

Abstract

The Dominant Managerial Style as Seen by Pre-schools' Principals and Teachers in Ramallah and Bethlehem Governorates

This study aimed to investigate the dominant managerial style as seen by pre-schools' principals and teachers in Ramallah and Bethlehem governorates. It also sought to determine whether there is a difference in the dominant managerial style as seen by pre-schools' principals and teachers in Ramallah and Bethlehem governorates in accordance with the following two independent variables: academic degree and job title (principal or teacher). Finally, it sought to explore the principals' description of their own managerial style, and the teachers' description of the managerial style used by the pre-school's principal.

In order to achieve the study objectives, the researcher used a descriptive approach (both quantitative and qualitative) and formulated six research questions, and three hypotheses that emerged from questions two, three and four. To answer the first four questions and investigate the hypotheses, quantitative data was collected through questionnaires in two forms, one for the principals and another for the teachers. And to answer the fifth and sixth questions, qualitative data was collected through interviews in two forms, one for the principals and another for the teachers.

A random sample was selected from the study population that covered pre-schools of all cities and villages of Ramallah and Bethlehem governorates. The sample consisted of (84) principals and (291) teachers. The study indicated the following quantitative results:

- The dominant managerial style as seen by pre-schools' principals and teachers in the Ramallah and Bethlehem governorates was the democratic style; its degree of practice was high, with a mean of (4.24) for principals, and a mean of (4.04) for teachers. The autocratic and laissez-faire styles came second and third, in that order.
- There were no statistically significant mean differences at the level ($\alpha \leq 0.05$) in principals' and teachers' responses according to academic degree.

- There were no statistically significant mean differences at the level ($\alpha \leq 0.05$) in principals' and teachers' responses to the autocratic and laissez-faire styles according to job title. But there were statistically significant mean differences at the level ($\alpha \leq 0.05$) in principals' and teachers' responses to the democratic style according to job title in favor of principals.

The study indicated the following qualitative results:

- The principals indicated that their managerial style was based on respect, participation, and coordination with teachers, and teachers participate in decision making in areas related to education. It was indicated that there were many cross-cutting responsibilities between both, but that each still had her duties and responsibilities. It was also clear that principals do appraise the performance of teachers, but do not seek any feedback from teachers regarding their own performance. Principals also believe that they delegate authority to teachers to accomplish teaching roles in the kindergarten, and that they only maintain supervisory and advisory roles, and that the internal culture and atmosphere is friendly and supportive.
- The teachers indicated that the principals are supportive, understanding, treat them with respect and as equals, and that they do participate in decision making, but in educational matters only. They also indicated that they are given authority to perform all activities and duties inside the class, with supervisory and advisory roles for principals, but that they are not given authority to perform tasks independently outside the class, or beyond educational matters, except in the case of the principal's temporary absence. They also indicated that they do not receive any clear or transparent evaluation or its results, and they do not provide feedback to principals regarding their performance, but they emphasized the good relationship and ability to work productively with them.

The important recommendations that emerged from this study are holding capacity strengthening workshops for pre-schools' principals about the concept and meaning of the three managerial styles, highlighting the importance of the democratic style in terms of participation's concept and the concept of the delegation, the need for principals to allow the teachers' participation in the different decisions making processes, so that they become partners in kindergarten management, and the need to delegate full authority to teachers to complete specific tasks other than their natural tasks as pre-schools' teachers.