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IS THE PRINCIPAL LEADERSHIP STYLE RELATED TO TEACHER JOB SATISFACTION: THE CASE OF ARAB SCHOOLS IN ISRAEL

Tahreer BSOUL¹

Abstract

This article seeks to examine the link between each of the three principal leadership styles (transformative, transactional, and avoiding) and job satisfaction among Arab teachers in Israel. The study pursues quantitative analyses, based on data collected during 2020 from Arab-Israeli teachers via a questionnaire. The study found an expected positive link between the principal transformative style and teachers' job satisfaction. Regarding the transactional style, when the principal rewards/penalizes a teacher, then that raises/reduces the teacher satisfaction, respectively. Finally, the avoiding leadership style has a negative impact on satisfaction, yet in some cases, teachers may value the freedom of action they enjoy under an avoiding style.

Keywords: principal leadership styles, job satisfaction, Arab Schools in Israel, transformative, transactional and avoiding leadership styles.

Introduction

This article examines the impact of school principal leadership style on teacher job satisfaction in the Arab sector in Israel. The study pursues a quantitative methodology, where data was collected from 314 teachers via a questionnaire. The questionnaire includes questions that seek to discern the leadership style of the principal and questions about the teacher job satisfaction. The article includes subsections that deal with the variables of leadership style and teacher satisfaction:

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A) Management and leadership styles (transformational, transactional and passive leadership, etc.) (the independent variable).

B) Teacher job satisfaction (the dependent variable): definition of the term satisfaction and factors affecting teacher satisfaction. This section will also refer to various variables related to teachers well-being at the school, such as organizational commitment and motivation in the workplace that are also linked to the teacher satisfaction (Arar, & Masri-Herzallah, 2016).

C) The Arab-Israeli society: what are the unique characteristics of this society that may shape the principal leadership style.

Historically, the Arab society had had rural characteristics, and the villagers lived till the late 1950s in traditional communities, where agriculture was the main source of livelihood for them. The community is patriarchal, and historically under the Ottoman Empire the bulk of the land belonged to an upper social class of oligarchs (Oplatka, 2016). The social structure till the mid-1990s, had been founded on clan affiliation, in particular, in which identity within the village is based on belonging to an “extended family” of close kinship relationship and blood ties. In some Arab villages, these clan affiliations continue to be dominant up to these days (Halabi, 2014).

However, the Arab minority has witnessed an accelerated process of modernization since the establishment of the State of Israel, especially its transition from an agrarian society to a society that is integrated in the Israeli capitalist economic market and the public sector market. Further, the crystallization of Palestinian national awareness in Israel added to the consolidation of a modern national identity (Rouhana, & Ghanem, 1998). These processes led to the weakening of the extended clan-family ties, the decline of patriarchal control, and the emergence of the nuclear family. These processes ushered in the widening of a generational gap between parents and children, where the latter are more Western oriented in their cultural affiliation. In addition, the members of the Arab minority adopted the Hebrew language, which enabled them to view the Hebrew media, and were influenced by Israeli secular values and popular culture.

Yet, despite these social and political changes, Arab school principals are often nominated based on their connection to the mayor and on their loyalty to the state of Israel. Thus, professional competencies may take a backseat in consideration of nominating an Arab principal. The question is how these practices affect leadership style and its implications on teachers’ satisfaction. Thus, the article seeks to examine which type of leadership style is most prevalent in Arab-Israeli schools, given the social and political culture of this society, and how the style affects Arab teachers satisfaction.

Israel and Israeli Arab Education System

The centralized characteristics of the Israeli education system in the first decades of its existence led to the adoption of a similar “management” concept. Despite the developed ideological consciousness of school principals in the country during these decades, their role was to implement the state education policy as formulated in the national curriculum and reports of the general director of the Ministry of Education. Innovative education during these decades has passed, and alongside the decentralization of the education system and the delegation of many powers to school principals, they are now required, like their counterparts in the Jewish sector, to be educational leaders. The Israeli Institute for Educational Leadership, “Avney Rosh,” has outlined the role of the school principal as a pedagogic leader in the following formulation: The main role of school principals is to introduce educational and pedagogical leadership, and to improve the education and learning of all students (Avney-Rosha, 2008). Four other areas of management enable and support this role: shaping the future trajectories of the school - vision and change management, team leadership, management and professional development, focusing on the individual, and managing the relationships between the school and the community. As the leader of the school, the principal must see the school system in its various dimensions and areas and create close connections for the success of all students.

The Arab minority in Israel is an indigenous minority with special cultural, social and linguistic characteristics (Arar, & Haj-Yehia, 2016), and the members of this minority form an inner-group, so that each of its members stands in solidarity with the group and is expected to concede to its favor his personal goals and interests (Arar, 2015). Moreover, the Arab minority is a marginal social minority in all public spheres in Israel. So that Israeli-Arabs are not represented in the political, military and economic elite, and therefore they feel discrimination and prejudice. It has also been noticed that the Arab minority has moved from the “dialogue of coexistence” that emphasized the commonality among the Jewish majority and the Arab minority, and the desire of Arabs to participate in the general Israeli scene, to the “dialogue of rights”, including the minority claiming its civil and national rights as an indigenous minority (Arar, & Haj-Yehia, 2016), (Abu-Asbeh, & Dahleh, 2016). Among the researchers are those who assumed that the Arab-Israeli conflict contributed to the strengthening of the Palestinian identity and Palestinian heritage in the fields of history, literacy, poetry and political thought. It is necessary to remember that Arab society is not homogeneous in terms of religion, nationality and geography, as it includes Muslims, Christians, Druze and Bedouins, of whom 35% percent reside in cities, 61% in villages. The rest 4% are Bedouin nomads. The majority of the population is concentrated in the Galilee and Haifa region, and some of it is in the Triangle and the Negev. The Arab society is characterized as both traditional and modern at the same time, fact affecting the

lives of its children, the performance of the Arab school principals and principals' educational concepts.

Finally, Arab educators face contradictory teaching values: inherited values, emotional and tribal values, as opposed to objective, independent, general and creative values, and this contradiction is embodied in thought, standards, and dual behaviors that mix between the heritage of the past, modernity and renewal (Oplatka, 2016). Further, the Arab principal needs to be familiar with special administrative skills in his attempt to avoid the emergence of conflicts and contradictions between the Israeli Ministry of Education on one hand, and the local environment and the students and families' demands on the other hand. The Arab education system operates within a state that defines itself as a Jewish state, which is reflected in the school curricula in terms of imposing the learning of the Hebrew language, Jewish history and Hebrew literature on Arab students. In addition, the domain that forms the social structure is still composed of extended families the continues to affect the Arab education system in particular. Here the principal must balance between contradictory and double political and social trends and expectations in the social, national and institutional dimension.

Approaches to Leadership

Burns (1996) defines leadership as an internal relationship between a leader and his followers, where the leader motivates his followers and causes a change in their behavior. One study defines leadership as a dynamic and ongoing process of motivating people to accomplish a task once it is crystallized through the managerial work of its head (Earley, & Weindling, 2004). Another study defines leadership as a process of influencing in order to shape people's perceptions and behaviors, and to lead them to higher levels of performance and commitment to the organization in which they are employed (Judge *et al.*, 2002).

Likewise, leadership is the ability of a person or group to influence people, to lead them to a common goal, and to motivate them to perform tasks. Studies show that there are many theories that explore the various aspects of leadership (Oplatka, 2010), (Sergiovanni, 2015). Hence, there are two prominent approaches in the field of leadership that relate to two main components: First, the attributes approach, which refers to the leader's personality, when a leader is a person who possesses innate congenital traits, by virtue of which he influences his subordinates. Second, the situational approach, which refers to the situation, when circumstances, rather than the characteristics of the leader, determine the effect (Burns, 1996). Recently, leadership research focuses on a third approach, which views leadership as an interaction between leaders and subordinates. The phenomenon of leadership stems from some subjective interaction, which explains why a particular person will be perceived and recognized as a leader (Abu-Asbeh *et al.*, 2015).

Oplatka (2007) adds that a good leader is someone who acts in a focused manner, sets goals and ensures their implementation. Therefore, the degree of effectiveness of the leader is determined by his ability to define goals, to plan and implement them within the educational framework. An educational leader is also required to have a clear professional identity and experience that will enable him to determine his goals according to his educational philosophy and values. According to Oplatka (2007), it is possible to influence the existence of tasks by exercising formal authority and power, but such an effect will be limited in time. A slightly different definition presents leadership as a process of influencing people's motivation to perform tasks they are not inclined to perform (Arar, & Masri-Herzallah, 2016).

Educational Leadership vs. Management

The role of a school principal is important, significant and complex, and has an impact on the school's pedagogical activity and its outcome. School management is a role that consists in consolidating knowledge and professional understanding in various fields and the constructing a professional identity, and as such it requires comprehensive and effective training. Pre-function training is of central importance in its creation and in the establishment of a proper preparation of principals for schools. One of the challenges of policymakers around the world is how to develop programs to address the challenges of school leadership in the 21st century (Oplatka, 2007).

School management is a multi-dimensional, multi-tasking challenge, with many responsibilities, and test areas. As the head of the school staff, the principal must lead a professional team, create work procedures and lead the pedagogic work. As the head of the organization, he is responsible for the proper management of its budget, as well as the relationship with its various partners. The principal also works with the parents and is engaged in dialogue with officials in the Ministry of Education and the local municipalities.

Leadership is presented as the opposite pole of "management" (Oplatka, 2009). Leadership, in contrast to "management", is a trait which characterizes a leader, who is ready to initiate, develop new projects, and at the same time solves, and values problems, has a vision and focuses on creating change and innovation; a leader motivates people to perform tasks that they are not inclined to perform. If we examine these characteristics in the context of the education system, then the educational leader is concerned with shaping and fulfilling the goals of the school, developing new images of the educational reality and redefining the school experience from the perspective of a comprehensive educational vision, while a manager is concerned in running the daily affairs of the school such as preparing the budget, follow routines, taking attendance, etc.

Moreover, new principals face many of the tasks and challenges that characterize their early career stage, as the staff's inimical response to their arrival, tension

between them and the staff, and the need to deal with negative criticism and a sense of distrust among the staff members. In addition, they must establish priorities and seek ways to impose their authority on teachers if they wish to succeed in implementing their educational policies and managerial perceptions. In a study of principals in elementary schools in Israel, it was found that principals who came from another school experienced resistance from the staff of the new school and are required to focus on obtaining legitimacy (Arar, & Oplatka, 2011). By contrast, those who grew up within the school spoke of the difficulty of forming a managerial identity and formal contact with the teachers and their friends in the teachers' room after taking up the managerial position (Oplatka, 2007).

Educational leadership: For many decades, extensive research has been conducted on the question of leadership in various organizations, including schools, but the nature of leadership and its impact on schools has remained unclear. Further, the more the phenomenon of leadership is problematic in terms of its social, cultural, political, organizational aspects, the more challenging it is. Most definitions of leadership tend to see it as a process of influence directed toward an individual or a group (Oplatka, 2007). For example, Hoy and Miskel chose to define leadership as “a social process in which an individual or a group influences behavior toward a shared goal; leadership is distributed widely in organizations both formally and informally and has rational, social, and emotional bases” (Hoy, & Miskel, 2008, 427). A leader in an organization is seen as someone who mediates between the abilities and desires of the subordinates and the goals and requirements of the organization. In this spirit there are approaches that focus the spotlight on the characteristics of leadership and customs. Thus, another study states that leadership is the ability to convey to subordinates feelings of purpose and security, which is a key trait of a leader (Fidler, 1997).

Another approach that grew out of the difficulty of identifying unique leadership traits and the difficulty of linking situations to leadership behaviors focused on the leader's behavior and the extent to which his behavior affects the satisfaction and productivity of his subordinates at the workplace (Shen *et al.*, 2012). In the spirit of this approach, one study identified two dimensions of leadership: People-oriented leadership: leadership behavior that leads to the creation of solidarity, trust, warmth, interest and respect in the group relationship. And second is Task-Oriented Leadership: a leadership behavior that creates defined patterns of work organization, communication channels, and work practices (Mehta *et al.*, 2014). Other studies have shown that a leader who combines these two dimensions in his behavior is more effective. Moreover, in the case of ambiguous tasks, task-oriented leadership is particularly effective. New teachers need a school principal who sets for them clear rules of conduct in their work and guides them through the details of the pedagogical tasks, as emerged from several studies on new teachers (Oplatka, 2010), (Elmazi, 2018). But the more senior a teacher in the school, the more she expects people-oriented leadership, which provides emotional support and creates a positive climate in the school and the teachers-room.

Of the approaches presented so far, the one approach that has most influenced the thought of leadership in education is called transformational leadership. Transformational leaders, according to this approach, encourage subordinates to high performance beyond the initial expectations of subordinates and the environment. They do this by raising the awareness of subordinates to the importance of the desired goals and their value and emphasizing the connection between the subordinates' need for self-fulfillment and the realization of organizational goals. These leaders are characterized by charisma, the ability to instill vision in others, consideration for them and their intellectual stimulation.

Management and leadership styles

The leadership theory explained in this study is the theory of “full-range leadership”- a theory that is considered a leading one in the field of leadership research. According to this theory that was developed by Bass, there are three styles of leaders: a transformational leadership style, a rewarding leadership style, and a passive or avoiding leadership style. The underlying assumption of the theory is that leadership can be graded according to the effectiveness and efficiency of the leader's influence (Bass, & Stogdill, 1990), (Oplatka, 2010). This theory includes sub-categories of leadership styles that are placed sequentially on a two-axis diagram: a horizontal axis that relates to the degree of activity of each style and the vertical axis that relates to the effectiveness of each style (Günbayi, 2011).

The school of transformational leadership asserts that the charisma component is less relevant to the school, since it employs professionals who are experts in their field. In contrast, the element of consideration in particular has a particularly high weight in the school, as it is based on informal relationships between staff members and a flat hierarchical structure. Moreover, transformational leadership has been identified as having made a great contribution to students' learning and the development of teachers in the school and to raising their commitment to what is being done in it. Teachers in a school where the principal functions as a transformational leader express higher levels of job satisfaction and tend to stick in their school.

The transactional or rewarding leadership style is based on exchange relations between the leader and the subordinates, based on a mutually agreed set of expectations (Eyal, & Roth, 2011). Both the leader and the followers are aware of what can be achieved in these relationships of exchange, when the rewarding leader knows how to identify and respond to the expectations of the followers, and he manages to establish a clear connection between behavior and reward. The transactional leadership type is interested in efficient processes rather than innovative ideas, and he makes flexible use of positive and negative reinforcement in his possession, in order to bring him closer to the attainable goal (Male, & Palaiologou, 2015). The main focus of rewarding leadership is the external motivations and basic needs and is based on the principle of giving and taking,

when the leader and the subordinates provide each other with their needs in order to achieve their goal. Within the framework of this leadership, there is no common interest between the leader and the subordinates, and everyone strives to realize his personal goals through the existence of negotiations (Sergiovanni, 2013).

The avoiding leadership style essentially means a lack of leadership, because the leader allows the followers freedom of action and avoids interfering in what is happening or minimally intervening when needed, does not support or aims at achieving performance and evades responsibility (Kirkbride, 2006). In this paper I will refer only to the first two styles, since they are more relevant to schools under the supervision of the Ministry of Education and other bodies that require management to take action, so that the style of lack of leadership is less typical of Israeli principals. A study conducted in Australia among teachers shows that non-leadership style is less effective than transformational and rewarding, and has a negative effect on the satisfaction of teachers from the leader (Barnett *et al.*, 2005). Research on the Israeli educational system also found that, in contrast to a transformational leadership style, there was no connection between non-leadership style and school success factors such as vision and organizational learning (Reichel, 2008). In line with these studies, the current study will not relate to the non-leadership style. A leader characterized by the avoidance style tends to delay things, to show great indifference to what is happening around him, is not involved in the work of the followers and his presence is not felt or significant. The avoidance leadership style presents a passive leader who has no desire to try to influence the followers (Oplatka, 2009).

Methodology

This study pursues a quantitative research methodology, where 314 teachers from 35 Arab elementary-, junior-high- and high-schools in various Arab towns in and around the city of Nazareth in Northern Israel filled out two questionnaires. Teachers in these schools were contacted and asked to fill out the questionnaire, while only those who agreed to fill out the questionnaire participated in the sample and their identity was kept anonymous. Two questionnaires were combined into one: one questionnaire is based on the Teachers Job Satisfaction Questionnaire (TJSQ) (Lester, 1987). The second is the Multifactor Leadership Questionnaire (MLQ) (Bass, & Avolio, 1996). Both the TJSQ and the MLQ are standardized questionnaires that were translated into Hebrew and circulated among teachers via Google Forms.

In this regard, the research questions of the article are: What is the impact of leadership style on the self-satisfaction of a teacher? Does each of leadership styles differ from the other styles in its effect on self-satisfaction? Is the principal's leadership style an indispensable factor for enhancing self-satisfaction when occupational variables are statistically held under control in an analysis?

Some hypothesize, however, that there are probably no statistically significant differences between the leadership styles and their impact on teachers self-satisfaction and that the leadership style probably correlates with the teacher efficacy but not the general self-satisfaction (Hipp, & Bredesqn, 1995), (Walker, & Slear, 2011). Yet, school principals play a significant part in the successful realization of school development processes. The leadership quality of the school management is a central point of a democratic school culture. School principals operate in a complex field of tension between students and parents, the teaching staff, school authorities, ministries and the public. Principals have many official tasks: responsibility for the proper operation of the service, issuing and executing administrative acts, calling and leading as well as participation in various committees, representing the school externally, ensuring that school attendance is complied with, etc. However, it is also up to them to have an integrating effect and to create a climate of freedom and openness at their school. A principal can prescribe to teamwork, team spirit and democracy, and s/he can work to ensure that the school is on the way. In addition, the school management itself can give an impetus for change or take up ideas from the staff, the students and teachers and support them in a targeted manner.

The research also tested the Chi-square results about whether each of the principal's leadership styles is independent of some of the dependent variables. Chi-square always shows in the Value column of the Chi-Square Tests on the table on the same row the "Pearson Chi-Square" and then the p -value. If the p -value is smaller than the standard alpha value, so one can reject the null hypothesis that asserts that the two variables are independent of each other.

Finally, in order to determine the reliability of the data, the study calculates the Cronbach's alpha as a measure of internal consistency. The scale is usually used when there are multiple questions in a survey/questionnaire that form a scale, which allow to determine whether the scale is reliable and there is consistency in the response of participants. The Cronbach's alpha parameters are: 0.937 on the 24 variables related to the Transformational leadership style, 0.789 for the 17 variables associated with Rewarding leadership style, and 0.857 for the 25 variables associated with the Avoiding style as reported in questionnaire data. Given that the Cronbach's alpha for the validity of the scale is 0.7, then we can declare that there is internal consistency among the variables of each style.

Self-satisfaction and Leadership Style of the Principal

This section reviews the relationship between teacher job satisfaction and the leadership style of the principal. The empirical evidence linking various aspects of transformative leadership style and self-satisfaction led some researchers to conclude that it is in the power of transformative leaders to promote teacher self-satisfaction.

In recent decades, the concept of self-satisfaction has attracted a great deal of attention as an important measure of understanding and predicting human behavior and its presumed consequences. Self-satisfaction from one's job is defined as experiences of realization derived from day-to-day job activities and is related to higher levels of job accomplishment (Klassen, & Chiu, 2010). Another study contemplates self-satisfaction as a crucial element affecting teachers' attitudes and accomplishment and observed that self-efficacy to be an essential contributor to a teacher's job-satisfaction. Teachers report that self-satisfaction is achieved from the environment of day-to-day working activities, such as working with students, seeing students making progress, working with supportive co-workers, and overall school environment (Viel-Ruma *et al.*, 2010). Teachers who are unsatisfied with their job demonstrate lower commitment to their work and are at higher risk for leaving the work (Skaalvik, & Skaalvik, 2014). Another study found that stress from inadequate work conditions had the greatest impact on a teacher's self-satisfaction from work and stated that insufficient time for preparation and a substantial teaching workload decreases self-satisfaction from teaching (Wang *et al.*, 2015). Teaching may convey self-satisfaction, but it is also accompanied with stress, with demands from the principal, other teachers and coworkers, students, and parents combined with work overload, undisciplined students, and an absence of acknowledgement for achievements. Self-satisfaction beliefs influence patterns of thought, emotions and actions in which people make considerable efforts to realize goals, remain in place, despite adverse circumstances and exercise some control over events affecting their lives (Klassen, & Chiu, 2010).

Furthermore, principals' leadership style is a critical factor for the success of a school (Balyer, 2012). Principals' leadership style points out to their capabilities and style in developing a cooperative culture and a supportive network that enhances teaching. Principals provide management leadership through direct interaction and encouraging behavior as they work to build an environment of collaboration and participation among teachers and between teachers and students. Principal communication and managerial support touch to these two domains of principal's leadership style. A poor communication with principals and a lack of principals' management leadership are main reasons for teachers to leave the profession (Le Fevre, 2014). Principals create distinct teaching atmosphere within schools, and these elements are highly foretelling teacher self-satisfaction of their job and their commitment. Teachers with higher self-satisfaction feel higher principal support. Principals who endeavor to reduce teacher discontent, obviously increase teacher job satisfaction. On the other hand, inconsistent administrative policies on the part of principals and frequent fiascos to persist on decisions cause to teacher dissatisfaction.

Quantitative Analysis

Table 1 show descriptive statistics of the variables, where 314 teachers participated in the sample. The scale of the answers run from 0-4, where 0=strongly disagree, 1=disagree, 2=neutral, 3=agree and 4=strongly agree. From this table we notice that mean of the variable “Principal provides assistance when needed” is 2.99 out of 4. This variable is associated with the transformative leadership style. The mean of the variable “Principal avoids intervening among teachers” is .16, which means that very few teachers think that the principal avoids intervening. This variable is associated with the avoiding leadership style. At the same time, the variable “Principal shows interest in your work” has a mean of .86, which could be considered low. The mean of the dependent variables Work-Of-Teacher-Very-Pleasant “The work of a teacher is very pleasant” and Teaching-Very-Interesting: “Teaching is a very interesting work” are 2.39 and 2.84, respectively, out of 4. Finally, the mean of the two variables that are associated with the rewarding leadership style are also low: Principal-Penalizes-Unsuccessful-Missions, and Principal-Rewards-Successful-Missions at .23 and .72, respectively.

The mean of the avoiding style (Principal-Avoids-Intervening-Among-Teachers) is low at 0.16, which shows that the majority of teachers disagree that their principal is passive. The same also applies to the rewarding style variables when the principal penalizes unsuccessful missions (Principal-Penalizes-Unsuccessful-Missions) which stands at 0.23 and to a less extent rewarding successful mission (Principal-Rewards-Successful-Missions) 0.72. In both cases the majority of teachers tend to disagree that their teacher applies this style. Regarding the transformative style, the mean of the variable “The principal in my school communicates his policies well” (Principal-Communicates-Very-Well-with-Teachers-His-Policy) stands at 2.8, which is quite high. This means that the transformative style is the most prevalent in Arab schools.

Table 1. Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Sex_F0-M1	314	0	1	.24	.427
Principal-Asks-Essential-Questions	314	0	4	2.00	1.157
Principal-Provides-Assistance-When-Needed	314	0	4	2.99	.984
Principal-Does-Not-Back-Me-UP	314	0	4	1.02	1.080
Teaching-Very-Interesting	314	0	4	2.84	1.092

Work-Conditions-Cannot-Be-Worse	314	0	4	1.48	1.241
I-Responsible-Planning-My-Lessons	314	0	4	3.17	.894
Work-Of-Teacher-Very-Pleasant	314	0	4	2.39	1.067
Principal-Notices-My-Good-Teaching	314	0	4	2.60	1.158
Principal-Penalizes-Unsuccessful-Missions	313	0	1	.23	.419
Principal-Rewards-Successful-Missions	313	0	1	.72	.452
Principal-Avoids-Intervening-Among-Teachers	313	0	1	.16	.367
My-Teaching-Job-Allows-Creativity	314	0	4	2.92	.979
Principal-Communicates-Very-Well-with-Teachers-His-Policy	314	0	4	2.80	1.000
Principal-Shows-Interest-in-My-Work	314	0	1	.86	.348
Principal-Express-in-Few-Words-What-Should-I-Do	314	0	4	2.77	1.050
Principal-Call-Attention-What-Can-One-Get-Vs-What-One-Accomplished	314	0	4	2.52	1.148
I-dont-have-freedom-make-my-decisions	314	0	4	1.39	1.129
Principal-Provides-Assistance-to-Improve-Teaching	314	0	4	2.72	1.048
Valid N (listwise)	313				

Table 2 examines in a linear regression which independent variables affect the dependent variable Teaching-Very-Interesting: “Teaching is a very interesting work”, which is associated with higher teacher satisfaction. In this regression, a *stepwise* analysis is applied, where this method resolves multi-collinearity, and allows excluding uninterpretable variables and narrow down the list of predicting variables to fewer predictors than the user specifies. Further, those that are used in the regression tend to have robust, significant b-coefficients. In the case of this research, stepwise regression allows examining how scores on style of leadership are associated with the scores on teachers’ satisfaction.

In Table 2, after excluding all the unpredicted variables of the dependent one, we remain in Model 15 with fifteen predictors that include among others: “Working conditions in my school are good”, “Does the principal penalize you when you fail to complete a mission?”, “Have you thought in the last 6 months of leaving your job as a teacher?”, “The principal makes others feel good to be around him”, and Sx_F0-M1. As it was assumed and predicted, the b-coefficients are all significant and in the expected direction. Because all predictors have identical scales from the questionnaire, therefore it is better interpreting the b-unstandardized-coefficients rather than the beta-standardized coefficients.

From Table 2 one can conclude that the variables associated with the rewarding leadership style have a negative as well as a positive effect on the dependent variable of Teaching-Very-Interesting. These variables include: Principal-Rewards-Successful-Missions (principal rewards a teachers who successfully completed a mission), Principal-Penalizes-Unsuccessful-Missions (principal penalizes a teachers who fails to complete a mission), I-don't-have-freedom-make-my-decisions (no freedom of decision) and Principal-Call-Attention-What-Can-One-Get-Vs-What-One-Accomplished (The principal calls attention to what others can get for what they accomplish). It is clear from the findings that teachers confirm that teaching is very interesting when the principal positively rewards them and disagree that teaching is very interesting when the principal penalizes them or does not grant them freedom of decision. The study assumes that perceiving teaching as a very interesting and the feeling of satisfaction are two sides of the same coin. The predictor Principal-Call-Attention-What-Can-One-Get-Vs-What-One-Accomplished is negatively associated with the dependent variable, which means that teachers feel less satisfied with the rewarding leadership style, when the principal keep calling attention to what a teacher can get for what s/he accomplishes.

The transformational leadership style has a positive coefficient and positive impact on the dependent variable: I-Responsible-Planning-My-Lessons (the teacher is responsible for planning the lessons), Principal-Provides-Assistance-When-Needed (the principal provides assistance when needed), Principal-Notices-My-Good-Teaching (the principal notices my good teaching, (although this variable can also be associated with the rewarding leadership style)), Principal-Express-in-Few-Words-What-Should-I-Do (the principal express in words his policy), Principal-Communicates-Very-Well-with-Teachers-His-Policy (principal communicates his policy very well to teachers), which can also be associated with transformational as well as the rewarding styles.

The leadership style of avoiding or no leadership embodied in the variable Principal-Avoids-Intervening-Among-Teachers (principal avoids intervention among teachers) has a negative coefficient with the variable, Teaching-Very-Interesting, and thus a negative impact on the satisfaction of teachers. From the demi-variable of Sex_F0-M1, it is also clear that female teachers tend to perceive teaching as very interesting more than male teacher.

Nonetheless, there are several variables associated with the transformational leadership style that have negative impact on the dependent variable: Teaching-Very-Interesting. These variables include: Principal-Provides-Assistance-to-Improve-Teaching. Teachers may not like it that the principal keeps providing assistance to improve teaching, even from a transformational leader and finally the variable of Principal-Shows-Interest-in-My-Work, the principal keeps showing interest in the teacher's work. Some teachers may see that as an intervention and interference in their domains of work.

All in all, the transformational leadership style has a positive effect on teachers' satisfaction, which is embodied in defining teaching as a very interesting profession, the rewarding leadership may have positive effect when the principal provides positive rewards, but negative effect when the principal penalizes teachers or does not allow them freedom of decision. The avoiding leadership style has a negative effect on perceiving teaching as a very interesting profession. From Table 2a, one notices that these variables explain 61.8 percent of the variations of the dependent variable.

Table 2. Teaching is a Very Interesting Profession

Coefficients: Dependent Variable: Teaching-Very-Interesting					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	.125	.231		.540	.590
I-Responsible-Planning-My-Lessons	.269	.066	.218	4.082	.000
Principal-Provides-Assistance-When-Needed	.238	.062	.215	3.813	.000
My-Teaching-Job-Allows-Creativity	.203	.059	.183	3.457	.001
Principal-Notices-My-Good-Teaching	.207	.048	.221	4.302	.000
Principal-Rewards-Successful-Missions	.215	.096	.090	2.225	.027
Principal-Penalizes-Unsuccessful-Missions	-.219	.103	-.084	-2.124	.034
Principal-Does-Not-Provide-Clear-Policy	.144	.039	.162	3.737	.000
Sex_F0-M1	-.208	.094	-.081	-2.214	.028
I-don't-have-freedom-make-my-decisions	-.069	.039	-.071	-1.760	.080

Principal-Call-Attention-What-Can-One-Get-Vs-What-One-Accomplished	-.197	.046	-.208	-4.308	.000
Principal-Express-in-Few-Words-What-Should-I-Do	.199	.050	.193	3.980	.000
Principal-Communicates-Very-Well-with-Teachers-His-Policy	.185	.064	.168	2.872	.004
Principal-Provides-Assistance-to-Improve-Teaching	-.145	.059	-.139	-2.444	.015
Principal-Avoids-Intervening-Among-Teachers	-.329	.126	-.111	-2.616	.009
Principal-Shows-Interest-in-My-Work	-.298	.130	-.095	-2.297	.022

Table 2a. Model Summary: Dependent Variable: Teaching-Very-Interesting

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
15	.786°	.618	.599	.689

Moreover, *Table 3* provides again a regressive analysis of the dependent variable Work-Of-Teacher-Very-Pleasant: “The work of a teacher is very pleasant,” which is an another variable that is associated with teacher satisfaction. There are some variables associated with the transformational leadership style that appear on the table: My-Teaching-Job-Allows-Creativity, teaching allows creativity, Principal-Notices-My-Good-Teaching, the principal notices my good teaching, I-responsible-my-teaching, “I am is responsible for my teaching,” Principal-Express-in-Few-Words-What-Should-I-Do, the principal expresses in words what we should and could do”. All of these variables have a positive expected effect on the dependent variable of making the work of a teacher very pleasant and all of them are significant. Yet, there are several variables that run against the logic of this connection. These variables include first, I-don’t-get-cooperation-My-Colleagues: “I do not get cooperation from the people I work with.” Under transformational leadership, it is expected that teachers would reach a high level of collaboration with their colleagues in a teamwork. It is possible that teachers do not get much cooperation from their colleagues, but still feel pleasant from their teaching profession, if they get support from the principal. Second is the variable of

I-am-Not-Responsible-My-Actions: “I am not responsible for my actions,” which has a positive connection with the dependent variable. Under a transformational leadership, teachers are given a high amount of responsibility for their actions, and here we notice that teachers who are not given responsibility perceive the profession of teaching as very pleasant. It is possible that this variable is associated with the rewarding leadership style, where the principal does not allow much room for taking responsibility by teacher and the teachers continue to perceive teaching as very pleasant despite the limited amount of responsibility they are granted. Also, the variable Principal-Provides-Meaningless-Orders: “I receive too many meaningless instructions from my principal” has a positive sign of its coefficient. Certainly, this variable is not associated with the transformational leadership and it may even be associated with the avoiding one. Yet, it has a positive effect on the dependent variable. It is possible that teachers like their profession and feel pleasant even under an avoiding leadership style, because an avoiding principal makes the daily life of teachers easier.

The variable Principal-Tells-Teaches-Standards, “The principal tells others the standards they have to know to carry out their work,” is associated with both the transformational as well as the rewarding leadership styles, as both set clear standards that their subordinates have to follow. This variable is positive and has a positive effect on the dependent variable.

The variable Principal-Turns-One-Teacher-Against-Another, “My principal turns one teacher against another” has an expected negative sign and it could be associated with the rewarding leadership style. The variable is certainly associated with neither the transformational style nor the avoiding one. Thus, a principal who plays off one teacher against another causes teachers to feel unpleasant about their profession.

Regarding the avoiding style, there are several variables on the table that are associated with this style that include: Principal-Asks-Essential-Questions, “The principal asks no more of others than what is absolutely essential,” Principal-Avoids-Intervening-Among-Teachers, “the principal avoids interfering in what is happening among teacher,” and in both cases the sign is negative as expected. Thus, an avoiding principal causes teacher to feel less pleasant of their teaching profession. This model explains 56.9 percent of the variations in the dependent variable as we can see in *Table 3a*.

Table 3. The Work of a Teacher is Very Pleasant

Coefficients: Dependent Variable: Work-Of-Teacher-Very-Pleasant					
Model 16	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	-.209	.259		-.809	.419
My-Teaching-Job-Allows-Creativity	.401	.056	.368	7.113	.000
Principal-Notices-My-Good-Teaching	.317	.043	.344	7.398	.000
I-don't-get-cooperation-My-Colleagues	.146	.054	.141	2.693	.007
Principle-makes-me-feel-uncomfortable	-.190	.042	-.221	-4.497	.000
I-am-Not-Responsible-My-Actions	.288	.063	.256	4.592	.000
Principal-Shows-Interest-in-My-Work	-.487	.137	-.158	-3.563	.000
Principal-Avoids-Intervening-Among-Teachers	-.517	.133	-.177	-3.894	.000
Principal-Turns-One-Teacher-Against-Another	-.221	.055	-.229	-3.975	.000
Principal-Does-Not-Provide-Clear-Policy	.199	.043	.226	4.584	.000
Principal-tells-Teaches-Standards	.140	.053	.145	2.660	.008
Principal-Call-Attention-What-Can-One-Get-Vs-What-One-Accomplished	-.158	.053	-.169	-2.987	.003
I-responsible-my-teaching	.148	.064	.124	2.329	.021
Principal-Asks-Essential-Questions	-.099	.041	-.107	-2.412	.016
Principal-Express-in-Few-Words-What-Should-I-Do	.131	.057	.129	2.313	.021
Principal-Provides-Meaningless-Orders	.128	.064	.129	2.002	.046
Seniority	.010	.005	.080	1.998	.047

Table 3a. Model Summary: Dependent Variable: Work-Of-Teacher-Very-Pleasant

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
16	.754	.569	.545	.723

Table 4 deals with the dependent variable: Work-Conditions-Cannot-Be-Worse, "Working conditions in my school could not be worse." The variables associated with the rewarding leadership style include: Principal-Turns-One-Teacher-Against-Another, "My principal turns one teacher against another," and I-don't-have-freedom-make-my-decisions, "the principal does not grant freedom of decision". The Principal-does-not-listen-to-my-Suggestions, "the principal does not listen to my suggestions"; could be associated with the rewarding and avoiding leadership styles. In both cases, it seems clear that the rewarding leadership style has a positive effect on the dependent variable of working conditions could not be worse and thus has a negative effect on teachers satisfaction.

In Table 4, there are several variables that are also associated with the avoiding style, which include: Principal-does-not-listen-to-my-Suggestions, the principal does not listen to my suggestions, Principal-Does-Not-Provide-Clear-Policy, the principal does not define a clear policy, and Principal-Does-Not-Back-Me-UP, the principal does not back me up, Principal-Treats-Everyone-Equally, principal treats everyone equally. The later indicates that the principal does not reward good teachers, avoids noticing the differences among teachers and treats everyone equally, regardless of their performance. All of these signs run as expected and are compatible with the theoretical logic, where avoiding leadership style has a negative impact on the satisfaction of teachers.

There is one variable though that can be associated with either the transformational leadership style or the rewarding style that has a positive effect on this dependent variable of Work-Conditions-Cannot-Be-Worse: which is: Principal-Communicates-Very-Well-with-Teachers-His-Policy, the principal in my school communicates his policies well with teachers. In both cases, a transformational or rewarding principal can communicate his policies very well to teachers and we notice that this variable has a negative effect on the satisfaction of teachers, who reported that the conditions in the school could not be worse. It is possible again that teachers perceive a principal that keeps communicating his policy very well as someone who interferes in the affairs of teachers, while teacher hope for more autonomy. Another variable that could be associated with either the transformative leadership style or the avoiding one is: I-Responsible-Planning-My-Lessons, the teacher is responsible planning his lessons. Even under avoiding leadership style, the teacher remains responsible for planning his lessons without much intervention from the principal.

There are three variables on Table 4 that are associated with the transformational leadership style that have an expected negative sign: My-Teaching-Job-Allows-Creativity, teaching allows creativity, Principal-Express-in-Few-Words-What-

Should-I-Do, principal expresses in words his policy. The fact that all of them negatively affect the feeling of a teacher that things could not be worse shows that teachers who are allowed creativity do feel that situation could not be worse. Also, principals who express themselves in few words, also have a positive effect on teachers' morale, who disagree that things could not be worse. It is interesting noticing that principals who communicate their policies well are positively connected with the dependent variable of Work-Conditions-Cannot-Be-Worse, while the variable of Principal-Express-in-Few-Words-What-Should-I-Do has a negative connection with the dependent variable. It is possible that the former is more associated with a rewarding leadership, while the latter is more associated with the transformative leadership style.

The variables I-don't-have-freedom-make-my-decisions, no freedom of decision, which is negatively connected with the dependent variable could be associated with either the transformational style or the avoiding style, where the former empowers teachers to take initiative, while the latter grants full freedom of decision. Thus, it is possible that avoiding principals who provide full freedom also lead to dissatisfaction, where teachers think that things could not be worse at school. Teachers who have no freedom of decision, are expected to think that things could be worse, instead we got the opposite result. It is possible again that avoiding leadership leads to this outcome.

The variable Principal-Shows-Interest-in-My-Work, the principal shows interests in the teacher's work could be associated with either the transformational style or even the rewarding style, but the sign runs against what is expected from a transformational leader. It might be that teachers that interpret the decision of a principal who shows interest in their work, as if that is an interference in the teacher's affairs. Therefore, teachers who dislike too much interference or interest by the principal, also would feel that things could be worse. All in all, these variables explain 36.9 percent of the variations in the dependent variable as we can see in *Table 4a*.

Table 4. Negative Attitude of Teachers: Working Conditions Cannot Be Worse

Coefficients: Dependent Variable: Work-Conditions-Cannot-Be-Worse					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	.049	.325		.151	.880
Principal-Turns-One-Teacher-Against-Another	.313	.076	.279	4.101	.000

Principal-does-not-listen-to-my-Suggestions	.302	.077	.255	3.910	.000
Principal-Communicates-Very-Well-with-Teachers-His-Policy	.383	.091	.305	4.197	.000
My-Teaching-Job-Allows-Creativity	-.310	.082	-.244	-3.784	.000
Principal-Does-Not-Provide-Clear-Policy	.143	.059	.140	2.415	.016
I-Responsible-Planning-My-Lessons	.365	.093	.258	3.921	.000
I-Receive-Recognition-from-my-Principal.	-.365	.090	-.296	-4.055	.000
Principal-Shows-Interest-in-My-Work	.508	.188	.141	2.698	.007
Principal-Treats-Everyone-Equally	.141	.066	.141	2.139	.033
Principal-Express-in-Few-Words-What-Should-I-Do	-.128	.059	-.108	-2.169	.031
I-don't-have-freedom-make-my-decisions	-.164	.063	-.148	-2.579	.010
Principal-Does-Not-Back-Me-UP	.174	.075	.151	2.327	.021

Table 4a. Summary: Dependent Variable: Work-Conditions-Cannot-Be-Worse

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
12	.607	.369	.343	1.010

Conclusion

The Arab society in Israel passed through protracted processes of modernization and democratization that are manifested in the functioning of Arab-Israeli local municipalities and the living standards of this society. Yet, the features of clan politics and patriarchy have remained conspicuous within this society, where school principals are nominated based on their clan affiliation, rather than their qualifications. This article examines the leadership style and its impact on teacher job satisfaction. Given that many Arab intellectuals cannot find job in the private or public sector, many of these intellectuals find the school education system within their village as a default option. These teachers oftentimes, as shown in the paper, feel satisfied with their job when they enjoy freedom of decision in their work, as they expect to be positively rewarded for their good work, and they expect the principal to support them and back them up.

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