

## Abstract

### **Preparatory and Secondary School Principals Level of Behavior Of Delegation of Authority in East Jerusalem Directorate from Principals' and Teachers' Perspective**

This study aims to identify the level of delegation of authority of East Jerusalem schools principals in accordance with the number of years of experience, supervising authority and school size from the perspective of principals and teachers. It also seeks to compare the principals' and teachers' perspectives with respect to principals' delegation of authority. In order to achieve the study objectives, six questions and six hypotheses were formulated. The study used a descriptive survey approach that included two tools: First: A principals' questionnaire and a teachers' questionnaire. Each one of them consisted of 53 items distributed according to the following domains: Administrative, Technical and Social. The Cronbach alpha reliability coefficient was 0.96 for principals and 0.95 for teachers. The second tool consisted of organized interviews conducted with a number of principals. The study sample was selected using the random stratified method for both principals and teachers who constituted the study population for the scholastic year 2011-2012. The study consisted of 42 male and female principals and 608 male and female teachers. The results were analyzed by calculating the means, standard deviations, ranks, One Way Anova and LSD.

The results of the study showed that the level of delegation of authority in the preparatory and secondary school principals' sample, the level of the delegation of authority in the East Jerusalem directorate from the principals' perspective was 3.66 and that of teachers' was 3.46. The means in the domains were in the following descending order: Social, technical and then administrative.

There were no statistically significant mean differences ( $\alpha \leq 0.05$ ) in the principals' responses to the questionnaire in all domains except in the administrative domain according to the experience variable. There were statistically significant mean differences in the responses of the principals to the total items of the questionnaire and the technical as well as social domains according to the study size variable. As for the supervising authority variable, there were no statistically significant mean differences in the principals' responses to the total questionnaire nor to its domains.

The results pertaining to teachers showed that there are no means differences in their responses to the questionnaire items and domains with respect to experience, which is in harmony with the principals' results except for the administrative domain; there were mean differences according to school size and with respect to the supervising authority of the schools on the total item as well as to the technical and social domains. This contradicts the principals' result. The most important recommendation is to hold training sessions in the delegation of authority domains, its steps, and its implementation on all supervising authorities of schools.