

English Summary

The State Of Educational Leadership In The Schools Of East Jerusalem In Light Of Transformational Leadership As Perceived By Teachers & Principals

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The purpose of this study is to investigate the state of educational leadership in schools of East Jerusalem in light of the transformational leadership as perceived by teachers and principals. The study considers the independent variables of: (Gender, years of experience, and Academic qualification) of teachers and principals. It also considers the effect of the independent variables of: (school gender, and supervising authority) over the application of leadership factors.

A stratified random sample of (481) teachers were selected from (2418) teachers for the year (2012-2013), in addition to a sample of (58) principals who were selected from (116) principals from the governmental Palestinian schools, private schools, and (UNRWA) schools. The instrument of the

study was the Multifactor Leadership Questionnaire (MLQ) (Avolio & Bass, 2004).

Means, standard deviations, One Way ANOVA, and T- test, were all used to analyse the quantitative data. Finding indicate that the state of transformational leadership was moderate to high as precieved by teachers and principals. Intellectual stimulation, and individual consideration had the lowest means among the transformational leadership factors. In addition, it was clear that the means for transformational leadership and Transactional leadership were close. Farther away from both these means of the Laissez-faire leadership, and the management by exception (passive). These results agreed with the Full Range Leadership Model of Avolio and Bass (2004).

- There were statistically significant mean differences at alpha level ($\alpha = 0.05$) between teachers' attitudes according to the independent variables of teachers gender, years of experience, academic qualification, and school gender. However there were no significant mean differences related to the independent variable of supervising authority.
- On the other hand there were statistically significant mean differences at the alpha level ($\alpha = 0.05$) between principals' attitudes according to the independent variables of principals' gender, years of experience, school gender, and supervising authority. Moreover, there were no significant mean differences related to the principals scientific qualification.
- Finally, there were statistically significant mean differences at alpha level ($\alpha = 0.05$) between teachers' and principals' attitudes in female schools, mixed schools, governmental Palestenian schools, Private

schools, United Nations Relief and Works Agency for Palestine Refugees in the near east (UNRWA) schools, and between all the schools' samples. As a whole there were no statistically significant mean differences between teachers' and principals' attitudes in male schools.

In light of the study results, it is recommended that training courses should be provided in transformational leadership for principals in Palestinian schools in East Jerusalem. This will improve principals abilities in transformational leadership that has a basic role in teachers' empowerment, and individual consideration.