

Organizational Slack and Its Relation to Leadership Styles of School Principals at Secondary School in Tafilah Directorate of Education

Hani Ahmad Al-Kremeen¹ & Mohammad Salem Al-Amarat²

Abstract

This study aimed at investigating the relation between organizational slack and leadership styles among Secondary school principals in Tafilah Directorate of Education from teachers' perspectives. In order to achieve the study objectives, the researchers developed a questionnaire that consisted of (70) items in order to collect data after verifying its validity and reliability. The researchers used the descriptive approach. The study sample consisted of (158) male and female teachers. The results revealed that the level of organizational slack was medium, with a mean of (3.31). Results also showed that there are statistically significant differences at ($\alpha \leq 0.05$) according to the variable of qualification in favor of the post graduate studies and the variable of years of experience in favor of more than (10) years. The results also revealed that high school principals practice the leadership styles in variant degrees, where they practice the democratic-participatory style, consultative-democratic style, and benevolent-authoritative style with a high degree, while they practice the exploitative-authoritative style with a medium degree. The results showed that there are statistically significant differences at ($\alpha \leq 0.05$) according to the variable of qualification in favor of the post graduate studies and for the variable of years of experience in favor of more than (10) years, and that there is a correlation relationship between the levels of organizational slack and the prevalent leadership styles. In the light of the results, the study concluded with some recommendations.

Keywords: organizational slack, leadership styles, schools principals .

Introduction

Educational administration is one of the important variables that contribute to promoting the performance level and achievement, investing the available human and financial resources as well as achieving the objectives on the one hand and towards gaining more specificity, diversity and dynamism that would cope with the developments as well as internal and external variables on the other hand. School administration is a tool for modifying behavior, developing the students' skills as well as forming the right concepts and promoting them in their minds; it is responsible for employing and applying knowledge in accordance with the communities aspirations, objectives and purposes.

The main goal of school is creating an appropriate environment that enhances innovation and creativity, in that the student feels of freedom well as responsibility for their learning. The educational leader is the one who makes difference in the domains related to efficacy as well as saving time, effort and money. Leadership has a prominent role in making and developing the human, administrative and functional relationships in the field of teaching and directing the students and teachers' behavior; the leadership style determines the nature of work in the school environment and also determines the philosophy and methodology of the school in terms of solving the work problems, making the right decision in the right time, satisfying their needs and promoting them as well as the extent of their participation in the process of decision-making (Al-So'ud and Battah, 1993).

¹ Tafila Technical University, Faculty of Educational Sciences, Department of Educational Psychology,

² Tafila Technical University, Faculty of Educational Sciences, Department of Educational Psychology.

E-mail: Amarat.baha@yahoo.com

Likert (1961) suggested four leadership styles:

- System (1) Exploitative Authoritative:

In this style, the principal makes his/ her decisions without discussion, depending on his/ her authority and work position in imposing penalties.

- System (2) Benevolent Authoritative:

In this style, the principal enjoys lower levels of accountability and supervision in work and lacks organized planning; he/ she tends to adopt the withdrawing and avoiding styles in facing work conflicts.

- System (3) Consultative Democratic:

This model pays more attention to the issues and needs of teachers, provides a suitable environment for the decision-making process, considers him/herself as a member in the work team with only one vote in case of making decisions, and delegates others to do some of his/ her work tasks.

- System(4) Participative Democratic:

In this style, the principal gives the employees more opportunities to express themselves, meets them frequently and encourage the innovative and creative ideas in work. Therefore, employing the suitable style would contribute to reducing carelessness and administrative slack in school; eliminate failure opportunities as well as not achieving objectives and ambitions (Taylor, 2007). Organizational slack is defined as the irregularities committed by the employee during performing his/her work duties, tasks as well as balking related to work and the desire to gain more payment without doing any effort; consequently, there would be no motivation or seriousness at work (Hargreaves, 1995). The effects of organizational slack are reflected on work and workers which would, in turn, lead to negative consequences in addition to wasting time and effort without advantage, poor productivity, indifference, avoiding responsibility, eliminating the levels of immersion and reflection in work, demonstrating the negative feelings towards school and work, leading to not achieving the school objectives, accepting low levels of effort, unsatisfying the employees' ambition at school and this would reduce the social status of the teacher and create relationships of non-trust between the parties of educational process, where the relationships between colleagues become more related to doubt and the conflict circle increases at work (Abu Hamda, Al-So'ud, 2013).

The risk of organizational slack increases when there is a gap between decision maker and implementer which results from lack of harmony between objectives and outcomes; additionally, the implementers who are the teachers are considered as followers rather than participants in the process of decision-making. The negative consequences extend to the classroom and students, where the students only receive the information without interaction within the classroom atmosphere(Kondakci, Broeck& Yildirim,2008).

Organizational slack would lead to further consequences to take irregular behavioral curve for students and teachers, with its correlation with school violence and avoiding the performance of activities, avoiding responsibility, exploiting the job status as well as carelessness that is mostly attributed to the principals who didn't perform his role related to directing, supervision and monitor for the work activities in addition to not being committed to the educational controls, criteria and regulations(Spillane,2009).

Some researchers viewed organizational slack from a moral and philosophical point of view that reflects a gap between the principals' values and beliefs from the one hand and the objectives of administrative institutions on the other hand. Additionally, some researchers adopted the idea of personal freedom which would increase the negative reality due to the individuals' bad utility of freedom in the organizational system (Bloom,2000).

(Moller, 2009) suggested that the reasons of organizational slack are attributed to the lack of guidance and coordination as well as not investing time and available resources effectively; besides the lack of coordination between the state's higher objectives, the legislative authority and the objectives of school administration.

In order to reduce the phenomenon of administrative slack in work, we could determine a functional description for all the workers, determine the work frame, the responsibility of each administrator, determining objectives accurately in addition to the methods of achieving them.

We can also identify the real and prospective needs of the institution, introducing the long and short-term planning skills as well as setting the effective training programs based on teachers' needs (Alama, 2006), focusing on team work during work performance, and ensuring that teachers have the effective communication skills as well as the skills of facing conflicts and work problems by thinking with alternatives (Al-Midawi, 2007).

Therefore, the administration of educational institutions, especially principals should perform core equations at work based on participation and dialogue as well as activating the added value of information in terms of analysis, interpretation, participation and organization in order to reach the stage of transparency with its practices that contribute to the participation and free flow of information as well as acting publicly (Fakhoury, 2009). The culture of organizational slack at school reflects a serious problem because it extends to other individuals and causes harm to the school's financial potentials, hindering it from performing its message and wasting the academic time that should be utilized in teaching students (Hussein, 2007), in addition to the psychological and behavioral problems of the students which would pave the way for the prevalence of violence culture inside the school environment; more importantly, there would be more prevalence for the culture of school violence supported by the social legislation (Ghazwan, 2006).

The practices of the educational leader and his approach in work are considered as vital elements in reducing the phenomenon of organizational slack at school since he is the leader who shoulders the responsibility of implementing the educational practices, managing the school affairs, developing teachers professionally, prevailing the culture of commitment and loyalty as well as creating a positive atmosphere based on teachers' realization of their manager's practices, their feeling of respectful status inside the institution, their independency and cohesion of relationship among colleagues (Abu Hamda, Al-So'ud, 2013).

The positive characteristics of this atmosphere are also related to encouraging teachers to achieve and adopt creativity, achieving goals and raising the morale among teachers as the phenomenon of organizational slack disappear in the presence of the leader principals who practices his role effectively (Al-Taweel, 2001). The consequences of organizational slack are related to the dominance of authoritativeness and carelessness, as well as the increase of school violence which takes several forms in order to achieve excellence, adaptation, resistance, dominance, control and bullying (Al-Sharifeen, 2008). the school principals practice of the participative leadership style makes a qualitative step in motivating employees, developing their performance and affiliation, contributing to their degree of job satisfaction, preparing more opportunities for work persistence as well as maintaining the school reputation and being proud of its service. It also reduces the implications of negative organizational slack which hinders the school success and prevents it from achieving its objectives and reaching to its maximum productivity. Therefore, this study aims at investigating the relationship between organizational slack and the prevailing leadership styles among the school principals in Tafilah Directorate of Education .

The study problem:

The most important reasons of the study problems in the developing countries, in particular, are related to the poor effectiveness among administrators which has many negative implications in the work environment that are related to the administrative attitudes towards general work and the cultural values prevailing in society; the manager's attitudes and values affect the work method as well as the extent of achieving tasks, thinking style of creative productivity or accepting any low level of achievement.

In the light of researchers' knowledge about the reality of administrative practices among high school principals in Tafilah Directorate of Education in Jordan as well as their practice of administrative work for a long time, we conducted a study which aimed at revealing the level of administrative slack among male and female high school principals in Tafilah Governorate as well as its relationship with the styles of administrative behavior according to Rensis Likert theory (system 1- system 4)

The study objectives and questions:

This study aims at identifying the level of organizational slack and its relationship with leadership styles among male and female high school principals in Tafilah Governorate according to Rensis Likert theory (system 1-system 4) through answering the following questions:

- What is the level of organizational slack among male and female Secondary school principals in Tafilah Directorate of Education from teachers' perspectives?

- Are there statistically significant differences at ($\alpha \leq 0.05$) regarding the extent by which the sample individuals estimate the degree of organizational slack among high school principals according to the variables of school level, qualification and experience?
- What are the leadership styles prevailing among high school principals in Tafilah Directorate of Education according to Rensis Likert theory from the teachers' perspective?
- Are there statistically significant differences at ($\alpha \leq 0.05$) regarding the extent at which the sample individuals estimate the degree of leadership styles prevailing among high school principals according to the variables of school level, qualification and experience?
- Is there a statistically significant correlation relationship at ($\alpha \leq 0.05$) between the level of organizational slack and the leadership styles prevailing among high school principals in Tafilah Directorate of Education from the teachers' perspective?

The study importance:

- Providing the school principals with a feedback about the level of organizational slack among them from the teachers' perspective based on the study results.
- Proving the directorate of education with information about leadership styles practices by secondary school principals in order to take them into consideration during the field visits of supervisors and principals to modify the practiced negative styles.
- Supporting the relevant literature with additional information about organizational slack and leadership styles that would benefit researchers in this area.

Terminology:

- organizational slack: the irregularities practiced by the employee at work which are related to performance and tasks that he should do, such as balking, laziness, gaining financial profits and advantages without doing any effort as well as not giving work the sufficient attention and accepting the lowest level of performance (Hargreaves, 1995). It is procedurally measured by the score that the sample respondents gain regarding the questionnaire items prepared to measure this objective.
- Style: It is the behavior practiced by the principals in order to influence teachers' behavior at school which aims at developing performance and improving the quality of educational outputs at school. It is procedurally measured by the score that the sample respondents gain regarding the questionnaire items measuring the level of leadership patterns according to Likert theory.

The study limits:

- Objective limits: the organizational slack and its relationship with leadership styles among high school principals.
- Human Limitations: This study was limited to Al-Tafilah Directorate of Education teachers.
- Spatial limits: the secondary schools in Al-Tafilah Directorate of Education.
- Temporal limits: during the second semester of the academic year 2017/2018.

The previous studies:

Here is a review of the most important studies that addressed organizational slack as well as the Arab and foreign leadership styles. Othman (2017) conducted a study that aimed at identifying the level of organizational slack among private high school principals in Amman and its relationship with the organizational culture in their schools from teachers' perspective. The researcher used the analytical descriptive approach as well as the questionnaire in order to collect data from the study sample that consisted of (327) male and female teachers. The results showed that the level of organizational slack was high and that there are statistically significant differences at ($\alpha \leq 0.05$) regarding the organizational slack attributed to the variable of educational qualification in favor of the bachelor degree as well as for years of experience in favor of less than (10) years. Al-Rashaideh and Al-Ta'ani (2017) conducted a study that aimed at identifying the level of organizational slack as well as its reasons from educational supervisors' perspective in the south of Jordan.

The researcher used the analytical descriptive approach as well as the questionnaire in order to collect data from the study sample that consisted of (631) male and female educational supervisors working in the directorates of education in the south of Jordan.

The results showed that the level of organizational slack was medium and that there no statistically significant impact at ($\alpha \leq 0.05$) regarding the variables of educational qualification and years of experience.

Bani Hani (2016) conducted a study that aimed at identifying the prevailing leadership style among school principals in Irbid directorate of education from teachers' perspective according to Gollman model for leadership styles. The study sample consisted of (216) male and female teachers. In order to achieve the study objectives, the researcher used a questionnaire for data collection. The results showed that the style of vision dweller was the most common and with a high degree, followed by the communicative, democratic and controlling styles with a high degree, while the authoritative style was with a medium degree. The results also showed that there are statistically significant differences due to the variable of experience in favor of those with the least experience as well as the variable of school in favor the private schools, while there are no differences due to the variables of gender and educational qualification.

Abu Hamda, Al-So'ud (2013) conducted a study that aimed at identifying the level of organizational slack among public high school principals in Jordan and its relationship with performance and job satisfaction among teachers. The study sample consisted of (285) male and female principals as well as (2936) male and female teachers in the secondary schools in Jordan. The results showed that the level of organizational slack among public high school principals in Jordan from teachers' perspective was high and that the level of job satisfaction among teachers from their principals' perspective was medium. The results also revealed that there is a statistically significant negative correlation relationship between the level of organizational slack among public high schools' principals in Jordan and job satisfaction among the teachers of these schools.

Bulbul & Ercetin (2010) conducted a study entitled by " education and organizational slack" that aimed at identifying the relationship between organizational slack and education. The study sample consisted of (320) teachers and (500) students in the Turkish capital. The results showed that teachers and students are the most prominent factors contributing to the emergence of organizational slack.

Wefald et. al (2010) conducted a study that aimed at demonstrating the relationship between organizational slack and performance. The study sample consisted of (600) principals. The results showed that the reasons of organizational slack are attributed to the poor coordination between the elements of administrative system which results in a gap between the processes of planning and implementation and consequently leads to low performance as well as a decline in the external competition. The results revealed that slack hinders creativity and innovation. The study linked between the manager's psychological readiness and the internal factors on the one hand as well as slack on the other hand and this would give the principals hope to avoid slack in case he intended to make reforms and work effectively.

Spillane (2009) conducted a study which recalled that the good administration increases the administrative efficiency and that the integrated work between the parties of the educational process would enhance the administration elements, such as planning and coordination. The results revealed that the principals is not the only responsible for slack because there are other factors contributing to that, including employees, supervisors and teachers; the manger's role in mainly related to evaluation, monitoring and implementation. The study was conducted on a sample that consisted of (350) employees in Northwest university in America.

Al-So'ud (2009) conducted a study that aimed at identifying the administrative leadership styles among public high school principals in Jordan according to Rensis Likert theory as well as demonstrating its relationship with the level of organizational loyalty among the teachers of those schools from the teachers' perspective. The study sample consisted of (256) male and female teachers. The results showed that the school principals practice the four administrative styles in variant degrees; they practice the consultative democratic style and the participative democratic style with a high degree, practice the benevolent authoritative style in a medium degree and practice the exploitative authoritative style in a low degree.

The results revealed that there is a statistically significant positive relationship between the administrative styles: the benevolent authoritative and the participative democratic as well as the consultative democratic styles among the school principals with the level of organizational loyalty of teachers, while there is a statistically significant negative relationship between the principals' exploitative authoritative style and the organizational loyalty of teachers.

Childress, et. al. (2007) conducted a study that revealed the tasks of school management and its role in organizational slack as well as making chaos.

The study sample consisted of (300) principals, teachers and students in the state of Massachusetts in the United States. The results showed that the evaluation process should be based on the quality of outcomes in a methodological way that takes into consideration the aspiration and expectation relating to the available reality. The results also revealed that the reasons of administrative slack are related to lack of monitor and supervision for the elements of educational process: the student and the teacher inside the classroom according to suitable criteria that allows for incorporating the elements of the educational process with the administration in order to accept the results of assessment and supervision in the future.

Al-Samayleh (2006) conducted a study that consisted of (130) principals as well as (650) male and female teachers in order to address the relationship between the administrative styles among high school principals in Jordan and the creative behavior among teachers. The results revealed that the degree at which male and female high school principals practice the three administrative styles; i.e. the consultative democratic style, the participative democratic style and the exploitative authoritative style was high, while the benevolent authoritative style was with a medium degree.

In order to determine the relationship between the styles among high school principals in Jordan and teachers' motivation towards their job, Al-Ayasra (2003) conducted a study that consisted of (1411) male and female teachers. The results revealed that the democratic style is the most common among high school principals. In the light of the researcher's review for the previous studies, it is evident that the current study resembles them in using the questionnaire as a tool for data collection as in Al-So'ud (2009) and Othman (2017), as well as using the descriptive analytical approach. However, it differed in its addressing for the level of organizational slack and its relationship with the prevailing leadership styles and the environment in which the study took place, which is Tafilah governorate in the south of Jordan. The researchers utilized those studies in developing the study tool as well as citing the study problem and questions.

The study methodology and procedures:

In order to achieve the objectives of the study, the researchers used the descriptive analytical approach due to its compatibility for the study purposes.

The study population:

The study population consisted of all the state education schools teachers in the secondary schools in Tafilah Directorate of Education for the academic year 2017/2018, with a total of (556) male and female teachers.

The study sample:

The study sample consisted of (226) male and female teachers to whom the study tool was distributed; (173) questionnaire were returned, (15) questionnaire were excluded due to the incomplete information, and so the total number of the sample was (158) male and female teachers who were selected randomly. Table (1) shows the distribution of sample individuals according to the study variables.

Table (1): distribution of sample individuals according to the study variables (educational qualification, experience)

Variable	Category	Number	Percentage
qualification	Bachelor	110	%69.6
	Post graduate	48	%30.4
	Total	158	%100
Experience	Less than 5 years	37	%23.4
	(5-10) years	48	%30.4
	More than 10 years	73	%46.2
	Total	158	%100

The study instrument:

After reviewing the previous literature and studies, such as Al-So'ud (2009), Othman (2017), as well as Al-Rashaideh and Al-Ta'ani (2017) and utilizing them in developing the questionnaire and citing its items, the study tool consisted of the following parts:

- The first part: it addressed the data and general information about the respondent, including (qualification, and years of experience).
- The second part: it addressed the domains and items related to organizational slack, and included (37) items.
- The third part: it addressed the domains and items related to the dimensions of leadership styles according to Likert theory, and included (33) items.

The tool was graded using likert 5-point scale (very high, high, medium, low, very low).

The study tool validity:

The study tool's apparent validity was verified by introducing it to a number of specialized arbitrators in the field of educational administration as well as measurement and evaluation. In order to verify the items' suitability to the purposes for which they were set. The arbitrators were asked to give their opinion about the study tool in terms of the number of items, their belonging to the domains for which they were developed, the suitability of citation as well as any deletion, modification or addition. All the modification of the arbitrators were taken into consideration. The final version of the questionnaire consisted of (50) items.

The study tool reliability:

The questionnaire was applied to an exploratory sample of (30) male and female teachers taken from the study population outside the chosen sample. Then, the reliability coefficient was calculated using Cronbach Alpha as well as the method of split-half, where the items were fragmented into two parts, those with odd numbers and those with even numbers. After that the correlation coefficients were calculated according to the odd items and even items. Then, the correlation coefficient was corrected using Spearman Brown equation, where the modified coefficient was $(1+r / 2r=)$, where R is the correlation coefficient between the scores of odd and even items. The results revealed that the value of correlation coefficient for organizational slack using Cronbach Alpha was (0.969) and by using split-half (**0.825). As for the axis of leadership dimensions, the value was (0.903), and for the split-half was (**0.953), which are a statistically significant positive values and allow for using the study tool.

The study variables:

The study addressed the following variables:

- The demographic variables which include:
 - The qualification: it has two categories; bachelor, post graduates.
 - Years of experience: it has three levels: less than 5 years, (5-10) years, more than 10 years.
- The independent variable: organizational slack at school principals.
- The dependent variable: the leadership styles prevailing in the schools of Tafilah Governorate

The procedures of implementing the study:

The study was implemented according to the following procedures:

- Collecting the theoretical literature and the related previous studies.
- Developing the study tool.
- Verifying the validity and reliability of the study tool in its final version.
- Collecting data and inserting them in computer in order to analyze the data and answer the study questions.
- Writing the study report, with what it includes from interpretation for the results.

The statistical processing:

The researchers used many statistical methods and treatments in order to answer the study questions, in addition to using the methods of refining the study tool to the exploratory sample by employing the Statistical Package for Social Sciences (SPSS), including:

- means and standard deviations to answer the first and third questions.
- Analyzing the variance in order to answer the second and fourth questions.
- Pearson correlation coefficient to answer the fifth question.

The study scale:

The degree of agreement was determined based on the value of the mean in the light of the cut-off scores of the study tool, where the period length of Likert 5-point scale was determined as (1: 5). The range was also calculated ($5-1=4$) and was divided by the number of scale periods in order to get the length of the period ($4/5=0.80$). then, this value was added to the least value in the scale which is (1) in order to determine the highest limit for the first period, and the same procedure was used for the other periods as shown below:

- (1- Less than 1.80)very low degree
- (1.80 - Less than 2.60) low degree
- (2.60 - Less than 3.40) medium degree
- (3.40 - Less than 4.20) high degree
- (4.20 - 5) very high degree

The study results: discussion and interpretation:

- **First: the results of the first question:** What is the level of organizational slack among male and female high school principals in Tafilah Directorate of Education from teachers' perspectives? In order to answer this question, the researchers calculated the means and standard deviations for each of the five domains as illustrated in table (2):

Table (2): means and standard deviations for the domains of organizational slack ordered in a descending way according to the means

N	Domains	Mean	Standard deviation	Rank	Level
1	Students	3.36	0.81	1	Medium
5	The relationship with principals	3.10	1.00	2	Medium
4	The relationship with teachers	2.92	0.98	3	Medium
3	The school principals technical and administrative duties	2.86	1.00	4	Medium
2	Legislations	2.66	1.00	5	Medium
Total		3.01	0.80	-	Medium

The results of table (2) shows that the estimation of the study sample individuals for the level of organizational slack among the school principals Tafilah Directorate of Education was (3.01), with a standard deviation of (0.80) and a medium level. It is also noted that the means for the study tool domains ranged between (2.66-3.36) and that the standard deviations for the study tool domains and the total degree ranged between (0.80-1.00). This reveals the conversion and correspondence between the responses of the study sample individuals.

This result matches with the results of Al-Rashaideh and Al-Ta'ani (2017), (Spillane,2009), (Childress,et.al,2007), and (Abu Hamda, 2011), while it contradicted with (Othman, 2017) which was with a high level. This finding is attributed to the role of administrative training in the field and its impact on work as well as activating the role of accountability in work and the nature of educational work which aims at developing the learner's personality with all its dimensions considering it as an important basis in developing the society. The domain of students was in the first place with a mean of (3.36) and a standard deviation of (0.81) as well as a medium agreement degree. This may be due to the main objective of education which is related to helping the students in the process of adaptation with the internal and external environment considering them as the important element in the process of development.

The domain of legislation was in the last rank with a mean of (2.66) and a standard deviation of (0.81) as well as a medium agreement degree. This may reflect the nature of individuals who prefer to deal with the spirit of law and not to be totally committed to literal meaning of laws.

- **Second: the results related to the second question:** Are there statistically significant differences at ($\alpha \leq 0.05$) regarding the extent at which the sample individuals estimate the degree of organizational slack among high school principals according to the variables of school level, qualification and experience?

In order to answer this question and reveal the statistical significance for the differences between the means of the study sample individuals according to the study variables, the researchers calculated the means and standard deviations as well as the three-way variance of analysis as illustrated in table (3).

Table (3): means and standard deviations for the domains of organizational slack according to the categories of the study variables

Variables	qualification		Years of experience		
	Bachelor	Post graduate	Less than 5	5-10	More than 10
Mean	2.82	3.43	3.15	3.12	2.86
Standard deviation	0.79	0.67	0.69	0.86	0.80

Table (3) shows that there are apparent differences in the means regarding the total degree for the level of organizational slack among the school principals in Tafilah Directorate of Education according to the study variables. In order to reveal the resource of differences, the researchers used the accompanying variance analysis as illustrated in table (4)

Table (4): analysis of c variance for the level of organizational slack among the school principals in Tafilah Directorate of Education regarding the total degree of the axis

Variance source	Total squares	Degree of freedom	Mean squares	F value	Significance level
Educational qualification	13.510	1	13.510	24.020	0.000
Experience	4.738	2	2.369	4.212	0.017
Educational qualification* Experience	1.397	2	.698	1.242	0.292
Error	85.491	152	.562		
Total	1536.737	158			
Corrected error	102.879	157			

The results of table (4) show that there are statistically significant differences at ($\alpha \leq 0.05$) regarding the extent at which the sample individuals estimate the degree of organizational slack among high school principals according to the variable of qualification and the differences were in favor of post graduate studies. This may be attributed to the case that the teachers who have a qualification of higher studies could be more interested in knowing the behaviors of their principals and are willing to know the events that take place in their school in comparison with the teachers who hold bachelor degree. The teacher with higher educational levels could also be more distinguishing for the administrative practices due the information and ideas that they acquired during their post graduate studies.

As for the variable of experience years, Scheffe test was used for the post comparisons in order to identify the direction of the differences significance, as illustrated in table (5)

Table (5) Scheffe test for the post comparisons for the total degree for organizational slack due to the years of experience

Categories	Less than 5	5-10 years	More than 10
Less than 5 (3.15)	-	-	0.26*
5-10 years (3.12)	-	-	-
More than 10 (2.68)	-	-	-

Statistically significant at (0.05)

The results in table (5) showed that there are statistically significant differences for the total degree of the axis between less than 5 years and more than 10 years, where the significance level was (0.026) and the differences were in favor of less than 5 years, with a mean of (3.15), whereas the category of more than 10 years was had a mean of (2.86). this finding may be attributed to the fact that the teachers who are less than experience usually characterized by vitality in order to confirm their ability to perform tasks that are delegated to them.

Therefore, the teachers in this category may have the personal characteristics that enable them to recognize the noticed behavior of the principals which reflects a higher level of organizational slack more than the other categories; they also have the willingness to make things more disciplined. This result matches with the findings of (Othman, 2017) which revealed that there are differences for the variable of educational qualification in favor of the bachelor degree, and for the variable of experience years in favor of (5-10) years.

- **Third : the results related to the third question :** What are the leadership styles prevailing among high school principals in Tafilah Directorate of Education according to Rensis Likert theory from the teachers' perspective? In order to answer this question, the means and standard deviations were calculated for each domain of the axis, as illustrated in table (6).

Table (6): the means and standard deviations for the domains of leadership styles ordered in a descending way according to the means

Number	Domains	Mean	Standard deviation	Rank	Style degree
2	participative democratic	3.68	0.76	1	High
1	consultative democratic	3.63	0.78	2	High
3	benevolent authoritative	3.52	0.65	3	High
4	exploitative authoritative	3.04	0.66	4	Medium
Total degree		3.53	0.54	-	High

The results in table (6) showed that high school principals in Tafilah Directorate of Education practice the four leadership styles in various degrees and that the most common styles among high school principals in Tafilah Directorate of Education are the participative democratic with a mean of (3.68) and a high degree, followed by the consultative democratic style with a mean of (3.63) and a high degree, and then the benevolent authoritative style with a mean of (3.52) and a high degree, and finally the exploitative authoritative with a mean of (3.04) and a medium degree. The degree of practice was high for all the styles with a mean of (3.53) and all the standard deviations for all the domains were less than (1), indicating that there is a harmony between the responses of the study sample individuals.

This finding may be attributed to the complexity of the problems faced by the school principals in addition to the challenges offered by technology; all these factors enhanced the direction of consultative and democratic leadership in order to face these challenges. This finding matches with the studies of (Al-So'oud, 2009) as well as (Bani Hani and Mostafa, 2016). The domain of consultative democratic style was in the first rank, with a mean of (3.68) and a standard deviation of (0.75) and high degree of agreement, and this may be attributed to the case that the style contributes to distributing the roles as well as the responsibility of each individual in the school, and so the individuals become more committed and responsible because they are participants in decision-making. The domain of exploitative authoritative style was in the last rank, with a mean of (3.04) and a standard deviation of (0.54) and a medium degree of agreement, and this may be attributed to the case that the style only shoulder the responsibility to the principals and so he remains alone under work stressors.

- **Forth: The results related to the fourth question:** Are there statistically significant differences at ($\alpha \leq 0.05$) regarding the extent at which the sample individuals estimate the degree of leadership styles prevailing among high school principals according to the variables of school level, qualification and experience? In order to answer this question and reveal the statistically significant differences between the means of the study sample individuals' estimation, the means and standard deviations as well as three-way variance of analysis were calculated, as illustrated in table (7).

Table (7): the means and standard deviations for the domains of leadership styles axis according to the categories of their variables

Variables	qualification		Experience years		
	Bachelor	postgraduate	Less than 5	(5-10)	More than 10
Mean	3.45	2.72	2.47	3.60	3.53
Standard deviation	0.59	0.38	0.52	0.65	0.43

Table (7) shows that there are apparent differences regarding the means in the total degree for the axis of prevalent leadership styles in the high schools of Tafilah governorate according to the study variables. In order to reveal the source of differences, the accompanying variance analysis as illustrated in table (8).

Table (8): c variance analysis for the prevalent leadership styles among high school principals of Tafilah governorate according to Likert theory from teachers' perspectives according to the study variables

Variance source	Total squares	Degree of freedom	Mean squares	F value	Significance level
qualification	2.273	1	2.273	8.806	*0.003
Experience	4.979	2	2.490	9.644	*0.000
qualification* Experience	.626	2	.313	1.213	0.300
Error	39.239	152	.258		
Total	2022.824	158			
Corrected error	46.811	157			

The results of table (8) reveal that there are statistically significant differences at ($\alpha \leq 0.05$) regarding the extent at which the sample individuals estimate the degree of leadership styles prevailing among high school principals according to the variable of qualification in favor of the post graduate category.

As for the variable of experience years, Scheffe test for post comparisons was used in order to identify the direction of differences significance, as illustrated in table (9):

Table (9): Scheffe test for post comparisons in the total degree of the axis

Categories	Less than 5	5-10	More than 10
Less than 5 (3.47)	-	-	0.002*
5-10 years (3.60)	*0.00	-	-
More than 10 (3.57)	-	-	-

** Statistically significant at (0.05)

The results of table (9) shows that there are statistically significant differences in the total degree of the axis between (less than 5 years) and (more than 10 years), where the significance level was at (0.002) in favor of more than 10 years, with a mean of (3.59), whereas the mean for less than 5 years reached (3.24). The results also showed that there are statistically significant differences in the total degree of the axis between (less than 5 years) and (5-10) years, where the significance level was at (0.000) in favor of more (5-10) years, with a mean of (3.67), whereas the mean for less than 5 years reached (3.24). this result may be attributed to the case that the teachers with less than 5 years of experience are still newly-appointed teachers, they have higher ambitions and more enthusiasm for work; they also think that their principals don't satisfy their desired objectives, while the category of (more than 10 years) have more experience and they realize the leadership role of their manager, realize the difficult condition that the principals experience and realize the position of those working in the educational system. This result matches with the findings of (Spillane, 2009) as well as (Abu Hamda and Al-So'oud, 2013).

- **Fifth: The results related to question five:** Is there a statistically significant correlation relationship at ($\alpha \leq 0.05$) between the level of organizational slack and the leadership styles prevailing among high school principals in Tafilah Directorate of Education from the teachers' perspective? In order to answer this question, Pearson correlation coefficient was calculated, as illustrated in table (10).

Table (10): correlation coefficients between organizational slack and leadership styles and their domains

Leadership styles organizational slack	consultative democratic	participative democratic	benevolent authoritative	exploitative authoritative	Total degree
Students	.407**	.222**	.453**	.388**	.455**
The relationship with principals	.056	-.040	.244**	.322**	.192*
The relationship with teachers	.185*	.014	.335**	.438**	.325**
The school principals technical and administrative duties	.060	-.142	.381**	.534**	.284**
Legislations	.035	-.127	.299**	.442**	.228**
Total degree	.195*	-.002	.419**	.509**	.367**

*Statistically significant at (0.01)*statistically significant at (0.05)

The results of table (10) shows that the correlation coefficient between the total degree of organizational slack and the total degree of leadership styles was (0.367), which is statistically significant at (0.01). it is noticed that the domain of the students is the highest correlated domain with the total degree for styles with a correlation coefficient of (0.455), and the results show that the relationship is weak. This could be attributed to the case that some school principals regardless their leadership style practice organizational slack with students and teachers when he notices that there is tension in relationship between the different parties, or there are extra work stressors on teachers and student; so he slacks with a certain degree in order to reduce stressors.

The study recommendations:

In the light of the study results, the researchers recommend the following:

- Paying more attention to the administrative training for school principals and including it with training material about the disadvantages of the authoritative leadership styles.
- Qualifying the new principals as well as setting appropriate standards and controls for the process of selecting school principals .
- Determining a functional description that frames the administrative work with high professionalism.
- Conducting another similar study in order to address to the relationship between organizational slack and other variables other than leadership styles.

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