Kouzes and Posner's Transformational Leadership Model in Practice: The Case of Jordanian Schools

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Abstract

The purpose of this study was to determine the degree to which Kouzes and Posner's Transformational Leadership Model is being practiced by school principals as perceived by their teachers in Jordanian schools. Means, standard deviations, *t*-tests, and one-way analysis of variance (ANOVA) were utilized in this study. Results indicated that transformational leadership is being moderately practiced and applied by Jordanian principals. Furthermore, statistical results indicated that gender and school type had an influence on teachers' perceptions in favor of female teachers and basic schools respectively. 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 model.

Introduction

In the past three decades, changes in technology, economics, social, political, and cultural aspects of world imposed changes and forced reforms on many developed countries' educational systems (Abu-Tineh, 2003). Surprisingly, in the panoramic survey of the education landscapes across the developed countries, one is struck with the uniformity and rapidity of change that is reshaping the nature of schools' external environments. Educators are bewildered by the rigor of demands and increasing responsibilities that their governments specifically, and the public in

general, have imposed upon them (Lam & Pang, 2003). Therefore, it is a fairly common phenomenon in developed countries that public schools are undergoing rapid changes associated with government initiated reform movement (Lam, 2002).

Public schools in Jordan are no exception. They are in the midst of accelerating and some times turbulent change. Therefore, Jordan began to review its educational system comprehensively in the mid-1980s with the belief that human beings are the best resource for achieving comprehensive economic and social development. This educational reform includes kindergarten, basic education, and secondary education. Teacher professional development, principalship, curriculum development, and improving students' learning are the main reform issues.

Clearly, the key for successful implementation of school reform in Jordan depends often on how different actors such as scholars, policy makers, and stakeholders perceive the meanings and opportunities of their roles during the reform process to maximize its potential benefit (Cizek, 1999). At the same time, however, school leadership has always been viewed as critical to the success of the school reform and can exhibit tremendous influence. Leadership provides the catalyst for these reform and restructuring efforts. Researchers on educational reform have viewed school leadership of utmost importance in achievement of excellence in schools (Parrish, 2001). Successful reform efforts have focused on leadership as an organizational solution to improve student learning and teacher professional development (Fullan, 1992; Johnson, 1996).

More specifically, the empirical literature in leadership has shown that transformational leadership where "leaders and followers raise one another to higher levels of motivation and morality" (Burns, 1978, p. 20) is positively associated with principals' effectiveness in implementing a reform agenda (Coad & Berrry, 1998; Sivanathan & Fekken, 2002). According to Barnett, McCormick, and Conners (2001), the challenges that were brought to schools by the idea of school reform have been cited as reasons for advocating transformational leadership in schools because it is well suited to the challenge of current school restructuring. Transformational leadership has the potential for building a high level of commitment in teachers in relation to the complex and uncertain nature of the school reform agenda as well as fostering the capacities teachers need to respond positively to this agenda. Transformational leadership is seen to be sensitive to organizational learning, building shared vision, distributing leadership, and building a school culture necessary for current reforming efforts in the school.

Accordingly, the transformational leadership model of Kouzes and Posner, which is based on years of empirical research, includes a series of qualities that must be

possessed and practices that must be applied to provide a school principal in every school a practical guidance on how to lead as well as practical suggestions of how to act during difficult situations. On the word of Roland Barth, founding director of the Harvard University's Principals' Center, the leadership challenge model provides school leaders with the qualities to become good leaders and to enable them to improve public schools (Kouzes and Posner, 2002).

Theoretical Background

Leadership has been important to humans since the dawn of civilization. Although specific patterns of leadership behavior vary over time and across cultures, leadership has been found to be important to all societies (Bass, 1990). According to Paul, Costley, Howelly, and Dorfman (2002) the concepts of leadership, leader, and follower are represented in Egyptian hieroglyphics written 5,000 years ago. Between 400 and 300 BC the Greek philosophers Plato and Aristotle wrote about leadership and the requirements, characteristics, and education of leaders.

However, despite the fact that leadership has been a topic of interest to historians and philosophers since ancient times, it was only around the turn of the century that scientific studies began. Johnson (2002) pointed out that rigorous study of the leadership phenomenon began with the work of sociologist Max Weber in the early part of the 20th century and that the study of leadership can be divided into three stages. Each stage can be characterized by a prominent research strategy and focus of interest. The earliest stage attempted to identify traits of leaders, and the next stage focused on the behavior of leaders. The third stage centers on the fit between leadership style and the situation a leader faces (Tirmizi, 2002).

Inconsistent findings and methodological problems resulted in increasing dissatisfaction with trait, behavioral, and contingency-based leadership. Research set the stage for a paradigm shift. Leadership theories in this new paradigm differ from earlier theories in that they seek to explain extraordinary leadership and performance beyond expectations (Paul, et al., 2002). This shift was catalyzed by the publication in 1978 of an influential book by Burns entitled, *Leadership*, which conceptualized the differences between ordinary (transactional) leaders and extraordinary (transformational) leaders (Barnett, McCormick, and Conners, 2001).

Burns' (1978) work provided a solid conceptual footing for the work of Bass who, in 1985, presented a formal theory of transformational and transactional leadership, as well as models and measurements of their factors in leadership behavior. These models were refined further and led to the development of the Full Range Leadership Model (Bass, 1998; Bass & Avolio, 1994). The Full Range Leadership Model contains components of leadership behavior. There are four

behavioral components of transformational leadership, two behavioral components of transactional leadership, and *laissez-faire* leadership or the absence of leadership (Abu-Tineh, 2003).

Although transformational leadership has generally been defined as including the four leadership characteristics of idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration (Bass & Avolio, 1994), a number of new leadership studies have attempted to refine our understanding of the notion. Kouzes and Posner (1995) for example, have emphasized the importance of what they called exemplary leadership for producing the leader-follower trust that is central for transformational leadership. Kouzes and Posner (2002) stated that leading by example is visible management. Visibility enhances accessibility and promotes the values and principles advocated by the leader. Leaders who lead by example serve as visible models for those committed to the course of action in the organization.

Kouzes and Posner's Model in Transformational Leadership

The operationalization of the construct of leadership for this study is based on Kouzes and Posner's leadership model. Their research, which they conducted over almost 20 years, suggested that leadership is not a position, but a collection of practices and behaviors. These practices serve as guidance for leaders to accomplish their achievements or "to get extraordinary things done" (Kouzes & Posner, 1995, p. 9). These practices seem to be essential components of the concept of transformational leadership. They were developed through intensive research on current leadership practices and have been recognized by many researchers as truly representative of highly effective leadership practices (Taylor, 2002). These practices include challenging the process, inspiring a shared vision, enabling others to act, modeling the way, and encouraging the heart (Kouzes & Posner, 1995, 2002). In the following sections, these elements will be defined using Kouzes and Posner's work.

Challenging the Process

Challenging the process is a way of life for transformational leaders. By either creating new ideas or recognizing and supporting new ideas, leaders show willingness to challenge the system in order to turn these ideas into actions and to get new products, processes, and services adopted. They seek out challenging opportunities that test their skills and abilities and look for innovative ways to improve their organizations. Transformational leaders are willing to change the status quo. They experiment and take risks with new approach. Learning, for them, is a lifelong behavior. In order to succeed, leaders must be prepared to make mistakes because every false step opens the door to a new opportunity.

Instead of punishing failure, they encourage it. They learn from their mistakes rather than shift the blame on someone else (Kouzes & Posner, 1995, 2002).

Inspiring the Shared Vision

Inspiring a shared vision is vital for bringing people in any organization together to foster a commitment to a shared future they seek to create. Transformational leaders passionately believe that they can make a difference by envisioning the future and creating an ideal and unique image of what the organization can become. They inspire such a vision in their followers with a positive and hopeful outlook. They generate enthusiasm and excitement for the common vision from others through genuineness and skillful use of metaphors, symbols, positive language, and personal energy (Kouzes & Posner, 1995, 2002).

Enabling Other to Act

Enabling others to act fosters collaboration and empowerment. Enabling others to act means involve others in planning and give them freedom of choice in the decision-making. Enabling others to act allows followers to do their job and to realize their full potential. Transformational leaders strive to create an atmosphere of trust and human dignity and to help each person feel capable and powerful. They consider the needs and interests of others and let them feel as if they carry ownership and responsibility in the organization.

Modeling the Way

Modeling the way means leaders go first. Transformational leaders set an example and build commitment through daily acts that create progress and momentum. They create a program of excellence and then set the example for others to follow. To model the way leaders need to have a philosophy, a set of high standards by which the organization is measured, a set of principles concerning the way people should be treated, and the way goals should be pursued that make the organization unique and distinctive. These leaders show by example that they live by the values they advocate. They believe that consistency between words and deeds builds their credibility as transformational leaders (Kouzes & Posner, 1995, 2002).

Encouraging the Heart

People often need encouragement and motivation to achieve the goals set by the organization. Successful leaders have high expectations for themselves and their employees. Their credibility is based on their record of achievements, dedication, and daily demonstrations of what and how things need to be done. By influencing employee motivation, leaders attach rewards and recognition to job performance.

Transformational leaders play a special role in the celebrating of individual or group achievements because they are the most prominent personality in the organization and serve as a role model. By celebrating achievements together, leaders let people feel that they are part of the group and part of something significant. It also increases the sense of belonging. When leaders encourage their employees through recognition and celebration, they inspire them to perform better (Kouzes & Posner, 1995, 2002).

Purpose of the Study and Research Questions

The purpose of this investigation was to determine the degree to which school principals in Jordan practice Kouzes and Posner's Transformational Leadership Model in their schools as measured by Leadership Practices Inventory (LPI). The following research questions guided this investigation:

- To what degree do Jordanian school teachers perceive their principals to be practicing Kouzes and Posner's Transformational Leadership Model in their schools?
- As perceived by teachers, does leadership practices differ based on selected teacher variables, specifically, gender, years of work experience, and type of school (basic or high school)?

Significance of the Study

The timing of this study is but one of several significant and important reasons for it. Currently, there are both internally and externally, increasing pressure is being placed upon schools in Jordan to enact reform. Calls for school reform and restructuring over the past two decades have focused on the importance of effective school leaders. Kouzes and Posner's Transformational Leadership Model, which is based on years of empirical research, provides school principals with practical guidance on how to lead as well as practical suggestions on how to act during reform agenda. The results of this investigation, therefore, served as a basis for school principals to assess their leadership strengths and weaknesses, and they used the findings to become more effective school leaders.

Furthermore, it is hoped that this research will be seen as a starting point for research in Kouzes and Posner's Transformational Leadership Model in Jordanian schools, thereby stimulating further research to provide valuable insight for both academicians and practitioners. To date there is no evidence or reported study identifying the degree to which school principals in Jordan practice Kouzes and Posner's Transformational Leadership Model. In addition, there is no evidence concerning its effects on reform agenda or other educational outcomes.

Methodology

Research Design

This study is quantitative in nature. It was conducted using a survey methodology. The survey was cross-sectional because the data were collected at one point in time. A variety of statistical techniques were utilized in this research. Means, standard deviations, *t*-tests, and one-way analysis of variance (ANOVA) were utilized in this study. Means and standard deviations were used to measure the degree to which school principals practice Kouzes and Posner's Transformational Leadership Model as measured by Leadership Practices Inventory (LPI). ANOVA and *t*-tests were used to determine whether there are significant differences (<0.5 alpha level) among Leadership Practices Inventory dimensions and the individual demographics of school teacher including the gender, number of years teaching, and the school type.

Sample and Data Collection

A total of 1000 public school teachers were selected as a stratified sample from basic and high schools in Amman, Jordan. Equal sized samples (i.e., 500 teachers) were randomly selected from the basic and high schools in all public schools. According to Gay and Airasian (2000), "equal-sized samples would be the most useful if you want to compare the performance of different subgroups" (p. 126).

A total of 550 school teachers completed and returned usable surveys making the response rate 55%. The data-collection method was a self-administered paper-based questionnaire. Questionnaires were distributed to participants at the workplace for completion at their own convenience to provide them with anonymity. Data gained from the returned questionnaires indicated that the majority of the teachers who responded were female (66%), basic school teachers (52.9%), and middle career teachers (45.8%). The remaining demographic data for school teachers who participated in this study are shown in Table 1.

Table 1
Demographics of the Sample

Variable	Number and Percentage of Total (114)
Gender	63 Females (66%), 187 Males (34%)
Type of School	91 Basic school teachers (52.9%), 259 High school teachers (47.1%)
Teaching Experience	188 teachers less than 5 years (34.2%), 252 from 5-15 years (45.8%) 110 more than 15 years (20 %)

Instrumentation

The survey instrument used in this study was Leadership Practices Inventory (Kouzes & Posner, 1993). The LPI was designed to measure leadership qualities. It consists of two components: the Leadership Practices Inventory-Self and Leadership Practices Inventory-Observer. For the purpose of this study, the Leadership Practices Inventory-Observer was used. Utilizing only the responses from the LPI-Observer, Kouzes and Posner examined the relationship between leaders' effectiveness and their leadership practices (as measured by the LPI). Including only the responses from constituents about the managers, they used independent assessments thereby minimizing potential self-report bias.

The Leadership Practices Inventory-Observer is a 30-item Likert-scale questionnaire measuring the five areas of challenging the process, inspiring a shared vision, enabling others to act, modeling the way, and encouraging the heart. A higher value represented greater use of a leadership behavior: one=rarely or very seldom do what is described, two=once in a while do what is described, three=sometimes do what is described, four=fairly often do what is described, and five=frequently or almost always do what is described in the statement.

In the past Kouzes and Posner have reported construct validity evidence for the 30-item LPI constructed to measure the five competencies in samples of N=2,168 and N=30,913. Results from the LPI have shown high face validity and predictive validity, meaning that the results not only make sense to people, but also predict whether a leader's performance is high, moderate, or low. Scores on the LPI are positively correlated with measures of a leader's credibility, effectiveness with upper management, team-building skills, work-group norms, and actual levels of output. Reliability of the LPI was determined using test-retest reliability and Cronbach's Coefficient *Alpha*. Test-retest reliability for the five leadership practices was at the .93 level or above. Computed coefficient *alphas* for each of the five leadership practices of LPI-Observer were challenging the process (.81), inspiring a shared vision (.88), enabling others to act (.86), modeling the way (.82), and encouraging the heart (.92).

An Arabic version of LPI-Observer was achieved through a standard three-step protocol reported by Blaschko and Burlingame (2002). First, the instrument was translated from English into the Arabic language by a professional scholar who is fluent in both the English and Arabic languages. Second, the instrument was translated back from Arabic into English language by a second scholar who is also competent in both languages. In the final step, a third professional scholar, fluent in both languages compared and evaluated the original English and translated–back copies in order to verify the accuracy and validity of translation. Then, nine specialists in education reviewed the developed questionnaire and

three of them asked for minor modifications. The final copy of the questionnaire took these modifications into consideration.

In order to assure the psychometric properties of the questionnaire in Jordanian culture, internal consistency measures of reliability were computed for the instrument (PIC) by calculating Cronbach's *alpha* coefficients. As a result, the internal consistency rating for each subscale was challenging the process (.81), inspiring a shared vision (.83), enabling others to act (.80), modeling the way (.77), and encouraging the heart (.89).With its high internal consistency rating, LPI-Observer was assumed to be an appropriate instrument for the present research.

Additionally, a demographic questionnaire was developed to collect general background information about the participants. Targeted teachers were requested to provide general background information regarding their gender, school type, and number of years teaching.

Results

Question one addresses the degree to which school principals in Jordan practice Kouzes and Posner's Transformational Leadership Model in their schools as perceived by their teachers. Means and standards deviations were used to answer this question. Starting with the means, it is observable from Table 2 that the lowest mean of practicing Kouzes and Posner's Transformational Leadership Model is 2.76 and the highest mean is 3.36. This result indicated that teachers perceived that their principals moderately practice the Kouzes and Posner's Leadership Model (3.07).

With regard to the means and standard deviations of the five dimensions of the LPI Scale, the mean of enabling others to act is higher than all other means (3.36), followed by encouraging the heart (3.23) and modeling the way (3.09), respectively. Challenging the process (2.90) and inspiring a shared vision (2.76) are the lowest means. Further, the variability of scores in both enabling others to act (sd=.91) and encouraging the heart (sd=.91) dimensions are equal and greater than other dimensions (see Table 2).

Table 2
Means and Standard Deviations of the Overall and Each of the Five Dimensions
of LPI Scale

Dimension	Means	Standard Deviations
Challenging the Process	2.90	0.76
Inspiring a Shared Vision	2.76	0.45
Enabling Others to Act	3.36	0.91
Modeling the Way	3.09	0.79
Encouraging the Heart	3.23	0.91
LPI Overall	3.07	0.35

Question two concerns the significant differences among Kouzes and Posner's
Leadership Model dimensions and the demographics including the teachers'
gender, school type, and number of years teaching. We used *t*-tests for
independent samples to examine the difference in means between males and
females teachers and basic and high school teachers in each dimension of LPI
Scale. However, the ANOVA was utilized to identify whether the variances of the
three level groups of experience of teachers were equal or significantly different.

Table 3 shows that there were no significant differences at the 0.05 level between
male and female teachers in challenging the process dimension ($p=.54$) and
enabling others to act ($p=.25$) .However, Table 3 illustrates that there were
significant differences at the (0.05) level between male and female teachers in the
dimensions of inspiring a shared vision ($p=.025$) in favor of males. Furthermore,
there were significant differences at the (0.05) level between male and female
teachers in the dimensions of modeling the way ($p=.00$), encouraging the heart
($p=.00$), and LPI overall in favor of female teachers.

Table 3
The Differences between Male and Female Teachers in Each Dimension of LPI Scale

Dimensions	Gender	N	Means	Std. Deviations	*T*	*p*
Challenging the Process	M	187	2.93	.83		
					.60	.54
	F	363	2.89	.72		
Inspiring a Shared Vision	M	187	2.82	.47		
					2.25	.02
	F	363	2.73	.43		
Enabling Others to Act	M	187	3.42	1.00		
					1.14	.25
	F	363	3.33	.85		
Modeling the Way	M	187	2.88	.52		
					-4.58	.00
	F	363	3.20	.87		
Encouraging the Heart	M	187	2.82	.46		
					-8.02	.00
	F	363	3.44	1.014		
LPI Overall	M	187	2.97	.31		
					-4.54	.00
	F	363	3.12	.36		

Regarding the significant differences between teachers who teach in basic schools and teachers who teach in high schools, Table 4 reports that there were no significant differences at the (0.05) level in challenging the process dimension (*p*=.54) of LPI Scale. However, there were significant differences at the (0.05) level in inspiring a shared vision (*p*=.006), enabling others to act (*p*=.00), modeling the way (*p*=.047), encouraging the heart (*p*=.00), and LPI overall (*p*=.00) in favor of teachers in basic schools.

Table 4
The Differences between Teachers in Basic Schools and Teachers in High
Schools in Each Dimension of LPI Scale

Dimensions	Gender	N	Means	Std. Deviations	t	p
Challenging the Process	B	291	2.96	.76		
					1.69	.09
	H	259	2.85	.75		
Inspiring a Shared Vision	B	291	2.81	.46		
					2.74	.00
	H	259	2.71	.43		
Enabling Others to Act	B	291	3.49	1.00		
					3.60	.00
	H	259	3.21	.77		
Modeling the Way	B	291	3.16	.79		
					1.98	.04
	H	259	3.03	.78		
Encouraging the Heart	B	291	3.61	.56		
					-9.73	.00
	H	259	2.89	1.07		
LPI Overall	B	291	3.13	.33		
					-3.86	.00
	H	259	3.01	.37		

On the other hand, utilizing the ANOVA Table 5 shows that there were no
significant differences among the three experience level groups (new hiring,
middle career, and long experience) in each dimension of LPI Scale. In other
words, there were no significant differences among the three experience level
groups in the dimension of challenging the process ($F= 2.82$, $p=.06$), inspiring a
shared vision ($F= 2.48$, $p=.08$), enabling others to act ($F= 1.64$, $p=.19$), modeling
the way ($F= 2.60$, $p=.07$), and encouraging the heart ($F= 1.87$, $p=.15$).

Table 5
The Differences among the Three Experience Level Groups (New Hiring, Middle Career, or Long Experience) in Each Dimension of LPI Scale

Dimension	Sum of Squares		df	*F*	*p*
Challenging the Process	Between Groups	3.245	2		
	Within Groups	314.541	547	2.82	.060
	Total	317.786	549		
Inspiring a Shared Vision	Between Groups	1.012	2		
	Within Groups	111.379	547	2.48	.084
	Total	112.390	549		
Enabling Others to Act	Between Groups	.673	2		
	Within Groups	111.718	547	1.64	.194
	Total	112.390	549		
Modeling the Way	Between Groups	1.059	2		
	Within Groups	111.331	547	2.60	.075
	Total	112.390	549		
Encouraging the Heart	Between Groups	.763	2		
	Within Groups	111.627	547	1.87	.155
	Total	112.390	549		

Discussion and Conclusions

In recent years, there has been a significant growth in the number of articles, studies, dissertations, and academic research in the area of transformational leadership. With the exception of a few indigenous non-Western research studies in a few select countries, little scientific work on transformational leadership exists, especially in the third world (Tirimizi, 2002). Jordan is no exception. Several theories and models and their respective measurement instruments have been developed and used to measure leadership behaviors. However, validity and availability of leadership theories and instruments across cultures makes a strong case for developing new models of transformational leadership or examining these models outside the Western context. Therefore, the purpose of this study was to examine, in practice, Kouzes and Posner's Leadership Model in Jordanian schools as perceived by teachers.

Results such as these in this study might point to a substantial gap in understanding of the influence of societal culture and context on educational leadership. This gap is especially critical for those in non-Western countries, such as Jordan, struggling to apply new knowledge and technology from the West while, at the same time, attempting to preserve their own cultural identities. Most writings about transformational leadership have paid little attention to this contextual consideration (Yu, Leithwood, & Jantzi, 2002). Furthermore, these kinds of studies make it easier for international researchers to do their

comparisons between Western countries and non-Western countries in applying different models of transformational leadership in school contexts.

The findings of this study revealed that Kouzes and Posner's Leadership Model in Jordanian schools as perceived by teachers are practiced moderately. This result can be justified given the narrow knowledge and experience in this model in Jordanian schools. Thus, more attention should be given to Kouzes and Posner's Leadership Model in Jordanian schools because this Model has been recognized by many researchers as truly representative of highly effective leadership practices and it can serve as a basis for school principals to assess their leadership strengths and weaknesses. Therefore, it is hoped that this research will be seen as a starting point for research in Kouzes and Posner's Leadership Model at schools in Jordan, thereby stimulating further quantitative and qualitative research to provide valuable insight for both academics and practitioners. Moreover, it can be suggested that more workshops in Kouzes and Posner's Leadership Model should be conducted in Jordanian schools for practical purposes. In the words of Kouzes and Posner (1995) this model is "a set of skills. And any skills can be strengthened, honed, and enhanced if we have the proper motivation and desire, along with practice and feedback, role models and coaching" (p. 323).

However, practicing inspiring a shared vision is placed at the lowest extreme of the moderate range. This result, which is inconsistent with the vitality of the shared vision in any school as cited in educational literature, should be studied deeply, not neglected. A special emphasis should be placed on the elements of inspiring a shared vision. "A good vision is a prod that ─ if it is really powerful; ─ creates a pull. It attracts commitment and energizes people, creates meaning in workers' lives, establishes a standard of excellence, and creates a bridge between present and future" (Espejo, Schuhmann, Schwaninger, & Bilello, 1996, p. 12). Scholars in management have come to believe that building shared vision is vital for bringing people in any enterprise together to foster a commitment to a shared future they seek to create (Appelbaum & Goransson, 1997). Shared vision gives people a real sense of purpose that promotes focus, an excellent achievement level, and a long-term commitment to organizational effectiveness and survival because it reflects their own values and norms (Appelbaum & Goransson, 1997; Morrison & Rosenthal, 1997; Strachan, 1996).

Another strand of results regarding demographic variables distinguished between male and female teachers in the dimensions of challenging the process and inspiring a shared vision in the favor of males and in the dimensions of enabling others to act, modeling the way, and encouraging the heart in the favor of female teachers. This result is consistent with the comparison between male and female participants conducted by Kouzes and Posner (1995). Means of males in Kouzes

and Posner's study were greater than females in the dimensions of challenging the process and inspiring a shared vision. But, means of females were greater than males in the dimensions of enabling others to act, modeling the way, and encouraging the heart. However, this study is inconsistent with Kouzes and Posner's study in that encouraging the heart is the only significant dimension for the favor of females in their study. Whereas, modeling the way and encouraging the heart are both significant in the favor of females and inspiring a shared vision in the favor of males in this study.

This result might be justified. Communicating a vision with others and dedicating the time for it is easier and more available for males compared to females in Jordanian culture. However, female teachers perceived their principals better in practicing LPI dimensions overall and in modeling the way and encouraging the heart. According to Pounder and Coleman (2002), a number of studies argue that there are significant differences in the practice of leadership between men and women. Anecdotal, survey, and experimental evidence all point out that women in leadership positions are somewhat more transformational than their male counterparts. Concomitantly, they are seen by their subordinates and colleagues to be, as leaders, more effective and satisfying, slightly, but significantly (Bass, 1998). Pounder and Coleman (2002) point out that "because of the socialization process, women have developed values and characteristics that result in leadership behaviors that are different from the traditional competitive, controlling aggressive leadership behaviors of men" (p. 124).

In the practice of the five leadership dimensions in basic and high schools, it might be appropriate to release the general conclusion from the collected data that basic school teachers perceived their principal practiced the leadership dimensions overall more than high school teachers did. Further, findings of this study show significant differences between basic and high schools in practicing the dimensions of inspiring a shared vision, enabling others to act, modeling the way, and encouraging the heart in the favor of teachers in basic schools. This result could be justified with the increased numbers of teachers in high schools and the expanding of the span of control in high schools compared to basic schools. At the same time, it is consistent with the argument that high schools are highly fragmented organizations where "control based on fragmented specialization appears to be a logical way to organize schools" (Senge, et al., 2000, p. 45)

In this context, to enhance and increase practicing Kouzes and Posner's Leadership Model in Jordanian schools at different school levels, there is a need to replace the existing operating governance systems in Jordanian schools with collaborative governance system to complement competent and capable teachers. The role of the principal in the democratic governance structure is to promote the interdependence relationship among teachers and facilitate increasing the number

of meaningful interactions among them. A democratic governance structure is designed to empower teachers and other stakeholders throughout the school by providing everyone with important needed information, the ability to make meaningful decisions, and the access to the necessary resources that fulfill their roles and functions (Green, 2000). Generally, power differences and communication structures in schools should be changed to support practice of the five dimensions of Kouzes and Posner's Leadership Model.

Finally, years of teaching experience of teachers had no effect on the teachers' perceptions of their principals' practicing of Kouzes and Posner's Leadership Model. This result may support looking for other demographic variables that might have more impact on practicing the Kouzes and Posner's Leadership Model. Furthermore, there is still much to be learned about Kouzes and Posner's Leadership Model in Jordanian schools and other educational institutions. Hopefully, the current study opens the door for future research regarding additional factors that may be related to the concept under discussion, transformational leadership.

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