The Leadership Styles of School Principals in Secondary Schools in East Jerusalem

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Abstract
The article is investigating the leadership style of Arab school principals of the secondary school in East Jerusalem. It discusses the educational situation of East Jerusalem in the complex and very particular context of the city of Jerusalem. Based on a survey of a representative sample of 375 teachers in secondary schools, the researcher identified the leadership styles practiced by their school principal: autocratic, democratic and permissive. The research found that democratic leadership style is the most practiced leadership style with a high degree of approval (3.76), given the score for characteristics and features of this style and with the greatest relative weight (75.27%). The "autocratic leadership style" ranked second, with 2.84 (medium) degree of approval and relative weight of (56.82%) and the permissive leadership style ranked third, with 2.54 (low- to medium) degree of approval and relative weight of (50.85%). These results indicate that a change is happening in the leadership styles used by school principals in East Jerusalem, towards a more democratic leadership style, however still heavily influenced by the traditional Arab culture.

Key words: leadership style, school principals, secondary school, East Jerusalem

1. Introduction

The city of Jerusalem is the largest city in Israel in number and area. Jerusalem's 2021 population is now estimated at 944,188. In 1950, the population of Jerusalem was 120,895. Jerusalem population has grown by 12,432 people since 2015, which represents a 1.33% annual change. These population estimates and projections come from the latest revision of the UN World Urbanization Prospects. These estimates represent the Urban agglomeration of Jerusalem, which typically includes Jerusalem's population in addition to adjacent suburban areas. Jerusalem is one of the oldest and most well-known cities in the world, as well as being a significant city to the three main monotheistic religions: Judaism, Christianity and Islam. It has two parts: East Jerusalem and West Jerusalem.

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The population of Jerusalem is double that of Tel Aviv's and stands at 919,000 of whom 62 percent is Jewish and 38 percent Arab. Jerusalem is the city with the largest Jewish population in Israel, the largest ultra-Orthodox population (one-quarter of all ultra-Orthodox in Israel), and the largest Arab population (20 percent of all Arabs in Israel). The number of Arab populations in the East Jerusalem city reached 38% of the population of Jerusalem in 2018, respectively 349,600 Arabs, of which 96% were Muslims, and 4 % Christians.

The political changes that took place in East Jerusalem transformed it from the main commercial, cultural and service center of the West Bank into a lonely city isolated from its Palestinian surroundings as a result of the building of the separating wall between Israel and the territory under the jurisdiction of Palestinian authority. As an outcome, East Jerusalem is rooted in marginalization, poverty and the deteriorating economic and social condition. (Nir, 2010; Association for Civil Rights in Israel, 2017).

The educational institutions in Jerusalem face many difficulties that are similar in many ways to the difficulties facing education in the Arab world. These difficulties include many political, economic and social problems, which in turn lead to pressures that fall on the family, the school, the university and the society.

The element that is highlighted is this research is the educational organization, which consists of the principal, teachers, students and the community. These components reflect the backgrounds, the environments and the multiple cultures, which resulted from the social values and political regimes, to create a generation suffering from blurry and unclear identity, vision, goals and values. Therefore, it is necessary to educate and train principals of schools in East Jerusalem with management and leadership skills in order to be capable of understanding the previous variables and be able to deal with them in an effective and efficient manner. That will enable them to create a common language among all members of the organization and promotes the leadership role of everyone within the organization.

In the area of education in particular, a special report on the education sector in Jerusalem issued by the Jerusalem Affairs Unit (2008) revealed that there is a lack of clear reference and educational leadership for the schools of Jerusalem. In addition, there is an absence of a strategic educational vision for Jerusalem schools that deals professionally with the Jerusalemite reality.

The Jerusalemite schools are subject to five supervisory parties that run and direct these schools: (the governmental Palestinian Authority schools, schools directed by the Ministry of Education and Municipalities, the private schools, UNRWA schools, and Al Awqaf schools). This diversity led to poor coordination and cooperation between the Jerusalemite schools, which created deep problems referred to by the report. The report addressed the need to develop educational facilities through the rehabilitation of part of them, and through the continuous training of teachers. The report also pointed out the need to develop the management skills of people having managerial positions, especially the school directors, by providing them with training courses that focus on the concepts of modern educational administration. (The Jerusalem Affairs Unit, 2008).

Abu Hamed (2013) emphasized the multiplicity of institutions that supervise schools in Jerusalem, leading to several differences in the way they are running their activity. Each school has its own philosophy and policy that may play an important role in influencing the school leadership, which represents the executive level of the policies and the directions issued by the supervising authority. That, in turn, reflects on the school activities, the teachers' performance and the students' outcomes.

The study of Mizel (2028) is focusing on the examination of the impact of the implementation of School-Based Management (SBM) on the Arab Palestinian schools in East Jerusalem, in the context of the the implementation process of this new managerial approach to the management of schools in Israel. SBM approach is based on allowing a higher level of autonomy and larger to the management of schools that are functioning into a centralized country level educational system. In such a centralized educational system, public policies, strategic goals, various educational standards, the curriculum are centrally made and decided and therefore accountability remains centralized. The public policies for the educational sector in Israel are formulated and implemented by the Israeli Ministry of Education.

2. Literature review. Leadership styles in Arab school

The work of school principals consists of executing tasks related to three domains. First, they must act as managers, managing the school resources: human, physical, financial and informational resources to be used in an effective and efficient manner. Second, they must act and be recognized as leaders by their subordinates, consisting of formulating and implementing the vision of the school and focusing on the process of improving the school. Third, school principals are acting as school administrators, meaning that they are managing the school operations. They must switch every day between the three roles: manager, leader and administrator, and therefore their work becomes more complex and difficult as the need to adapt their school to the changes in their school environment that becomes more volatile, uncertain, complex and ambiguous.

Successful principals are also looking for new and creative solutions to improve on a continuous basis their schools activities aimed towards fulfilling their social mission, which is to provide students and teachers with continuous learning opportunities in order to foster the knowledge, competencies and skills needed for a successful life and professional career. They also have an essential role in managing their school change and improvement. This process of "reform and improvement is only possible through appropriate leadership development programs that enable principals to initiate, implement, and sustain high-value schools that provide quality education" (Parvathy, 2019).

The success of each leader requires qualities or skills that help him to influence the subordinates' behavior and achieve the goals of the organization in which they work. It is also important the leader capability for evaluation; how he evaluates the context, but how he evaluates the potential of his co-workers, in order to support them to develop and use their potential (Andruş, 2007). The most

important of these skills for a school principal are the following: professional, human, intellectual, individual self-skills.

First, professional skills refer to is the talent that enables the school principal to master his work and to be aware of the subordinates' work, in terms of the nature of the work they perform (Daresh & Alexander, 2015). Second, human skills are related to the ability to understand the behavior of school employees, teachers and administrative staff, their relationships and motives, as well as the factors affecting their behavior; because the leader knowledge of the dimensions of human behavior enables him to understand first himself and then the subordinates (Al- Allaq, 2010). The third set of skills of a school principal has to possess refers to Intellectual skills that are the mental and intellectual ability that enables the director to see the objectives of the institution and determine its policies and plans, and to foresee its future vision. Fourth, individual self-skills are the skills that the individual school principal possesses to enhance his or her ability to influence others, namely, leadership abilities, creativity, and other skills that are related to the individual's physical, mental, and psychological nature that serve the interests of the institution (Hammoud, 2010).

In the author's opinion, a school principal must possess educational leadership skills, which is one of the elements of the educational management, which is performed by a school principal. Educational leadership is defined as "every meaningful social activity in which the school principal knows that he is a member of a group, who cares for its interests, respects its members, and seeks to achieve its welfare by cooperating with them in drawing the plans and distributing responsibilities according to their effectiveness, human abilities and the available material and financial resources" (Al Ajami, 2010 p. 176). In such a school the principal has a personal influence on the employees working with him in the educational institution. Such leadership skills will give school employees, especially teachers, the opportunity to innovate and develop, and thus empower them to achieve the goals of their institution to the fullest. Therefore, the success of the educational institution in achieving its objectives depends on the ability of the school principal to act as an educational leader and depends also on his characteristics and potentials in directing the work, in addition to his caring for the employees and providing them the assistance they need. (Al Saud, 2012)

Individuals differ in their management practices and their management of institutions due to their different approaches, their knowledge of management concepts, and of its methods and instruments. The difference may also be due to their individual judgment and personal experiences. If leadership is essentially the interaction between the leader and members of the group, the different means of this interaction between the manager and his subordinates reflects a variation in leadership types and styles. There are several classifications of leadership styles, some of the most important are discussed below. Another classification of leadership styles stems from the following styles: the autocratic (tyrannical), the democratic (participative), and the permissive (laissez-faire).

The Autocratic Leadership (tyrannical) means the rule of the individual, and that includes the subordination of employees to the influence or formal authority of one person. Under this style power is concentrated in the hands of the school principal who plays the key role, and the workers must obey his orders and implement them exactly as told without discussion or express their opinion. The autocratic school principal does not involve teachers in planning and organizing, and in acting and refuses to delegate his/her authority because of the belief that this reduces his/ her own power as manager. He focuses on the task at hand without taking into consideration human relations, such as respect for the teacher's personality, feelings, needs and requirements. This type of leadership is characterized by the separation of the school principal from the group of all employees and by the fact that the school principal focuses on the task achievement by the subordinates while neglecting the school's staff. The principal of this type takes over all the management processes from planning to follow-up and evaluation. The autocratic leader is characterized by his ambition, and devotes most of his time to work, and he tries to be firm and committed, and performs his work efficiently (Bnmatooq, 2018).

An autocratic school principal is focusing on the cognitive aspect of students learning activities and is neglecting the spiritual, emotional, psychological and social aspects of the students' education. In addition, he/she is neglecting the tendencies of students, their orientation and their readiness, and ignoring the individual differences between them (Gamage & Pang, 2003).

The autocratic leadership style is characterized by individualism and the prevalence of unilateral domination of the school principal in taking decisions. The principal very often supervises directly the decision-making process including all its details, and forms of execution. This type of school principals refrains from delegating authority, and is keen to setting policies, activities and events individually, ignoring the basis of collective tendencies in dealing with others. The autocratic leader usually puts pressure on the workers to abide strictly by laws, regulations and instructions and to increase their efforts and work results (Hammoud, 2010).

The school principals who are using the participative democratic leadership style are usually consulting with their subordinates, including teachers, they are taking their views and proposals in consideration, involving them in the decision-making process, and empowering them to accomplish the tasks assigned, too. The democratic leader allows others to contribute in decision-making through expressing their opinion in order to actively and really contribute to the improvement of the decision. He emphasizes the importance of the individual, and the group within the organization, and seeks to raise their spirits and enthusiasm, and enhance the team spirit among the group members. (Hammoud, 2010; Akpan, 2016).

This style of leadership is participative, as the school principal does not take his decision alone but involves others in developing the decision. The school principal is keen to have an atmosphere of good mood, consultation, cooperation and coordination among the employees. This management style is different from other

styles in the sense that it cares about human relations and respect others. Therefore, the principal is flexible in interpreting the rules and regulations by considering the human feelings in certain emergency conditions of workers (Chang, 2012).

The basic principle of the participative, democratic leadership style of a school principal is to respect the personality of each school employee, building on the basic idea that the multiplicity of minds is better able to evaluate the right ideas and find the best solution than the one mind. The task of management in the light of this concept is not to monopolize leadership, but it is a humanitarian and collective leadership that ensures the group to rally around the leader. In this case, the leader will represent them as a model for their self-fulfillment and expresses their legitimate aspirations within the framework of sincerity and loyalty (Al-Astal, 2009).

The permissive non-directed leadership style is known under various names, including: laissez – faire, absolute leadership, chaotic, permissiveness, free leadership. A permissive leader waives his role in decision-making authority and assumes just a consultative role. In this case absolute freedom is given to all subordinates, and the individual is free in performing his duties, and organizing his work, without any interference from the leader (Hammoud, 2010: 112-109).

That type of school principals does not provide his teachers with any information unless he is asked to and does not engage himself in any discussion. Generally, he does not participate in any of the school's actions, and he sticks to a negative role that leads to create more problems rather than solving the existing ones (Chang, 2012; Lasater, 2016). Therefore, this style of leadership is considered to be ineffective, and the recommendation is not to use it.

We consider that the study of (Oplatka & Arar, 2018) educational leadership and management in the Arab world since the 1990s is a very useful one, since they undertook a systematic and comprehensive review of a lot of studies published since the 1990's on the topic of leadership and management in Arab schools.

An important first finding was that "autocratic leadership style dominates most of the schools in Arab countries as a result of local organizational and social structures and cultural beliefs". Another important finding is that this style is compatible with local cultures and therefore seems to be effective in Arab schools, despite generating low commitment and satisfaction of teachers. Another conclusion was referring to the democratic, shared leadership style. They found that there are favorable attitudes of school principals towards this leadership style, but that their practical implementation in schools was highly barred by the centralization of Arab educational systems, in addition to their hierarchical and strong submission to formal hierarchy characteristics of the traditional Arab culture.

3. Research methodology. Findings and discussions

The research question was: What are the prevailing leadership styles among high school principals of secondary schools in East Jerusalem, from the point of view of teachers?

The study population consists of all (1553) teachers working in all secondary schools in East Jerusalem. A total of 550 questionnaires were distributed to randomly selected teachers from the secondary schools in East Jerusalem using the snow-ball method. A total of 375 questionnaires were retrieved which led to a very good rate of response (68.18%) that is quite suitable for statistical processing. The questionnaire was divided into four main sections. Section A: refers to evaluating the management style of the school principal, and it consists of (32) questions. This section is divided into three parts, each one corresponding to one of the three leadership styles considered: autocratic (12 questions), democratic (11 questions) and permissive (9 questions).

The researcher presents the general characteristics of the research population in Table nr. 4, below. The research population included 375 teachers, after discarding 19 questionnaires that were incomplete. The research shows a response rate (RR) of 68.18% of all 550 distributed questionnaires to teachers from the public schools from East Jerusalem. The quality of this research as expressed by very high the response rate (RR) according to research of Baruch & Holtom (2008) which noted that the average response rate (RR) for research performed at organizational level is in the average of 35.7% with a standard deviation of 18.8.

The presentation of the results includes answering the research questions and the related hypotheses, by reviewing the survey's results. This was done through the analysis of paragraphs of the questionnaire, with the aim of identifying the leadership styles and the characteristics of modern educational management in secondary schools from East Jerusalem. Therefore, the statistical processing of the data collected from the questionnaire was conducted, so the Statistical Package for Social Sciences program (SPSS 25) was used to get to the results of the study that will be presented and analyzed in this chapter.

To establish the study's test the researcher has determined the length of the cells in the five-dimensional Likert scale (1 representing the minimum and 5 the maximum) by calculating the range between the scale (4 to 5) and then dividing it by the largest value in the scale to obtain the cell length, i.e. (4 / 5=0.8). Next, this value of 0.8 was added to the lowest value in the scale (that is 1.00), to determine the upper limit of this cell. After that, the researcher has repeated the procedure to calculate the length of each of the remaining four cells, in total we have determined the length of five cells. Thus, the cell length is as shown in the Table nr. 1, below.

Table 1. The test adopted by the research

Cell length	Relative weight corresponding to cell length	Degree of approval
1-1.80	20%-36%	Very low
bigger than 1.80-2.60	bigger than 36%-52%	Low
bigger than 2.60-3.40	bigger than 52%-68%	Medium
bigger than 3.40-4.20	bigger than 68%-84%	High
bigger than 4.20-5	bigger than 84%-100%	Very High

In order to explain the results of the study and to judge on the level of response, the researcher used the criteria of the order of the mathematical averages at the field level for the tool, and the level of paragraphs in each field to determine the prevailing leadership styles and their degree of practice. The percentages were used to find out the level of practice of each one of the six modern management characteristics. The researcher determined the degree of approval according to the approved test of the study, presented in Table nr. 8, above.

To analyses responses, we have calculated the arithmetic mean, the relative weight, and T-test. The results are presented in Table nr. 2, below.

**Table 2. The arithmetic mean, relative weight,
and ranking of each leadership style of school principals**

Leadership style of the school's principal	Mean	Intensity of the agrement	Relative weight %	The value of the T test	Probability value (SIG)
The democratic style	3.76	High	75.27	21.18	0.000
The autocratic style	2.84	Medium	56.82	-4.23	0.000
The permissive (laissez-faire) style	2.54	Low to medium	50.85	-15.43	0.000
Mean of the leadership styles of the principal	3.03	Medium	61.98	6.05	0.000

The data from Table nr. 2, above, indicates that the arithmetical mean for the component parts of the questionnaire measuring the leadership styles of the school principals is (3.03). Thus, the relative weight is 61. 98%, and the value of the T test equals (6.05), and that the probability values (Sig) equals (0.000). That means that there is a medium degree of approval for all the questions related to the leadership styles of school principals, in general.

The first conclusion is that public school principals in secondary schools in East Jerusalem practice the three leadership styles: autocratic, democratic and permissive (laissez-faire), in varying degrees. The second conclusion is that the most practiced leadership style is the democratic leadership style because it has a high degree of approval (3.76), given the score for characteristics and features of this style. It is clear from Table (2), above, that the "democratic leadership style" ranked first among the three leadership styles, with the greatest relative weight (75.27%). Our study conclusions are validated also by the research of Chafwa (2012) found that high-school principals in Zambia used all the three leadership styles: democratic, autocratic and laissez faire style. The predominant style was the democratic

leadership style while the next was the autocratic leadership style. The permissive (laissez-faire) leadership style was found to be the least practiced by the school managers.

The researcher attributed this to the following reasons discussed further. First, the Ministry of Education urges the school principals to adopt the democratic leadership style, as it is proved to be more effective and functional in achieving the desired results from the school. In order to support this strategic direction for the school principals, the ministry has organized and implemented several training courses for school principals in the last years. This training courses were aimed at educating school principals towards identifying and learning about successful leadership styles, methods, techniques and instruments to stimulating the work of school staff and achievement of the school strategic and operational goals in their respective field of activity within the school. In addition, the courses aimed to help the school principals to learn about methods to analyze the school's climate and to build a unified school culture centered on modern values of successful education of students and modern educational management. The most important of these courses are the following: a) Pre-education courses, such as the following: philosophy of education, ethics of the profession, management systems; b) post-recruitment courses, such as the following: successful school leadership, management skills, strategic planning, power building, school culture and management, conflict management.

The second reason is that democratic leadership style has been proved several times by research in various cultures to be the most effective for the educational process from the point of view of the teachers. This is because the success of the educational process and the achievement of its objectives depends on the existence of managers/leaders practicing the democratic leadership style, involving teachers in the development of educational work and recognize their capabilities. Our results indicated that respondents feel satisfied with their school principals' performance. Also, the democratic leadership style is opening the door for teachers to practice activities and events that are matching with their intentions and interests and does not conflict with the intentions and goals of the educational public policy.

On one hand, this result is also confirmed by previous studies, allowing for the triangulation of the results and thus contributing further to their validation. The results of this study are consistent with the fact that the democratic style has gotten the first rank and the degree of excellent practice as mentioned in the studies of Arar & Bar-Am (2016) and Aqlash & Hanna (2010).

The research of Accariya & Khali (2016) was conducted in the framework of a survey, which included 200 teachers of teachers among Arabs in Israel. The method of selection of the participants in the survey was randomly. The authors concluded that the democratic leadership style of the school principal was the most influential factor on the motivation of teachers.

Another important conclusion was that apparently the great majority of the population of teachers in the Arab sector in Israel is influenced primarily by their

direct manager, rather than from the work environment. In other words, Israeli Arab teachers prefer to receive positive feedback and support during their work from their immediate manager and, consequently, they do not necessarily rely on and do not expect to receive support from a cooperative atmosphere within their school. The democratic leadership style had a high relative weight, which shows that this leadership style was dominant in schools where previous studies were conducted. Chafwa (2012) found that the democratic leadership style had a large positive impact on the teacher performance. The main reason was that teachers felt more energized, empowered and motivated to do their educational work by democratic managers. The study of Oplatka & Arar (2018) concluded that the democratic, shared leadership style is favorably viewed by school principals in Arab countries. They also found that the high centralization of educational systems in Arab countries is a very strong barrier to the practical implementation by school principals.

Our result is in tune with the results of studies such as Domitrovich et al. (2016), Ates& Artuner (2021) that concluded that "the collaborative and participative leadership approach for the development and success of the school should be the basic behavior features of the school manager" (Ates & Antuner, 2021, p. 200). On the other hand, this result conflicted with the results of Sawati et al. (2011), Al-Ajrama (2012) and Al-Rashidi (2012), where the democratic leadership style was not found to be dominant.

The second conclusion was that the "autocratic leadership style" ranked second, with relative weight (56.82%). The researcher attributed this to several reasons, discussed further. The traditional style of Arab managers is autocratic, being influenced by the characteristics of the traditional Arab culture, with high Power Distance (PDI) (80) and strong Uncertainty Avoidance (UAI) (68) according to Hofstede Internet site (https://geerthofstede.com/). In this type of culture "leaders have virtually ultimate power and authority, and the rules, laws and regulations developed by those in power reinforce their own leadership and control". People in this type of society expect and accept that their leaders will separate themselves from the group. The ultimate goal in this type of society related to avoid uncertainty about the future is to minimize its level by adopting and implementing strict rules and policies. This way everything is controlled, and therefore, change is very difficultly accepted by the members of the Arab society.

The Arab culture has a low Individualism index (IDV) of (38), compared to a world average ranking of 64. It is therefore a collectivist society and is "manifested in a close long-term commitment to the member 'group', that being a family, extended family, or extended relationships. Loyalty in a collectivist culture is paramount, and over-rides most other societal rules" (Hofstede, https://geerthofstede.com). Therefore, the autocratic leadership style is still much favored by traditional, older age school principals, and is also considered normal by more traditional teachers, attached to the traditional values of the Arab culture, however most of them being of an older age.

Another explanation is based on the strong centralism of some public-school principals, mostly because they do not trust to delegating tasks to teachers for fear

of doing the work again. In the researcher opinion, this also due to the cultural norms of the traditional Arab culture. The researcher is also explaining this preference for the autocratic style of leadership by the weak capability of public-school principals to perform their work, except through direct and close supervision of teachers. The autocratic principal is an inflexible and uncooperative manager. He is an autocratic who does not accept dialogue. He demands that the instructions be strictly enforced, and since he obeys the laws and regulations he does not care about the teachers' opinions.

Our result about the autocratic leadership style is second most used leadership style are different from study of Oplatka & Arar (2018) which found that the autocratic leadership style most is used leadership style by principals in schools in many Arab countries. They concluded that cultural beliefs in these countries, their locally specific organizational structure and their societal structure are the decisive factors for it. The leadership style specific for a country is influenced by the cultural values of that country and is widely practiced by people in leadership positions and considered normal behavior by their subordinates. They argued that that autocratic leadership style is effective in schools in Arab countries because it is fully compatible with the hierarchical and strong submission to formal hierarchy characteristics of the traditional Arab culture.

An opposing argument, explaining the second place of the autocratic leadership style in secondary schools in East Jerusalem is the fact that mainly the educated teachers, of a younger age share a group culture that differs from the traditional Arab culture because rejects the regime of autoritarianism and dictatorship, as it leads to feelings of motivation suppression and stress, and lack of belonging to work, in addition to low work productivity of the teachers.

On one hand, the results of this study are consistent with the studies of Al Saud (2009), Aqlash and Hanna (2010), Al-Ghamdi (2018) and Bni-Hani & Mustapha (2016), which found that autocratic leadership style was not the dominant style among Arab school principals. The study of Chawfa (2012) found a negative impact on the teachers' performance of the autocratic leadership style and of the laissez-faire leadership style because they felt not motivated and even frustrated in their educational work.

On the other hand, this result of the researcher study is conflicting with the results of the study of Sawati et al. (2011), the study of Al-Ajrama (2012), and the study of Al-Rashidi (2012) where the autocratic style did not come second in the rankings made by the teachers.

The third conclusion is that the permissive leadership style ranked third, where the relative weight was (50.85%). The researcher attributed this to the training courses carried out by the Training and Educational Rehabilitation Center, especially for the new teachers, as these courses made them move away from practicing the permissive style because of its negative impact on the effectiveness of the school administration. Being trained in using the democratic style and avoid practicing the permissive leadership style as being unproductive, school principals are more aware

of that fact and attempt to not use this ineffective leadership style. However, the researcher points out as reason the fact that school principals are aware of the importance of democratic leadership, and that the permissive principal does not have the necessary leadership qualities, making the principal to take his decisions based on insufficient information, which leads to making mistakes in taking decisions. The permissive principal does not plan well for his meetings, and therefore does not devote sufficient time to them, which leads to a negative discussion of educational issues with teachers, and thus negatively affect the achievement of the educational school goals.

On one hand, this result is consistent with the results of the studies of: Al Shahrani (2016), Al-Mutairi & Al-Harahshah (2017), Al-Ajarama (2012), Al-Rashidi (2010) and Chafwa (2012). On the other hand, it conflicts with the study of: Al-Rashidi (2012) and Al-Rashed (2013), where the permissive style did not rank third among the practiced leadership styles.

4. Conclusions

In conclusion, our results indicate that a change is happening in the leadership styles that is practiced by school principals in secondary schools in East Jerusalem, with more use of the democratic leadership style, however still heavily influenced by the traditional Arab culture that favors autocratic leadership. Another conclusion is that a highly performing school principal should practice a mix of leadership styles, adjusted to the particularities of school and its environment.

First, such a mix would be simultaneously being oriented towards achieving the school's goals by focusing on achieving the needed tasks by school employees and being oriented towards maintaining the school employees' level of satisfaction at a high level.

Second, school principals should use more democratic, collaborative leadership styles and less autocratic style, however directive. These results are consistent with the study of Ates & Artuner (2021), who suggested also that school principals should use in addition to the above, a mix between transformational and transactional leadership style, and having a strategic approach based on a long-term orientation of their school. Also, the research of Arar & Ibrahim (2016) indicated that despite a traditionally hierarchical leadership style of leadership in Arab schools, school principals in the Arab education system are involving teachers in the decision process referring to pedagogical aspects of the school's activity issues mainly is when deciding about the teaching methods and materials).

However, school principals tend much less to involve their teaching staff when the making decisions about the school's policy. This indicates that Arab school principals are using autocratic leadership style in school management and administrative issues and a democratic style when dealing with educational matters.

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