

Change Leadership Styles Among Government School Principals In Jenin District from the point of view of themselves, and from the point of view of their teacher

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Abstract

among the managers of governmental schools in Jenin governorate. From their point of view and the view of their teachers, the researcher used the analytical descriptive method to apply its mission. The study of society consists of all the directors of the public schools in Jenin governorate, Study 2017–2018 M, and the number of (244) As a director and director distributed on (131) Male school, and(113) school for females, and all teachers in public schools in Jenin governorate(4748).

A stratified (composite) sample was selected, 73 (A government school, ie 30% Of the study population, (730) Teachers from the public school in Jenin governorate.

To answer the questions of the study, the researcher adopted a questionnaire (Hall&Hord,2012),Translated,and developed,and suitability to the appropriateness and nature of the Palestinian educational environment, formed the final version of (30) Are divided into six patterns of change leadership. The validity of the tool was verified by presenting it to a group of arbitrators, and by measuring the Pearson correlation coefficient for the resolution blocks with the total score, and their variance was verified by the calculation of the internal consistency of Alpha and its value (.743).

The results of the study showed that the managers of the public schools in Jenin governorate practice managerial leadership patterns when they change their schools. 71%, And less pattern–style exercise port–by–step 33%.

The results showed that there were no significant differences in the average of managers and teachers' estimation of change leadership patterns due to variables (gender, years of experience and participation in initiatives).

The results showed that there were significant differences in the average of the sample of the study sample to the extent to which the managers and mangers of the public schools behaved for the change leadership styles due to the variable of the job title on the informal, formal, objective, administrative and visionary models.

And the existence of differences of important significant significance, in the degree of the exercise of managers and principals of public schools for the patterns of leadership change; attributed to the variable of scientific qualification on each of the typical of the trustworthy, and implemented first. For managers holding higher education certificates.

The results showed that there were significant differences in the average of the sample of the study sample to the extent to which the principals and principals of the public schools behaved according to the patterns of change leadership due to the variable of the school level on both the informal social pattern and the visionary pattern. for basic school principals.

The results of the study showed that there were significant differences in the degree of practicing managers of public schools for the patterns of change leadership, depending on the variable of participation in the school leadership diploma program in the style of the port first. for managers participating in the school leadership program.

In light of the results of the study, the researcher had some recommendations:

1. The Ministry of Education should adopt awareness sessions for school principals with the change leadership styles and the importance of change, keep forward with scientific and knowledge development.
2. Conducting future studies on patterns of change leadership at a wider level to include all higher education and higher education departments in the governorates of the whole country (Palestine).
3. To give school principals more administrative powers that enable them to make the change, and its leadership; to achieve the desired goal