MANAGEMENT, MARKETING, ECONOMIC INFORMATICS AND CYBERNETICS

THE LEADERSHIP STYLES OF PRINCIPALS AND TEACHERS' JOB SATISFACTIONS IN BEDOUIN SECTOR IN ISRAEL

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Abstract: *The purpose of the research is to examine the relationship between the principal's leadership style and teachers' job satisfactions in Bedouin schools. The researcher constructed questionnaires assessing variables of interest, completed by 303 teachers in 36 Bedouin Primary schools, Junior High schools and High schools in the Negev in south of Israel. The results indicated that there was a significant positive moderate association between level of teacher satisfaction and transformational leadership. Also, the researcher found a significant positive weak association that can be concluded between level of teacher' satisfaction and transactional leadership. The results further indicated a significant strong positive association between level of teachers' satisfaction and laissez-fair leadership.*

Introduction

Job satisfaction has been described as "a positive or enjoyable emotional state that results from a person's appreciation of his/her work experience" (Demirtao, 2010). A high-quality teaching staff is the cornerstone of a successful educational institution and the educational system in general. The critical factor is teachers' job satisfaction because it is related to teachers' effectiveness and influences students' achievement (Anastasiou & Papakonstantinou, 2014). High level of teachers' satisfaction at work positively affects educational goals and leads students to success (Demirtao, 2010). In addition, an understanding of teachers' satisfaction may increase teachers' commitment to job performance and their attitudes toward work that directly lead to higher educational outcomes (Tien, 2018), since the teachers' satisfaction was also associated with the relationship with the principal's leadership behavior. Skakone et al.,(2010) claim that satisfaction with leadership behaviors has resulted in employees' happiness and job satisfaction. In addition, teachers who see school principals

exhibiting "servant" leadership behaviors are more likely to be satisfied with their work (McManmon, 2006; Fischer and Jong, 2017). In contrast, leadership behaviors that are perceived as negative have caused employees' anxiety, burnout and job dissatisfaction (Skakone et al., 2010). Therefore, the present study focuses on the relationship between principal's leadership styles and teachers' job satisfaction in Bedouin schools.

2. Leadership Style
2.1 Transformational leadership

Leithwood (1992) defines transformative leadership as a type of leadership that enables people to redefine their mission and vision, renew their commitment, and rebuild their systems to achieve a goal. Burns (1978) claims that it is a process through which leaders and followers can change the results in an institution when they work with high values.

According to Bass (1985) transformational leadership is the leadership that highlights the importance of the vision to increase the professional and organizational commitment of the team and motivate them to act. The transformational leader is able to encourage his subordinates to perform high beyond the expectations they had set before embarking on their task. Such a leader is characterized by charisma, inspiration, consideration for others, and has the intellectual stimulation ability of his subordinates. This leadership includes four dimensions of leadership behaviors with a high ability to motivate subordinates to action. First, idealized influence, which is the component that represents the highest level of transformational leadership. It is a leadership that sets a moral and behavioral model, which causes followers to identify with the leader and emulate his ways of doing things. The second component in Transformational leadership is inspirational motivation.

2.2 Transactional Leadership Style

The concept of transactional leadership was coined in the 1960s by social psychologist Hollander (1992) who saw the phenomenon of leadership as social interaction. According to this approach, a person gives something and receives something, based on this leadership. According to Burns (1978) who referred to the concepts of transformational leadership and transactional leadership, and saw in them two dichotomous leadership styles that are not in one continuum, that is, a leader with a transactional style cannot be a transformational leader. This leadership is based on constructive rewards and presents to his followers for the goals to be achieved through both rewards and punishments (Odumeru, 2013).

2.3 "Sit and wait" leadership style

This leader's style is compared with dissatisfaction, unproductiveness, and ineffectiveness (Limsila and Ogunlana, 2008). According to Bass (1985) this leadership represents the lowest level of leadership. The most prominent characteristic in the behavior of a leader who presents such a style is the avoidance of taking a stand, making decisions and in fact any action. Laissez-faire leadership, known as "lack of leadership", is one of the ineffective leadership styles and is considered the most destructive style of leadership, and undermines confidence in organizations (Ayfuret et al., 2016). Laissez-faire leadership is based on the absence of a deal in leadership such as the leader avoids making decisions, disclaims responsibility and does not use his authority as a leader (Gul, 2018).

2.4 School principal in the Bedouin sector

Successful leadership improves learning and teaching indirectly and powerfully, through its impact on motivating teachers, their commitment, and working conditions (Leithwool et al., 2008). Another factor that directly affects the organization is the leadership style (Anwar, 2013). Currently, there are very few studies that have investigated the subject of management and leadership in the schools of the Bedouin sector in Israel. Bedouin schools in Israel are owned by a certain family in the village, especially when the principal or faculties are from that tribe. The hierarchical relationship within the organization between the employees of the education system is rigid, which limits the movement and initiative of the school principal, making him at risk and unable to withstand the external pressures of the society that penetrate the organization and affect the entire atmosphere. In addition, clan competition for school management affected the relationship between the teacher and principals, creating teacher-based disputes and increasing tensions between different groups (Alkshaala, 2008; Abu-Saad, 2010). As a result of these stresses, studies have shown that the leadership style in the Bedouin sector is the main factor that affects the school climate. For example, in Abu-Saad (2010) the main factor affecting the organizational climate in Bedouin schools in Israel is the principal's leadership style, on the one hand. This may reflect the influence of political appointment and non-qualified principals and teachers alike.
On the other hand, these political appointments created an organizational climate of obedience and submission (Abu-Saad & Hendrex, 1995). Bedouin principals typically demonstrate the power and the discipline of work, innovation and involvement (Alkshaala, 2008; Abu-Saad, 2010). In addition, tribal family traditions produce a patriarchal style of leadership (Abu-Saad, Hendrex, 1995). In this style, according to Gelfand et al., (2007) paternalistic leaders are viewed professionally and the lives of their subordinates in a similar way to their parents. It means that the leader is acting like a father who follows him (Anwar, 2013). Max Weber (1968) invented parenting as one type of legal authority. Max distinguished three types of Shari'a oversight: critical, charismatic, and traditional (Weber, 1968). Parental

leadership relies on values such as the leader's personal loyalty and unquestionable obedience (Pellegrini & Scandura, 2008). As a result of changes in the Bedouin community, such as the establishment of modern schools, there was a change in the perception of principals in the Bedouin schools, and principals had to adapt to the new requirements of work while maintaining traditional values and standards (Abu-Saad & Hendrex, 1995).

3. Job satisfaction

Today, the study of organizations and leadership on the issues of job satisfaction is considered one of the important issues, because it directly affects the employees' sense of role, commitment and belonging in the workplace (Wang et al., 2018). In the literature, there are large numbers of definitions related to job satisfaction. Job satisfaction can be defined as "a pleasurable or positive affection state resulting from the appraisal of one's job or work experiences" (Locke, 1976, in Wang et al., 2018). Job satisfaction has also been described as "a positive or enjoyable emotional state that results from a person's appreciation of his/her work experience" (Demirtas, 2010). Behavior of the management staff toward teacher staff at work is another major cause of the faculty dissatisfaction. Accordingly, principals' lack of respect for teachers, and that of some teachers towards their colleagues, reduce teachers' status and make them less satisfied in their careers. Many teachers reported encountering abusive, arbitrary, or unsupportive school principals (Tien, 2018). In addition, Styliani (2017) found that teachers indicated that partiality is the weakest personal trait found in a school principal, and many of them determined that fairness is the best skill in a school principal.

3.1 Teachers' job satisfaction

A high-quality teaching staff is the cornerstone of a successful educational institution and the educational system in general. The critical factor is teachers' job satisfaction because it is related to teachers' effectiveness and influences students' achievement (Anastasiou & Papakonstantinou, 2014). High level of teachers' satisfaction at work positively affects educational goals and leads students to success (Demirtas, 2010). In addition, an understanding of teachers' satisfaction may increase teachers' commitment to job performance and their attitudes toward work that directly leads to higher educational outcomes (Tien, 2018). The research literature pointed to factors of teachers' dissatisfaction at work. According to Gu (2016) the heavy workload reduces the job satisfaction of the teachers. 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). Also, teachers face unexpected situations such as reforms, classroom conditions, and new educational conditions that affect their careers, which are challenges that reduce their job satisfaction (Hee et al., 2019). In addition, teachers' satisfaction is influenced by external and internal factors. External factors are advancement, political pressure,

and salary. Internal factors include school climate, students and teacher achievement, school leadership, and teacher participation in decision-making (Oloude, 2006).

The impact of school principals on teachers' satisfaction is very important. According to Skakone et al., (2010) they claim that satisfaction with leadership behaviors has resulted in employees' happiness and job satisfaction. Teachers who see school principals exhibiting "servant" leadership behaviors are more likely to be satisfied with their work (McManmon, 2006; Fischer and Jong, 2017).

4. Methodology

The results of this research were completed by 303 teachers from 36 Bedouin schools in Primary school, Junior High school, and High schools in the Negev in south of Israel. The research included two questionnaires. The first, MLQ-X5, Multi-Factor Leadership questionnaire was developed by Avolio and Bass (1995), and is based on a previous research work by (Alasad, 2017). The second, "Teacher satisfaction questionnaire was adopted by Alsahli (2017). Additionally, the researcher added items in teacher satisfaction questionnaire to adapt it to the study population in this study.

5. The research hypotheses

H1. There are positive relationships between transformational leadership and teachers' satisfaction.

H2. There are positive relationships between transactional leadership and teachers' satisfaction**.**

H3. There are negative relationships between laissez-fair leadership and teachers' satisfaction**.**

6. Findings

The research examines the relationship between principal's leadership style and teachers' satisfaction in Bedouin schools in south of Israel. The research found important results about the relationship between the principal's leadership styles and level of teachers' satisfaction in Bedouin schools.

6.1 Background variables:

Three hundred and three (303) teachers responded to both of leadership styles and teachers' satisfaction questionnaires; 50.2% of them were females; and, the majority of them (47.2%) worked in junior schools. Regarding the educational level, the respondents were 45.2% of bachelor degree, 49.8% of masters degree educational level, and 5% of them had PhD degree. As table three shows, about 59% of the respondents were from south of Israel, while the rest of them were from north of Israel. As for the age of teachers, the respondents, 23.8% were of ages less than 30 years old, 22.1% between (31-40) years old, 33% of them were between (41-50)

years old, and the rest were more than 50 years old. Regarding the 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.

According to table 2 the majority of teachers (45.7%) were student educator, 32.1% were educator, and about 22% were teacher coordinator. As for the school size (number of students), 39.6% of the respondents worked in (300-500) students 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.

This exploratory study did not show the leadership style applicable to the principals of Bedouin schools in the Negev.

According to table 1 below the mean score of the leadership styles level was 2.21 (55.25%), SD=0.53. The mean score of the three subscales were, 2.16 (54%), 2.27(56.75%), 2.28 (57%) for transformational, laissez fair, transactional leadership styles, respectively.

Table 1: mean scores and standard deviations of leader ship styles scales

Scale	Mean Score	Percentage	Std. Deviation
1. Transformational	2.16	54	.66
2. Transactional	2.28	57	.81
3. Laissez fair	2.27	56.75	.83

Results of the Pearson correlations, summarized in table 2, indicated that there was a significant positive moderate association between level of teacher satisfaction and transformational leadership, (r (301) = .583, p = .000). A significant positive weak association can be concluded between level of teachers' satisfaction and transactional leadership, (r (301) = .0.151, p = .004). The results in the table indicated a significant strong positive association between level of teachers' satisfaction and laissez-fair leadership (r (301) = .616, p = .000).

Table 2: Relation between principals' leadership styles and level of level of teachers' satisfaction

Scale		Transformational leadership	Transactional leadership	Laissez-fair leadership
Level of teachers' satisfaction	Pearson correlation	.583	.151	.616
	p-value	.000	.004	.000
	N	301	301	301

Differences in teachers' satisfaction level and leadership styles according teachers' demographic characteristics.

This section will compare the mean scores of teachers' satisfaction level and leadership styles according to a number of demographic variables represented by: teacher gender and original domicile.

According to table 3, the satisfaction level mean score is higher for males than for females, but the difference was not significant (p-value=0.262). The transformational leadership mean score was significantly higher for males (p-value=0.026), while the transactional leadership mean score was significantly higher for females, (p-value=0.006). Regarding laissez-fair mean score, the female teachers mean score was higher but the difference was not significant, p-value=0.304).

Table 3: Differences in teacher satisfaction and leadership styles according to gender

Scale	Gender	N	Mean	Std. Deviation	P-value
Teachers' satisfaction	Male	151	3.29	.74	0.262
	Female	152	3.20	.66	
Transformational leader ship	Male	150	2.24	.67	**0.026**
	Female	151	2.07	.64	
Transactional leadership	Male	150	2.15	.78	**0.006**
	Female	151	2.40	.81	
Laissez fair leadership	Male	150	2.23	.86	0.304

Table 4 compares teachers' satisfaction level and leadership styles mean scores between teachers from south of Israel and teachers from north of Israel. The mean score of teachers' satisfaction level for teachers from south of Israel was significantly higher than that of the teachers from North of Israel (p-value=0.000). Leadership styles mean scores were higher for teachers from south of Israel but the differences were not significant for each of the transformational, transactional, laissez fair leadership styles
.

Table 4: Differences in teacher satisfactions, leadership styles according to original domicile place

Scale	Original domicile place	N	Mean	Std. Deviation	P-value
Teachers' satisfaction	South of the Israel	178	3.38	.74	0.000
	North of Israel	122	3.04	.61	
Transformational leadership	South of the Israel	176	2.20	.67	0.250
	North of Israel	122	2.11	.64	
Transactional leadership	South of the Israel	176	2.31	.82	0.464
	North of Israel	122	2.24	.80	
Laissez fair average	South of the Israel	176	2.33	.88	0.126
	North of Israel	122	2.19	.75	

6. Discussion

This pioneer study is the first to investigate the relationship between principals' leadership style and teachers' satisfaction in Bedouin schools in Israel. The study

tested the hypothesis which expects a significant positive moderate association between level of teacher satisfaction and transformational leadership. Testing the hypothesis which expects a positive relationship between transformational leadership and teacher satisfaction had been accepted; and hypothesis that expects a positive relationship between transactional leadership and teachers' satisfaction have been accepted too. Furthermore, negative relationship between laissez-fair leadership and teachers' satisfaction has been rejected. Also the study found that satisfaction level of teachers from south of Israel was significantly higher than that of the teachers from North of Israel. In addition, the transformational leadership mean score was significantly higher for males, while the transactional leadership mean score was significantly higher for females.

The research indicated that there was a significant positive moderate association between level of teachers' satisfaction and transformational leadership. This finding is in line with numerous studies which pertain to the relationship between teachers' satisfaction and transformational leadership (Maheshwari, 2021; Faddul & Dănăiaţă, 2019; Alasad, 2017; Nyenyembe et al., 2016). According to Bass (1985), the transformational leader is able to encourage his subordinates to perform high beyond the expectations they had set before embarking on their task. According to Bolger (2001) he found that principal's transformative leadership influenced teachers' satisfaction directly and indirectly through teachers' professional perceptions. Transformational leaders better meet expectations of job satisfaction (Chiles, 2015). Also, results of Kouni et al., (2018) survey showed that teachers are very satisfied when the school principal acts as a transformative leader. Job satisfaction acts as a mediating variable between the principal's leadership style and the teachers' performance (Maheshwari, 2021). These types of principals help and support teachers to increase and enhance teachers' intrinsic motivation (Alasad, 2017). These outcomes bring up the need to select the organizational theories of an effective school through the selection of effective and correct educational leadership methods in the Bedouin sector.

The teachers in the Bedouin schools face many problems that are related to the specialty of the Bedouin society (Alasad, 2017). Bedouin principals typically demonstrate the power and the discipline of work, innovation and involvement (Alkshaala, 2008; Abu-Saad, 2010). The teaching staff in the Bedouin sector is an important human resource in the organization, especially, for school success. However, the behavior of the principal is the main factor that affects teachers' feelings, such as respect, satisfaction, psychological pressure, morale, organizational commitment, self-ability, or deterioration (Lambersky, 2016). Therefore, the principal must be transformative to deal with these challenges (Alasad, 2017). This leadership style is very important for the success of the school in the Bedouin sector and especially for the practice of schools' principals in the Bedouin sector, so that high performance can be achieved, and the teaching staff experiences high values and job satisfaction.

The second hypothesis, that expects that there is a positive relationship between transactional leadership and teacher satisfaction have been accepted. This leadership

is based on constructive reward and presents of the leader's followers for the goals to be achieved through both rewarding and punishment (Odumeru, 2013). According to Riaz & Haider (2010), transactional leaders focused more successfully on achieving goals at work rather than job satisfaction. Nevertheless, a type of transactional leader utilizes the system based on rewarding his followers and thereby motivates them on the basis of rewarding.

This finding is in line with the studies of (Maheshwari, 2021; Sagala & Safrijal,2018; Henry, 2018; Nazim & Mahmood, 2016). Based on this finding, these behaviors contribute to teachers' satisfaction in the Bedouin sector. As the leadership style of the principals in the Bedouin sector is rewarding, the satisfaction of the teachers increases. It can be concluded, that the school principals can not punish for negative results and poor performance. The main reason related to the Bedouin culture is a minority in the State of Israel that is characterized by a patriarchal culture. This minority has its own protective laws that manage schools. As a result, local teachers have a special status that cannot be punished for low achievement and behaviors, which limits the behaviors of school principals to deal with Bedouin teachers that work under the laws of Bedouin culture. On the other hand, the limited principal's role is related to the working conditions of teachers determined by the policy of the Ministry of Education. According to Aalasd (2017) the role of the school principals in the education system in Israel is limited because the working conditions of teachers are determined by the Ministry of Education in Israel through agreements with teachers' unions. Hence, principals will not be able to punish or reward teachers. In view of the above, the leadership style of the school principals in the Bedouin sector is influenced by the Bedouin culture as compared to other cultures. Satisfaction of teachers at work is influenced by this style of leadership, which affects the performance of the school. Meanwhile, the transactional leadership style is perceived as a negative effect and stress at work.

The third hypothesis, which expects that there is a negative relationship between laissez-fair leadership and teachers' satisfaction, has been rejected. The results indicated a significant strong positive association between level of teachers' satisfaction and laissez-fair leadership. According to Bass (1985), this leadership represents the lowest level of leadership. This finding is in line with the finding of Dahie & Sheikh (2015) who found that the teachers are like a leader who has allowed them to make their own decisions about their work; and the laissez-faire leadership style gives more space of freedom. On the one hand, the Bedouin school principals use the laisser-faire leadership style because they rely on the teachers who feel independent in their work, and who delegate them responsibility. This can be interpreted as a lack of skill to deal with the management challenges, so that teachers work under independence and become satisfied in their work.

On the other hand, this may reflect the influence of political appointment and non-qualified school principals in the Bedouin sector. Political appointments include lack of skills and training, and poor management and performance among school principals included in this category, which affect teachers' satisfaction in the Bedouin sector. The managerial skills that principals possess are very important in

determining the quality of a school in the Bedouin sector. Therefore, they require principals with sufficient managerial competence (Hartati et al.,2018). There is no doubt that school leaders are important to school success (Mukherjee, 2013). A large number of studies in recent decades have linked high-quality leadership with positive outcomes at school, including students' achievement (Leithwool et al., 2008; Angus et al 2009; Mukherjee, 2013). Study of Mukherjee (2013) clearly reveals a strong link between school performance and the administrative effectiveness of the principal, as the latter is the driver of the former. One of the means to respond to these findings is the teachers' participation in decision-making (Oloude, 2006), and motivating them to high performance.

Another finding is that there are differences in teachers' satisfaction and leadership styles according to teachers' demographic variables. The transformational leadership mean score was significantly higher for males. Meanwhile, the transactional leadership mean score was significantly higher for females. This result can be interpreted and understood in several ways. The transformational leadership has more impact on males than females in the Bedouin sector. Bedouin culture is a minority in the State of Israel; therefore, school principals trust males more. Men handle all tasks more than females. In addition, most of school principals are males, and very few are females in the role of principals.

However, the transactional leadership was significantly higher for females. The reward is more important for females than for males; most teachers in the Bedouin sector are females. According to Abu Nasra (2019) the women in the Israeli Arab education system constitute a high ratio of workers.

The reward is very important to them because they support their families and children. Males in the education system feel more values of autonomy, and females emphasize values of rewards. As a result, the tribal family traditions produce a patriarchal style of leadership (Abu-Saad, Hendrex, 1995). Paternalistic leaders are viewed professionally and the lives of their subordinates in a similar way to their parents (Gelfand et al., 2007). These differences continue till now and are influenced by the minority as well as by Israel's social and economic structure and Bedouin traditions.

Another finding according to the teachers demographic variables is that the teachers' satisfaction level for teachers from south of Israel was significantly higher than for teachers from North of Israel. According to Alsad (2017) the problem becomes more difficult for teachers who come from the north and have different cultures and different Arabic accent, which causes problems in communicating with the Bedouin students in the schools. Teachers from the south are defined as local teachers and enjoy working under rewards and roles at the school. Non-local teachers from North of Israel are approximately 2000 teachers, who work in the Bedouin sector in the south.

These teachers are defined as working in schools in the south of the country in difficult conditions such as: traveling every day from the north to the south of the country, working for long hours; most of them are females, and a majority of them are wives and mothers. According to Innstrand et al., (2008) he found that the

interaction of work, family, and mutual fatigue affect each other. In addition, the more time spent at work, the less time you can expect to spend on personal and family life (Frone, 2003; Jaiyeoba and Jibril, 2008). Teachers from the North are also responsible to come daily to the South to work in the school and responsible for the family in the North; this leads to conflict, imbalance and dissatisfaction with work.

Conclusion

The research indicated that there was a significant positive moderate association between level of teachers' satisfaction and transformational leadership. Also, it found a significant association positive between teachers' satisfaction and transactional leadership. The results further indicated a significant strong positive association between teachers' satisfaction and laissez-fair leadership. In addition, the transformational leadership mean score was significantly higher for males, while the transactional leadership was significantly higher for females. Principals must learn transformational leadership style and apply it in their daily work with teachers. This leadership is very important to the satisfaction of teachers in the Bedouin sector. In contrast, transformation leadership is less important and causes gaps in organization and dissatisfaction among teachers, especially, between genders. It is also important to combine female teachers into school management roles as they are considered a very important resource because the school employment rate of females in the Bedouin sector is higher than that of males. The same is true for teachers from the North to integrate them into school and management roles so that they feel satisfied with their work. According to the findings of the study, a transformational leadership style can lead the school together with principals and teacher satisfaction with high performance. The findings of this research also will be helpful to the Ministry of Education in Israel and school leaders in Bedouin sector, to bring about the necessary changes in the school environment and leadership practices to improve teacher satisfaction and performance.

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