

ABSTRACT

BETWEEN TRANSACTIONAL AND TRANSFORMATIONAL LEADERSHIP IN GOVERNMENT SECONDARY SCHOOLS IN THE DISTRICT OF RAMALLAH FROM THE TEACHERS' POINT OF VIEW

by

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The present study has investigated the present and the preferred future administrative leadership behavior in secondary schools in the district of Ramallah from the teachers' point of view according to Bass's model (Bass , 1985) of transactional and transformational leadership, and non-leadership behavior. A sample of 450 teachers representing 30 schools (15 male and 15 female) filled the Multifactor Leadership Questionnaire, Form 5X developed by Bass And Avolio(1995).

The study sought to test the following null hypotheses :

- 1- There are no significant differences between teachers' evaluation of the present and the preferred leadership behavior.
- 2- There are no significant differences between the evaluation of teachers in male and female schools with respect to the degree of change between the present and preferred future leadership behavior
- 3- There are no significant between the schools' evaluation of leadership behavior within the intersection of the transformational and transactional leader behavior factors in both the present and preferred future situations.

To test the hypotheses, factor analysis was performed to define the factors (dimensions) which constitute leadership behavior in the Palestinian society. The following five factors were extracted from this analysis : transformational, transactional, non-leadership, personal consideration, and delated interference. This analysis validated the instrument. Reliability for the five factors was measured through Crounbach alpha, a measure of internal consistency, and this ranged between .060 and .094.

The t-test was used to test the first and second hypotheses, and means and standard deviations were used for the third hypotheses. The findings were as follows :

1- The result did not support the null hypotheses. There were differences between the present and preferred future leadership behavior for all the dimensions. The differences were positive for the three factors representing transformational, transactional, and personal consideration in leadership behavior, and they were negative for the non-leadership and delated interference factors.

2- There are differences between the evaluation of teachers in male and female schools with respect to the change between the present and the preferred future in leadership behavior. Teachers in male schools evaluated transactional leadership behavior higher than teachers in female schools, and teachers in female schools evaluated personal consideration higher than teachers in male schools. Teachers' evaluation in both male and female schools were similar in the other factors; in both types of schools teachers favored an increase in transformational leadership behavior, and a decrease in non-leadership and delated interference behavior.

3- There were no differences between the schools within the intersection of the transactional and transformational leadership factors in both the present and the preferred future situations. In the present situation, most schools were concentrated in one square of the intersection, representing low transactional and low transformational. In the preferred future situation, the

schools were also concentrated in one square, but represented high transactional and high transformational. This supports Bass's theory that these two types of leadership behavior are needed in varying degrees.