

\*

(400)

:

(Gardiner

.and Tiggeman, 1999)

(Davidhizar and Cramer,

(Deal and Stevenson, 1998, Shrin and

.2000)

.Davidson, 1993)

(Colwill and Townsend,

(2001 )

.1991)

) %12.2 2002

(2002

.2009/3/11

2008/11/11

\*

/

.(Pounder and Coleman, 2002)

.(2002

) %7.43

)

%60

.(2002

)

(2004)

.(2002

:

( )

.1

.2

.(2003 )

%87,6

%12.4

.(2003 )

—  
(Rigg and Sparrow,

(Bass, 1998)

—

.1994)

:

:

:

(1991

)

:

-1

-2

.2008/2007

-3

.(Bass and Avolio, 2000)

(2003 )

.(1998 )

.(2002 )

.(1994 )

.(1998 )

.(Hammoud, 1993)

.(2003 )

.(2003 )

.(1997 )  
(1991)

:

.(2003 )

.(1994 )

)

.(1991

.(2000 )

)

.(2003

.(1998 )  
(2003)

.(2006 )

"

"

- -

.(2003 )

....  
(1994)

.(2003 )

)

.(1996

.(Wentling, 1992)

" " " "

.(2007 )

.(Matlin, 2000)

-

.(1988 )

.(2001 )

-

.(Ridgeway, 2001)

:

:

-

.(2005 )

.(1996 )

-

)

.(1997

.(Kottis, 1993)

.(1984 )

-

(1999 )

)

(2000

(1)

%15.2	61		
%59	236		
%15.8	63		
%10	40		
%100	400		
%70.2	281		
%29.8	119		
%100	400		
%38	152	5	
%40.2	161	15 -5	
%21.8	87	15	
%100	400		

(400)

(1)

(%80)

(4312)

.2008/2007

(500)

(Individualized Consideration): • (Bass and Avolio, 2000)  
 (4) •  
 : - 2 (45)  
 (4) (Contingent Reward) •  
 (Active Management by •  
 (4) Exception)  
 (Passive Management by •  
 (4) Exception) (32)  
 " " (1) :  
 " (5) " (4) " (3) " (2)  
 :  
 : : -1  
 (%80) (8) (Idealized Influence) : •  
 (Inspirational Motivation) : •  
 (32) (4)  
 (Intellectual Stimulation) : •  
 (4)  
 (2)

(Cronbach-Alpha) -

0.86	5,30,8,12,16,19,21,23	
0.85	6,27,29,2	
0.83	17,13,28,26	
0.88	7,11,32,24	
0.81	20,22,25 4	
0.83	18,3,10,15	
0.89	1,9,14,31	

(2) .Alpha)

(Cronbach- -

" "

$$(\alpha \leq 0.05)$$

SPSS

(3) (3)

0.74	3.99	
0.86	3.44	
0.59	3.36	
0.53	3.59	

(3)

(0.74)

(3.99)

(0.86)

(3.44)

(3.36)

$$\frac{\quad}{\quad} =$$

$$1.33 = \frac{1 - 5}{3} =$$

(2.3)

(1)

(2.3)

(5 - 3.7)

(3.7)

(0.59)

(3.59)

(0.53)

(4)

(4)

0.73	3.91	
0.75	3.86	
0.59	3.86	
0.82	3.63	
0.62	3.82	

(4)

(0.73)

(3.91)

(0.75)

(3.86)

(0.59)

(3.63)

(0.82)

(0.62)

(3.82)

(5)

" "

	" "						
0.69	0.391-	398	0.52	3.58	281		
			0.55	3.60	119		
0.50	0.670	398	0.62	3.84	281		
			0.60	3.79	119		

(6)

(ANOVA)

	" "				
0.235	1.424	0.406	3	1.219	
		0.285	396	112.998	
			399	114.217	

( )

(5)

(6) .(ANOVA) (5)

(6)

" "

(0.69) (0.391)

(7) . (0.670) " " .( $\alpha \leq 0.05$ )

(0.50)

. ( $\alpha \leq 0.05$ )

(0.659) " "

(0.578)

.( $\alpha \leq 0.05$ )

(7)

(ANOVA)

	" "				
0.578	0.659	0.256	3	0.768	
		0.389	396	153.932	
			399	154.70	

(8)

(ANOVA)

	" "				
0.067	2.726	0.774	2	1.547	
		0.284	397	112.677	
			399	114.21	

(9)

(ANOVA)

	" "				
0.377	0.979	0.380	2	0.759	
		0.388	397	153.941	
			399	154.70	

:		(8)	.(ANOVA)
	-1		(8)
:	-	(0.067)	(2.726)
		.( $\alpha \leq 0.05$ )	(9)
	-		
	-2	(0.377)	(0.979) " "
		.( $\alpha \leq 0.05$ )	
:	- -		
	- -		
	-3		
:	-		
33	1997		
	.60-37 (34)	1	1997
:	1988		2005
	1994		1999
	2005		2003

.130-91 (1)

2004

1991

2002

2006

1998

2001

2003

2000

2002

1998

2005

(3) 14

2002

.205-187

2002

1994

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25-23

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.104-90 (1) 30

1999

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2001

.76-55 (509)

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.99-81 (39) 35

1998

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## **The Degree to which Female Principals in Zarqa Governorate Practice Managerial and Leadership Styles in their Schools as Perceived by Female Teachers**

*Abdullah M. Abu-Tineh and Nour F. AL-Qassim\**

### **ABSTRACT**

The purpose of this study was to investigate the efficacy of a rational - emotive counseling program. The purpose of this study was to determine the degree to which female principals in Zarqa Governorate practice managerial and leadership styles in their schools as perceived by female teachers. The sample for this study consisted of (400) basic and high school teachers in Zarqa Governorate. The results of the study revealed that managerial styles combined are being moderately practiced by female principals as perceived by their teachers. Moreover, passive management by exception and active management by exception as managerial styles are being moderately practiced by female principals. However, contingent reward dimension was discovered to be highly practiced. Furthermore, it was found that leadership styles combined are being highly practiced by female principals as perceived by their teachers. Inspirational motivation, intellectual stimulation, and idealized influence as leadership styles are found to be highly practiced by female principals too. However, individual consideration was the only leadership style to be practiced moderately by female principals as perceived by their teachers. Finally, differences were not found to be significant for teachers' qualifications, teaching experience, and school level with regard to teachers' perceptions of practicing managerial and leadership styles by their female principals. The study ended by offering a number of recommendations for practice and research.

**Keywords:** Leadership, Female Principals, Transformational Leadership, Leadership Styles, Managerial Styles.

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