

\*

340

.1

.(Barnett, McCormick and Connors, 2001)

-1973 - (Downton)

-1978 - (Burns)

.(Barnett, McComick, and Connors, 2001)

(Bass) (Burns)

1985

(Bass, 1998;

.Bass and Avolio, 1994)

(Leithwood)

(Leithwood and Jantzi,

(Bass)

1996)

.2007/1/10

2005/12/21

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(Leithwood and Jantzi,

1996)

(Bass, 1985; Bass and Avolio, 1994)

(Miles,

2002)

(Yu, Leithwood and Jantzi, 2002)

2092

(Hong

107

Kong)

(Geijsel, Slegers, Leithwood, and Jantzi, 2003)

(Yu, Leithwood, and Jantzi, 2002)

45

1347

43

450

(Amoroso, 2002)

(Seton Hall

University)

(Griffith, 2004)

(Amoroso, 2002)

(Verona,

2001)

(Leithwood

and Jantzi, 1996)

(Leithwood and Jantzi, 1996)

(Bass, 1985)

.2

-1

-2

.3

-1

-2

(Leithwood and Jantzi, 1996)

24

" 1 :

5 " " 4 " " 3 " " 2 "

(Leithwood and

Jantzi, 1999)

(Cronbach's alpha)

.(1)

(Leithwood and Jantzi, 1996)

(1)

70

(2)

(2)

0.88	5
0.86	3
0.80	5
0.82	5
0.77	3
0.73	3

0.84	4
0.83	3
0.79	4
0.83	5
0.75	3
0.70	3

" "

( $\alpha < .05$ )

500

(340)

(3)

.(%68)

22

(5)			(3)		
			43.2	147	
			56.8	193	
0.88	3.51	1	100	340	
			65.9	224	
0.94	3.43	2	34.1	116	
0.91	3.33	3			
			100	340	
1.01	3.23	4	29.1	99	5
0.95	3.20	5	42.1	143	15-5
0.91	3.18	6	28.8	98	15
			100	340	

(4)

.4

.(3.31)

(SPSS)

.(11.5)

(5)

(4)

(Leithwood and Jantzi, 1996)

(5)

(5)

(4)

(3.51)

(3.43)

.(3.33)

(3.20) (3.23)

0.82	3.31	

(3.18)

(5)

(6)

( )

" "

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0.75	1.78-	0.83 1	3.17 1	147
		0.80 2	3.42 2	193
0.78	1.76-	1.01 1	3.12 1	147
		1.01 2	3.31 2	193
0.308	1.02-	0.92 1	3.27 1	147
		0.91 2	3.37 2	193
0.003	2.94-	0.96 1	3.03 1	147
		0.92 2	3.33 2	193
0.0001	4.34-	0.94 1	2.94 1	147
		0.84 2	3.36 2	193
0.001	3.37-	0.88 1	3.33 1	147
		0.86 2	3.65 2	193
0.005	2.80-	0.83 1	3.17 1	147
		0.80 2	3.42 2	193

---

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(Appelbaum and Goransson, 1997)

( )

(Senge et al., 2000)

(7)				
( )				
0.42	2.03	0.92 1	3.51 1	224
		0.96 2	3.29 2	116
0.017	2.39	0.99 1	3.32 1	224
		1.03 2	3.04 2	116
0.193	1.30	.87 1	3.38 1	224
		0.99 2	3.24 2	116
0.030	2.17	0.89 1	3.28 1	224
		1.04 2	3.05 2	116
0.004	2.89	0.82 1	3.28 1	224
		1.02 2	2.98 2	116
0.060	1.88	0.86 1	3.58 1	224
		0.92 2	3.39 2	116
0.018	2.38	0.78 1	3.39 1	224
		0.87 2	3.16 2	116

(Bass, 1997) (6)

(Bass, 1985) (p=.003)

(Leithwood and Jantzi, 1996) (p=.000)

(Pounder and Coleman, 2002) (p=.001)

(p=.075)

(p=.078)

(p=.308)

(Bass, 1998)

(6)

(p=.005)

(2.80- = )

(Leithwood and Jantzi, 1996)

(Pounder and Coleman, 2002)

( )

(Comer et al., 1995)

(Yammarino et al., et al., 1995)





( 15 15-5 (9) 5 )

15	
*0.41	5
*0.46	15-5
*0.41	5
*0.53	15-5
0.25	5
*0.39	15-5
0.26	5
*0.36	15-5
0.64	5
*0.51	15-5
*0.81	5
*0.56	15-5
*0.43	5
*0.46	15-5

.(0.05)

\*

(8)

(8)

(9)

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(Korac-Kakabadse,

.Korac-Kakab'adse, and Myers, 1998)

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## **The Degree to Which School Principals of Albalqa Governorate Practice Leithwood and Jantzi's Transformational Leadership Model as Perceived by their Teachers**

*Abdullah M. Abu-Tineh, Osama M. Obeidat and Samer A. Khasawneh\**

### **ABSTRACT**

The purpose of this study was to determine the degree to which Leithwood and Jantzi's transformational leadership model is being practiced by school principals as identified by their teachers in Albalqa Governorate. The sample for this study included 340 teachers selected randomly. Results indicated that transformational leadership is being moderately practiced by principals. Moreover, female teachers and basic school teachers identified their principals as transformational more than principals of male teachers and high school teachers did. Similarly, new hiring teachers and mid career teachers identified their principals as transformational more than veteran teachers did.

**Keywords:** Leadership, Transformation, Transformational leadership, Leithwood and Jantzi's Model

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