LEADERSHIP STYLES PREVAILING IN PRIMARY SCHOOLS IN THE TRIANGLE AREA IN THE PALESTINIAN INTERIOR, AND THEIR RELATIONSHIP TO THE ORGANIZATIONAL CLIMATE FROM THE TEACHERS' POINT OF VIEW

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Abstract:

This study aimed to identify the leadership patterns prevailing among primary school principals in the Triangle area in the Palestinian interior, and their relationship to the organizational climate from the teachers' point of view, and the descriptive approach was used, as it is more suitable for such studies. The study relied on the questionnaire in data collection, a questionnaire was used to measure leadership styles (democratic style, autocratic style) dictatorship and the transmitter   pattern) among primary school principals, and a questionnaire to measure the areas of organizational climate communication and communication, working conditions, organizational and administrative structure) among teachers. The study population consisted of all primary school teachers in the Triangle area in the Palestinian interior, numbering (2760) teachers, and the study sample consisted of (386) teachers. The results showed that the prevailing leadership style among primary school principals, in the triangle area in the Palestinian interior is the democratic pattern, and it came at a high level, and the results also showed that there were no statistically significant differences due to the variables of gender and experience, the results also showed that the organizational climate came to a high degree, as well as The results showed a positive correlation between the democratic leadership style and the organizational climate, as it was found that the more the level of democratic leadership style prevails, the more positive the organizational climate becomes   , and the results showed a negative correlation between the autocratic leadership style (dictatorship) and the organizational climate.

Key Words: Leadership Styles, Organizational Climate, Primary Schools, Triangle Area.

Introduction:

The administration is an essential part of institutions, as it provides services to its members, and the development of these institutions and their continued existence, depends largely on the quality of these departments, as they in turn are the gateway and starting point in the process of education reform and development. The educational administration strives to provide the appropriate conditions and the material and human resources necessary for the educational process, Through the coordination and guidance of school and educational experiences, the director in these institutions exercises his leadership and administrative role, depending on his administrative role derives his authority from his functional and legal status. As for his educational leadership role, he tries to influence the staff positively, so he is considered the link between the pillars of the educational process and education in the school.

The leadership styles of managers have a positive impact and relationships on the organizational climate in educational institutions, as Al-Amyan (2018) pointed out that there is a correlation between leadership styles and the organizational climate prevailing in educational institutions, and also notes that identifying the organizational climate in educational institutions helps to adopt policies that will enhance the positive aspects, and get rid of of weaknesses, and raising the morale of workers in those institutions.

The school principal as an educational leader plays an important and leading role in the formation of the organizational climate through the organization of work, the creation of a suitable climate for human and social relations, raising morale among individuals, and also contributes to the development of competencies and skills of teachers and educational staff. In this regard, Sokola et al, 2014) points out that the appropriate positive organizational climate helps creative work and away from routine, in order to adopt it. On decentralized work, high morale in workers. As for Al-Sharif (2013), the organizational climate is considered an intermediary between the requirements of the job and the needs of the individual, so that it is adapted to their tendencies and desires, with the aim of improving performance, productivity, job satisfaction and loyalty. Lemma (2017) confirms that employees in the institution feel part of the educational institution, when they are involved in decision-making, which also contributes to their self-realization and motivation towards work.

The organizational climate, employee participation, and job satisfaction are among the most important factors in educational institutions, because the performance of the institution depends on the behavior and attitudes of its workforce, the educational institution may have enough planning, coordination and laws, but it may fail in its performance due to poor leadership and a positive organizational climate.

The first axis: the general framework of the study

Study problem

Educational institutions are the cornerstone in preparing future generations, through my administrative work in

The management of one of the educational institutions, and my knowledge of the close relationship between the leadership style of the educational leader and the behavior of teachers, I decided to conduct this study, to focus on the importance of choosing the leadership style of educational leaders. This choice contributes to raising the level of their educational institutions, according to behaviors that push their teachers towards hard work, due to the behaviors that the educational leader possesses, of influential behaviors in the individuals who are with him, to draw the contours of a bright future for future generations.

Study Questions

1- What are the prevailing leadership styles among primary school principals in the Triangle area in the Palestinian interior from the teachers' point of view?

2- Are there statistically significant differences at the level of significance (α≤0.05) in the leadership styles prevailing among primary school principals in the Triangle region due to gender and years of service variables?

3- What is the organizational climate prevailing among primary school principals in the Triangle region from the teachers' point of view?

4- Are there statistically significant differences at the level of significance (α≤0.05) in the organizational climate of primary school principals in the triangle area due to gender and years of experience variables?

5- Is there a statistically significant correlation at the level of significance (α ≤ 0.05) in the leadership style of primary school principals, and the level of organizational climate in primary schools in the triangle region?

Objectives of the study

- Revealing the leadership styles followed by primary school principals inside Palestine and their impact on teachers' behavior from their point of view.

- Detection of statistically significant differences in the leadership styles of primary school principals inside Palestine and their impact on teachers' behavior from their point of view, according to gender variable and years of service

- Revealing the correlation between the leadership style prevailing among primary school principals in the Triangle area, inside Palestine, and the behavior of teachers from their point of view.

The importance of the study

The importance of this study stems from revealing the impact of leadership patterns followed by school principals in their schools from the point of view of their teachers, and the impact of this on the behavior of teachers, with the aim of improving it to become an attractive process not repulsive for the teacher and the student alike, education is a profession that educational leaders seek to develop, and the results of this study may help reveal the most prevalent leadership patterns and their impact on the behavior of teachers to put them on the right track. The importance of this study can be limited to the following:

- This study contributes to identifying the leadership style and its impact on the behavior of teachers working in educational institutions.

- Providing reliable information about the leadership styles of school principals, and their repercussions on the behavior of teachers to help them by the competent authorities such as educational supervisors through training courses, to reach them to the administrative level that helps them develop their educational capabilities to serve the institution, its administration, teachers and students.

Method and procedure

The methodology and procedures of the study are a major axis through which the applied side of the study was completed, and through it the data required to conduct statistical analysis were obtained, to reach the results that were interpreted in the light of the literature of studies related to the subject of the study.

Study Methodology

The study adopted the descriptive and analytical approach to answer the questions of the study, due to its appropriateness and the nature of this study and its objectives.

Population and sample of the study

The study population consisted of all primary school teachers in the Northern Triangle region in the Palestinian interior for the academic year 2022/2023, which numbered (2760), and a random sample of (386) teachers was selected from the study population,

Table (1)

Distribution of study sample

Variables	Categories	Repetition	Percentage
Gender	Male	176	45.5
	Female	210	54.5
Experience	Less than 5 years	46	11.9
	From 5-10 years	107	27.7
	10 years and more	233	60.4
Total		**386**	**100.0**

Study Tools

Two questionnaires were developed to collect data with reference to the theoretical literature and previous studies, relevant to the study problem. The first questionnaire included the leadership style prevailing in primary schools in the Triangle area in the Palestinian interior, consisting of (20) items distributed over three areas:

The first area: the democratic style (7) paragraphs.

The second area: the autocratic style (7) paragraphs.

The third area: the transmittal pattern (6) paragraphs.

The second questionnaire to measure the organizational climate for primary school teachers in the Triangle area in the Palestinian interior, consisting of (15) items distributed over three areas:

The first area: the pattern of communication and communication (5) paragraphs.

The second area: working conditions (5) paragraphs.

Third Area: Organizational and Administrative Structure (5) paragraphs.

The questionnaire was distributed electronically to the members of the study sample, and it was responded to according to the Likert five-point scale.

To facilitate interpretation of the results, responses were distributed in each axis according to a five-point Likert scale as follows: (very high = 5, high = 4, medium = 3, low = 5, very low 5), and the closed form (Closed Questionnaire) was adopted. In preparing the two questionnaires, which determine the occupied responses for each question, the answers were classified into five equal categories through the following equation:

Category length = (highest value in the scale - lowest value) divided by the number of options in the scale (5).

Class length= (5-1) \5=0.8

Thus, the criterion for judging the degree is as follows:

1.00 to less than 1.8 Very low, 1.81 to less than 2.60 Low.

from 2.61 to less than 3.40 is moderate, from 3.41 to less than 4.20 is high.

from 4.21 to 5.00 is very high.

Category	Range of averages	Degree of approval
The first	4.21 - 5.00	Very high
The second	3.41 – 4.20	High
The third	2.61 – 3.40	Medium
The fourth	1.81 – 2.60	Low
Fifth	1.00 – 1.80	Very low

Second Theme: Theoretical Framework

Leadership styles

Leadership in essence means the influence exercised by the leader in his subordinates, the different means of influence used by the leader to guide his subordinates, reflect leadership styles and patterns, as many studies focus on determining the best style or style of leadership that the leader can use, in order to achieve the desired goals efficiently and effectively, as these studies reached multiple classifications of leadership styles (Remondini, 2017)

Democratic style

It can also be called a participatory style, where the director provides the opportunity for teachers to express opinions and involve them in the development of work policies, and the director pays attention to and puts positive suggestions of teachers into practice, in addition to granting most of the powers to teachers in an equal and thoughtful manner. The manager is also distinguished in this style that he deals with subordinates in the spirit of the law, and tries to apply the regulations according to the situation, and this can only be achieved by providing good human relations between the director and teachers, the principal starts from this point, to spread the culture of teamwork, taking into account the capabilities of teachers when distributing tasks to them. The principal believes that the problems that hinder the educational process in the school can be solved collectively, through the exchange of ideas and put them up for discussion, through the discovery of the creative and intellectual capabilities of employees, and work to develop them.

The literature on leadership styles has promoted that this style is the most positive and best style. Penazi & Shah (2021) believe that a leader who applies this pattern is most successful as a leader, as there is an atmosphere of support and mutual compatibility between him and his subordinates, in the areas of goals, values, expectations, needs, and ambition. Thus, it increases the possibility of the organization achieving its goals, and reaching its maximum productive potential. The leader in this mode works to provide the opportunity for employees, to carry out the work themselves without intimidation or coercion, but on the basis of friendly human relations, participate in decision-making,

exchange opinions, delegate powers to those working with him, allow them to put forward ideas, create, and discuss freely, while respecting their opinions and suggestions, and striving to put them into practice (Al-Shafei, 2013).

This type of leadership depends on the participation of the group in decision-making, which gives them a spirit of optimism, foreseeing the future, and leads to the creation of leaders and leadership that stems from the state of satisfaction, because the basis of work is cooperation, work with high morale and provide spiritual incentives to achieve the goal, or a set of goals and common interests (Bennis, 2015).

Autocratic style

The leader is described in this style as authoritarian and tyrannical, as the leader here tries to retain all the powers vested in him by the senior management and always seeks to exclusivity of power, the director here asks teachers to implement plans without contributing to their development, or even discussing them, so he often uses the method of command and prohibition in the conduct of work matters, and follows the method of severe control to follow up teachers with his use of threats and punishment to accomplish the work, in addition to that he applies regulations and laws strictly, without Take into account any other circumstances related to teachers. We also find that the communication here is one-way from top to bottom, where the manager makes decisions individually and does not allow discussion and opinion, and the manager rejects all types of criticism. It is also known as dictatorial, authoritarian or authoritarian leadership, as it relies on a one-man style, in which all power is concentrated in the hands of the leader, and there is no room for his decisions to be discussed by his subordinates. The autocratic leader is not convinced of the validity of the thinking of others, he is sure that he is aware of what others do not realize, so his subordinates have no choice but to obey his instructions, listen and obey, and the leader follows in this style the method of intimidation to force subordinates to obey him and implement his order (Al-Shafei, 2013).

Autocratic leadership is based on the principle of tyranny of opinion, behavior and intolerance of decisions, using in this context imposition, coercion, coercion and intimidation, to oblige others to carry out and implement actions, whether they express their feelings and ambitions, or they are the opposite, and thus the role of members is to implement these decisions, directives and instructions. The issue of planning and organization is programmed by the leader, without referring to subordinates and taking their opinions, the autocratic leader focuses his attention on getting the work done and maintaining his position, so his interest in himself seems clear, by trying to improve his position, even at the expense of his subordinates, so he attributes every success achieved in his management to himself and not to his employees (Bernnen 2016).

Transmission Pattern:

The principal in this style is characterized by negativity and indifference, as he avoids taking any positive role, letting things go improvised, does not care about the results of the educational process, and does not care about measuring or evaluating the school performance of teachers. According to this pattern, the principal does not show professionalism or administrative subordination, but gives all administrative powers to teachers. The manager here often acts with

excessive flexibility when enforcing laws. This is because teachers are expected to work on their own, giving them full freedom to carry out the tasks assigned to them. (2016, Bernnen)

This leadership style is dominated by the nature of chaos and passivity of the leader, because this type of leadership does not obey specific laws or policies, and is characterized by the leader's non-interference in the course of events, as he does not give his directions, or guidance to employees at all, unless asked to do so. It is therefore a leadership that leaves individuals with absolute freedom to act and act without any interference. The reason for this behavior may be the leader's inability to make decisions, or his lack of knowledge of the problem before him, so he leaves things going in school without guidance, and this leadership style is characterized as the least effective and productive type of leadership, and it turns out that the members of the institution do not respect his personality (Hariri, 2015).

Organizational Climate

The concept of organizational climate appeared in the sixties, but it still receives attention and study, and occupies the thought of researchers because of its great and important role in improving the level of performance. The organizational climate has an important role in influencing the behavioral outputs of workers in any organization, as the climate builds and crystallizes the functional and ethical behavior of workers in organizations, in terms of forming and modifying the values and trends they carry, and the behaviors they show in the workplace, and the success of organizations depends on the extent of their capabilities in Create an atmosphere of stability, trust and high morale among employees. (Shiha, 2015).

The concept of organizational climate

Farwani (2012) describes the organizational climate as representing the internal work environment with its various variables, characteristics and interactions, which distinguishes it from other institutions, according to the different dimensions of the organizational climate, the most famous of which are the organizational structure, communication system, work systems and procedures, leadership style, decision-making style, nature and conditions of work, the external work environment, and the work group, all of these

dimensions It constitutes the general framework within which all institutions operate, and is subject to their social, cultural, economic, political, technological and legal influences.

According to Al-Hubaida (2019) ،the school organizational climate refers to the quality and lifestyle of the school, and is based on people who have sufficient experience in school life, and the school organizational climate may reflect standards, goals, values, relationships, educational practices, learning, management and the organizational structure included in it, and common values and attitudes of employees on the other hand.

Batlolona (2018) defines the school organizational climate as what the individuals working in the organization choose, a concept determined by organizational and psychological processes, which in turn affect the overall performance and good results of the school.

The importance of the organizational climate

Studies that dealt with the organizational climate have unanimously agreed on its importance as a stand-alone idea, due to its impact on the stability of the organization, and some researchers have identified this importance, through the following things :(Ghavifekr & Pillai, 2016)

- It is one of the most important variables within the organization, as it expresses the general work atmosphere within it, which has a significant impact on individuals, and their support and assistance to improve their job performance.

- Influencing organizations in achieving their planned goals, which are related to the prevailing climate within the work, and that its impact on achieving the final goals that the organization aspires to is a direct impact.

- It appears effectively in the process of administrative development, and results by influencing the managers' administrative performance, their interest and orientations towards the future, by describing and defining relationships within the organization.

The importance of the organizational climate within educational institutions is shown through the relationship between it and other organizational variables, such as planning, decision-making, leadership in the organization, and the behavior of individuals and communication, so these organizational goals of the school must be consistent with the goals of teachers, and thus the decisions taken are linked to the organizational climate of the school (Al-Maaytah, 2013).

The importance of the organizational climate is highlighted by its direct impact on the school's ability to succeed and achieve the desired school goals efficiently and effectively, as the organizational climate has a clear impact on the performance and satisfaction of individuals and their attitudes, and therefore it directly affects organizational behavior (Al-Awad, 2021).

The researcher considers the organizational climate as the measure that determines the nature and personality of the school, and also represents a reflection of negative and positive feelings in the school environment.

Dimensions of the organizational climate

There is a discrepancy between researchers in determining the dimensions of the organizational climate, because this stems from their perceptions and the entrances they pursue in their studies, and also in the different work environments (companies of government departments, schools and otherand the measures used to determine its nature, are also variable, and those dimensions include:

Organizational structure and management: Philae and Abdul Majeed (2014) believe that one of the most important dimensions of the organizational climate is its suitability with the organization's field of work and specialization, its absorption of its needs for jobs and specializations, and its contribution to simplifying work procedures and achieving smoothness in the flow of decisions, orders and directives.

Leadership style: It means the influence of leaders on subordinates to accomplish the tasks set sincerely, and it has several patterns, including: democracy based on decentralization and delegation of authority, two-way communication, autocracy characterized by centralization, authoritarianism, punishment, etc., and dispatch in which the manager is characterized by passivity and indifference, so that he avoids taking any positive role, so that he lets things go improvisationally, so he does not care about the results of the educational process (Aqdani, 2018).

Participation in decision-making: This participation makes members of the school community feel the common responsibility in the success of this environment, in which the school administration realizes that the most beautiful creative ideas come through putting forward ideas and presenting them to individuals, encouraging them to study them and providing suggestions and alternatives, which are the basis for making joint decisions within the school (Al-Jumaili, 2018).

Communication and communication pattern: It is the process through which information and data flow between different units in different directions, including downward, ascending and occasional, which come across multiple work centers, from the highest levels to the lowest within the organizational structure of the educational institution, and to the external environment and vice versa (Sadek, 2018).

Working conditions: This means the extent to which the work is routine or otherwise, and the extent to which it urges creativity and innovation, because the worker who does not feel his value in his daily field of work, loses the importance of his role, so when the worker feels better and developed in his work, this encourages him to contribute with all his abilities and creative energies to the success of the work and achieve the goals (Boufares, 2018).

Technology: It has the optimal role in bringing about radical changes in the lives of individuals, and in the life of institutions in survival and continuity, and keeping pace with developments in the external environment, in light of the information revolution we are living in these days (Al-Askar, 2015).

The external environment: This environment has a direct impact on the organizational climate, and on the role of its employees, the difficult economic conditions surrounding the institution, push the administration to lay off some workers, which negatively affects their sense of confidence and stability, as well as the political and social conditions experienced by the institution, the interaction of these factors gives the institution characteristics that distinguish it from the rest of the other educational institutions, and all these elements combined control the quality of the organizational climate prevailing within the school, which leads to its success or failure (Al-Habidah, 2019).

Third Theme: Study Results and Discussion

Third Theme: Study Results and Discussion

Discuss the results of the first question, which states: **What are the leadership styles prevailing among primary school principals in the Triangle area in the Palestinian interior from the teachers' point of view?**

Democratic style

Table (2) Arithmetic Averages and Standard Deviations of the Estimates of the Study Sample Members for the Leadership Style Prevailing among Primary School Principals in the Triangle Region

No.	Item	Arithmetic Average	Standard Deviation	Rank	Degree
5	The principal treats all his employees fairly	4.18	0.78	1	High
2	The school principal strives to meet the needs of his staff	4.15	0.84	2	High
4	The school principal takes into account the views of his staff	4.12	0.88	3	High
3	The principal discusses his new ideas with teachers	4.10	0.83	4	High
6	The school principal shows flexibility in his dealings with his staff	4.05	0.89	5	High
7	School principal provides positive feedback to teachers	3.98	0.98	6	Medium
1	The school principal uses words of praise and praise to teachers	3.85	0.93	7	Medium
Total		**4.06**	**0.87**		**High**

Table (2) shows that the arithmetic averages and the level of leadership style prevailing among primary school principals in the triangle area ranged between (3.85.418), with a (high) evaluation level of the grade score on all paragraphs, while the field as a whole received an arithmetic average (4.06), and a high rating score. In the first place came paragraph No. (5), which states: "The school principal shall treat all his employees fairly" with an arithmetic average (4.18), with a high degree of evaluation, and came in the last rank paragraph No. (1), which states: "The **school principal uses expressions of praise and praise to teachers**" with an arithmetic average (3.85) with a high rating. The researcher attributes this result to the fact that the principals of primary schools in the Triangle area deal with their teachers flexibly, with complete equality and justice, and praise their educational achievements, and are keen to meet their requests, and take into account their views, which increases their belonging to the school and their keenness to accomplish tasks with high professionalism.

Autocratic style

Table (3) Arithmetic Averages and Standard Deviations of the Estimates of the Study Sample Members for the Leadership Style Prevailing among Primary School Principals in the Triangle Region

No.	Item	Arithmetic Average	Standard Deviation	Rank	Degree
1	The school principal asks to abide by the regulations and laws	4.45	0.88	1	Medium
4	The principal strictly applies the instructions.	4.15	0.81	2	Medium
7	The school principal acts as a representative of teachers in external meetings	3.89	1.03	3	Medium
2	The school principal studies the problems and solves them himself	3.81	1.03	4	Medium
5	The school principal uses the command-and-forbid method in his dealings with teachers	3.13	1.07	5	Medium
6	The principal considers the discussion a waste of time	2.47	1.42	6	Medium
3	The principal does not consult teachers and administrators	2.89	1.12	7	Medium
Total		**3.45**	**1.10**		Medium

Table (3) shows that the arithmetic averages and the level of leadership style prevailing among primary school principals in the triangle area ranged between (2.43-4.45), with a high level of evaluation, except for paragraph (5) and paragraph (6), which came with an average grade level, and paragraph (3), which came with a low grade of appreciation on all paragraphs, while the field as a whole obtained an arithmetic average of (3.45), with an average evaluation score. In the first place came paragraph (1), which states: "The school principal requests compliance with the regulations and laws" with an arithmetic average (4.45), with a high degree of evaluation, and came in the last rank paragraph No. (3), which states: "**The school principal does not consult teachers and administrators**" with an arithmetic average of (2.43) and a low evaluation score. The researcher attributes this result to the fact that primary school principals in the triangle area deal with their teachers by obliging them to implement instructions, regulations and laws strictly, which negatively affects the school and the educational process, however, the blame lies entirely on the shoulders of subordinates who are described as negligent and negligent, because they prefer this type of leadership, for their personal inability to conduct their affairs themselves.

Transmitter pattern

Table (4) Arithmetic Averages and Standard Deviations of the Estimates of the Study Sample Members for the Leadership Style Prevailing among Primary School Principals in the Triangle Region

No.	Item	Arithmetic Average	Standard Deviation	Rank	Degree
1	The school principal delegates all his powers to teachers	3.67	0.92	1	Medium
6	The school principal relies on inspectors when evaluating teachers	3.63	0.98	2	Medium
2	The school principal prefers the old traditional methods of performing tasks	3.10	0.88	3	Medium
3	The school principal sets the tasks and allows teachers to carry them out without interference	2.92	0.91	4	Medium
4	Gives the principal the freedom to make the decisions they see fit	2.86	0.86	5	Medium
5	The school principal gives teachers the freedom to solve the school problems they face without interference	2.63	0.87		Medium
Total		**3.13**	**0.90**		Medium

Table (4) shows that the arithmetic averages and the level of leadership style prevailing among primary school principals in the triangle area ranged between (2.63-3.67), with an evaluation level (average) on all paragraphs, while the field as a whole obtained an arithmetic average (3.13), with an average evaluation score. In first place came paragraph No. (1), which states: "The school principal delegates all his powers to teachers" with an arithmetic average of (3.67), and an average evaluation score, and in last place came paragraph (5), which states: "The school principal allows freedom for teachers to solve school problems facing them without interference" with an arithmetic average of (2.63**) and** an average evaluation score. The researcher attributes this result to the fact that this pattern gives teachers absolute freedom to interfere in school affairs and implement them, and do what they like, without referring to the school principal.

Discuss the results of the second question, which states**: Are there statistically significant differences at the significance level (α≤0.05) in the leadership styles prevailing among primary school principals in the Northern Triangle region due to gender and years of service variables?**

For the gender variable: To answer this question, arithmetic averages, standard deviations and a "t" test were extracted for independent samples in the leadership style of primary school principals in the triangle area. The results of this question showed that there were no statistically significant differences attributable to the effect of the gender variable on all leadership styles and in the overall score. This can be explained to the gender about the practice of leadership styles practiced by primary school principals in the Triangle region from the teachers' point of view, which serves the conduct of the education process around the practice of leadership styles in primary schools, providing an educational environment, and participating in new thinking in building a knowledge society.

For the experience variable: To answer this question, arithmetic averages, standard deviations and the "f" test were extracted for independent samples in the leadership style, among primary school principals in the triangle area. The results of this question showed that there were no statistically significant differences due to the effect of the experience variable in all leadership styles and in the overall score. This result can be explained in light of the exposure of all managers to the same qualification and preparation programs and the similarity of the environmental conditions that surround them, and therefore their practice of leadership styles is similar without an indicative effect of the experience factor in that.

Organizational Climate

Contact & Communication

Discuss the results of the third question, which states: "**What is the organizational climate prevailing among primary school principals in the Triangle area from the teachers' point of view?** "Arithmetic averages and standard deviations were used for the response of the study sample, and Table (5) illustrates this.

Table (5) Arithmetic Averages and Standard Deviations of Study Sample Estimates of Communication Style Prevailing among Primary School Principals in the Triangle Area

No.	Item	Arithmetic Average	Standard Deviation	Rank	Degree
1	The principal clearly gives instructions	4.18	1.01	1	High
3	Positive relationships prevail among teachers	4.13	0.82	2	High
2	The school principal provides clear information about the functioning of the school	4.08	0.88	3	High
5	School principal provides opportunities for teachers to communicate information to administrators	4.00	0.78	4	High
4	The principal tries to discuss teachers' personal problems related to work	3.78	1.05	5	High
Total		**4.03**	**0.90**		**High**

Table (5) shows that the arithmetic averages of the communication style prevailing among primary school principals in the triangle area ranged between (3.78-4.18), with a (high) evaluation level on all paragraphs, while the field as a whole obtained an arithmetic average of (4.03), with a high evaluation score. In first place came paragraph (1), which states: "The school principal gives instructions clearly" with an arithmetic average (4.18), and a high evaluation score, and in last place came paragraph (4), which states: "The school principal tries to discuss teachers' personal problems related to work" **with an arithmetic average (3.78) and** a high rating score. The researcher attributes this result to the principal's keenness to provide the necessary information in a timely manner, especially in situations that need an immediate decision to address immediate school problems.

Organizational and administrative structure

Table (6) Arithmetic Averages and Standard Deviations of the Estimates of the Study Sample Members for the Level of the Organizational and Administrative Structure Prevailing among Primary School Principals in the Triangle Region from the Teachers' Point of View

No.	Item	Arithmetic Average	Standard Deviation	Rank	Degree
1	The school principal applies the laws and regulations in force in the school	4.20	0.64	1	High
4	The school principal considers feedback essential to teachers' work	4.18	0.81	2	High
2	The school principal provides the necessary teaching aids for teachers	4.15	0.82	3	High
3	The school principal follows up on the plans set to achieve the school's goals	4.12	1.01	4	High
5	The principal makes decisions at the appropriate level for the educational system	4.10	0.93	5	High
Total		**4.15**	**0.84**		**High**

Table (6) shows that the arithmetic averages and the level of organizational and administrative structure prevailing among primary school principals in the triangle area ranged between (4.10-4.20), with a (high) evaluation level on all paragraphs, while the field as a whole obtained an arithmetic average (4.15), with a high evaluation score. In first place came paragraph No. (1), which states: "The school principal applies the laws and regulations in force in the school" with an arithmetic average (4.20), with a high evaluation score, and in last place came paragraph (5), which states: "The school principal takes decisions at the appropriate level for the educational system" **with an arithmetic average (4.10) and a high** evaluation score. The researcher attributes this result to the organizational and administrative structure of primary schools in the triangle area at a level of clarity and compatibility with their objectives, due to its ease of coordination and organization, and flexibility with the developments of school work, which enjoys continuous renewal and modernization.

Working conditions

Table (7) Arithmetic averages and standard deviations of the estimates of the study sample members of the working conditions prevailing among primary school principals in the triangle area, from the teachers' point of view.

No.	Item	Arithmetic Average	Standard Deviation	Rank	Degree
3	The school principal distributes the work in proportion to the teachers' abilities	4.11	0.84	1	High
2	The school principal assigns teachers work according to their specialties	4.08	0.93	2	High
1	The school principal provides psychological comfort to teachers while working	4.05	0.78	3	High
5	The school principal provides work that achieves for the teacher himself	4.00	0.81	4	High
4	The principal allows teachers complete freedom to do their job	3.80	0.90	5	High
Total		**4.00**	**0.85**		**High**

Table (6) shows that the arithmetic averages of the prevailing working conditions of primary school principals in the Triangle area ranged between (3.80-4).11), with a rating level (high) on all paragraphs, and the field as a whole received an arithmetic average (4.00), with a high rating. In first place came paragraph (3), which states: "The school principal distributes the work in proportion to the capabilities of the teachers" with an arithmetic average (4.11), with a high degree of evaluation, and came in last place paragraph No. (4), which states: "The **school principal allows teachers complete freedom to perform their work**" with an arithmetic average (3.80) and a high rating score. The researcher attributes this result to the democratic pattern adopted by the director during work in dealing with teachers, so as to provide them with appropriate and comfortable working conditions, encourage them to innovate and create, and stay away from routine work that leads to boredom, neglect and indifference, while conducting modernization and development work for teachers.

Discussing the results of the fourth question, which states: **"Are there statistically significant differences at the significance level (α ≤ 0.05) between the average response of the study sample members in the organizational climate among primary school principals in the triangle area due to gender and experience variables?"**

For the gender variable: To answer this question, arithmetic averages, standard deviations and a "t" test were extracted for independent samples in the organizational climate, among primary school principals in the triangle area.

The results of this question showed that there were no statistically significant differences due to the effect of the gender variable in all areas of the organizational climate and in the overall score. This may be due to the fact that males and females are subject to the same laws and regulations in which the modern infrastructure and the requirements of the educational process are available alike, and this result may also indicate gender parity in understanding and recognizing the role of the director in providing a good organizational climate that is also characterized by transparency, which allows both sexes to see the work of the director and actively participate in achieving the successful educational process.

For the experience variable: To answer this question, arithmetic averages, standard deviations and the "f" test were extracted for independent samples in the leadership style, among primary school principals in the triangle area.

The results of this question showed that there were no statistically significant differences due to the impact of the experience variable in all areas of organizational climate and in the overall score. This may be due to the fact that all teachers, regardless of their experience, are attached to school principals and keep up with their administrative work, and therefore note the efforts of their principals in providing a positive school climate, by improving management practices and employing technologies in work, communication and communication.

Discuss the results of the fifth question, which states: **"Is there a statistically significant correlation at the significance level (α ≤ 0.05) in the leadership style of primary school principals and the level of organizational climate in primary schools in the triangle area?**

Table 8 Pearson's correlation coefficients between the leadership styles of primary school

No.	Leadership Styles		Organizational Climate
1	Democratic style	Correlation coefficient Significance level	0.758 *0.000
2	Autocratic style	Correlation coefficient Significance level	0.053 - 0.745
3	Transmitter pattern	Correlation coefficient Significance level	0.172 - 0.02

* Statistically significant at 0.05

The results of Table (8) indicate that the value of the Pearson correlation of the democratic style with the organizational climate in primary schools (from the teachers' point of view), has reached (0.758), which is a positive value, and it is inferred from this that the more the democratic style prevails, the greater the organizational climate, it was found that the relationship was high and statistically significant, because the value of the function level of (0.000) was less than (0.05) in this area. Refers to (Sokola et, al.2014) The positive organizational climate helps creative work and away from routine, due to the dependence of work on decentralization, and the high morale of workers, where the concepts of leadership, that the organizational climate, employee participation, and job satisfaction, are important factors in any educational institution and its stability, and this is simply due to the fact that the performance of the institution depends on the behavior and attitudes of its workforce, the educational institution may have enough planning, laws and organization, but it may fail Due to the weakness of its leadership in achieving a positive organizational climate.

As for the value of the correlation Pearson between the autocratic pattern (dictatorship) and the organizational climate in primary schools in the triangle area (from the teachers' point of view) it amounted to (0.053), which is a very low and negative value that indicates an inverse relationship, and we conclude from this that the greater the dictatorship of the prevailing pattern, the less the organizational climate, and it is also concluded that the value of the correlation is statistically significant, because the value of the significance level reached (0.745), which is greater than (0.05).

The table shows that the Pearson correlation coefficient between the transmission pattern and the organizational climate among teachers amounted to (-0.172), which is a statistically significant value at the significance level (α ≤ 0.05), meaning that there is a negative correlation between the transmission pattern and the organizational climate among teachers, and the negative correlation indicates that the increase in the consolidation of the

foundations of the transmission pattern, leads to a decrease in the organizational climate among teachers . This may be due to the manager's ecosystem during His childhood, and the culture imbibed by parents and relatives, so it was entrenched in his being and behaviors, and these temperaments that he grew upon, educational courses cannot erase their effects and change his behaviors and administrative style.

Recommendations

- The need to strengthen the democratic pattern of primary school principals, because of its positive impact on areas of the organizational climate.

- Primary school principals avoid autocratic and missionary leadership styles, which limit the morale of teachers, which negatively affects their performance and level of achievement.

- Strengthening and motivating primary school principals to continue to provide a positive organizational climate in their schools, because of its great benefits in promoting the successful educational process.

- The need to take advantage of the organizational climate prevailing in primary schools in the Triangle area, in the Palestinian interior, to achieve the best levels of achievement and performance.

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