Introduction

A tendency exists to see the school as an organization in which most of the characteristics of various organizations operate. But at school it is characterized as an organization giving service, and mainly to students.

Every school has an organizational- administrative climate which influences the teachers and the students. Many studies point to the importance of the investigation of the managerial climate of the school, and many studies were executed on the connection between the organizational climate and the feeling of the teacher, but there are few studies which tried to connect between the transformational leadership of the school headmaster and the feeling of the teachers and their functioning in class with their students.

In this study I intend to investigate the connection between the transformational leadership of the school headmaster and the feeling of the teacher (their self- image, satisfaction and feeling in the team) and his functioning with his students. What is special in this study is the attempt to examine the form of behaviour of the teachers towards their students out of organizational factors connected to the teacher, and not out of factors connected to the student.

I hope that this study will contribute to a structuring of the Arab education system in general and in the north of Israel in particular, which constitutes part of the state education system in the State of Israel.

The significant contribution of the study will be when a connection is found between the variables (the transformational leadership of the headmaster and the teacher's feeling, the teacher's behaviour in class) and the study conjectures will be corroborated.

Then it will be fitting to recommend change in the management style of school headmasters to more transformational leadership and openness, as this change will bring positive feelings with the teachers at school and open behaviour of the teachers in class with their students.

Likewise, an investigation of this subject in an ongoing way will throw additional light into the world of the Arab education system in Israel, in order for us to be able to clarify the factors influencing the atmosphere in the Arab schools, and this for the sake of an improvement and advancement of the Arab education system in Israel.

Literature survey

The job imposed on a school headmaster is one of the most difficult and complex jobs. His professional coping takes place in many arenas and it requires him to exercise abilities and skills in many varied fields of responsibility (Sergiovanni, 2002- p.122). Similarly, the school headmaster has a decisive influence on the quality of education in the institution which he manages (Smith & Andrews, 1989).

Work conditions at school are not characterized any more in terms of the traditional management style. The work of management takes place similarly to a journey executed according to a compass, and the location of the compass changes with every step (Sergiovanni, 2002).

Today the job of a school headmaster is a systemic job, and among its features are high uncertainty, instability, constant occupation with thousands of individual events between which there are often moral contradictions. "Non- linear" management conditions are concerned. These conditions have several characteristics: a dynamic environment, a loose connection between the components of the managerial structure, a large number of goals and clashing goals, unstructured tasks, a large number of possible solutions to every problem, results which are not easily measurable, work procedures which still did not stand the test and whose effectiveness has not yet been proved, educational results which are not predictable or estimable, unclear division of authorities and conflicting authorities.

In the masterpiece of Howard Gardner (2005) the complex coping of the teacher is described with "intuitive theories" of the students concerning many aspects of life.

Often, even teaching is done in class "properly", students retrieve the intuitive theories familiar to them from long ago in various contexts.

Also among headmasters there are good intuitive managerial patterns, influencing them often to act differently and even in contrast to their training.

A school headmaster is a job with decisive importance for the success of the school (Murphy, Elliott, Goldring & Porter, 2006).

The success of schools lies in formulation and realization of educational goals (Inbar, 2000), hence the school headmaster has primary responsibility for the success of all the students and it is important to foster his commitment to this.

Research shows that the headmaster has an important job in the improvement of teaching and in raising the achievements of students for example: (Leithwood & Riehl, 2003; Wallace Foundation, 2007; Leithwood, Day, Sammons, Harris, 2008; ISLLC, 2008 & Hopkins, 2007).

The role of a school headmaster is a cumbersome and complex role, and it includes tasks with a varied character. One of the central reasons for this is that schools and headmasters operate in a changing, uncertain and unstable reality. Among the roles of the headmaster it is possible to number for example organizational development of the school, management of decision taking processes, systematic and systemic planning, shaping a safe climate and environment, management of the system of curricula, shaping the timetable, professional development of the teaching staff, budgeting and finance of the school actions, formulation of an educational vision and its realization, recruitment of workers and management of the human resource, management of the connections with the school community, development of learning communities, assessment of the teachers' performance and finally improvement of the achievements of all the students.

The roles of the school headmaster combine managerial and leadership aspects. From a conceptual point of view two different dimensions are concerned (Inbar, 2000): the managerial aspect includes a prominent facet of conservation, arrangement and daily operation of the school, and by contrast to it

the leadership aspect stresses facets like: values, morals, inspiration, shaping of goals, innovation, and chiefly motivation of people towards a common and agreed goal (Murphy et al., 2006).

From a practical point of view, a very sharp distinction between management and leadership is not fruitful (Friedman, 2007). The job of headmaster integrates between management and leadership: according to Bennis and Nanus it lies in shaping a vision and introduction of changes by the side of effective ongoing maintenance (Bennis & Nanus, 1985) and according to Friedman it is based on "conversion leadership" and "routine leadership" respectively (Friedman, 1993), and both of them are necessary for the organization, therefore, effective management of a school is a function of leadership characterizations relying on a managerial basis (Inbar, 2000).

Therefore, and in the light of all which is said above I propose a conception according to which **the managerial tasks are interwoven in all the roles and fields under the responsibility of a school headmaster.** To these important balancing and stabilizing aspects are added characteristics of educational leadership, stressing innovation and change. This conception gives expression to a position **that the managerial aspects are important to the successful functioning of the school but do not stand by themselves but serve educational and pedagogic goals.**

A successful headmaster is a headmaster who places at the centre of the school agenda education and learning: the school headmaster, being responsible for all the activity at school, must lead, manage and weigh up between the components of the school system with the goal of realizing this agenda.

The great responsibility imposed on school headmasters reflects wide economic, social and cultural processes. Thus, an assessment of teachers' performances is connected to a demand for transparency and reporting- part of the conception that education is a governmental service for all the citizens necessitating an effort to prevent gaps between schools. The need for fruitful connections with the school community derives from a combination of processes of decentralization and parental involvement which stress the centrality of the local government and of the third sector in the educational activity at school. All these are extended by the parties referring demands to the school and increasing the competition between schools. The combination between the growing transparency of the educational processes and products and the competition between schools reinforces the need for shaping a unique vision, recruitment of students and marketing of the school. These processes can lead to overemphasis of standard learning products, expressed in terms of marks, and these supply often ammunition against schools, teachers, and headmasters.

Precisely on this background it is worth stressing the importance of state education and giving school headmasters **professional protection and backing.** Simultaneously, in order for headmasters to be able to execute their job completely and professionally, we must insist on a good definition for their space of action. Today there is no satisfactory matching between the demands referred to the school and the expectations of the public from school headmasters and between the processes of location and training of the headmasters, their authorities and the tools standing at their disposal. In the professional literature (for example, Goldring, 2008; McKinsey & Company, 2007; Wallace Foundation, 2007) several conditions are mentioned enabling a headmaster to fulfil his job well:

- The existence of careful processes of location and selection out of the teachers' population.
- Giving suitable reward and incentives to headmasters.
- Implementation of a consistent and adapted training, learning and professional development model.
- Accessing of exact, relevant and useful information and data.
- Making time for the introduction of teaching and learning processes by referring the organizational tasks to other officials.
- Increase of the autonomy of headmasters in everything connected to management of human capital and school budget.

The deep meaning of the task of the school headmaster lies in the pedagogic aspect of his job. The key to the success of headmasters is in change of the centre of gravity of their job: "from management to education". (Evans, 2007, page 17).

Until the eighties of the twentieth century leadership research was based on the social sciences, and the job of headmaster was based on scientific, business and managerial images (Cuban, 2006). The basis of management was considered as universal and does not depend on educational context (Murphy, 2006). **The traits approach, the situational approach and the behavioural approach** are examples of this general paradigm.

In the last twenty years, in the light of the recognition of the connection between the actions of a leader and the culture of the organization in which he operates, there has been great interest in the model of shaping or transformational leadership and in the full range model of leadership (Avolio & Bass, 2008). These stress the role of the headmaster as shaper of culture. These models are focused on the influence of the leader on people, their tendencies, positions and beliefs, and thus on shaping optimal connections among members of the organization (Murphy, 2006). The transformational leadership model notes terms like realization of ideals, staff development based on inspiration, consideration of the individual and intellectual stimulus (Avolio, Waldman & Yammarino, 2008).

The special importance of transformational leadership is in stressing the need to create a healthy school culture. In the words of Roland Barth, the founder and manager of the centre for school headmasters and professor at Harvard University, "the school culture has a great importance beyond life and learning at school, more than the president of the state has, the State Department, the district inspector, the school board, or even the headmaster, the teachers and the parents. (Barth, 2002, p. 6).

The school culture is based on the system of norms, positions, beliefs, behaviours, values, ceremonies, traditions and myths which are inherent in the core of the institution. A healthy culture is an ongoing source of inspiration for learning of youngsters and adults together, and hence its great importance. The school headmaster must examine all the time his school's culture and certify that it summons and encourages learning.

Under conditions like these the achievements of the students and the whole system will reflect the school atmosphere and culture. Transformational leadership is a necessary matter, but it cannot lead alone to a continued school improvement (Hopkins, 2001). The transformational approach like other general leadership approaches, reflects a too great distance from "the core technology" of the school, that is from teaching and learning. If the central job of the school is causing youngsters to grow- the intensification of their learning and achievements- it is fitting for the school headmaster to focus on this goal, he will serve as pedagogic leader (instructional leader) and will direct towards changes in the act of teaching and learning, up to date studies note that an instructional leadership is the core task of a school headmaster, and a headmaster who is a pedagogic leader influences the improvement of teaching and the achievements of the learners (McKinsey & Company, 2007; Gutterman et al., 2006).

It becomes clear that a pedagogic leadership, as will be specified in due course, is not a structured and frequent phenomenon in an educational system. Every now and then there is division of work in schools according to which the teachers are entrusted with activity behind the closed class door, whereas the headmaster deals with actions like budget management, fixing and maintenance of the organizational structure of the school, management of the connections with the school community, treatment of conflicts and crises, enrichment of the human capital, shaping the school climate and also marketing and management of the daily routine of the school (Elmore, 2004). The headmaster finds it difficult therefore to connect between these actions and the act of teaching and learning, and in any case does not design for himself a central place as instructional leader. Indeed there is in this description a sort of generalization, but the claim to which one must draw attention is **that there is no systemic structuring supporting method in instructional leadership.**

From the eighties of the twentieth century we are witness to an effort to change the central characterization of the function of school headmaster and to bind it **to the educational context and to the educational goals of the organization**. If we accept the assumptions that the central job of the school is a role with great importance on the realization of this goal, the required conclusion is that the headmaster must devote the best of his energy to the fields of teaching and learning.

This conclusion led many researchers to a statement that instructional leadership is one of the characteristics of the job of headmaster: leadership stressing behaviour of teachers whose direct goal is to influence the growth of the students (Leithwood, Doris, & Steinbach, 2006).

Leadership defining the pedagogic designation of the school, manages teaching and learning and creates a school climate supporting learning (Hallinger & Murphy, 1985).

There is leadership directing and guiding the improvement of teaching and learning (Elmore, 2004), leadership shaping an educational vision and realizing it by cooperation with the school staff and the community (Leithwood & Riehl, 2003) and leadership based on procedures making sustainable contacts with class practice (Coldern & Spillane, 2007), that is, based on the interaction of a teacher- student- learning materials.

How are these rules translated into action instructions?

It becomes clear that one of the problems which characterized the literature dealing with instructional leadership is that there is no breakdown in it, but making do with their ethical characterization and rules. Recently this trend changed, and a comprehensive survey of the research made it possible to present detailed and established models of instructional leadership, these models note the effectiveness of the actions as follows:

- Definition of the pedagogic designation of the school and formulation of its goals.
- Management of the system of teaching and learning, and in it instruction and assessment of teaching and the variation of teaching methods.
- Leading and involvement in determining the curricula in order for them to be significant to learners and for them to develop their thinking.
- Identification of the focusing of learning of all the students and follow up after it on a database.
- Fostering of a positive learning climate with an emphasis on adapted allocation of the teaching time and development of the organizational structure for the educational needs.
- Management of the professional development of the school staff with a link to teaching and learning practice.

Therefore, the central role of the school staff according to the up to date professional literature is constant improvement in teaching and learning. In this context the literature does not distinguish between learning and education. In the educational reality in the State of Israel there is a sort of great emphasis on education, moral education, education for values etc.

Therefore, the central role of the headmaster is to focus on the school practice in teaching and learning, for the sake of advancement of the students' achievements, in the educational, social and ethical field.

It is important to emphasize that the focusing of the headmaster on the educational act, teaching and learning is not exclusive and does not make his other jobs redundant, but **there is a link between the ensemble of his jobs, they serve one another and support the central role of the school headmaster- pedagogic leadership.**

In the research literature they spoke about four central fields which occupy school headmasters:

1. <u>**Shaping the picture of the future of the school- vision and management of change**</u>

The most significant job of the instructional leader, according to Hallinger, is a definition of the educational vision of the school and its realization (Hallinger, 2003). The vision is an expression of the world view of the school and of the central purpose for whose sake it exists. This is "the glue" connecting people one to another and to the organization, it creates feelings of mission and hope and bases the daily activity on moral positions (Sergiovanni, 2002). The starting assumption of the occupation with the school vision is **that the school is an organization which is motivated by values, and it educates for values from its very conduct.**

From a survey of the literature discussing school visions several important findings arise:

- A vision expressing the desired direction and the targets which the school strives to reach.
- A vision needs to be anchored in the local circumstances of the school.
- A successful vision does not remain by way of persuasive declaration but is translated into practical possibilities of action.
- A dynamic vision subject to changes within effective work more than a static vision (Hillman & Stoll, 1994).

It is important to distinguish between the vision of a headmaster and the vision of the school. Indeed it is important that the school headmaster will be an educational "backbone", but one should not suffice with this. One of the expressions of school headmaster leadership is in leading the school staff and relevant bodies in the school community to joint formulation of their vision.

The research shows that a school vision which the school headmaster stated or formulated- as talented as he may be- arouses opposition, leads to passivity and indifference of the school staff in everything connected to its realization and becomes irrelevant when the headmaster leaves his job. Additionally, a vision which is disconnected from reality can cause much damage to the organization, as it becomes an illusion trying to adapt itself to an ideal image which it is impossible to realize (Bogler & Nir, 2001). By contrast to this it became clear that a vision which is a product of a cooperative process is a richer vision, grounded in the local context and with higher chances of implementation. The dynamism of the vision and its updating from time to time are essential also for the effective functioning of every organization, and especially for organizations in which frequent changes take place (Bogler & Nir, 2001; Hillman & Stoll, 1994).

As the vision posts a challenge to the school, its realization involves a process of change, and this is a complex matter, especially if it is directed to the act of teaching and learning. The process of change involves a variety of fields and components depending one on another, for example educational conceptions, curricula, teaching methods, ways of assessment, organizational mechanisms and procedures, work frameworks of professional teams, definition of tasks, their division and execution, the organization of time, the location and pooling of resources, coping with opposition, treatment of components out of a view of the whole system, and in short change in the school culture.

The professional literature dealing with school change supplies several important insights:

- The teachers have to receive opportunities for learning about the change and to be central partners in planning the change and in leading it (Cohen & Hill, 2001).
- One should shape numerous arenas and opportunities for conversations about professional involvement between teachers (Little, 1990).
- A distinction is required between officials and staff maintaining the status quo and officials and staff in charge of the change (Hopkins, 2001).
- Organizational and budgetary changes are required derived from the worldview and from the pedagogic goals guiding the school (Sarason, 1996).
- It is important to make close connections between the vision, the work programs, the professional development of teachers, curricula and the teaching and learning act in classes (Eisner, 1992).

2.   The staff leadership, its management and its professional development

The central starting assumption is that it is impossible to improve effectively and over time the learning of students without improving the teaching of teachers (McKinsey & Company, 2007). From the viewpoint of the headmaster serving as instructional leader this assumption has decisive importance.

First, the headmaster must invest significant time in instruction and counselling of teachers.

Second, he must be present at significant pedagogic junctions.

And finally, he must also enter classes, observe lessons and give feedback to teachers. However the headmaster's focus on teaching is not only direct, but also indirect (Coldren & Spillane, 2007).

That is, the headmaster can influence the class practice by actions which he himself executes but of course by organization of the school system, resources and tools standing at his disposal. In this way he leads the pedagogic tasks and manages them, but other figures from the school and outside it execute them. In other words, there are two central reasons for pedagogic leadership summoning the decentralization of the management tasks (distributed leadership).

First of all, there are many management tasks and it is unreasonable that one person, talented as he may be, will execute them alone. Secondly, and more importantly, if the central task of the school is connected to the improvement of teaching and learning processes, the teachers, by being executors of the task in practice, have to be central partners in leading the processes of school improvement (Coldren & Spillane, 2007; Hopkins, 2001; Southworth, 2000; Spillane, 2005).

Moreover, if the teachers keep professional contacts- formal and informal- on a fixed basis, if they plan together lessons and teaching units, if they hold professional conversations on activity in classes, if they share knowledge and successful teaching practices one with another, if they receive opportunities to initiate new activities, then the chance for improvement of learning and raising the achievements of the students is very great (Southworth, Polan and Hargreaves, 2000).

In this context the headmaster has two central roles:

- Creation of a collegial work environment and solidarity learning from practice (community of practice).
- Teaching staff management and organization of processes of professional development of the teachers.

3.   Treatment of the individual

The professional literature dealing with the headmaster as an instructional leader stresses his commitment to the educational success of every student. The impression is received that this emphasis of the educational facet can come at the expense of the personal- educational facet. But this does not mean individual, adapted or differential teaching- all these, important as they may be, remain in the educational achievement field. **This means that the responsibility of the school headmaster is for the conception that the student is a whole person whose wellbeing should be taken care of, who should be nurtured and educated accordingly**. Of course a personal attitude of this type is infinitely important also for the improvement of learning, but the striving for a personal attitude does not derive from an instrumental view, but from an essential- ethical view. This is also for the way in which the individual is perceived as a learner. Terms like: "desire to know", "curiosity", "autonomous learner", "learning styles", "development of thinking", "motivation for learning", "and learning throughout the whole life" remain mostly outside the management and leadership discourse at this time, and other terms take their place: "a high standard of expectations", "investment", "standards", "standard tests", "and raising marks".

I do not disqualify the need for effective learning and raising achievements, but without teaching on the basis of a personal attitude effective learning will not be able to take place with many of the students.

This claim receives double validity from trends of their sorts in contemporary society leaving many children to themselves in most of the hours of the day, or alternatively with caregivers and caretakers of their sorts who do not have sufficient emotional meaning for the children. Thus it happens that masses of children from all the social layers grow up in conditions endangering their welfare and leave them without relations with significant adults.

In this context I believe that the school is an important site for social change. Indeed the school and the educational system are incapable of bearing this task alone, without wider support. But the school cannot ignore the complex reality characterizing the lives of children and adolescents, whose source is amongst others the incapacity to realize the goals of the school when many students live and grow up under conditions as mentioned. Due to this the role of the school headmaster is that the school staff will be present, attentive and relevant to the life experience of all of the students, and among them also students in situations of hardship. It must create frameworks capable of giving an answer, as good as possible, to the needs, ambitions, and legitimate desires of the students.

4.   Management of the connections between the school and the community

Until the seventies the school was an almost totally independent organization and it did not maintain significant relations of dependence with its environment (Oplatka, 2007).

In the last forty years this picture changed: making education a universal service demanded giving a report to the parents: school budgeting on the basis of the numbers of students led to competition between schools, and headmasters started to market their schools, processes of decentralization increased the influence of the local authority, and it became a source of finance and influence on schools and involved schools in local politics; schools under self-management and community schools increased the need for cooperation between the school and bodies in its environment; reduction of the budgeting for schools and advancement of processes of privatization in society paved the way for the penetration of organizations from the third sector and of business bodies into schools.

A fundamental argument takes place on the meaning and value of these processes, but in practice school headmasters find themselves within a complex reality and have to respond to the daily challenges placed before them. How do they do this?

School headmasters devote much time to making contacts with officials and with organizations in the school community and outside it. The goal of these contacts is to answer a variety of needs: reception of varied counselling, location of information in everything connected with policy, location of sources for support at school and its accompaniment, planning and preparation of visits to school, identification of new trends relevant to school functioning (whether they are threatening or whether there is an opportunity in them) and identification of sources of finance (Leithwood, Sammons, Harris & Hopkins, 2006).

Usually these activities are not connected directly to teaching, and especially not to an increase of the chance for the improvement of education, learning and students' achievements. Moreover, the conception in this reality is that the main job of external contacts is activity for location of economic resources and competition for realization of interests. But, a community is not only an economic potential or a source of tensions, a sort of obstacle which should be overcome.

I am seeking to see in the community the socio- cultural context within which the school operates.
As it is like this it contains special importance for educational practice, as it expresses the life experience of the learners.

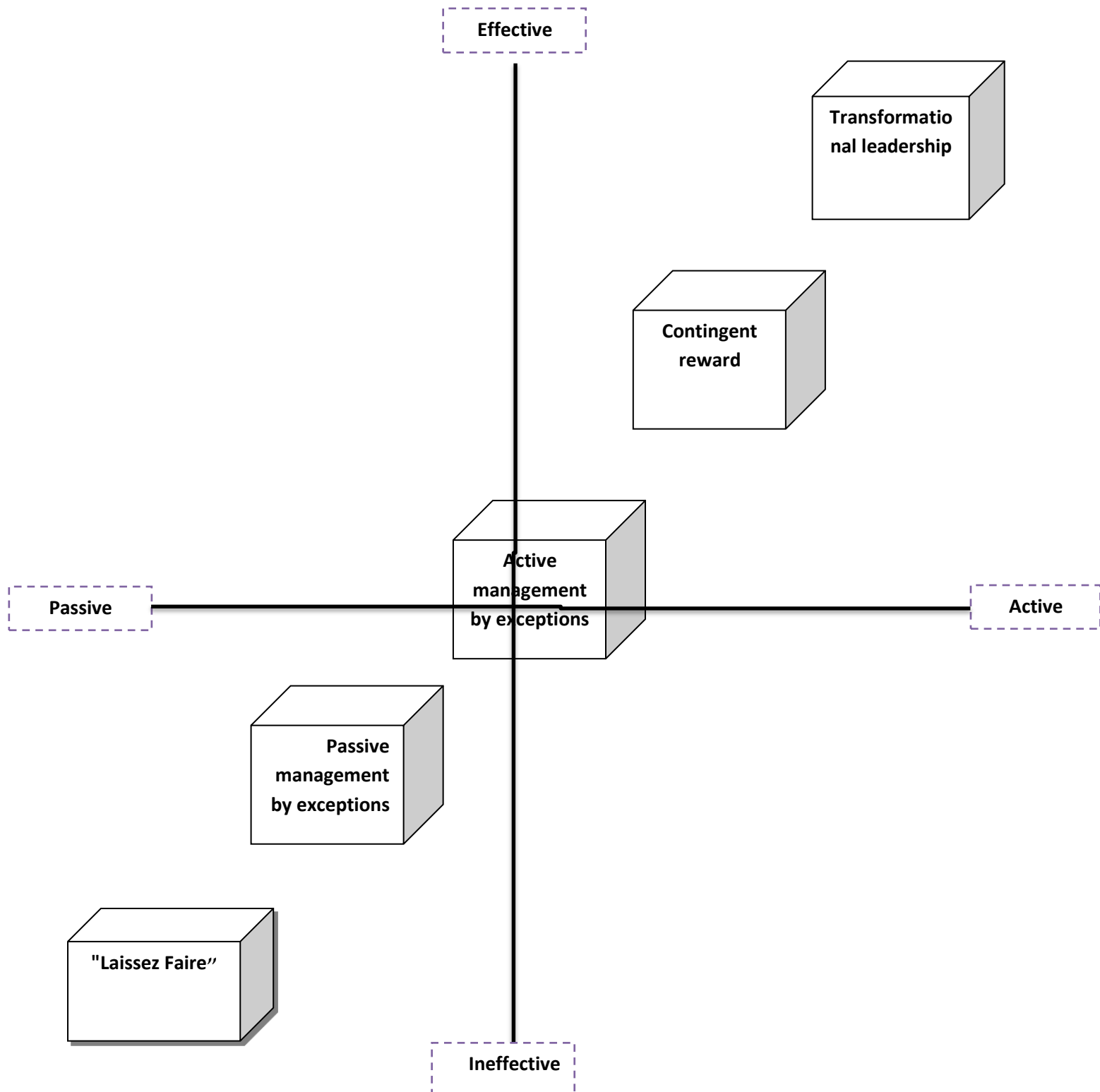Several important insights arise in this context:

1. The more a school headmaster mediates for parties outside the school the mission of the school and the importance of the pedagogic focus, the chance is greater for cooperation whose direct concern is this facet of the school (Leithwood et al., 2006). In the continuation of this, the more the vision of the school is rooted in community contexts, the chance for its acceptance and its realization is greater.
2. The school must select in the light of its vision between bodies seeking to influence its conduct.
3. The school community can serve as a rich platform for learning experiences and for authentic social and volunteering activities.
4. The students' learning is intensified if the parents support the school and its goals, place a high standard for their children and take care of suitable learning conditions for them.

Transformational educational leadership

Meaning, transformational leadership, charismatic leadership etc. as speaking about the process of motivation of the leader of his people are among the theories of the end of the decade creating a more overall and comprehensive integrative conception, and therefore also give more possibilities for understanding in the research and in the implementation of leadership development (Popper, 2000). Every one of us meets the phenomenon of leadership and experiences it, either as the leader or as the follower and either as the observer from the side, many times during his life. All of us will know how to point to the leader when we will see him in action, but will we also know also how to say what is the source of his power? Why will this person lead precisely and not others? It will be especially hard to explain this when the leader has no formal authority or unique knowledge. As Barnes said (1978) "leadership is one of the most widespread and misunderstood phenomena on earth". There is an agreed definition of the phenomenon according to which, "**leadership is motivation of people for execution of tasks over time whilst exhausting the means of motivation and whilst using minimally means of coercion**" (Popper, 2000). In this definition the process of choice and the desire of the followers to execute the tasks are emphasized however it does not reject the possibility of use of means of coercion as part of the overall process of motivation. Often we meet, both in everyday language and also in the professional literature, the terms management and leadership as alternative ways for the achievement of tasks by means of people (Popper, 2000).

Following Friedman (1993) and Popper (1994), it is possible to say that the term leadership expresses the mission, the vision and inspiration whilst the term management deals with implementation and with effective operation of the resources. Actions of management are directed to ensuring routine activity and to a stable existence. The focus is on ongoing and routine management stressing the achievement of goals which were agreed in advance effectively and clearly. Actions of leadership are directed to innovation, in contrast to routine, and to replacement of what there is by contrast to a trend of keeping stability. The operation of the organization by a leader comes to full realization by means of formation of a future vision, stressing innovation and pushing for the introduction of changes and their execution. Leadership, therefore, is a wider term than management. Management is one facet of leadership, the facet in which the realization of the organization's targets is expressed. Both leadership and management are necessary patterns of behaviour, and the terms express not only descriptions of behaviour but also conceptions of ways of operation and activity in the organization.

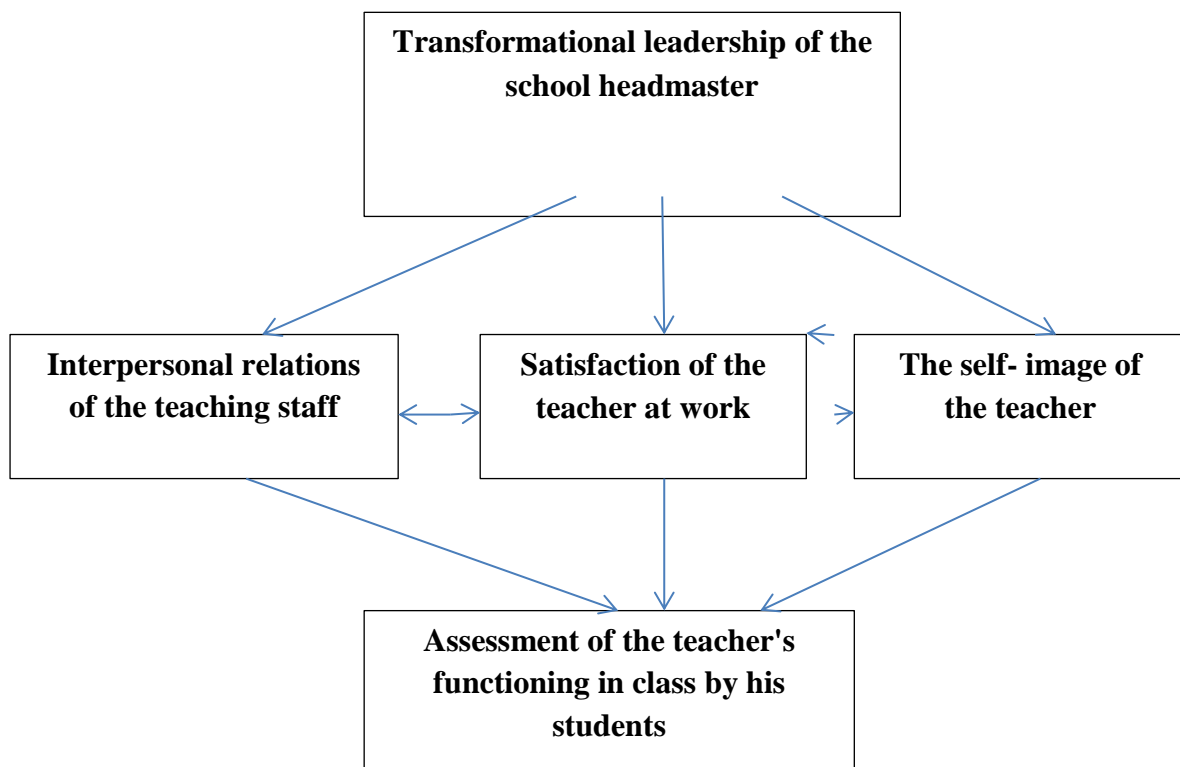# Optimal leadership profile

Effective

Transformational leadership

Contingent reward

Active management by exceptions

Passive ———————————————————— **Active**

Passive management by exceptions

"Laissez Faire"

Ineffective

10

The optimal profile (diagram no. 3) presents a leader who demonstrates many behaviours belonging to the components of transformational leadership and contingent reward and demonstrates few behaviours of the type of management by exceptions and of lack of management. The findings of a number of studies (Bass and Avolio, 1990; Bass and Avolio, 1993) place a question mark by the empirical justification in the dismantling of the model into such a large number of components. For example, relatively high internal correlations were found between the four components of transformational leadership themselves. Nonetheless we think that for the needs of counselling and instruction it is best to measure each one of these four components separately.

Instead of limiting the research of development of leadership in the future to use of a general factor of "charisma" or "transformational leadership", we think that the researchers and application people must continue and dismantle those general factors into their components. The central reason for this is that it is much easier to explain to people how they can raise the frequency of the use they make of behaviours creating intellectual challenges, or of those which transmit a message of individual consideration, than to explain to them how they can become more charismatic. Similarly, a detailed and distinct feedback as to the amount of use which the student or the learner makes of contingent reward, in active management by exceptions- and in passive management by exceptions- can help him much more than general feedback as to his performance as a rewarding leader.

The research model: <u>A schematic presentation of the system of connections between variables</u>

The central study hypothesis

A positive connection will be found between the level of transformational leadership of the school headmaster and the satisfaction of the teachers at work, their self- image, their feeling in the teachers' staff and the level of democratization in class of their students.

Table no. 1:

Averages and standard deviations, the range of marks and values of Alpha Cronbach of the study variables: the transformational leadership of the headmaster (management), organizational climate, the self- image of the teacher, his satisfaction at work, the interpersonal relations of the teacher and the functioning of the teacher in class in the staff.

The variable	Number	Average	Standard deviation	Range	Cronbach alpha
The transformational leadership of the headmaster (management style)	224	3.65	.22	2.30-4.04	.598
Organizational climate	224	3.62	.11	3.36-3.95	.605
The self- image of the teacher	224	3.97	.36	3.36-3.93	.708
The teacher's satisfaction at work	224	3.87	.41	1.40-4.40	.742
The interpersonal relations of the teacher in the staff	224	3.75	.29	2.00-4.23	.810
The teacher's functioning in class	224	3.36	.60	2.15-4.95	.898

Derived hypothesis

The first conjecture: a positive connection will be found between the transformational leadership of the school headmaster (the management style) and the self- image of the teacher, his satisfaction at work and the interpersonal relations of the teacher in the staff.

Table no. 2:

Pearson correlation coefficients between the transformational leadership of the school headmaster (management style), and the self- image of the teacher, his satisfaction at work and the interpersonal relations of the teacher in the staff.

	Self- image of the teacher	The teacher's satisfaction at work	The interpersonal relations of the teacher in the staff
Management style	.900**	.862**	.959**

N=224   P<.01

From a study of the table it was found that a statistically significant high positive connection exists between the management style of the headmaster and the self- image of the teacher. (n=224, p<.01, r=.900*).

Moreover, a statistically significant high positive connection was found between management style and the interpersonal relations of the teacher in the staff. (n=224, p<.01, r=.959**). Finally a statistically significant high positive connection was found between the management style of the headmaster and the teacher's satisfaction at work. (n=224, p<.01, r=.862**). Therefore the first conjecture was corroborated.

The second conjecture: it will be found that the relative contribution of the dimension of transformational leadership of the headmaster, out of the other dimensions of organizational climate at school (autonomy, interpersonal relations, image, load, adaptation to innovations and school services) to the explanation of the variance in the self- image of the teacher, his satisfaction at work and his feeling in the staff, will be greater than the contribution of the other organizational climate factors.

The second conjecture (1):

It will be found that the relative contribution of the dimension of transformational leadership of the headmaster, out of the other organizational climate dimensions at school (autonomy, interpersonal relations, image, load, adaptation to innovations and school services) to an explanation of the variance in the self- image of the teacher will be greater than the contribution of the organizational climate factors.

Table no. 3:

The results of a multi- linear regression for prediction of the self- image of the teacher by the dimension of transformational leadership and the dimensions of the organizational climate at school.

	Unstandardized regression coefficient B	Standard error of B *SE. B*	Standardized regression coefficient *Beta*	t
The transformational leadership of the headmaster	1.450	.048	.909	30.507***
The dimensions of organizational climate at school	-.139	.097	-0.43	-1.442

$F(2,221)= 478.150, R^2=.812, p<.001$

It is revealed from the table that the model is statistically significant $p<.001$, and it is possible to see that the variable the transformational leadership of the headmaster explains 81.2% of the variance of the self- image of the teacher. The higher is the variable of transformational leadership of the headmaster so his self- image is higher *(p<.001, Beta=.909).* The dimensions of organizational climate at school are found as insignificant. And therefore the second conjecture (1) was corroborated.

The second conjecture (2):

It will be found that the relative contribution of the dimension of transformational leadership of the headmaster, out of the other dimensions of organizational climate at school (autonomy, interpersonal relations, image, load, adaptation to innovations and school services) to the explanation of the variance in satisfaction of the teacher at work will be greater than the contribution of the organizational climate factors.

Table no. 4:

The results of a multi- linear regression for the prediction of the teacher's satisfaction at work by the dimension of the transformational leadership of the headmaster and the dimensions of the organizational climate at school.

	Unstandardized regression coefficient B	Standard error of B SE. B	Standardized regression coefficient Beta	t
The transformational leadership of the headmaster	1.654	.059	.903	27.953***
The dimensions of organizational climate at school	-.730	.120	-0.196	-6.065***
F(2,221)= 390.721, R^2=.780, p<.001				

P<.001**

It is revealed out of the table that the model is statistically significant **p<.001**, and it is possible to see that the variable of transformational leadership of the headmaster explains 78.0% of the satisfaction of the teacher from the work. The higher is the variable of transformational leadership of the headmaster so the higher is his satisfaction from the work (***p<.001, Beta= .903).*** The dimensions of organizational climate at school are found to be significant and explain the satisfaction of the teacher from the work (*p<.001, Beta=-.196).* Therefore the second conjecture (2) was corroborated.

The second conjecture (3):

It will be found that the relative contribution of the dimension of transformational leadership of the headmaster, out of the other organizational climate dimensions at school (autonomy, interpersonal relations, image, load, adaptation to innovations and school services) to an explanation of the variance in the feeling of the teacher in the staff, will be greater than the contribution of the other organizational climate factors.

Table no. 5:

The results of a multi- linear regression for prediction of the teacher's feeling in the staff by the dimension of transformational leadership of the headmaster and the dimensions of the organizational climate at school.

Dimensions of the organizational climate at school.

	Unstandardized regression coefficient B	Standard deviation of B SE. B	Standardized regression coefficient Beta	t
The transformational leadership of the headmaster	1.237	.024	.976	52.208***
The dimensions of organizational climate at school	-.215	.048	-.083	-4.458
F(2,221)= 1384.810, R^2=.926, p<.001		**P<.001*****		

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It is revealed out of the table that the model is statistically significant p<.001, and it is possible to see that the variable of transformational leadership of the headmaster explains 92.6% of the variance of the teacher's feelings. The higher is the variable of transformational leadership of the headmaster so the feeling of the teacher in the staff is higher (*p<.001, Beta=-.976*). The organizational climate dimensions are found to be significant and explain the feeling of the teacher in the staff, (*p<.001, Beta=-.083),* and therefore the second conjecture (3) was corroborated.

The third conjecture:

Positive connections will be found between the self- image of the teacher, his satisfaction from work and his interpersonal relations in the staff.

Table no. 6:

Pearson correlation coefficients between the self- image of the teacher, his satisfaction at work and the interpersonal relations of the teacher in the staff.

	The teacher's satisfaction at work	The interpersonal relations of the teacher in the staff
Self- image of the teacher	.956**	.971**
The interpersonal relations of the teacher in the staff	.960**	

N=224   **P<.01****

From a study of the table it was found that a strong statistically significant connection exists between the interpersonal relations of the teacher in the staff and the self- image of the teacher, (N=224, p<.01, r=.971**). Moreover, a statistically significant connection was found between the satisfaction of the teacher at work and the self- image of the teacher (n-224, p<.01, r=.956**), similarly a statistically significant connection was found between the satisfaction of the teacher at work and the interpersonal relations of the teacher in the staff (n-224, p<.01, r=.960**). And therefore the third conjecture was corroborated.

Discussion and conclusions

The central goal of the study is to test, whether the transformational leadership of the school headmaster and the open organizational climate at school are connected to positive feelings of the teacher at school and to efficient and open functioning in class with his students in schools in the Arab education system in the north of Israel.

In the light of the study findings it becomes clear that indeed a positive connection exists between the level of transformational leadership and the openness of the transformational leadership of the headmaster at school and the satisfaction of the teachers, the self- images, their feeling in the teaching staff and the level and openness in their functioning in class with their students. These findings verify the central study conjecture and the study model, which points to connections and influences between the headmaster's leadership and the feeling of the teacher and his functioning in class.

A specification of the study findings and their implications

Out of the study findings it becomes clear that the first study conjecture was accepted, that is, strong, positive and significant connections were found between the transformational leadership of the headmaster and the factors of the teacher's feeling (the self- image, his satisfaction at work and his feeling in the teachers' staff),

It was found that a statistical and significant connection exists between the leadership dimension (the management style) and the self- image of the teacher (P<.001; r=.900**), this means that at the school, in which the headmaster has a character and he has traits of a transformational leader the teachers have a positive self- image. By contrast to this, at a school in which the headmaster is authoritative and strict, the teachers will have a low self- image.

This finding matches results of other studies (Zak, 1981; Delctos, Burns and Kulewcz, 1987).

Also, it was found that a statistical and significant positive connection exists between the leadership dimension (the management style) and the satisfaction of the teacher at work (P<.001; r=.862**).

It seems that at the school in which the headmaster is "open", the teacher display a high level of satisfaction, and this as at a school, in which the headmaster is considerate of teachers and involves them in his decisions, it arouses a high satisfaction among the teachers (Zak, 1981; Jenkinson and Chapman, 1990). By contrast to this, a "closed", strict and authoritative headmaster can cause dissatisfaction from the work and burnout, and even cause dropout from the profession (Etzioni, 1979; Meyuhas, 1985; Saadia, 1995; Kremer, 1989, Washington, 1989).

 The significant and strong connection between all the data is: the interpersonal relations of the teacher in the staff and the headmaster's leadership (P<.001; r=.959**), this is a very strong connection which almost approaches 1 and this states and explains how important it is for a school headmaster to have leadership traits which are the things which influence automatically the interpersonal relations with the teacher in the teaching staff. This is what brings nice feelings and openness between the teachers themselves and between the teachers and the headmaster- every teacher helps his colleague, if he encountered problems the concern of the headmaster for the teachers and his way of dealing with them, within his task- oriented behaviour, stand in connection with the relations existing among the teachers themselves. The comfortable atmosphere which the headmaster inspires influences the atmosphere among the teachers themselves (Sharan, 1985; Zak, 1981).

The honour, the partnership and the autonomy give the teacher a feeling of satisfaction at work, which increases their efficient work and raises the level of cooperation among teachers, for the sake of realization of the school goals, and especially in the penetration of changes and the operation of new

educational projects at school. The headmaster encourages the teachers to take part in fixing the school policy, supports innovations, accepts opinions different from his own opinion, and then the teachers cooperate for the sake of achievement of joint professional, social and educational goals.

The second study conjecture concerned the relative contribution of the dimension of headmaster's leadership to the explanation of the variance in the self – image of the teacher, his satisfaction at work and his feeling in the staff, by contrast to the contribution of the rest of the organizational climate dimensions (autonomy, load, image, interpersonal relations, school services and adaptation to innovations). In a stepwise multiple regression analysis, of the organizational climate dimensions on the factors of feeling of the teacher, I found that the dimension of the headmaster's leadership is the principal explainer of the self- image, his satisfaction and the feeling in staff, in addition to the dimension of autonomy, from the rest of the organizational climate dimensions.

For example, in the introduction of the organizational climate dimensions to a comparison of the stepwise multiple regression (headmaster's leadership, autonomy, image, interpersonal relations, the school services and adaptation to innovations) with the self- image of the teacher, two dimensions entered in a comparison which explains the variance in the image, and they are- autonomy in the first place (step- 1) and transformational leadership in the second place (step- 2) whilst the rest of the dimensions did not enter the comparison of the multiple regression, and they are: load, image, interpersonal relations, the school services and adaptation to innovations.

In the stepwise multiple regression analysis of the organizational climate dimensions with satisfaction of the teacher at work, three dimensions entered this comparison which explains the variance in satisfaction, and they are:

Transformational leadership in first place
Autonomy in second place
Image in third place

Whilst the rest of the dimensions- load, interpersonal relations, the school services and the adaptation to innovations did not enter the comparison, so they do not explain this variance.

Similarly, also from an analysis of the stepwise multiple regression of the organizational climate dimensions with the variable of the teacher's feeling three dimensions entered the comparison which are:

Transformational leadership in the first place
Autonomy in the second place
Image in the third place

Whilst the rest of the dimensions- load, interpersonal relations, the school services and the adaptation to innovations- did not enter the comparison, so they do not explain this variance.

The findings receive the support of findings of other studies (Schwarzwald & Bizman, 1990; Freeston, 1987; Avi- Itzhak, 1988).

The further contribution of the dimensions of autonomy to the variables of self- image, satisfaction and feeling in the staff, stresses being in the team, stresses the importance of the headmaster, as an open and flexible management style, gives more autonomy to teachers at their work, whilst a closed, strict and authoritative management style and lack of leadership limits the field of autonomy and the freedom of action of the teachers (Zak, 1981; Anavi, 1986).

For this sake I held several interviews with a number of headmasters, two headmasters from the group of schools who received a low mark in the organizational climate, by contrast to two headmasters from the group of schools who received a high mark in organizational climate (the choice of two

headmasters from each group of schools was random). I found that a maximal correspondence exists between the perception of the teachers of the headmaster's leadership, and the form of management of the school headmaster in practice, so that I discovered significant differences between two groups of headmasters.

For example, the authoritative school headmaster manages the school without a management team, organizes staff meetings according to a pre- determined and strict work order, the decision taking in most of the cases is by the headmaster, the criticism of the teacher's work is presented before him in writing. They do not intervene in the personal problems of the teacher and in a general way do not know about these problems, teachers arriving late for their work receive a notice in writing about this, teachers who have problems of discipline are rebuked in the presence of the students, usually there is no professional dialogue among the teachers themselves, there are almost no interpersonal relations in the staff...

By contrast to them, the headmasters of schools who were defined as transformational and "open" leaders flexible in their thought managed the school totally differently.

For example, the management of school affairs is with the help of a team which is mainly composed of the management team and from subject coordinators and layer coordinators.

The organization of meetings is according to the suggestions of teachers and the needs of the school, most of the decisions are taken in partnership with the teachers, the criticism of the teacher's work takes place by an eye-to-eye personal conversation, teachers who encounter problems and seek help- they try to help them, a phenomenon of lateness for work does not exist and if it happens, they try first to discuss the subject with the teacher and clarify the reasons, there are almost no teacher absences from school, the atmosphere is positive and supportive and good, even the students reported on good relations between them and the teachers.

The third study conjecture concerned connections between the variables of self- image of the teacher, his feeling and his satisfaction.

From an analysis of the study findings it becomes clear that this hypothesis was corroborated, so that strong and significant connections were found between the self- image of the teacher, his satisfaction at work and his feeling in the teachers' staff, when the factor of transformational leadership of the headmaster is neutralized and held fixed.

The correlation of the self- image of the teacher and his satisfaction in teaching is significant which shows the existence of a strong connection between the two variables. A teacher with a positive self- image feels satisfaction at work. Similarly, a teacher with satisfaction, who is satisfied from his work in teaching, feels self- confidence and professional and displays a positive self- image.

Also the correlation between self- image and staff relations is significant which shows a strong connection between the two variables, that is, a teacher with a positive self- image, feels free among his teacher colleagues and open towards them. This connection between the two variables is mutual. So the teacher feels free and comfortable with the teachers' staff, displays a high level of self- confidence and self- image.

The correlation between satisfaction and staff relations is also significant (P<.001, r=.23, y=.40). Teachers who display satisfaction at work are open with their colleagues, cooperate with them for the sake of achievement of the school goals, share problems which arise with them, likewise also the connection between these two variables is mutual, so the teachers, who feel comfortable among their colleagues, display a high level of satisfaction from their work in teaching.

These findings receive support of findings of other studies (Chessler and Lippit,1963). The relationship of the teacher with the staff of other teachers can reinforce his self- confidence to accept the others and

cooperate with them, raise his self- image and the morale at work (Zak, 1976; Saadia, 1995; Schwarzwald & Bizman, 1990).

The amount of acceptance of teachers by other teachers influences strongly the mental burnout of the teacher. A teacher who is not accepted by his colleagues will feel burnt out and tense at work, and by contrast to him, a teacher who is accepted by the teaching staff and expresses his opinions freely, feels less burnt out and more satisfaction at work (Kremer, 1993).

Hence it is possible to say that teachers with a positive self- image and high satisfaction, have open connections with their colleagues, feel comfortable at school and the prevailing atmosphere is positive and family- like, and all these raise the motivation of the teacher for work and activity (Kramer & Ben-Peretz, 1986).

From an analysis of the findings it is possible to say from the teacher's functioning in class by his self-image of the teacher, his satisfaction and his feeling in the staff that this conjecture was corroborated, and it was found that the self- image of the teacher, his satisfaction at work and his feeling in the teachers' staff explain significantly the variance in the assessment of functioning of the teacher in class.

Out of these variables it was found that the most prominent variable, which explains significantly the variance in the assessment of the teacher's functioning in class by his students, is the feeling in the teacher's staff. The more open and closer are the relations between the teachers, so the more open are relations between them and the students and the more democratic their functioning in class (Apple, Berry and Hoy, 1969). Likewise it was found that the variable of satisfaction at work explains significantly the variance in assessment of the teacher's functioning.

Teachers who display satisfaction and contentment from work, give a possibility to the emotional experiences of their students (Zak, 1976; Culkin, 1986).

Also the variable the self- image of the teacher explains significantly the variance in the assessment of the teacher's functioning in class with his students. The lower is the self- image of the teacher, the more anxious he can be in class, which blocks the way to open and democratic relations with the students (Stanford and Rork, 1974).

General conclusions

The conclusion from these findings is that the more positive are the self- image of the teacher and his satisfaction at work and his feeling in the teaching staff, the more positive will be the assessment of the teacher's functioning in class. This means that the feeling of the teacher at school influences his way of functioning in class. The functioning of teachers with a positive feeling will be positive.

These teachers treat students "openly" and democratically, enable students to express their opinions freely, hear different opinions from their opinion, encourage creation among the students, inspire a comfortable atmosphere in class, and this gives a significant push in the achievements of the students and in their involvement in the class and school affairs. These findings are revealed in the students' achievements and in their involvement in the class and school affairs. These findings are compatible with the findings of other studies (Wahington, 1989; Borg and Falzon, 1989; Ichilov, 1989). Teachers who are stressed at work at school treat the students "coldly", strictly and less democratically and spontaneously, and will not enable them to be free in their actions. This teacher manages the class authoritatively and tries to impose his image and personality on the students, which will deny them the ability to create and initiate. This class is characterized by a "closed" class climate, and thus the school and the class will be hated by the students.

The importance of this study, in my opinion, is in that it enables a further understanding of the transformational leadership approach based on phenomena of professional dialogue and open dialogue. Finally, in this study all the study conjectures were corroborated especially the connection between

transformational leadership of the school headmaster and the feeling of the teachers: (self- images, their satisfaction and their feeling in the teaching staff) and their functioning in classes in the Arab education system in the north of Israel.

I hope that this study will contribute to a structuring of a unique array for absorption of school headmasters in the Arab education system in general and in the north of Israel in particular, which constitutes part of the state education system in the State of Israel.

The significant contribution of the study is that a connection is found between the variables (the transformational leadership of the headmaster and the teacher's feeling, the teacher's behaviour in class).

It will be fitting to recommend change in the management style of school headmasters to more transformational leadership and openness, as this change will bring positive feelings with the teachers at school and open behaviour of the teachers in class with their students.

Similarly, an investigation of this subject in an ongoing way will throw additional light into the world of the Arab education system in Israel, in order for us to be able to clarify the factors influencing the atmosphere in the Arab schools, and this for the sake of an improvement and advancement of the Arab

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