

KOUZES AND POSNER'S TRANSFORMATIONAL LEADERSHIP MODEL IN PRACTICE: THE CASE OF JORDANIAN SCHOOLS

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Abstract

Currently, there are both internally and externally increasing pressure on Jordanian schools to enact reform. The empirical literature on leadership has shown that transformational leadership is positively associated with principals' effectiveness in implementing reform agenda. Kouzes and Posner's Transformational Leadership Model provides school principals in Jordan with practical guidance on how to lead, as well as, practical suggestions on how to act during reform agenda. Therefore, the purpose of this study was to examine the degree to which Kouzes and Posner's Transformational Leadership Model is being practiced by Jordanian school principals. This research paper is quantitative in nature and was conducted using a survey design. Means, standard deviations, t-test, and one-way analysis of variance (ANOVA) were utilized in this study. Results indicated that Kouzes and Posner's transformational leadership is being moderately practiced by Jordanian school principals. Furthermore, female teachers and basic school teachers identified their principals as transformational more than male teachers and high school teachers did. Finally, there were no significant differences among the three experience level groups of teachers (new hiring, middle career, and long experience) in their perceptions of each dimension of Kouzes and Posner's Transformational Leadership Model. It was suggested that more workshops and training courses in Kouzes and Posner's Leadership Model should be conducting in Jordanian schools. Other theoretical implications and practical applications of these findings are discussed.

Keywords

Leadership, Transformation, Transformational leadership, Kouzes and Posner's Leadership Model.