



THE PRINCIPAL'S LEADERSHIP STYLE INFLUENCE ON TEAMWORK SKILLS OF TEACHERS IN ARAB SCHOOLS IN ISRAEL

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Abstract: *The purpose of the present study is to examine the influence of a principal's leadership style on the teachers' teamwork and to recommend principal's management strategies to increase teachers' teamwork. The research population is from The Triangle, a concentration of Israeli Arab towns*

• Introduction

There is a consensus that leadership is a human social phenomenon, with two main actors: the leader and his followers. Leadership takes place when the followers adopt the organization goals as their personal goals (Friedman, 1992). The leadership style in the organization and the way the manager is perceived by his employees, has a decisive influence on the goals achievement, the employees, the organizational climate and the employee's professional development.

The role of the school management in Arab society is a prestigious and valued by the community (Addi-Racah, 2006). The education system in the Arab society in Israel has undergone considerable changes in recent years, while the most notable change, among others, is the importance of the principal's educational leadership style for the school's success, referring to the teaching staff professional development, student achievements and improvement of the school climate (Arar & Haj Yahya, 2007).

• Material and method

352 teachers participated in the study, of which 275 were women (78.1%) and 77 were men (21.9%), most of them in the age range of 35-55. The teachers teach in middle schools and high schools. The research tools used in the study include two questionnaires: 1) Multi-factor Leadership Questionnaire – MLQ by Bass and Avolio (1990), includes 36 items which measure nine leadership styles indices. 20 items examine transformational leadership, 12 items examine transactional leadership and 4 items examine Laissez-faire leadership. 2) The O'neil (1998) work group skills questionnaire that includes 12 items referring to two indices: cognitive index and interpersonal relations index.



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• Results and discussions

The study findings showed that there are positive relationships of medium and significant correlations between all the leadership indices and the team skills index. While high levels of leadership (transformational, transactional and laissez-faire) the teacher reported about his principal, were associated with high levels of teamwork skills of the teaching staff. In addition, it was found that, in accordance with the hypothesis, the correlation between transformational leadership and teamwork skills, is significantly stronger than the correlation between transactional or laissez-faire leadership and teamwork skills.

Table 2.2: Pearson correlations between leadership indices and team skills indices - teachers (N=352)

	teamwork skills
Transformational leadership	.514**
transactional leadership	.535**
Laissez-faire leadership	.458**

**p<0.01

• Conclusions

The study findings showed that there are positive relationships of medium and significant correlations between all the leadership indices and the team skills index. While high levels of leadership (transformational, transactional and laissez-faire) the teacher reported about his principal, were associated with high levels of teamwork skills of the teaching staff. In addition, it was found that, in accordance with the hypothesis, the correlation between transformational leadership and teamwork skills, is significantly stronger than the correlation between transactional or laissez-faire leadership and teamwork skills. This study was conducted using the quantitative method.

Future research will include similar studies that will be done with different populations, to find out if different demographic data can affect the findings. In addition, personality and psychological variables can be included in future research, to understand whether they influence the principal's leadership style and teachers' teamwork.