Relationship between the Principal's Leadership Style and Teacher Motivation

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Abstract. The purpose of this study is to examine the relationship between the principal's leadership style and the motivation of the teachers in their work. The research was conducted using the Quantitative Method and included questionnaires for the teachers relating to leadership style and motivation. The questionnaire was given to 137 teachers who teach in elementary and secondary schools in 2014. The research findings indicate a number of significant correlations: a significant correlation was found between the principal's styles of leadership and the teacher's perception of the teaching profession as positive. A significant correlation was found between the teacher's willingness to actively devote himself and the teacher's initiatives related to teaching. In addition, a significant positive correlation was found between the teacher's perceptions of the profession as being positive and between the teacher's initiatives relating to teaching.

Keywords: Principal's leadership Style; Teacher Motivation; School principals

Introduction

School is one of the social, political and economic centers of our lives. Within this framework, the principal constitutes one of the major links in the educational system in general and in the school in particular. The principal oversees many fields in the school and is responsible for a wide range of duties. The research literature found that the principal and his style of leadership has great influence on the various processes in the school (Shabbat, 1996; Kula & Globman, 1994; Hau et al., 2016). The patterns of leadership in its entirety is called "Management Style". The personal style of the principal which is influenced first and foremost by his personal values and mental perception, although, this style is influenced by his principles and the norms by which he prefers to work. Also, the principal's personality and leadership style is reflected in his performance as a principal in the system (Oplakta, 2007). Researchers point to the various models of leadership styles adopted by principals. This

research will concentrate on one of these model which is the decentralized or centralized model.

The researchers Leithwood et al. (2006) present the decentralized style of management Decentralized management is characterized by the ability of the principals to relax their hold and maintain cooperation and delegation of authority. These are not simple skills and every principal must develop them. The decentralized management is a dynamic and not static concept. Leithwood et al. (2006) emphasize that the more complex the principal's role the more necessary it is to delegate authority with other people, and the decentralized model has proven to be effective in organization and leads to successful consequences for the school and it pupils. In decentralized leadership it is not enough to hand the reins over to others who are experts in that field, there must also be an effort to develop leadership (Elmore, 2006). The decentralized principal recognizes his staff's talents, he encourages and develops the pedagogical abilities of the teachers. With the growth of the expert's influence and delegation of authority, these people take on the responsibility of implementation (PwC, 2007; Elmore, 2006).

The Effect of the Leadership Style on the School

Studies that were conducted have found that the decentralized style of leadership that results in efficient pedagogical leadership is one of team work and cooperation. The more the school succeeds in sharing with the professional staff its decisions (coordinators, administrative staff) the more it can expect greater involvement on their part, identification and personal commitment to fulfill its institutional policy (Sharan, 1986). A leadership style, which is aimed largely at fostering interpersonal relationships will express higher intimacy and a strong push towards greater consideration. In a study that was conducted by Bimber (1995), it was found that very few schools changed their educational management in a significant manner. It was found that after years of decentralized process the leadership structure remained under central command, or in a good scenario there existed a mixture of centralized and decentralized leadership. In his opinion the main reason for the limited influence of decentralization is the link that cannot be broken between decision making and budget, personnel and teaching. Namely, the authority to make these decisions is dependent upon other decisions, over which he has no authority.

Friedman (2004) points out that principals have a critical role in creating a positive and nurturing environment for the teacher. Teacher's expectations from principals are receiving support, establishing clear areas of responsibilities, setting goals, giving feedback, encouragement, information, creating good communication and effective professional interaction between staff members. In addition, the principal is responsible for creating an open atmosphere in the school, to be organized and goal oriented.

From the studies of Prizker and Hen (2010) we can understand that there is great importance to cultivating the teacher's side of the relationship with the

administration especially in the early years of teaching. The principal is responsible for creating a supportive environment from the side of the administration and seasoned teachers to the new teacher.

Teacher's Motivation

What motivates the teachers in their work? Various researchers in the educational department tried to trace the process of motivation of teachers and educators. Therefore, a definition is needed as to what constitutes motivation for teachers. The researchers (Gibson, Ivancevich & Donnelly, 1988) define motivation, as the force that causes an individual to act in a certain manner or to be oriented towards it. To Herzberg (1967) motivation would be enhanced when opportunities were provided for subordinates to demonstrate their capabilities and when they are recognized for their accomplishments.

Many researchers tried to trace the process of motivation of teachers, from the studies that confronted Maslow's Hierarchy of Needs theory (Trusty & Sergiovanni, 1966) it appears that teachers do not reach self-actualization from their work. Acker (1989) believes that the motivating factor for teachers is essentially the feeling of self-realization, expertise, respect, a mission for future generations and the desire for advancement, and not salaries and benefits. It was also found that higher wages and extrinsic benefits are not enough to preserve their energy and strength for the long term in the workplace.

Rosenblat and Robin's (2000) study showed that there is a correlation between job security and their commitment to the school. In their study they show that teachers reported a low level of job security and connected it their low salary, while those teachers who reported a high level of job security connected it to achievement and their self-actualization. According to this study it appears that the more the teacher receives a free hand, responsibility, multi-tasks, and self-actualization, the more committed he will be to the school, will feel more job security and as a result his motivation will be strengthened to use his talents for the school.

According to Adams (1965) who defined the concept of "fairness" as a situation in which the relationship between input and output of its employee is equal to that of other workers with whom it has a direct or indirect relationship. Adams (1965) claims that there is no doubt that financial reward is also a motivation for teachers, but it is a secondary one compared to their primary idealistic one. Therefore dealing only with teacher's salaries will not raise their motivation in the workplace.

Other essential factors that serve as a motivating force for teachers are psychological benefits such as: appreciation of their work, freedom in carrying out their work, meaningful and diverse projects, partnership in decision making, receiving positive feedback, obtaining resources to carry out the work, teamwork, delegation of authority and support from the administration, fair treatment and a reasonable work load, opportunities for advancement and continuous learning.

Oplatka (2010) adds that according to various studies, it appears that job tenure and a good salary are not listed as one of the main factors that motivate teachers. On the contrary, what motivates teachers is improvement of self-esteem, expertise, respect, and a feeling of accomplishment in their work. Asor (2001) believes that motivation comes from two main factors: Intensity and autonomy. The amount of effort the teacher is willing to devote to realizing the goal (Intensity of investment) and freedom of choice and identification with the goal (autonomy of investment). In order for the teacher's motivation to be high, there is a need for them to identify strongly with the goals of the education ministry and the school administration and there must be full partnership and freedom of choice in the decision making process of the educational goals.

Navon and Schapiro (1989) point out that teachers aspire to fulfill a broader role in the educational system than in the past, from a desire to control and oversee the activities of adults, which gives them intrinsic satisfaction beyond the external benefits they receive like wage increases or less hours of frontal teaching. These benefits result in satisfaction from their work and a feeling of belonging to the school, even when the teachers do not receive social prestige from the general public.

In relation to motivational factors Oplatka (2006) found that a sense of mission, family atmosphere in the teacher's room and the principal's sensitivity to the teachers' needs contribute to a higher motivation amongst the teachers in the school. Kocabaş and Karaköse, (2005) emphasize: The most important factor for the motivation of teachers is the school administration, the participation of teachers in decision making, the sharing of authority and responsibility, compensation and rewards can motivate them.

Research on the Relationship between Principal's Management Style and Motivation of Teachers

Research emphasizes the correlation between the management style and the teacher's commitment to their work(Dou, et al., 2016; Ling & Ling, 2012; Raman et al., 2015). It was found that teachers are more committed when the principal mediates and provides encouragement, recognition and clear goals (Nguni, Sleegers & Denessen, 2006).

There are studies that point to the style of management as the influence on teacher's motivation and Job Satisfaction teacher's (Ghazala, et al., 2015). Park and Rainey (2008) showed in their research: Research has shown a positive correlation between transformational leadership and motivation. Transformational leadership increase motivation of employees. The research of Eyal and Roth (2010) also show a positive influence: Studies that investigated the correlation between educational leadership and teacher's motivation, found two important finding. First, transformational leadership was negatively associated with teachers' burnout, and this association was partially mediated by teachers' autonomous motivation. Second, transactional leadership was positively correlated with teachers' burnout, and this association was partially mediated by teachers' controlled motivation. Thus, principal leadership style, as perceived by teachers, was a predictor of teachers' motivation type and feelings of exhaustion

in school. Principal empowering behaviors centering on the intrinsic or personal power of teachers' explained 14% of the variability in teachers' motivation (Davis & Wilson, 2000).

Additional studies in the field of education show that the more the leader is attentive and answers the personal needs of the followers the higher their motivation at work will be and this encourages them to solve the problems that arise and increases their participation (Avolio et al., 2004). Friedman (1997) adds and emphasizes that expanding the authority of the teacher and assigning tasks strengthens the teacher's feeling of responsibility and therefore increases his motivation and his willingness to devote himself to the work (Avidav-Unger & Friedman, 2011).

On the other hand, there are studies that show that management style does not influence teacher motivation. In a study that was conducted by Eres (2011) they did not find a meaningful correlation between the transformational leadership characteristics of school principals and the level of teacher motivation. Gallmeier (1992) also did not find a definitive connection: teachers who work under democratic and transactional administrators do not have a significantly higher motivational level than those who work under dictatorial administrators. The study that they conducted differentiates between dictatorial and democratic principals while this study differentiates between principals who use decentralized and centralized management styles.

Purpose of the Study

The purpose of this study is to examine the relationship between the principal's leadership style and teacher motivation in their work. Is it true that the more decentralized the principal's style by delegating authority and sharing decision making with the staff, the higher the motivation of the teachers will be?

Method

The study was conducted in the State of Israel. The study included a questionnaire of teacher's attitude towards management style and motivation. The questionnaire was given to 137 teachers who teach in elementary and secondary schools. 35% of the teachers had between 1 and 10 years tenure, 6.3% had 11-20 years tenure, and 1.6% had 21-30 years tenure. The study was conducted in the year 2014.

Research Tools

The study was conducted using the quantitative method. A questionnaire was prepared with two subjects. The management style variable included 16 questions on the scale of 1 - 5. The questions related to the style of management of the principal where 1 indicated a centralized style of management and 5 indicated a decentralized style. The motivational variable included 23 questions on a scale of 1 – 6. The questions related to the motivation of the teacher for his

work where 1 indicated a teacher with low motivation and 6 was a teacher with high motivation.

Results

Below are means and standard deviations of the two variables: motivation and management style.

Table No. 1: Means and Standard Deviations for Each Statement in the Management Variable. Averages are displayed in descending order. N=137

5 = very characteristic, 1 = very uncharacteristic

	Mean	S.D
`	4.13	0.94
The principal appoints teachers for special tasks	3.87	1.03
The principal makes time to listen to the teachers	3.72	1.03
The principal discusses issues that were suggested by the teachers	3.65	1.09
The principal creates a comfortable atmosphere for the staff	3.59	1.10
The principal checks the distribution of grades the teachers give in the different classes	3.57	1.27
The principal encourages the teachers to participate in deciding school policies	3.55	1.06
The principal waits for the teaching staff's approval before acting on important issues	3.21	1.16
Teacher conferences are organized according to a strict agenda	2.81	1.39
The principal acts without consulting the teaching staff	2.53	1.08
The principal rules with an iron hand	2.51	1.26
The principal does not explain his actions	2.36	1.16
Teacher's conferences are devoted mainly to the principal's report	2.36	1.16
The principal is a "lone wolf"	2.29	1.53
The principal does not want to listen to opinions that differ from his opinion	2.25	1.06
The principal does not encourage innovation	2.09	1.16

The average range shown is between 2.09- 4.13.

The comment that received the highest average was "The principal is an educational role model" (Average 4.13, deviation 0.94).

Table No. 2: Means and Standard Deviations for Each Statement in the Motivation Variable. Averages are displayed in descending order. N=137

6 = Agree strongly, 1 = Disagree strongly

	Mean	S.D
The work constitutes a positive challenge for me	5.10	0.93
I participate in the school's social activities	4.98	1.07
I initiate personal conversations with my students	4.98	1.05
Most of the time I arrive at school in a happy mood	4.98	1.07
I am willing to devote extra effort in my work	4.95	0.89
I learn professional courses in my field	4.93	1.03
I use my creative ability in my place of work	4.93	1.03
I update the parents about their children's achievements and behavior on my own initiative.	4.87	1.16
It's important to me to promote a student even at the expense of my personal time.	4.83	0.96
I'm willing to take upon myself responsibility for important projects	4.81	1.09
I take care to diversify my teaching methods	4.80	0.93
I devote my free time to advancing my school tasks	4.78	1.11
I feel that my work as a teacher is very enjoyable	4.77	1.08
I give myself tasks that are hard but achievable	4.59	1.26
I devote a lot of time in preparing my lessons	4.57	1.06
I initiate activities with the professional and supervisory staff	4.55	1.06
If I had to do it all over again I would still choose the teaching profession	4.51	1.44
I organize social activities for my pupils	4.47	1.25
I aspire to fulfill additional tasks in the system	4.47	1.25
I feel that teaching is burning me out	3.02	1.54
I feel that as a teacher I am not advancing enough in my life	2.76	1.51
I feel that my expectations of teaching are not being fulfilled	2.69	1.32
If I had a different profession I could use my skills better	2.60	1.43

The average range shown is between 5.10-2.60.

The statement that received the highest average was "The work constitutes a positive challenge for me" (Average 5.10, deviation 0.93).

The variable: Teacher's work motivation

For the teacher's motivation variable an analysis was made. There were 3 main factors involved: the teacher's willingness to actively devote himself, the teacher's perception of the teaching profession as positive and the teacher's initiatives related to teaching. Below is a table that presents the 3 main factors that were found in the teacher motivation variable.

Table No. 3: Analysis of Factors in the Teacher Motivation Variable

	Number of Items	Reliability Factor	Mean	S.D
The teacher's willingness to actively devote himself	9	α=0.832	4.83	.68
The teacher's perception of the teaching profession as positive	7	α=0.755	4.45	.85

From Table No. 3 we can see that the averages are high and range between 4.45-4.83 (on a scale of 1-6) and the deviation standard was similar (0.68, 0.85, and 0.97).

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Table No. 4: Pearson Correlations between the Variables of Motivation and Management Style

	The teacher's willingness to actively devote himself	The teacher's perception of the teaching profession as positive	The teacher's initiatives related to teaching
Management Style	-0.042	-0.316**	-0.020
The teacher's perception of the teaching profession as positive	0.136	1	0.214**
The teacher's initiatives related to teaching	0.472**	0.214**	1

From Table No. 4 we can deduce that:

1. A significant negative correlation of a moderate intensity was found between management style and the teacher's perception of the teaching profession as positive, thus the more decentralized the management style the higher the teacher's positive perception rises.(r_P= -0.316, p<0.01).
2. A significant positive correlation of moderate intensity was found between the teacher's willingness to actively devote himself and the teacher's initiatives related to teaching, thus the higher the willingness to devote himself the greater the teaching initiatives will be. (r_P=0.472, p<0.01).
3. A significant positive correlation of low intensity was found between the teacher's perception of the teaching profession as positive and the teacher's initiatives related to teaching, thus the more positive the teacher's perception of teaching is the more he is willing to actively devote himself to teaching tasks.(r_P=0.214, p<0.01).

Discussion

The statement that received the highest average in the management variable was "The principal is an educational role model" (Average 4.13, deviation 0.94). The teachers feel to a great extent the educational role model of the principal and this can be explained according to Oplotka (2007) who claims that the personal style of the principal is reflected in his role as a school principal who is influenced first and foremost by his personal values and mental perception.

The statement that received the highest average in the teacher's work motivation variable was "The work constitutes a positive challenge for me" (Average 5.10, deviation 0.93). This finding matches Acker (1989) statement who claims that the motivating factors for teachers in their work is a feeling of self-realization and not salary or benefits.

A negative correlation was found between the management style and the teacher's perception of the teaching profession, thus the more decentralized the management style the higher the teacher's positive perception rises (r_P= -0.316, p<0.01).

Studies have shown, that teacher participation and encouraging involvement in the school constitutes a means for developing the school as a whole and to the improvement of teaching. According to White (1992) the lowering of supervisory pressure and delegation of authority to teachers improves their teaching, prevents good teachers from leaving and strengthens the cooperation of the teachers with the administration and work colleagues. There are testimonies that in these kind of conditions the teachers report high motivation, satisfaction, and loyalty to the school and are open to new initiatives Shedd and Bacharach (1991) in Edi and Hen (1997).

Johnson (1990) in Edi and Hen (1997) emphasizes the great importance of the school workplace and its influence on the teacher's method of working. Long hours, a lot of administrative paper work, large and heterogeneous classes, tight working hours etc. make it difficult for the teacher and affects his motivation at

work. On the other hand, professional advancement, accepting roles, independence and involvement in decision-making enhances the teacher's satisfaction and encourages persistence in teaching.

Fox (1986) tested the school principal's ability to create a right basis for motivating teachers. His findings show importance in giving respect and recognition to teacher's efforts, setting difficult but achievable goals and participation of the teachers in decision-making. Furthermore, it was found that transformational leadership of principals allows for worker empowerment and affects their development (Avidav-Unger & Friedman, 2011).

In addition, a significant positive correlation was found between the teacher's willingness to actively devote himself and the teacher's initiatives related to teaching (r_P=0.472, p>0.01). The more the teacher is willing to actively devote himself in the school the more willing he will be to devote of his time and energy in his class and school tasks. In addition, a weak moderate correlation was found between the teacher's perception of the teaching profession as positive and the teacher's initiatives related to teaching (r_P=0.214, p<0.01). Part of the teacher's perception of the teaching profession as positive includes initiatives related to teaching.

Conclusion

The management style of the principal of the school has an impact on the teachers in their work in general and the teacher's perception of the teaching profession in particular. Studies have shown that a positive and significant relationship between the principal and his teachers influence the teacher's fulfillment and his attitudes (Price, 2012; Huang et al., 2013).

In addition, the results of the studies indicate that a teacher who is willing to actively devote himself and a teacher who perceives the profession of teaching as positive, will be a teacher with educational initiatives in the school. The study conducted by Fairman and Mackenzie (2015) also shows that teachers who perceive themselves as leaders and teachers who know themselves and their abilities, these will be the teachers that will improve and devote themselves to their work in the school.

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