, teachers, staff, and the multidisciplinary team in them to ensure that students with disabilities can obtain education using the curricula offered in formal education schools while providing some environmental and technological adaptations that help students with disabilities to get learning experiences with their regular peers.

The model is defined procedurally as the perception based on specific goals that proceed and are compatible with the reality of the philosophy of inclusion, programs, and services provided to children with disabilities and based on basic and other supportive axes determined in light of meeting the needs of children with disabilities and the requirements of their families through the development of leadership practices for directors of inclusive educational institutions in Jordan.

Administrative leadership practices are defined procedurally as a set of procedures and behaviors that aim to embody the effective integration processes offered to students with disabilities registered in public schools.

Creative administrative leadership is procedurally defined as the ability of the administration to develop the administrative work method and introduce modern technologies that fit the requirements of the current era and meet the needs of the beneficiaries through innovative methods and strengthen the work team and workers to highlight their abilities and talents and invest them to achieve the goals of the inclusive educational institution.

PREVIOUS STUDIES

Mubarak (2021)

Using a random sample of (180) Kuwaiti male and female special education teachers, this study examined obstacles facing inclusion of students with disabilities in mainstream schools. For data collection, an (18) items questionnaire was employed. It was found that lack of regulations and amending acts and systems forcing mainstream schools to include students with disabilities were the main obstacles for inclusion. Also, there were statistically significant gender differences in special education teachers' perceptions related to inclusion, in favor of females; due to teaching experience, in favor of more than (15) years.

Fadwa (2019)

It aimed to identify the degree of creative leadership practiced by secondary school principals from the point of view of teachers, and to arrive at a proposed vision for developing creative leadership among Palestinian secondary school principals. The study relied on the descriptive analytical approach, and the constructivist approach, through a questionnaire consisting of (4) fields of creative leadership. The study showed that the degree of creative management practice was high, and the study showed that there were

statistically significant differences at the level of significance (α = ≤ 0.05) between the mean estimates of secondary school teachers to the degree to which their principals practice leadership for creativity are attributed to the gender variable in favor of females, and there are no differences due to the educational qualification variable**.**

Al-Habib (2019)

It aimed to identify the attitudes of administrators and teachers toward including students in regular schools in the State of Kuwait. The study sample consisted of (129) administrators and teachers. The questionnaire consisting of (38) items and four fields (social, academic, emotional, and academic environment) was applied using the descriptive approach. The results of the study showed a positive attitude towards inclusion, a greater conviction among females concerning the importance of inclusion, and the absence of differences between the male and female samples and the total sample due to the difference in the educational degree except for a difference for females in favor of those with postgraduate studies in the academic field. Moreover, there was no significant difference between male and female views due to years of experience, as well as no difference between their attitudes toward the importance of inclusion**.**

Indriani & Satrianawati (2019)

This study in Indonesia sought to develop an instrument to assess the quality on inclusion programs employed by public schools. A sample of (67) elementary school teachers was randomly selected and administrated an instrument containing some of the quality indicators employed in inclusion programs assessment. The results showed that the main indicators for inclusion programs quality were inputs (vision and purpose; administrators; teachers; learning environment; students; Personnel), then processes (curricula implementation; syllabus, programs evaluation), and finally, outputs (students academic and non- academic outputs).

METHODOLOGY AND PROCEDURES

Methodology

The researcher used the descriptive analytical method to cover the practical side of the study. A tool was structured to measure the degree to which directors of inclusive governmental educational institutions practice creative management, consisting of (41) items distributed over (5) fields: the first field (9) paragraphs, the second field: (7) paragraphs, the third field: (8) paragraphs, the fourth field: (9) paragraphs, and the fifth field: (8) paragraphs.

Population and Sample

The study population consists of all administrative leaders in inclusive educational institutions for people with disabilities in Irbid Governorate (46) principals; (21) male principals and (25) female principals.

Statistical Analysis

The five-point Likert scale was adopted to correct the study tools, by giving each of its indicators one degree out of its five degrees (strongly agree, agree, neutral, disagree, strongly disagree), and they are numerically represented as (5, 4, 3, 2, 1). The following scale was used to analyze the results:

TABLE 1
CLASSIFICATION OF THE RESPONSES OF THE SAMPLE MEMBERS ON THE SCALE OF THE STUDY

Scale	Weight	Arithmetic mean value
Low level	1	From 1.00 – 2.33
Medium level	2	From 2.34 – 3.67
High level	3	From 3.68 – 5.00

The scale was calculated using the following equation:

(The upper limit of the scale (5) - the lower limit of the scale (1) / the number of categories required (3) = (5-1)/3 = 1.33

Then add the answer (1.33) to the end of each category.

The Construction Validity of the Study Tool

The researchers selected an exploratory sample from the external study sample and from the community itself, consisting of (20) principals of inclusive schools in the regions of central and southern Jordan, and the applied study tool on it, and then calculated the correlation between vocabulary and the total degree of the tool, and between the elements and their dimensions as an indicator of the validity of the structure. Where all correlation coefficients were statistically significant at the level (0.01). Table (2) explains the correlation coefficients between items and dimensions, as follows:

TABLE 2
CORRELATION COEFFICIENTS BETWEEN ITEM AND DIMENSION AND ITEM AND OVERALL DEGREE OF DEVELOPING CREATIVE LEADERSHIP PRACTICES QUESTIONNAIRE FOR MANAGERS OF INCLUSIVE EDUCATIONAL INSTITUTIONS IN JORDAN

No.	Correlation coefficient with field	Correlation coefficient with the tool	No.	Correlation coefficient with field	Correlation coefficient with the tool	No.	Correlation coefficient with field	Correlation coefficient with the tool
1	.74**	.51*	15	.67**	.57**	29	.84**	.59**
2	.79**	.53*	16	.71**	.51*	30	.71**	.51*
3	.80**	.70**	17	.66**	.64**	31	.55*	.59**
4	.71**	.53*	18	.72**	.57**	32	.46*	.59**
5	.51*	.51*	19	.73**	.60**	33	.73**	.73**
6	.64**	.53*	20	.80**	.57**	34	.69**	.57**
7	.75**	.52*	21	.66**	.52*	35	.52*	.46*
8	.75**	.48*	22	.71**	.49*	36	.64**	.53*
9	.79**	.48*	23	.74**	.59**	37	.63**	.62**
10	.69**	.61**	24	.62**	.47*	38	.73**	.48*
11	.79**	.67**	25	.77**	.55*	39	.46*	.57**
12	.82**	.71**	26	.72**	.57**	40	.69**	.49*
13	.81**	.68**	27	.68**	.57**	41	.62**	.45*
14	.67**	.55*	28	.77**	.46*			

* Statistically significant at the significance level (0.05).
** Statistically significant at the significance level (0.01).

It should be noted that all correlation coefficients were of acceptable and statistically significant degrees, and therefore none of these indicators were omitted.

The dimension correlation coefficient was extracted with the total score, and the correlation coefficients between the dimensions with each other and the following table show that.

TABLE 3
CORRELATION COEFFICIENTS BETWEEN THE DIMENSIONS TO EACH OTHER AND THE TOTAL DEGREE

Dimensions	Administrative and leadership procedures and practices in inclusive educational institutions	Suggested procedures for implementing the roles of administrative leadership in inclusive educational institutions	Leadership, administrative and educational competencies	Evaluative competencies for managing principals of inclusive educational institutions	Administrative competencies for building and planning the inclusive study project	Total
Administrative and leadership procedures and practices in inclusive educational institutions	1					
Suggested procedures for implementing the roles of administrative leadership in inclusive educational institutions	.604**	1				
Leadership, administrative and educational competencies	.503*	.624**	1			
Evaluative competencies for managing principals of inclusive educational institutions	.634**	.644**	.458*	1		

Dimensions	Administrative and leadership procedures and practices in inclusive educational institutions	Suggested procedures for implementing the roles of administrative leadership in inclusive educational institutions	Leadership, administrative and educational competencies	Evaluative competencies for managing principals of inclusive educational institutions	Administrative competencies for building and planning the inclusive study project	Total
Administrative competencies for building and planning the inclusive study project	.444*	.679**	.462*	.647**	1	
Total	.705**	.766**	.751**	.807**	.809**	1

Statistically significant at the significance level (0.05).
**Statistically significant at the significance level (0.01).

Table (3) shows that all correlation coefficients were of acceptable and statistically significant degrees, which indicates an appropriate degree of construct validity.

TABLE 4
DIMENSIONS AND NUMBER OF INDICATORS IN EACH DIMENSION

No.	Dimensions	Number of Indicators
1	Administrative and leadership procedures and practices in inclusive educational institutions	9
2	Suggested procedures for implementing the roles of administrative leadership in inclusive educational institutions	7
3	Leadership, administrative and educational competencies	8
4	Evaluative competencies for managing principals of inclusive educational institutions	9
5	Administrative competencies for building and planning the inclusive study project	8
Total		**41**

Tool Reliability

The researchers selected an exploratory sample from the external study sample and the same community consisting of (20) principals of inclusive schools in the central and southern regions of Jordan, and the applied study tool on them and reapplied it again for a period of two weeks. Later, Pearson's correlation coefficient was calculated between the two tests, where the reliability between the first tool and the second test for the overall score was (0.89). The researcher also calculated the internal stability coefficient by calculating Cornbrash's alpha in the first test, where the total score of the resolution according to this coefficient was (0.84), and this relationship is considered acceptable for applying the scale to the current study sample as shown. Table (**5**) below:

TABLE 5
RE-TEST RELIABILITY COEFFICIENTS & INTERNAL CONSISTENCY CORNBRASH ALPHA FOR DIMENSIONS AND OVERALL DEGREE OF DEVELOPING CREATIVE LEADERSHIP PRACTICES QUESTIONNAIRE FOR MANAGERS OF INCLUSIVE EDUCATIONAL INSTITUTIONS IN JORDAN

Dimensions	Re-test reliability	Internal consistency
Administrative and leadership procedures and practices in inclusive educational institutions	0.84	0.81
Suggested procedures for implementing the roles of administrative leadership in inclusive educational institutions	0.76	0.75
Leadership, administrative and educational competencies	0.77	0.73
Evaluative competencies for managing principals of inclusive educational institutions	0.72	0.70
Administrative competencies for building and planning the inclusive study project	0.79	0.76
Total score	0.89	0.84

Sample

FREQUENCIES AND PERCENTAGES ACCORDING TO THE STUDY VARIABLES

	Categories	Frequency	Percentage
Gender	**Male**	**20**	**43.5**
	Female	**26**	**56.5**
Educational Qualification	**BA**	**16**	**34.8**
	Postgraduate	**30**	**65.2**
Experience	**Less than 10 years**	**26**	**56.5**
	10 years or more	**20**	**43.5**
	Total	**46**	**100.0**

RQ1: *What is the degree to which principals of inclusive educational institutions in Jordan practice creative administrative leadership from their point of view?*

To answer this question, the arithmetic means and standard deviations of the degree to which principals of inclusive educational institutions in Jordan practice creative administrative leadership from their point of view were extracted. The table below illustrates this**.**

TABLE 6
**ARITHMETIC MEANS AND STANDARD DEVIATIONS OF THE DEGREE TO WHICH
PRINCIPALS OF INCLUSIVE EDUCATIONAL INSTITUTIONS IN JORDAN
PRACTICE CREATIVE ADMINISTRATIVE LEADERSHIP FROM THEIR
POINT OF VIEW, ARRANGED IN DESCENDING ORDER ACCORDING
TO THE ARITHMETIC MEANS**

Rank	No.	Dimensions	Arithmetic mean	Standard deviation	Degree
1	3	Leadership, administrative and educational competencies for principals of inclusive educational institutions.	1.77	.500	Medium
2	4	Evaluation competencies for managing principals of inclusive educational institutions	1.74	.441	Medium
3	2	Suggested procedures for implementing administrative leadership roles in inclusive educational institutions.	1.61	.509	Low
4	5	Administrative competencies for building and planning the inclusive school project	1.54	.351	Low
5	1	Procedures and administrative leadership practices in inclusive educational institutions	1.53	.488	Low
		Total	1.64	.310	Low

Table (6) shows that the arithmetic means ranged between (1.53-1.77). The leadership, administrative and educational competencies ranked first with the highest arithmetic mean (1.77) and a medium degree, while the administrative leadership procedures and practices in inclusive educational institutions ranked last, with an average of (1.68), and a low degree. The arithmetic means of the degree to which principals of inclusive educational institutions in Jordan practice creative administrative leadership from their point of view as a whole is (1.64), with a low degree.

RQ2: *Are there statistically significant differences at the significance level (α = 0.05) between the average estimates of principals of inclusive educational institutions for the degree of creative administrative leadership due to the study variables: gender, educational qualification, and years of experience?*

To answer this question, the arithmetic means and standard deviations of the average estimates of the principals of inclusive educational institutions for the degree of creative administrative leadership were extracted according to the variables of gender, educational qualification, and years of experience. The table below shows that.

Table (7) shows an apparent difference in the arithmetic means and standard deviations of the average estimates of principals of inclusive educational institutions for the degree of creative administrative leadership due to the different categories of gender variables, educational qualifications, and years of experience. To clarify the significance of the statistical differences between the arithmetic means, a triple analysis of variance was used, as shown in Table (8).

TABLE 7
ARITHMETIC MEANS AND STANDARD DEVIATIONS OF THE AVERAGE ESTIMATES OF DIRECTORS OF INCLUSIVE EDUCATIONAL INSTITUTIONS FOR THE DEGREE OF CREATIVE ADMINISTRATIVE LEADERSHIP BY GENDER, EDUCATIONAL QUALIFICATION, AND YEARS OF EXPERIENCE.

		Arithmetic mean	Standard deviation	No.
Gender	Male	1.76	.350	20
	Female	1.55	.244	26
Educational Qualification	BA	1.69	.230	16
	Postgraduate	1.61	.345	30
Experience	Less than 10 years	1.65	.276	26
	10 years or more	1.62	.356	20

TABLE 8
TRIPLE VARIANCE ANALYSIS OF THE EFFECT OF GENDER, EDUCATIONAL QUALIFICATION, AND YEARS OF EXPERIENCE ON THE AVERAGE ESTIMATES OF PRINCIPALS OF INCLUSIVE EDUCATIONAL INSTITUTIONS FOR THE DEGREE OF CREATIVE ADMINISTRATIVE LEADERSHIP

Source of variance	Total squares	Freedom degrees	Square means	F value	Statistical significance
Gender	.676	1	.676	7.959	.007
Educational Qualification	.000	1	.000	.002	.961
experience	.222	1	.222	2.613	.113
Error	3.566	42	.085		
Total	4.318	45			

It is evident from the following table:
- There are statistically significant differences (0.0.5), due to the effect of gender, as the value of F is 7.959, with a statistical significance of 0.007. The differences are in favor of males.
- There are no statistically significant differences (0.0.5), due to the effect of the educational qualification, as the value of F is 0.002 and the statistical significance is 0.961.
- There are no statistically significant differences (0.05), due to the effect of experience, as the value of F is 2.613, with a statistical significance of 0.113.

DISCUSSION

What Is the Degree to Which Principals of Inclusive Educational Institutions in Jordan Practice Creative Administrative Leadership from Their Point of View?

The results **:** that the principals of inclusive educational institutions face challenges that prevent them from their work in three areas, which were of a low degree. The difficulties related to the dimension of procedures and administrative leadership practices in inclusive educational institutions ranked first. The proposed measures for implementing administrative leadership roles in inclusive educational institutions

came in second place. Moreover, the dimension of leadership and administrative competencies for building and planning the inclusive school project, from the point of view of the principals, ranked third.

The result of this study agrees with what is included in (Mubarak, 2021), (Indriani & Satrianawati, 2019), (Alnahdi, Saloviita & Elhadi, 2019), (Al-Bairat, 2018), (Al-Kamali, 2017), (Al-Asqa, 2017), (Saggers, Adie, Zhu, Gu, Hu, Wang, Deng, & Mu, 2015), (Al-Harthy, 2014), (Al-Zari, 2008), (Al-Dawish, 2006) and (Toremen, F., 2003).

The results of the current study differ from those (Fadwa, 2019), (Indriani & Satrianawati, 2019), (Al-Habib, (2018), (Marlon, J. (2016), (Vlachou & Fyssa, 2016) and (Balwani, 2008).

Are There Statistically Significant Differences at the Level of Significance (α = 0.05) Between the Average Estimates of Principals of Inclusive Educational Institutions for the Degree of Creative Administrative Leadership Due to the Study Variables: Gender, Educational Qualification, and Years of Experience?

- There are statistically significant differences (α = ≤ 0.05) due to the effect of gender, as the value of F is 7.959, with a statistical significance of 0.007, and the differences are in favor of males. It is also due to the ability of females to modify administrative decisions that they do not like, and the commitment of females to regulations and laws more than males. There were no statistically significant differences (α = 0.0.5) due to the effect of educational qualification, as the value of F was 0.002, with a statistical significance of 0.961. The current study concluded that there are no statistically significant differences in the practices of principals of educational institutions that integrate their creative leadership roles according to the educational qualification variable. This result is attributed to the Course similarities of the principals of inclusive educational institutions while studying at the baccalaureate or postgraduate stage, which explains the absence of an effect of the academic qualification, in addition to the fact that the principals of inclusive educational institutions from their point of view, regardless of their educational qualifications, can determine the degree of obstacles and difficulties they face during their work in their daily dealings with these problems, difficulties, and obstacles.

- There are no statistically significant differences (0.0.5) due to the effect of experience, as the value of F is 2.613, with a statistical significance of 0.113. The current study found that there is no statistical significance for the practices of the principals of educational institutions that integrate their creative leadership roles from their point of view, according to the variable years of experience. This result is attributed to the recent experience of many principals of inclusive educational institutions, as the researcher did not focus on long experiences, most of which are not in the administrative aspect but in the general education aspect. It differs from (Fadwa, 2019), (Al Kamali, 2017), and (Al Harthy, 2014).

What Is the Proposed Model for Developing the Practices of the Principals of Inclusive Educational Institutions for Creative Administrative Leadership from the Point of View of the Principals of Inclusive Educational Institutions in Jordan?

The current study sought to suggest a model for developing the practices of principals of educational institutions that integrate creative leadership. The researcher followed the following procedures:

- First: An inventory of the main dimensions and indicators for each dimension, which has low degrees.
- Second: Suggesting measures to overcome problems and low performance to reach the proposed model.
- Third: Present the model according to the arrangement of the main dimensions and the main indicators in each dimension.

INTRODUCTION

Creative administrative leadership practices, with their various efforts and methods, contribute to providing the appropriate school climate to achieve educational and social goals, directing workers to the best strategies and methods, administrative methods, raising the morale of workers, and pushing them toward work and perseverance. The school administration seeks to influence the behavior and personalities of employees to achieve the philosophy of inclusion and the policy of inclusive education. When the characteristics of creative administrative leadership meet in the person of the principal of the inclusive school, he exercises his functional authority by relying on the power of influencing the working staff, motivating them, and persuading them to make the required efforts to achieve the goals of inclusion.

The roles, attitudes, and practices of the principals of the inclusive educational institution towards any procedure or behavior within the educational institution, negatively or positively, are also reflected in the attitudes of working staff, ordinary students, students with disabilities, and parents of students, in any procedure within their schools, especially concerning educational procedures.

The researchers proposes the following model for developing the practices of the principals of inclusive educational institutions for creative administrative leadership, in the light of the analysis of reality and its results and the light of contemporary global experiences and the experiences and expertise of developed countries in the field of inclusive educational programs and services and a review theoretical literature and related studies.

The Proposed Model

Based on the reality of creative management in inclusive educational institutions for children with disabilities in the Irbid governorate, in theory, and practice, and through diagnosing this reality, the most important principles and objectives that govern building the proposed vision for the development of administrative practices are determined, regardless of the arithmetic means. There is a chance for the development and improvement of the practice of managers of inclusive schools for creative leadership, and all departments of inclusive educational institutions can benefit from it. The researcher will present the principles of the proposed vision, its objectives, and the mechanisms for its implementation as follows:

First: The Principles of the Proposed Vision
- Interest in developing a strategic plan to develop the administrative practices of principals of inclusive educational institutions, as it is a fundamental pillar in the development of inclusive education, based on the philosophy, principles, and practices of inclusive education.
- Paying attention to the self-development of principals of inclusive educational institutions to achieve the goals of inclusion, as contemporary administrative trends stress the importance of developing and updating unprecedented methods of administrative development and its impact on the development of inclusive educational programs for children with disabilities.
- The commitment of inclusive educational institutions to declare their vision and mission.
- Creative leadership depends on the initiative, perseverance, sensitivity to problems, and originality in presenting and putting forward ideas, as creativity can be developed and developed through training.
- The existence of a reciprocal relationship between leadership practices and creativity.
- The creative administrative leadership seeks to invest in conditions that help renewal and development.

Second: The Objectives of the Proposed Vision

Based on the results of the study, and the review of the literature related to creative management and the criteria for differentiation and the identification of areas of its practices, the following objectives were formulated for the proposed vision**:**

- Promoting the principles of creative leadership in inclusive educational institutions for children with disabilities
- Adopting a philosophy of continuous improvement at the level of leadership and the inclusive educational institution
- Strengthening the capabilities of the principals of integrating institutions and providing creative solutions to the problems facing the inclusive educational institution.
- Providing a supportive learning environment for creative activities within the inclusive educational institution.
- Developing the capabilities of principals of inclusive educational institutions to employ material and moral stimulation to increase the motivation of educational and administrative staff.
- Developing skills to enhance confidence between the principal and the teachers and staff working in the inclusive educational institution.

The Proposed Model

Educational institutions constitute the main determinant of the success of the inclusive education project, as they are the space to effectively and successfully accommodate the different children in an equitable educational vision, whether on the physiological, mental, emotional, social, moral or ethical levels. On this basis, societies have become aware that there is no place in the 21st century for a selective educational institution for gifted and distinguished students, and for students with disabilities to be excluded from their right to education. It has become a goal of the educational institution to guarantee the right to education and learning for all children. This is the main principle of the philosophy and practices of inclusive education, which made it a priority to consider the school an educational incubator for all children, and a guarantor of their right to education without discrimination or exclusion. In this context, the procedures for activating inclusive educational institutions can be determined through the following procedures:

Planning Competencies

They enable the planning and preparation of the inclusive educational institution project based on the principles and philosophy of inclusive education and the legal, legislative, and administrative determinants of the Jordanian Ministry of Education and the Higher Council for the Rights of Persons with Disabilities, and evaluating the reality of the educational institution and identifying the weaknesses and strengths of the integration procedures.

Indications.
- Determining the strategic objectives and priorities of the inclusive institution project and defining the desired results from this project based on the principles and philosophy of inclusive education.
- Determining the work team, partners, and institutions related to the development of the inclusive institution project and unifying the trends, practices, and attitudes towards this project.
- Determining the means, time, and persons entrusted with carrying out the work and defining the responsibilities.
- Regulating entry procedures for school services from the administrative, organizational and educational aspects, and determining the places for their inclusion.
- Determining the procedures of educational programs and services provided to children with disabilities in terms of (individual programs, support services, curriculum adaptation, evaluation and follow-up procedures, teaching methods, and individual support).
- Expanding and activating the partnership with administrators, teachers, the multidisciplinary team, parents of ordinary students and people with disabilities, associations, and institutions of the local community to serve the goals of the inclusive institution project.

Administrative Competencies

It is a set of administrative, organizational and educational procedures (decision-making, implementation, communication, and administrative practice) for the program of the inclusive institution in its dimensions related to the roles of the departments of the educational institution, the educational team, the partners of the inclusive educational institution, educational programs, and support services, and its implementation and development procedures.

Indications.
- Coordination between the authorities related to the school inclusion project; (The Ministry of Education through the governorates' education directorates, the Ministry of Social Development, the Supreme Council for Persons with Disabilities, the multidisciplinary team, parents of students with disabilities and relevant civil society institutions) to prepare the inclusive educational institutions project.
- Implementation of the national strategy for education for inclusion through the Ministry of Education and the Supreme Council for the Affairs of Persons with Disabilities.
- Determining the financial and logistical resources to develop the infrastructure of the inclusive school space in line with the goals of inclusive education.
- The administration is based on preparing the inclusive sections and the procedures for their activation.
- The inclusive school administration evaluates and follows up on all the inclusive educational institution project procedures.
- The administration of inclusive educational institutions is preparing awareness media campaigns to change negative attitudes and stereotypes of children with disabilities.
- Working to achieve the goals of inclusive education by being present with their ordinary peers within the school life space and its activities.
- Activating the management of schools that integrate professional practices to achieve the goals of school inclusion through dialogues, seminars, and meetings to overcome negative discrimination against people with disabilities.

Evaluative Competencies

They are concerned with evaluating the operations of the inclusive educational institution project, measuring the level of achievement of the goals of school inclusion and its individual and general results, identifying the difficulties facing the inclusion and the procedures for overcoming them and the quality of the inclusive educational procedures.

Indications.
- The strategic objectives of the inclusive educational institution project, by defining the school inclusion indicators.
- Regulations, special education, and school legislative controls related to adapting exams for people with disabilities who are integrated into the inclusive educational institution.
- Educational supervision and assessment procedures for children with disabilities, whether related to continuous supervision using tests that measure students' progress and controlling assessment processes.
- Holding meetings for the members of the multidisciplinary team to control the levels of progress in the individual educational programs, and to define and organize the objectives of the evaluation process.

Administrative Communicative Competencies

They enable the preparation of a plan to activate partnerships with relevant institutions, civil society associations, parents of students, and international organizations that provide their services and programs for persons with disabilities.

Indications.
- Receiving and accepting children with disabilities in inclusive educational institutions.
- Activating the role of parents of students with disabilities and contributing to school life activities.
- Activating associations, partnerships, and civil society institutions to provide material and logistical support and the direction of the inclusive educational institution project.
- Adopting the human rights dimensions of children with disabilities and defending and being convinced of them.
- Acceptance of persons with disabilities and positive interaction with them within the space of the inclusive educational institution.
- Activating the role of the official and private media to carry out awareness-raising media campaigns to introduce inclusive schools in Jordan.

RECOMMENDATIONS

- Activating legislation and amending regulations and laws that require inclusive educational institutions to implement the merger.
- Restructuring the educational system to give more administrative and educational investment to the inclusive institutions and making them responsible for their level of performance, developing standards for measuring performance, within a serious system of accountability, developing the school and activating its role, and employing modern technology in work, especially the administrative side.
- Researching the possibilities offered by information and communication technology to develop the professional performance of all workers in inclusive educational institutions.
- Making ready the departments of the inclusive educational institution to gradually shift from the traditional work environment to the digital environment to keep pace with the requirements of the Fourth Industrial Revolution.

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