

The Impact of the Principal Leadership Style on Teacher Job Satisfaction among Arab Teachers in Israel: A Qualitative Analysis

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Abstract

This article pursues a qualitative analysis in which it examines the impact of each of the three well-known leadership styles on teacher job-satisfaction among Arab teachers in Israeli schools. These three styles include: transformative, transactional, and avoiding styles. The study found a profound positive impact of the transformative of job-satisfaction. Regarding the transactional style, when the principal positively rewards a teacher, then that increases the teacher satisfaction, while the reverse outcome is achieved when the principal penalizes a teacher. Finally, the avoiding leadership style negatively affects teacher job-satisfaction, yet in some cases, teachers may appreciate their autonomy under an avoiding style.

Keywords: Leadership and Management Styles, Teacher Job Satisfaction, Arab Schools in Israel, Transformative, Transactional and Avoiding Leadership Styles.

JEL classification: I21, I26

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1. Introduction

This study examines the impact of the management and leadership style of a school principal on teachers satisfaction in the Arab sector in Israel (Abu-Asbeh & Dahleh, 2016). The article presents central concepts of the research and the influence of each of the leadership and management styles of principals on teacher job-satisfaction within an Arab school in Israel.

Teachers satisfaction (the dependent variable): the term refers 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). Accordingly, these variables are presented with reference to their definition, their impact, and the way they are affected by the management and leadership styles. The research is based on the qualitative methodology in which, as a researcher, I conducted interviews with 15 teachers and 5 principals, from five different Arab schools. In addition, I conducted observations in these Arab schools in Israel in and around the Arab city of Nazareth. In these observations, I visited the schools and observed how teachers and the principals communicate and whether the teachers were satisfied from their interaction with the principal.

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2. Management versus Leadership – Definition

2.1 Management

The purpose of "school management" is to maintain, plan and organize the school resources and staff and to realize of the school's educational goals, while strictly maintaining order within the school. One study defines management as "a process of bringing people, with different interests in a joint action in order to achieve defined goals" (Kfir, 1998, 8). Accordingly, this definition has two main axes: it is about the definition of the goals, which mainly a consequence of a thinking process, and it is about bringing human beings into a common action, which is essentially a fundamental capacity to maintain interpersonal relationships. Another study defines management as a means of efficient and coordinated operation of the organization, headed by the director (Mailick et al., 1998). This study contends that management must be based on talent, knowledge, research and extensive experience. The implementation of management itself is an extraordinary act that is entirely dependent on the talent of the manager. Yet, the focus of management is on the goals of the organization and the talents of the manager, without much regard to the needs and satisfaction of the workers, as an intervening variable that affect the operation of an organization.

2.2 Leadership

One study describe leadership as a "flame" that includes three basic components. A spark, which is the leader, the combustion materials constitute the subordinates, and the oxygen that fuels the flame that is the circumstances (Brock & Grady, 2000). The integration of these three components is important for the formation of this flame but is the "spark" that initiates the process and without it the other components would remain passive. Another study defines leadership as an educational system in which a number of people participate and are hierarchically ranked and headed by the manager (Amanchukwu et al., 2015). The manager's role includes three main topics: promoting an advanced atmosphere, efficient division of labor, and the participation of employees in decision-making processes. In order for these skills to be expressed effectively, the director must clearly delegate authority and formulate a clear definition of roles. It must also work to embed workers in various positions and provide a space in which there are opportunities for personal growth and professional development, which contribute directly to the organization and its conduct in a utilitarian manner (Antonakis & House, 2013).

Sergiovanni (2015) refers to leadership in the school system in terms of forces, each of which allows the principal to optimize and promote the school. There are five types of leadership forces and they are presented in a hierarchical structure: technical force, human power, educational power, symbolic power and cultural power (Vecchio et al., 2010).

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 or characteristics of the leader, determine the effect (Burns, 1996). Today, 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).

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.

The school principal is the dominant figure in the school, has a "critical role" and is the most influential person in the school. There is no doubt that the success of schools is largely attributed to the principal (Fidler, 1997). He is perceived as a major pillar of any educational activity, and in promoting teaching processes and improving achievements (Male & Palaiologou, 2015). Sergiovanni likewise argues that: "Principals play an important role in the school. In fact, there is no other role in the school system, whose influence on the quality of education is so great and its contribution to the quality of education is so significant" (Sergiovanni, 2015,12). The principal role has administrative aspects, and since pedagogic leadership is now viewed as a professional occupation, the school principal requires managerial expertise and special methodological training, in addition to personal qualities of leadership and management (Oplatka, 2009).

The principal's roles combine aspects of management and leadership. While the management part describes a role in the organization's formal structure, the leadership part describes the dynamics of motivation created between a manager and his people throughout the management work. In other words, because management is related to working with people, it is impossible to talk about management without leadership. A review of the professional literature dealing with the role of the school principal may lead the reader to conclude that the school principal has a major contribution to the school's effective functioning and that his leadership is the only factor that has a decisive influence on the success of the school.

3. Transformational, Transactional and Avoiding Leadership Styles

Transformational leadership is a type that focuses primarily on the charisma and the emotional and cognitive elements of the leader (Ng & Rivera, 2018). Such a leader is intended to help her/his subordinates to realize their full potential, and therefore is sensitive to their needs. This "emotion-generating" leadership creates in the followers a willingness to endeavor to act above and beyond what is acceptable in their environment, especially when these acts are carried out of an emotional bond created between the leader and her/his subordinates. The transformational leader emphasizes the importance of the reciprocity between the leader and her/his followers, which leads to mutual respect and trust, and increases motivation on both sides (Oplatka, 2010).

A transformational leader moves her/his followers in an intellectual and emotional process to high self-expectations that they did not have before, and places the inspiration needed to achieve them (Harrington & Hall, 2007, 25). The transformational leader leads her/his followers to realize self-fulfillment needs, which in time become rewarding for themselves. The transformational leadership style enables the followers to identify with the leader and raise their awareness of their growth and self-expression. This style creates intellectual stimulation, develops moral thinking and changes the behavior of the followers. A transformational leader motivates her/his followers for higher goals and achievements, and a willingness to invest above and beyond expectations. The influence of such a leader is on the organizational environment, not just the subordinates themselves. Moreover, according to this theory, the style of transformational leadership usually contributes more to employee effectiveness, leads to trust in the leader, and develops a full potential among followers and motivates them for making and investing above and beyond the formal requirements (Oplatka, 2007; Harrington & Hall, 2007):

The *transactional leadership* style however is based on a leader-to-person exchange relations, with rewards given to or punishments imposed on subordinates according to their performance - as soon as the employee solves problems he receives a reward from the leader and in case of failure the leader punishes him (Kirkbride, 2006). According to the broad model of Bass, three elements of rewarding leadership can be identified (Bass, 1999):

A). Management through conditional compensation. This management style is based on agreed exchange aspects between the leader and the subordinates, in which the leader identifies and rewards the subordinate's needs. Conditional compensation is used when the subordinate invests sufficient effort to achieve the goals and objectives set by the leader, and when he successfully carries out the task assigned to him.

B). Active management - according to this style, the leader intervenes only when something goes wrong and deviates from the norm. The manager tracks the employees, finds and corrects mistakes, and guides the followers to avoid mistakes and to correct them.

C). Passive management - according to this style the leader intervenes after a mistake occurs or when deviations from the norm of passive intervention. Although he corrects and reinstates the work to the desired state, he does not see these mistakes as an opportunity to learn, but punishes those who deviate.

Finally, the *avoiding leadership* style where the leader 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).

4. Self-Satisfaction and Leadership Style of the Principal

Self-satisfaction from one's job is associated with self-efficacy that requires not only credentials, trainings and skills, but also self-confidence in one's capability to successfully perform a particular action. In this sense, self-satisfaction is an intermediate factor between the potential of an teacher and his actual performance and a trigger that directs someone's potential to achieving personal goals (Nir & Kranot, 2006). Teachers with low self-satisfaction have limited motivations and little accountability for the work they seek to attain, while teachers with high self-satisfaction tend to view compound works as a challenge and are highly inspired and are more likely to pioneer highly stimulating and advanced goals for which they continue to be responsible (Klassen & Chiu, 2010). It seems that teachers with a high self-satisfaction can achieve more and cope better with pressure and stress (Skaalvik & Skaalvik, 2014). Studies have also shown that teachers with high self-satisfaction value the importance of the environment as a key element in establishing individual perceptions about one's self-satisfaction (Barnett et al., 2005). It has been established that teachers with high self-satisfaction are content, and therefore such teachers may under different circumstances have different perceptions of the self-satisfaction in relation to different tasks (Skaalvik & Skaalvik, 2014).

Teachers are professionals, whose self-satisfaction has been extensively investigated. Studies have shown that self-satisfaction of teachers reflects their perceived content with their job and work environment. It also reflects on their capability to achieve a positive improvement among students, constitutes a significant element for the excellence of teaching, and their willingness to invest efforts in teaching, and finally on the achievements of their students (Wang et al., 2015). Teachers with high self-satisfaction are better able to deal with stress through a greater commitment to teaching and are more willing to integrate new teaching methods and to collaborate with parents (Viel-Ruma et al., 2010; Nir & Kranot, 2006).

In addition, children whose teachers are characterized by a higher level of self-satisfaction are found to have a higher level of motivation and care (Klassen & Chiu, 2010). Although self-satisfaction measurements have gone through several phases, it is widely agreed that self-satisfaction is not a one-dimensional construct. The general classification of the self-satisfaction of teachers is identified two self-

satisfaction factors. The first is the general teacher effectiveness (Sledge & Pazey, 2013), which measures the overall feeling of a teacher, that the teaching and the school are able to encourage the teaching performance of students, despite negative influences external to the teacher. A second element is the teacher efficacy, which shows a belief in the teacher's capability to meaningfully advance the performance of her students (Nir & Kranot, 2006).

Assuming that self-satisfaction is contextual, they have shown that self-satisfaction is related to role variables that depict one's work circumstances in an organization. For example, evidence shows that self-satisfaction is positive with self-efficacy (Barnett et al., 2005) and autonomy and correlates negatively with the perceived conflict of roles and role stress (Bandura, 2010). These results underscore the importance of the working conditions that individuals experience in the workplace for their self-satisfaction.

5. Arab Culture and Arab Education System in Israel

Historically, the Arab society had rural characteristics, and the villagers lived in traditional communities, where agriculture was the main source of livelihood for them. The community is patriarchal in the first place, and historically the bulk of the land belonged to an upper social class of oligarchs (Oplatka, 2016). The social structure continues to be based 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. The clan is considered an independent, closed social unit that plays an important role in the life of the Arab population from a social, economic and political point of view, and clan politics and clan solidarity within the village dominates the political system (Abu-Hussain & Essawi, 2014). It should be mentioned however that the process of modernity that weakened and reduced the influence of traditional values on the younger generation (Arar & Oplatka, 2013). According to the Israeli National Insurance Institute report, the percentage of Arab population in the lower social classes is considerably higher than their percentage in the Jewish majority, a situation that is derived from many factors, including conservative lifestyle and traditional economic preferences such as the establishment of social barriers against the integration of Arab women in the labor market and the high birth rate among them.

The Arab minority, however, 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 economic market and the public labor 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 nucleus family. These processes ushered in the widening of a generational gap between parents and children. 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 Western way of life. These trends caused to a reduction in the birth rate among Arabs in general, and Arab women became freer to integrate in the labor market. There has been a sharp increase in the level of education and income per capita, which have contributed to weakening traditional aspects in the life of the Arab citizen, and to weakening the influence of the extended clan on the youth (Halabi, 2014).

All in all, it is possible claiming that the Arab society is oscillating between modern, secular Israeli life, and the conservative values and traditional standards that directly relate to the Arab cultural and social heritage. Hence, the Arab society suffers from several socio-cultural and political challenges, given that it has witnessed rapid and deep social transformations. This oscillation is manifested in a duality between old and modernity, the values of intellectual creativity versus traditional values, and this duality results in a lack of clarity about social values and norms. The Arab community in Israel has undergone major changes from a social point of view, but these changes are not values that can lead to a qualitative socio-civilizational revolution in the Arab society. All the changes that took place in the Arab society were mostly a result of an external influence and were reflected in the adoption of the Israeli secular lifestyle. The rapid economic and cultural transformations in the Arab society are not matched by a similar change in cultural and social values that present the process of modernization and the extended clan still plays an important role in the fields of economy and politics in general, and in the elections for the local municipality representatives in particular (Halabi, 2014).

This section reviews the narrow educational publications on educational administration and leadership in the Arab education system, which sheds some light on the work of Arab principals in comparison to the challenges faced by Jewish principals. In general, the special features and dilemmas that the Arab education system suffers from are as follows: the absence of an educational vision and clear goals, the crisis of traditional values, the limited resources, the failure to use the Arab education system as a means of social change and progress, as well as the gap in the achievement between Arab and Jewish students, where the gap has remained wide to this day (Oplatka, 2016). In light of what was explained above about the dual identity of the Arab minority, a principal of the Arab school faces the identity dilemma of Arab students. Principals and teachers are aware of their Arab-Palestinian national affiliation, and the need to educate students about their national identity, yet these teachers and principals have to follow their commitment to the policy of the Israeli Ministry of Education.

Arab principals also operate under a fundamental contradiction - on the one hand, they must show loyalty and obedience to the regulations directed by the inspectors of the Ministry of Education, and on the other hand, they face another challenge manifested in the political tensions represented in Arab local government in terms of cultural and social considerations. These Arab principals also suffer significantly from local political tensions, such as appointing unqualified teachers, and the tendency of heads of the municipality to interfere in professional educational affairs, and educational considerations (Arar, 2015). As a result, a number of Arab

schools developed a culture of interest-based collaboration between the principal and teachers, which prevent an objective and professional evaluation of the performance of such Arab teacher who are unqualified to perform their job in the first place. These obstacles restrict the extent and scope of the principal's to use his authority to evaluate a teacher's work. The majority of principals are aware of the "political" context of the evaluation process. These processes create tension between collegiality, kinship and secular authority, between describing students as recipients of service and caring for teachers as colleagues in the profession, in addition to repeated cases of violence against Arab principals, including some of them suffering physical and material injuries (Oplatka, 2016).

Many Arab principals have adopted a strong and central educational leadership style, which is in contrast to a model of educational leadership instructional, and accordingly teachers expect The Arabs ask the principal to provide the school with the basic resources for teaching in the classroom, while the principal expects teachers and pupils to fully obey his authority (Oplatka, 2009). On the other hand, the researchers found that many Arab principals do involve teachers in educational decisions about teaching methods, but they expect less participation in school decision-making and policy development (Arar & Oplatka, 2013). During recent years, researchers have emphasized the importance of evaluation as a tool in making school decisions (Arar & Oplatka, 2011). In addition, Arab principals are witnessing profound changes in leadership style and management concept. However, the differences between the work environments of Jewish and Arab principals in terms of the cultural, institutional and political context require a special academic approach to better understand the needs and advantages of educational management in the Arab school system. Challenges in the field of educational administration in the Arab community is high given the pressure to teach about the characteristics of the Arab community in the educational system. It is believed that the theories and conceptual framework in the field of educational administration about the school as an organization in general, and about educational leadership in particular, have been developed in Western countries, and they are not suitable for the cultural, social and organizational context in which the Arab principal and teacher operate in Israel. Hence, the traditional values and the protectionist political system would create a school entity that is different from the school entity in the English-speaking countries, which is based on rational, secular culture, whose goal is to promote equality among school students, regardless of their clan affiliation or social standing.

6. Empirical Findings

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.

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.

From the empirical observation, it is possible that teachers like their profession and feel pleasant even under an avoiding leadership styles, because an avoiding principal makes the daily life of teachers easier and provide teachers with autonomy. Yet, teachers reported in their interviews that there are several features that are associated with the avoiding style that negatively affect their satisfaction, such as “The principal asks no more of others than what is absolutely essential,” and “the principal avoids interfering in what is happening”. In both cases the interviewees reported negative impact on their satisfaction. Thus, avoiding principals have mixed impact on teachers satisfaction, but in most cases it causes teacher to feel less satisfied of their teaching profession. Other aspects of the avoiding style that negatively affect satisfaction were reported in by interviewees when “the principal does not define a clear policy”, and “the principal does not back me up”, and “the principal treats everyone equitably, regardless on one’s performance”. The later indicates that the principal does not reward good teachers, avoids noticing the differences in teachers’ performance 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 affects teachers satisfaction: “the principal in my school communicates his policies well”. Both, a transformational or rewarding principal, can communicate her/his policies very well to teachers and interviewees reported that this variable has a positive effect on the satisfaction of teachers.

When teachers were asked whether “the principal shows interests in their work,” which could be associated with either the transformational style or even the rewarding style, some teachers interpret the decision of a principal who shows interest in their work as if that act is an interference in the teacher’s affairs. Therefore, many teachers were dissatisfied and dislike too much interference or interest by the principal, where the teacher would feel that things could not be worse.

6.1 Observations

6.1.1 School I

School I is private, junior-high school in northern Israel, which employs around 66 teachers, where half of them are female teachers. The principal and a third of the teachers are from the same village. Most of the students attending this school

are from other villages, where the mentality of the nearby villages is completely different from the school's village, which is more conservative.

The principal graduated from one university in Jordan and started teaching at the school as a sports teacher and after a few years he was elected to become the principal. There was competition between him and the vice principal, who also wanted the position. Confrontation between the two men has not ended, and there is always the feeling among the school teachers that there is a confrontation between them. The principal often delegates tasks and missions to the subject-coordinators, the social-education-coordinators and the social-involvement-coordinators. The principal allocates the tasks to these coordinators, and allowing them to do their job the way each sees fit. The management style in this school no-leadership or avoiding leadership. The principal is inactive and ineffective. When I asked the school principal to invite the teachers to fill out the questionnaire, I handed out the purpose of collecting the data for the study and I watched any increase in the number of teachers who would fill out the questionnaire. Only 10 teachers out of 66 responded. In my opinion this indicates a loose connection between the principal and the teachers. And for that matter, I personally know two teachers who are my friends who teach at the school who talk about disorder in the school, and instability in the daily routine of the school. Many teachers in the school that I talked to, claim that they feel dissatisfied with their school.

6.1.2 School II

School II is public high-school in one Arab village surrounding Nazareth. There are around 50 teachers in this school and around 700 students. The principal seems to be belonging to one of the largest clans in the village and it seems that his family lineage was a major factor in his nomination. Also many teachers in the school claim the same thing. The principal does not tend to interfere in the working of the teachers, but he seems to reward teachers whom he likes or ones that do not threaten his position. The principal disregards or ignores the performance of the teachers or of the students, but is mainly concentrated in the smooth operation of the school, regardless of performance. The principal prefers working with teachers from outside the village, who come to perform their job, but without going beyond any of their duties. The leadership style of the principal ranges between avoiding to rewarding, while teacher neither seem to be comfortable being around him, nor self-satisfied from their job. The only thing that they appreciate is that the principal does not interfere in their working, while they refrain from criticizing him.

6.1.3 School III

School III is elementary school, with about 600 students and 50 teachers. The principal defines herself as perfectionist, moral, meticulous and responsible management: "I have high expectations and standards of conduct from the teachers in my school, and I expect myself and my teachers to meet those standards. I have a

tendency to see what is wrong, and therefore the teachers in my school sometimes label me as too critical and demanding. When my teachers show irresponsibility or underperformance, I get resentful, because it's just hard for me that things are not done the right way, as I expect. I strive for perfection and when I do something, I try to make it perfect". The principal seems to be following the rewarding leadership style and she rewards teachers based on their performance. The teachers in the school like the order and the clear instructions of the principal, but it does not seem that the teacher have any freedom of decision and they have always to obey the instructions of the principal. The teachers do not seem to be creative, let alone satisfied from their teaching position.

6.1.4 School IV

School IV is also an elementary school in Nazareth with around 50 teachers, the bulk majority of them are female teachers. The principal defines herself to be supportive, helpful, advisory and encouraging in her management style. In her words she declares: "My main strength is the sensitivity to the needs of the teachers at my school. It's like I have an antenna in my head that can read what the teachers need and I try to help them realize their needs. I consider myself a manager of people no less than seeking personal relations of being warm, sociable, and helpful. Emotional contact and teamwork are important to me and I work to develop them. Sometimes I may be perceived as intrusive or too intrusive in the work of others". The teachers in the school feel highly comfortable being around the principal and they appreciate the fact that she is always aware of what is going on with each and every teacher at the school regarding their work. The principal also highlights collaboration and teamwork: "I find meaning in authentic relationships with people on the team. Sometimes I feel special and different from other managers and have a refined and unique taste. I value honest and authentic employees. Can react with anger or sadness when I feel misunderstood or rejected. I am at my best when I am busy with special and unconventional projects" . The teachers seem also to appreciate the fact that the principal facilitates teamwork at the school. The principal facilitates a collaborative, harmonious and considerate management style. The principal declares that "I am a manager who tends to see, understand and accept different points of view and therefore I have the ability to mediate between different employees and reduce disagreements."

6.1.5 School V

School V is junior-high school with around 70 teachers from one village surrounding Nazareth: the principal seems to be goal-oriented, accomplishing, competitive and image-oriented style principal. In his words: "I'm mostly driven by the desire to succeed, achieve and be the best. I usually achieve the goals I set for myself by rewarding and penalizing the people who work with me. I'm very much identified with my job and I believe a manager's value is related to what he achieves,

or not letting everyone do the job one hundred percent. It's important for me that people around me appreciate and respect my achievements in the organization and follow my instructions without much argumentation.” The teachers in this school testify that they do not enjoy much freedom let alone be part of the decision-making process. The teachers do not seem to be overly satisfied from their teaching position.”

7. Conclusion

This article provides qualitative analyses of the leadership style of principals in Arab school in the district of Nazareth. From the empirical analyses it seems that teachers feel satisfied working with transformational leader. Yet, the teachers seem to be less satisfied when such a leader asks too many questions or seems to have too much interest in the work of a teachers. Teachers feel highly satisfied when the principal back them up and they appreciate maintaining their autonomy in teaching and being creative. Regarding the rewarding leadership style, it seems that teachers like it when the principal positively rewards them, but they do not like being penalized by the principal when they fail to achieve their mission.

Regarding the avoiding leadership style, teachers seem to appreciate being free from restrictions imposed by their boss, yet, they dislike it that such a principal does not maintain order, does not have a clear policy in the school and does not back up teachers when they need his help.

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