



.(Pillia and Williams, 2004)

.(Bandura, 1989)

.(Bandura, 1997)

(1

(2 (Tschannen-

.Moran and Gareis, 2004)

(3

.(Taylor and Tashkkori, 1994)

(Suzanne,

.2000)

.(Nir and Kranot, 2006)

" (Tipton, 2007)

"

368

(LPI)

(Kouzes and Posner, 2003)

" (Sims, 2005)

-1

13

213

-2

" (LPI)

.2008/2007

-3

.(Kouzes and Posner, 2003)

-4

(Tschannen-

.Moran and Woolfolk, 2001)



(Kouzes and Posner, 2002b)

(Gordon, 2001)

96

93

(Nir and Kranot, 2006)

:

755

134

(Ross and Gray, 2006)

"

"

:

(3042)

(205)

(Ontario)

(Graham, 2007)

:

328

(Capa, 2005)

(LPI)

617

(Hipp, 1997)

280

34

(1)

%51.9	208		
%48.1	193		
%100	401		
%10.5	42		
%67.5	271		
%11	44		
%8	32		
%3	12		
%100	401		
%33.9	136	5	
%39.4	158	15 -5	
%26.7	107	15	
%100	401		

(2)

26 21 16 11 6 1	6	
27 22 17 12 7 2	6	
28 23 18 13 8 3	6	
28 24 19 14 9 4	6	
30 25 20 15 10 5	6	

Kouzes

(and Posner, 2002a)

(7285)

30

500

.2008/2007

(2)

(434)

(401)

(401)

(%80.2)

- - ) :

-5)

(

(1 - 2 -3-4

(1)

:

(Kouzes and Posner, 2003)

(13)

(Tschannen-Moran and

-

.Woolfolk, 2001)

:

%80

(Kouzes and Posner)

1988

.(Chronbach's Alpha) (0.90)  
 : (0.88) :  
 (0.81) (0.79) (0.89) (0.92)  
 (0.86) (0.79) (0.88)  
 (0.82) .(Kouzes and Posner, 2002b) (0.92)  
 .(0.95)

(3)

22,14,12,9,6,4,2,1	8	
24,23,20,18,17,11,10,7	8	
21,19,16,15,13,8,5,3	8	

.(Tschannen-Moran and Woolfolk, 2001)  
 24

(13)

%80

.(Tschannen-Moran, and Woolfolk, 2001)  
 (3)

(0.91) (0.94)  
 (Tschannen-Moran (0.90) (0.87)  
 (1 - 2 -3-4-5) (

...

.and Woolfolk, 2001)

(3.7) (2.3)

(Chronbach's Alpha)

:

(0.76)

(5) (3.7)

(0.75)

(0.77)

(.0.88)

(SPSS)

500

(ANOVA)

( $\alpha < 0.05$ )

:

:

:

:

-

=

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

(1)

(2.3)

(4)

(4)

0.51	3.97	
0.49	3.95	
0.52	3.93	
0.45	3.95	

(5)

0.76	3.58	
0.90	3.55	
0.85	3.52	
0.77	3.52	
0.78	3.48	
0.74	3.52	

(4)

(3.95)

(0.45)

(5)

(3.97)

(0.51)

(5)

(0.49)

(3.95)

(3.52)

(0.52)

(3.93)

(0.74)

(3.58)

:

(0.76)

(3.55)

(0.90)

(0.78) (3.48) (0.85) (0.77) (3.52)

(6)

			-		
0.000	0.195	0.252	0.243	0.261	
0.000	0.131	0.241	0.263	0.240	
0.000	0.174	0.263	0.298	0.278	
0.000	0.132	0.211	0.203	0.206	
0.000	0.179	0.230	0.203	0.231	
0.000	0.178	0.262	0.264	0.266	

.(0.298)

:

(0.174) (0.263)

.(0.261)

(6)

(0.252)

(0.243)

.(0.195)

.(0.266)

(6)

:

(0.264)

.(0.240)

(0.262)

.(0.178)

(0.263)

(6)

(0.241)

.(0.131)

.(0.278)

.(0.231)

:

(0.230)

(0.203)

.(0.179)

.(0.206)

:

(0.211)

(0.203)

.(0.132)

(Blackburn,

2007)

(Giallo and Little, 2003)

:

(Appelbaum

and Goransson, 1997)

(Graham, 2007)

Leech and Fulton,

2002)

(Sims, 2005)

:

-2

Nir and Kranot,

2006

(Hipp, 1997)

-3

(Graham, 2007)

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## **Self-Efficacy of Teachers in Zarqa Governorate and its Relation to Their Principals' Leadership Practices**

*Abdullah M. Abu-Tineh and Huda A. Al-Khalaileh\**

### **ABSTRACT**

This study aims at examining the relationship between teachers' self-efficacy and their principals' leadership practices. Four hundred and one basic and high school teachers in Zarqa Governorate schools participated in this study. The results of the study revealed that leadership practices are being moderately practiced by principals as perceived by their teachers. However, teachers described themselves as having high self efficacy. Furthermore, there was a positive, somewhat low, and significant relationship between teachers' self-efficacy and their principals' leadership practices overall. "Challenging the Process" as a leadership practice had the highest correlation with teachers' self efficacy and "Enabling Others to Act" had the lowest correlation. Finally, the study ended by offering a number of recommendations for practice and research.

**Keywords:** Leadership, Teachers' Self-efficacy, Principal's Leadership Practices.

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