

The Level of Functional Maturity for Teachers in the Governorate of Bethlehem according to the theory of Hersey and Blanchard from the Principal's Point of View.

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Abstract

This study aims at identifying the level of functional maturity of teachers in the governorate of Bethlehem from the principals' point of view. This will be conducted through examining the principals' styles of leadership according to the theory of functional maturity "Situational Leadership Theory" by Hersey and Blanchard. The researcher used the descriptive method throughout her study. The study included all principals at all schools in Bethlehem governorate (172 principals) in the first semester of 2018-2019. A random sample of (110) principals was chosen to represent the population of the study. The researcher has adopted Al-Muterey's study tool (2013) to measure the level of functional maturity according to the theory of Hersey and Blanchard. The questionnaire consisted of (40) paragraphs distributed at four aspects of leadership styles to measure the level of functional maturity of the subordinates. The questionnaire validity and reliability has been verified through the appropriate educational and statistical methods.

The results of this study revealed that the most predominant and common leadership styles followed by school principals in Bethlehem governorate is the persuasion and participation. According to Hersey and Blanchard it means that the level of functional maturity of the teachers is within the level of moderate maturity and in between its minimum and maximum levels. In other words, the school principals in Bethlehem governorate

believe that the level of functional maturity of their school teachers is in the average range.

The results have also indicated certain statistical differences related to several variables, such as: specialization, qualification and years of experience (in delegation style). On the other hand, the results have revealed that there are no statistical differences in the level of functional maturity for teachers in Bethlehem governorate from the principals' point of view that are related to the gender, type or educational stage of the school.

Finally, according to the findings of this study, the researcher has listed several recommendations.