

\*

2004/2003

1260

315

:

:

(1996)

(102 1 16 )

(2003)

2007/5/29

2008/6/4

\*

P. Heresy

K. Blanchard

:

.1

1987  
) 1999

.(14 2003

.2

.3

.4

Maslow

Alderfer

.5

.

Herzberg

( )

P. Heresy

Herzberg

K. Blanchard

:

.1

:

:

.2

.3

.4

.1

. 2004/2003

.2

.5

.3

.4

.6

( 1999)

:

(8 1999 )

:

:

:

:  
(2003)

.1

) .

( 2003)

.(12 2003

)

.(13 2003

(261 1997 ) .

:

•

:

:

•

:

:

:

•

(Situational Theory of  
(P. Hersey and K.

/ Leadership)  
:Blanchard's)

(Maturity of Followers)

(1972)

:

-

:

:

:(Telling)

.1

:

:

•

2003 ) . ( 2003) . :**(Selling)** .2  
 .(15

:

- . :**(Participation)** .3  
 :**Two-Factor Theory**  
 (Herzberg, 1959) ( )

:

. :**(Delegation)** .4

(Satisfiers or Motivation :  
 : Factors)

(Dissatisfiers or :  
 : Hygiene Factors)

(Owens, 1981, p 173-177)

.2

(Owens, 1981, p .

123, 124)

:

(0.01=  $\alpha$ )

(0.01=  $\alpha$ )

(0.01=  $\alpha$ )

(Bare-old ham, 2000)

(2003)

519

250

250

40

%10

658

(Stumpf, 2003)

(232)

" " (2004)

2003/2002

(528)

(264)

(1999)  
(12)

(1999) 1048 (1048) (2004/2003)  
) (11315)  
565 483  
( 2004/2003

( 30 ) (test-retest) :

(15) (315) : : .  
(%30)

(1999) (0.94) (0.90) : .

(1971) (1999) (25) :  
(100) .(290)  
(34) .(1160)

(1999) :  
-2 . -1

(60) (test-retest) : :



|        |         |          |          |         |          |
|--------|---------|----------|----------|---------|----------|
|        | (%31.3) |          |          |         |          |
|        |         | (%29.77) |          | (%36.2) |          |
| :      |         | .2       |          | (%32.1) | (%27.9)  |
|        |         |          |          |         | (%3.8)   |
| (      |         | ) 16     |          | (%18.2) | (%42.4)  |
| ) 17   | 2 27    |          |          |         | (%34.1)  |
|        | 2,29    | (        |          |         | (%5.3)   |
| 2      |         |          | (%31)    |         | (%36.1)  |
| 5      | 0.945   |          | (%30.4)  |         |          |
|        | 0.956   |          |          |         | (%2.5)   |
| ) 9    |         |          |          |         |          |
| 3,82   | (       |          |          |         |          |
|        | ) 2     |          |          |         |          |
|        | (       |          |          |         |          |
|        |         | 3,80     | (%33)    |         | (%48)    |
|        | 1,302   | 19       |          |         | (%36.5)  |
|        | .1,272  | 20       | (%28)    |         |          |
|        |         | :        |          |         | (%33.8)  |
|        |         | -        |          |         | (%32.5)  |
| .0.635 | 3.27    |          | (%20)    |         |          |
|        |         | -        |          |         | (%25.6)  |
|        | .0.732  | 3.17     | (%30)    |         |          |
|        |         | -        |          |         |          |
| .0.638 | 3.22    |          |          |         |          |
| :      |         | .3       |          |         |          |
|        |         |          | (%37.9)  |         | (%37.5)  |
| ( )    |         |          | (%27.97) |         |          |
|        |         |          | (%32.81) |         |          |
| ( )    |         |          |          | (%29.3) |          |
|        | 0.02    | 2.27     | (%38.88) |         |          |
|        |         |          |          |         | (%20.31) |

3.38

0.950 ( )

0.388

( 5 - 1)

0.547

3.270

0.579

3.329

∴

.5

:

.4

:

(0.739)

(2.495)

(3.36)

(0.274)

0.828

0.217

0.104

1.628

0.302

-1.032

(12)

(34)

1260

315

3,3 9

:

3.38

:

:

-  
-  
-  
-

1987

( 10-6)

:

(1999)

(2002)

(1999)

(2002)

:

) 16

(

2.27

|        |                |         |         |       |
|--------|----------------|---------|---------|-------|
|        | (2004)         | .1.120  | (       | ) 17  |
| (2003) | .              |         |         | 2.29  |
|        |                |         |         | 1.189 |
|        | (Madera, 1996) |         |         |       |
| :      |                |         |         |       |
|        |                |         | ) 9     | .     |
|        |                | 3.82    |         | (     |
|        |                | ) 2     | 0.990   |       |
|        |                | (       |         |       |
|        |                | 0.945   |         | 3.80  |
|        |                |         |         |       |
|        | (2002)         | .       |         |       |
|        |                |         |         |       |
|        |                |         | :       |       |
|        | (2003)         |         |         | -     |
|        |                | . 0.635 |         | 3.27  |
|        |                |         |         | -     |
|        |                |         | 3.17    |       |
|        |                |         | . 0.732 |       |
|        |                |         |         | -     |
|        |                | . 0.638 |         | 3.22  |
|        |                |         |         |       |
| (1998) |                |         |         |       |
|        |                |         |         |       |
|        | (1999)         |         |         |       |
|        |                |         |         |       |
|        |                |         | :       |       |
| (2003) |                |         | (2003)  |       |

3.38

3.39

3.38

(1998)

(1999)

(1999)

(1999)

(2002)

:

(Macula, 1996)

( 5 - 1)  
3.270

0.217 0.217  
1. 622 1.628  
1.032

( 5 - 1)  
3.329

-1.032

(1999)

(2000)

(Madera, 1996)

(Stumpf, 2003)

:

(1999)

---

(%27.9) : (%32.1) (2.495) (0.739)  
%60 (3.36) (0.274)  
( ) 16 (2003)  
( ) 17 ( ) (2004)  
: (Stumpf, 2003)  
:  
:  
2000 :  
1998 : 1979  
1997  
2003 1999

|  |   |
|--|---|
| <p>1996</p> <p>.1 16</p> <p>2004</p> <p>2003</p> | <p>1999</p> <p>1992</p> <p>1991 ( )</p> <p>1977</p> <p>1996</p> <p>2004</p> <p>2003</p> <p>1992</p> <p>2000</p> <p>2002</p> |
|--|---|

  

|   |   |
|---|---|
| <p>Bare-Oldham, Karen Marie. 2000. <i>An Examination of The Perceived leadership styles of Kentucky Public School Principals as Determinations Of Teachers Job Satisfaction</i>, Dissertation Abstracts International, 107, West Virginia University.</p> <p>Littrel, Peggy C.-Billingsley Bonnie, S. et al. 1994. <i>The Effects of Principal Support on Special and General Educator`s Stress and Pay Expectations</i>. (Brief article).</p> <p>Macula. 1996. An Assessment of Job Satisfaction of Elementary Public School Teachers in New Jersey and Analysis of its Relationship to Demographic Variables”, <i>Dissertation Abstract International</i>, 57 (3): 953-A.</p> <p>Madera, E.K. 1996. <i>A study of some of the factors Associated with Job satisfaction, Dissatisfaction Among teachers in Nairobi Kenya</i>, <i>Dissertation Abstract International</i>, 34 (2): 475-A.</p> <p>Ofoegbu, F.I. 2004. <i>Teacher Motivation: a factor for classroom effectiveness and school improvement in Nijeria</i>.</p> <p>Owens, G., Robet. 1981. <i>Organizational Behavior in Education</i>, Second Edition, Prentice-Hall, N.J.</p> <p>Stumpf,Mitzi Nichole. 2003. <i>The Relationship of Perceived Leadership Styles of North Carolina Extention Directors` to Job Satisfaction of County Extention Professionals</i>. Dissertation.</p> | <p>1996</p> <p>2004</p> <p>2003</p> <p>1992</p> <p>2000</p> <p>2002</p> |
|---|---|

## **Leadership Patterns of Public Secondary School Principals in Jordan in Accordance with Hearsy and Blanchard and its Relationship with the Teachers Job Satisfaction**

*Mahmoud E. Al-Slaibi and Rateb S. Al-Soud\**

### **ABSTRACT**

This study examined the leadership patterns of the secondary school principals and its relationship with the teachers satisfaction. The population of the study consisted of all public secondary school principals and teachers in Jordan for the academic year 2003-2004.

the sample consisted of (315) and (1260) who were chosen randomly.

The study used two instruments: a measurement for leadership patterns' and the job satisfaction .

The study indicated that the support participatory leadership pattern came first followed by the seller instructor pattern .In addition, the teachers' satisfaction level of the work was high.

The researcher would recommend to conduct more training courses for principals and teachers.

**Keywords:** Education, Leadership Styles, Job Satisfaction, School Principals, Empowerment, Seller, Instructor, Schools Teachers, Trainers, Training Materials.

---

\* Amman Arab University, Jordan. Received on 29/5/2007 and Accepted for Publication on 4/6/2008.