

Principal Leadership, Teacher Satisfaction, and School Performance in Bedouin Schools in Israel

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The aim of this research is to investigate the relationship between leadership styles, school performance, and teachers' job satisfaction in Bedouin schools in Israel. Data were gathered from 303 teachers in Bedouin primary schools, junior high schools, and high schools in Israel's Bedouin south. A Pearson correlation was used to analyze the relationship between the principal's leadership style, school performance, and teacher satisfaction. As a result of our research, a hypothesis that expects a positive relationship between teacher satisfaction and performance and a hypothesis that expects a positive relationship between transformational leadership and school performance have been accepted. On the other hand, the hypothesis that expects a positive relationship between transactional leadership and school performance has been rejected. The hypothesis that expects a positive relationship between laissez-faire leadership and school performance has been accepted, while the hypothesis that expects a positive relationship between transformational leadership and teacher satisfaction has been accepted. The hypothesis that expects a positive relationship between transactional leadership and teacher satisfaction has been accepted. Hypothesis that expects a negative relationship between laissez-faire leadership and teacher satisfaction has been accepted.

Keywords: Bedouin, principal's leadership style, performance, teacher's satisfaction

Introduction

The principal of the school is a very important person in the organization. The principal's role is to continuously improve his school by improving students' learning and education. Andrews and Soder (1987) defined the school principal as an instructional leader seeking continuous improvement of educational programmes that are involved in the employee's development, with the aim of improving classroom environments that will enhance student learning. The principal's leadership style and teacher satisfaction together influence the performance of the organization. Recently, researchers from all fields of study have concluded that leadership is a key variable in an equation that determines organizational success. Looking specifically at education, we have parallel evidence that leadership is key to school success as defined in terms of student achievement (Angus, Macneil, & Busch, 2009; Leithwood et al., 2008). Hence, the atmosphere influenced by the principal dictates to students and teachers their perception of their school and influences their

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values and attitudes toward work and school (Khan, 2018). All of the above are in line with studies that indicate an alarming trend for the relationship between leadership style among school principals and its impact on organisational performance among teachers' satisfaction. Studies found a positive correlation between cooperative and group school principals' performance and the school climate; collaboration between staff and principal and a supportive, friendly, and relaxed atmosphere to achieve educational goals and increase student achievement (Okorji, Igbokwe, & Ezeugbor, 2016). In addition, when the principals and teachers are under this pressure, the quality of teaching in the school will be adversely affected, and staff satisfaction will be very low, which can impair the school's output. The stress of the principals and the teachers had the most negative impact on students and on learning in general (Moody & Barrett, 2009). On the other hand, cordial relationships between principals and teachers have positively contributed to the effective management of teachers in their classrooms (Francis & Oluwatoyin, 2019). Studies found a positive relationship between the healthy and caring relationship of the school principal and the teacher, which indirectly influenced student achievement (Louis, Murphy, & Smylie, 2016). In addition, when respect and trust are developed, they lead to higher student performance, reduced teacher fatigue, increased cooperation, open professional relationships, and participation in the organization and school improvement efforts in general (Ozer, 2013). The present study focuses on the relationship between leadership styles, school performance, stress, and teachers' job satisfaction in Bedouin schools in Israel.

Transformational, Transactional, and Laize-Faire Leadership Styles

Three leadership styles are identified: transformational, transactional, and laissez-faire. Each style has its own specific characteristics that affect organizational performance and job satisfaction. According to Bass (1985), transformational leadership is leadership that highlights the importance of the vision to increase team commitment to achieve the organization's goals and motivates them to act. Transformational leadership promotes increased motivation, trust, and mutual respect (Oplatka, 2010). However, transactional leadership is focused on constructive rewards and presents to these employees for group performance to be achieved through both rewards and punishments (Kirkbride, 2006; Odumeru, 2013). Finally, in the laissez-faire style, it is leadership that is defined as the lowest level of leadership. According to Luthans (2005) this is leadership that is defined as leadership that avoids decision-making. This leadership is more passive and unactive and does not affect followers (Oplatka, 2010).

Influence Principals on School Performance

The school principal is the person who has a great influence on the teaching activities in the school, including the school climate. A successful principal is defined as a principal who has the power to improve the performance and outputs he has achieved within and outside the organization. School performance includes increasing student outcomes and improving social and emotional dimensions for school students. In addition, high performance is related to teacher satisfaction with the school leader. According to Fitria et al. (2017) the right leadership style of the principal will motivate the school teachers to improve the morale of their work to achieve the set goals. According to Rasheed et al. (2021) there is a relationship between principals' leadership styles and students' achievement that suggests that principals should not rely on a single style but use a variety of approaches depending on the situation in their schools. In addition, principals' leadership styles either do

affect school performance positively or negatively, and it has become clear that there is no one appropriate leadership style all the time (Tedla, Redda, & Gaikar, 2021).

School Performance and Teachers Satisfaction

In school, performance is affected not only by the principal but also depends on the teachers and their quality. Teachers are an important part of the school environment and influence the performance of the school when teacher satisfaction is high. According to Fitria et al. (2017) the performance of the school teacher is determined by the organizational structure applied by the head/principal. Many factors are involved in teacher satisfaction when the principal is more involved. Job satisfaction is related to the motivation and performance of teachers that influence student learning (Ostroff, 1992). It directly affects the employees' sense of role, commitment, and belonging in the workplace and influences student's achievement (Wang, Pollock, & Hauseman, 2018). Anastasiou and Papakonstantinou (2014) also found that the motivators lead to work and satisfaction, including recognition, achievement, responsibility, advancement, and the work itself (Tien, 2018). In addition, teachers' satisfaction was also associated with the relationship with the school principals. Lack of management support, collegiality, and a lack of professionalism are some of the reasons that explain why teachers leave their careers (Hee et al., 2019).

In view of all the above, in Bedouin schools in Israel, the nomination of school principals in the Bedouin sector is influenced by the large clan and is considered a political nomination rather than skill-based. This has implications for teacher satisfaction and school performance. According to Bsoul and Vasiluță Ștefănescu (2021, p. 58) many teachers say the family lineage of the principal from the largest clan was a major reason for his nomination. This nomination causes conflict within the school. According to Al Asad (2017, p. 165) principals in the Bedouin sector often have the support of their clans and sometimes use measures that do not correspond to the measures used in school management. Sometimes school principals use Bedouin law to punish teachers who act against their attitudes or teachers who do not comply with their provisions. According to Abu-Saad (2010) the main factor influencing the organizational climate in Bedouin sector schools in Israel is the principal's leadership style. This may reflect the effect of the principals' political nominations. These actions probably influence school satisfaction, motivation, and school performance.

The research hypotheses:

- H1. There is a positive relationship between teacher satisfaction and performance.
- H2. There is a positive relationship between transformational leadership and school performance.
- H3. There is a positive relationship between transactional leadership and school performance.
- H4. There is a positive relationship between laissez-faire leadership and school performance.
- H5. There is a positive relationship between transformational leadership and teacher satisfaction.
- H6. There is a positive relationship between transactional leadership and teacher satisfaction.
- H7. There is a negative relationship between laissez-faire leadership and teacher satisfaction.

Performance in the organization is the result of a process created in the organization. Performance in the organization is closely related to the leadership style of school principals, teachers' performance, teachers' job satisfaction. Based on the above description, the conceptual framework of this study is presented as follows (Figure 1):

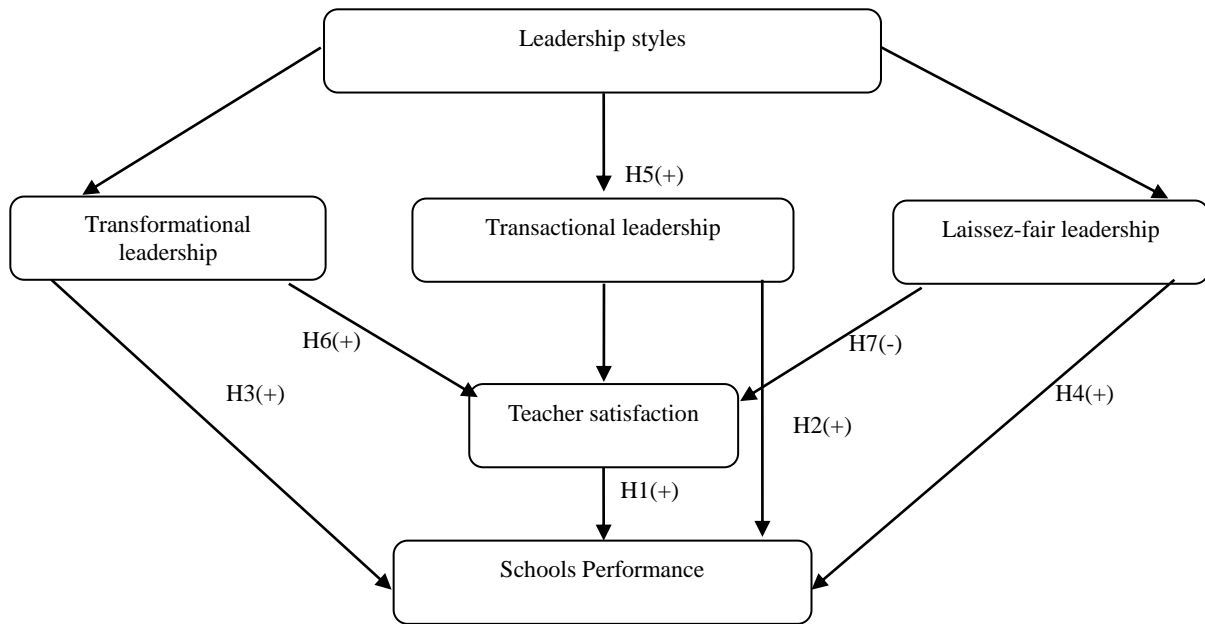


Figure 1. Hypothesized research framework.

Results

The findings of this research were collected from 303 school teachers in Bedouin primary schools, junior high schools, and high schools in the Bedouin south of Israel. The research included two questionnaires. The first, MLQ-X5, Multi-Factor Leadership questionnaire was developed by Avolio and Bass (1991), and is based on previous research work by Al Asad et al. (2017). The second, “teacher satisfaction questionnaire”, was adopted by Alsahli (2017). Additionally, the researcher added items to the teacher satisfaction questionnaire to adapt it to the study population in this study.

Background Variables

Of the 303 teachers who responded to both the leadership styles and the teacher satisfaction questionnaire, 50.2% of them were female. The majority of them (47.2%) worked in junior schools. Regarding educational level, the respondents distributed 45.2% of bachelor’s degrees, 49.8% of master’s degrees, and 5% of them had PhD degrees. About 59% of the respondents were from the south of Israel, while the rest were from the north of Israel. Regarding the age of the teacher, the respondents were distributed as follows: 23.8% were less than 30 years old, and 22.1% were aged (31-40) years old, 33% of them were aged (41-50) years old, and the rest of them were aged more than 50 years. Regarding years of experience, about 38% of the respondents had less than 10 years of experience, and 34.7% of them had more than 20 years of experience in education. The majority of teachers were student educators (45.7%), 32.1% were educators, and about 22% of them were teacher coordinators. Regarding school size as a number of students, 39.6% of the respondents worked in (300-500) student schools, 24.4% worked in (500-700) students schools, 20.8% worked in (700-1000) students schools, and the rest of them worked in schools of less than 300 students. According to Table 1, below, demographic information is summarized.

Table 1

Teacher's Distribution by Demographic Variables

Variable	Categories	Count	%
Gender	Male	151	49.8%
	Female	152	50.2%
School	Elementary school	60	19.8%
	Junior school	143	47.2%
	High school	100	33.0%
Academic degree	Bachelor	137	45.2%
	Masters	151	49.8%
	PhD	15	5.0%
Original domicile place	South of the Israel	178	58.7%
	North of Israel	125	41.3%
Age	Less than 30	72	23.8%
	31-40	67	22.1%
	41-50	100	33.0%
	More than 50	64	21.1%
Seniority in education	Less than 10 years	114	37.6%
	10-20	84	27.7%
	20-30	105	34.7%
Position you hold at school	Educator	97	32.1%
	Teacher coordinator	67	22.2%
	Student educator	138	45.7%
	Missing	1	00.3%
Size of school as number of students	Less than 200	14	4.6%
	200-300	32	10.6%
	300-500	120	39.6%
	500-700	74	24.4%
	700-1000	63	20.8%

Table 2 below summarizes the correlation results between the level of school performance and each level of teachers' satisfaction and principals' leadership styles. Results in Table 1 indicated that there was a significant positive moderate association between the level of teacher satisfaction and the level of school performance ($r(301) = 0.484$, $p = 0.000$). A significant positive moderate association can be concluded between transformational leadership and the level of school performance ($r(301) = 0.466$, $p = 0.000$). A non-significant positive very weak association can be noticed between transactional leadership and the level of school performance ($r(301) = 0.083$, $p = 0.077$). A significant positive weak association can be noticed between laissez-faire leadership and the level of school performance ($r(301) = 0.398$, $p = 0.000$).

Table 2

Relationship Between Level of School Performance, Level of Teachers' Satisfaction and Principals' Leadership Styles

Scale	Pearson correlation	Sig. (1-tailed)
Level of teachers' satisfaction	0.484	0.000
Transformational leadership	0.466**	0.000
Transactional leadership	0.083	0.077
Laissez-fair leadership	0.398**	0.000

**Correlation is significant at the 0.01 level (2-tailed)

Results of the Pearson correlations summarized in Table 3 indicated that there was a significant positive moderate association between the level of teacher satisfaction and transformational leadership ($r(301) = 0.583$, $p = 0.000$). A significant positive weak association can be concluded between the level of teacher satisfaction and transactional leadership ($r = 0.151$, $p = 0.004$). The results in the table indicated a significant, strong positive association between the level of teachers' satisfaction and laissez-faire leadership ($r = 0.616$, $p = 0.000$).

Table 3

Relation Between Principals' Leadership Styles and Teachers' Satisfaction

Scale		Transformational leadership	Transactional leadership	Laissez-fair leadership
Level of teachers satisfaction	Pearson correlation	0.583	0.151	0.616
	p -value	0.000	0.004	0.000
	N	301	301	301

Discussion

This study investigates the relationship between leadership styles, school performance, and teachers' job satisfaction in Bedouin schools in Israel. According to the results in Table 1, we can accept the first hypothesis and conclude a positive relationship between the level of satisfaction of teachers and school performance. There is a positive relationship between school performance and each of transformational leadership and laissez-faire leadership, but there is insufficient evidence to accept the hypothesis of a positive relationship between transactional leadership and school performance. The research indicated that there was a positive relationship between the level of satisfaction of teachers and school performance. It also expects a positive relationship between teacher satisfaction and transformational leadership. The relationship between laissez-faire leadership and teacher satisfaction has been rejected. The relationship between transactional leadership and teacher satisfaction has been accepted. Hence, teachers in the Bedouin sector indicated that the higher their level of satisfaction, the higher their level of performance. Job satisfaction is simply how teachers feel about various aspects of their work, such as being satisfied with good treatment in the workplace, which increases school performance. Studies have indicated that factors that lead to job satisfaction are related to content at work, and factors that contribute to job dissatisfaction are related to the context at work (Tien, 2018). This finding corroborated that finding by Tien (2018), which also corresponds to Herzberg's Motivation-Hygiene Theory. It was found that the motivators lead to work and satisfaction, including recognition, achievement, responsibility, advancement, and the work itself (Tien, 2018). Teachers' satisfaction was also associated with the relationship with the school principals. According to Hui, Jenatabadi, Ismail, and Radzi (2013), teacher participation in decision-making is an indicator of teacher satisfaction with school performance. Hence, in this context, the satisfaction of teachers in the Bedouin sector can be one of the reasons related to working conditions to improve performance at work.

According to the results in Table 2, we can accept the second hypothesis that there is a positive relationship between school performance and transformational leadership. This result is in line with past studies (Maheshwari, 2021; Khan, 2018; Al Khajeh, 2018; Omar, 2016; Paracha, Qamar, Mirza, & Waqas, 2012); in addition, that a transformational leadership style has a positive and significant effect on employee performance on work motivation (Idris et al., 2022; Al Asad et al., 2017). The transformational leadership of a school principal has a significant influence on performance in Bedouin school. On this basis, Bedouin teachers will be

more encouraged to improve the organization's performance. It is very important to bring to the attention of school principals and stakeholders in the domain that teachers in the Bedouin sector in Israel see transformational leadership as a condition for improving school performance. That is, teachers who are inspired by transformational leadership have a significant influence on better task performance, immersing themselves in the work, and making the organization effective. In addition, this finding is not consistent with Ibrahim and Al-Taneiji (2013, p. 51), which found no relationship between school performance and the principal's leadership style. According to Maheshwari (2021, p. 11), when teachers perform better, it indicates that they perceive their work as enjoyable.

The findings from Hypothesis 3, which expects that there is a positive relationship between transactional leadership style and school performance, have been rejected. It can be said that teachers' perceptions are not related to the rewarding leadership style that focuses on achieving school performance in Bedouin schools in Israel. This finding is in line with past studies conducted in different organizations (Atasoy, 2020; Al Khajeh, 2018). According to Levinson (1980), a transactional leadership style is not always successful in motivating its followers. This leadership is based on constructive rewards and presents to his followers the goals to be achieved through both rewards and punishments (Odumeru, 2013). Nevertheless, a type of transactional leader utilises the system based on rewarding his followers and thereby motivates them on the basis of reward. The motivation generated by the reward lasts for a short period of time rather than the long term.

The findings from Hypothesis 4, which predicts that there is a positive relationship between laissez-faire leadership and school performance, According to Bass (1985), this style represents the lowest level of leadership. This finding can be explained by the teachers in the Bedouin sector lacking autonomy and the process of teacher development carried out by them. This finding is very important, indicating that there are teachers with skills who can lead processes and goals and performance in school once they have autonomy. According to Tedla et al. (2021), principals' leadership styles either do affect school performance positively or negatively, and it has become clear that there is no one appropriate leadership style all the time. The main reason related to the Bedouin culture in Israel was which is influenced by parental leadership. As a result, the lack of interference by some principals in the work of teachers with abilities and creativity opens up domains for these teachers to be creative and improve their school performance. Therefore, it is very important to ensure the autonomy of the teachers in the Bedouin sector in their work. According to Bogler (2005, p. 30), influential teachers' prestige and autonomy determine student satisfaction and have effects on school performance.

According to the results in Table 3, we can accept the first hypothesis: a positive relationship between transformational leadership and teacher satisfaction has been accepted. This result is in line with past studies (Al Asad, Dănăiață, & Năstase, 2017; Bogler, 2005; Bsoul & Vasiluță-Ștefănescu, 2021, p. 57). In the Bedouin sector, teachers are satisfied with their teaching profession under a transformative leadership style that affects their satisfaction. In the Bedouin sector, a satisfied teacher has a commitment to the organization. Teachers' satisfaction, mediated by a transformational leadership style in the school influences the organizational environment, which in turn influences high performance in the organization. That is to say, the combination of satisfaction, trust, motivation, and intellectual stimulation in both the teachers and the transformational leader creates a healthy environment for the organization and motivates the teachers to high academic achievements in the school.

According to the results in Table 3, we can accept the second hypothesis: a positive relationship between transactional leadership and teacher satisfaction has been accepted. This result is in line with past studies

(Bsoul & Vasiliuță-Ștefănescu, 2021, p. 57; Maheshwari, 2021). The teachers in the Bedouin sector are satisfied under a transformative leadership style. On the one hand, work is perceived as a source of livelihood. On the other hand, teachers have no intrinsic motivation. Teachers come to school, do the work, and get rewarded. In addition, the school principal's role in the Bedouin sector is limited in terms of rewards. Teachers in schools in the Bedouin sector face many difficulties and challenges in their job and from traditional society. As a result, teachers need rewards from the principal. A similar study was conducted in Arab schools in Israel and recently found that teachers indicated that rewarding principal leadership influences their satisfaction (Bsoul & Vasiliuță-Ștefănescu, 2021, p. 57). The school principal's role in the Bedouin sector is supported by his clan (Alasad, 2017, p. 165; Bsoul & Vasiliuță-Ștefănescu, 2021, p. 58). So, there are situations in the school where, on the one hand, "a person gives something and gets something" and, on the other hand, the principal rewards teachers who don't threaten his role or who are from his clan and close to his position. These actions are inconsistent with the teacher's satisfaction.

From the results in Table 3, we can accept the third hypothesis: that there is a negative relationship between laissez-faire leadership and teacher satisfaction, which has been rejected. The results in Table 3 indicated a significant and strong positive association between the level of teachers' satisfaction and laissez-faire leadership. This result is remarkable because this laissez-faire leadership compared with dissatisfaction, ineffectiveness, unproductiveness, and a lack of leadership. This finding is in line with the studies of Bsoul and Vasiliuță-Ștefănescu (2021, p. 58), that the principal does not interfere in the teachers' work. This can be explained by the political nominations. His nomination was heavily influenced by the largest clans (Bsoul & Vasiliuță-Ștefănescu, 2021, p. 58). In addition, principals in the Bedouin sector often have the support of their clans and sometimes use measures that do not correspond to the measures used in school management (Al Asad, 2017).

When talking on the role, principals in the Bedouin sector are initially untrained. When they hold school management positions, the new principals abuse and persecute teachers in their jobs, which makes them unsatisfied with their work and causes lower achievement. In addition, principals do not interfere, avoiding making a decision and even disregarding teachers. With this conclusion, teachers in Bedouin schools have creative skills who want to do their work without the school principal's interference in their work due to the school principals' lack of knowledge of educational leadership. According to Shaked (2021, p. 13), general educational knowledge has a central role in the instructional leadership of the school principal. The principal should prioritise the acquisition of general pedagogical knowledge so that they can become effective instructional leaders. Effective teaching leaders, on the other hand, influence teachers to feel autonomous and satisfied in their work.

Conclusions and Recommendations

This study has focused on the relationship between leadership styles, school performance, and teachers' job satisfaction in Bedouin schools in Israel. In this study, it can be concluded that transformational leadership has a direct impact on school performance. In contrast to transactional leadership, this study provides us with clues to school principals in the Bedouin population that quality teachers should be combined into school roles. As we have seen, quality teachers are more autonomous with skills that can also be seen in their work. Educational policymakers in Israel should exert instructional leadership for school principals in the Bedouin

sector. This change will lead to changes in the behavior of principals towards teachers in the Bedouin sector, which will affect school performance, leading to improved teacher instructional.

Finally, it is important to emphasise that transformational leadership behaviors, instructional leadership, and teacher satisfaction and autonomy can lead to organizational change based on improvements in school performance and the achievement of long-term goals.

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