

**THE PREVAILING LEADERSHIP STYLES IN SECONDARY SCHOOLS IN HAIFA DISTRICT IN PALESTINE INTERIOR AND THEIR RELATIONSHIP TO THE LEVEL OF ACHIEVEMENT MOTIVATION AMONG TEACHERS**

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**Abstract:**

This study aimed to demonstrate the prevailing leadership styles among secondary school principals in Haifa District in the Palestinian interior and their relationship to the level of achievement motivation among teachers. The descriptive, correlational approach was used, as it is considered more appropriate for this type of study. The study relied on two questionnaires to collect data, the first related to the leadership styles of secondary school principals, and the second related to teachers' achievement motivation. The study population consisted of all secondary school teachers in Haifa District in the Palestinian Interior, numbering (3193) male and female teachers. The study sample consisted of (398) male and female teachers, the results showed that the prevailing level of leadership style among secondary school principals in the Haifa District in the Palestinian interior is the democratic leadership style, followed by the autocratic style, while the transmission style came in last. The results showed that there are no statistically significant differences in leadership styles due to the variables of gender and experience. The results also showed that the level of achievement motivation among teachers was high, and that there were statistically significant differences attributed to the gender variable, there are no statistically significant differences for the experience variable, and the results showed that there is a positive correlation between the democratic style and achievement motivation among teachers. The greater the democratic style, the greater their achievement motivation, and the absence of a correlation between the autocratic style and achievement motivation among teachers. The results also showed the existence of a relationship, there is a negative correlation between the improvisational style and teachers' achievement motivation. the greater the transmission style, the lower the teachers' achievement motivation.

**Key Words:** Leadership Styles, Achievement Motivation, Secondary Schools, Haifa District .

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**Introduction:**

Many conceptual theoretical approaches have emerged that attempt to explain the dimensions of the leader's leadership behavior and study leadership, its effectiveness and effectiveness, and the factors determining it. Each theory focused on one or more specific angles through which the clear imbalance in leadership and strategic styles is evident, given the importance of job performance for human resources. Within any institution, it has been the subject of discussion and discussion by many researchers to find out ways to improve and evaluate it, as it is one of the most important elements that institutions depend on in the success or failure of their policies. Therefore, most institutions are trying to study it and make it of interest to researchers, and there are many trends and theories that It touched on leadership and its impact on job performance through the contribution of each direction separately.

With the beginning of the 21st century, the need emerged for leadership styles that meet the needs of subordinates. Therefore, views on leader behavior changed, and the current demand for educational and even economic institutions became directed towards more ethical management that focuses on the interest of the people, and adopting leadership that pays attention to all parties related to the institution.

Leadership affects the progress of the educational process within educational institutions, as it works to achieve the set goals, keep pace with the surrounding variables, and employ them to serve the school. It works to increase the effectiveness of the positive forces in the school or reduce the negative aspects as much as possible, and helps in controlling work problems and developing appropriate plans to solve them. In addition to keeping pace with continuous changes and harnessing them to serve the school.

School leadership is one of the most important inputs to the educational process, as school principals are entrusted with working on translating educational policies and implementing general plans drawn up by senior administrations, in addition to their role in raising the achievement motivation of teachers and students and motivating them to achieve educational goals efficiently and effectively. An effective school principal is one whose leadership style has a positive impact on the educational climate in general and on the morale of teachers in particular, as effective leaders are the real energy that motivates workers to work to achieve the school's goals.

Motivation is one of the focuses of attention of leaders in organizations, and it is the force that moves individuals to perform their work, and arouses in them the desire to achieve and achieve goals. Therefore, departments resort to multiple methods to motivate and direct individuals, through the incentives they provide to employees, with the aim of pushing them to increase productivity in quantity and quality. Principals differ in managing the school's administrative affairs as a result of their different approaches to administrative concepts and methods, and this may be due to their individual efforts and personal experiences, as the leadership style of the school principal becomes an influential element in

the process of pushing teachers and motivating them to work with proficiency, excellence, and a kind of excellence, that is, raising the level of teachers' motivation to accomplish.

### **The first axis: the general framework of the study**

#### **Study problem**

Principals differ in their administrative practices in managing school affairs as a result of their different attitudes and knowledge about administrative concepts, methods and rules, and this may be due to their individual efforts and personal experiences, as the leadership style of the school principal becomes an influential element in the process of pushing teachers and motivating them to work and perform their work with mastery and excellence, i.e. elevating the level of teachers' motivation achievement.

Many previous studies in educational institutions, such as the study of Al-Daihani and Al-Azmi (2021), the study of Owais (2021), the study of Ramazan (2020), and the study of Tayyara (2018), confirm that the relationship between the variable of leadership styles and other variables such as job satisfaction, motivation, and morale, achievement motivation has a direct relationship, that is, the higher the effectiveness of leadership styles variable, the higher the other variables, and this indicates a positive indicator for studying the relationship between leadership and achievement motivation among teachers.

#### **Study questions**

1- What is the prevailing leadership style among secondary school principals in Haifa District in Palestine Interior?

2- Are there statistically significant differences at the level of significance ( $\alpha \leq 0.05$ ) between the averages of the response of the study sample members regarding the leadership style of secondary school principals in Haifa District, due to the variables of gender and experience?

3- What is the level of achievement motivation among secondary school teachers in Haifa District?

4 - Are there statistically significant differences at the level of significance ( $\alpha \leq 0.05$ ) between the averages of the responses of the study sample members in the level of achievement motivation among secondary school teachers in Haifa District due to the variables of gender and experience?

5- Is there a statistically significant correlation at the significance level ( $\alpha \leq 0.05$ ) in the leadership style of secondary school principals and the level of achievement motivation among secondary school teachers in Haifa District?

### **Study Objectives**

The study aimed to identify the prevailing leadership styles among secondary school principals in Haifa District in Palestine Interior and to demonstrate the relationship of this to the level of achievement motivation among teachers, by identifying the following:

1- Identifying the prevailing leadership style among secondary school principals in Haifa District in Palestine Interior.

2- Identifying the level of achievement motivation among secondary school teachers in Haifa District.

3- Revealing the type and extent of the relationship between the leadership style of secondary school principals and the motivation to achievement among teachers in Haifa District.

### **Study Importance**

This study derives its importance from examining two of the most important elements influencing the success of the educational process in the school (the school principal and the teacher). This study also attempts to reveal the principal's leadership style and its impact on teachers' achievement motivation, more specifically, it is hoped that the results of this study will:

- Providing feedback to educational decision-makers inside Palestine Interior about the prevailing leadership style in secondary schools in Haifa District.

- It contributes to revealing the relationship between the leadership style of school principals and the motivation to achieve among secondary school teachers in Haifa District in the Palestinian Interior.

- It gives school principals in Haifa district an image of the prevailing leadership styles from the point of view of their teachers.

### **Method and procedures**

The study's methodology and procedures are considered a main axis through which the applied aspect of the study was accomplished, and through it the data required to conduct statistical analysis was obtained to reach results that were interpreted in light of the literature of studies related to the subject of the study.

### **Study Approach**

The study adopted the descriptive analytical method to answer the study's questions, due to its suitability and the nature and objectives of this study.

### Study population and sample

The study population consisted of all secondary school teachers in Haifa District in the Palestinian Interior for the academic year 2022/2023, who numbered (3193). A random sample of (398) male and female teachers was selected from the study population, and table no. (1) shows:

**Table (1)**  
**Distribution of study sample**

<b>Variables</b>	<b>Categories</b>	<b>Repetition</b>	<b>Percentage</b>
<b>Gender</b>	Male	203	51
	Female	195	49
<b>Experience</b>	Less than 5 years	47	11.5
	From 5-10 years	95	24.3
	10 years and more	255	64.2
<b>Total</b>		<b>398</b>	<b>100.0</b>

### Study Tools

Two questionnaires were developed to collect data by referring to theoretical literature and previous studies related to the study problem. An exploratory study was conducted to find out the most important areas that should be included in the two questionnaires. The first questionnaire included the prevailing leadership style in secondary schools in Haifa District in the Palestinian Interior, and it consists of (21) items distributed over three areas:

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

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

The third area: the transmission style (7) items.

The second questionnaire included the level of achievement motivation among secondary school teachers in Haifa District, and consisted of (10) items.

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 = 2, very low = 1), 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 =  $(5-1) \div 5 = 0.8$

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.

<b>Category</b>	<b>Range of averages</b>	<b>Degree of approval</b>
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

**The second axis: The theoretical framework**

**Leadership styles**

**Leadership concept**

There are many concepts and definitions of leadership among researchers, depending on their differences in defining the leader’s tasks, and the differences in the view from which researchers look at the concept of leadership, in addition to the development witnessed by scientific research on the concept of leadership.

Leadership can be defined as the process through which the behavior of individuals and groups is influenced in order to push them to work with a clear desire to achieve specific goals (Al-Dehani and Al-Azmi, 2021).

Owais (2021) defined it as the ability that a person possesses to influence the thoughts, attitudes, and behavior of others. This means that any person who is able to influence others and direct them towards a common goal is fulfilling his mission as a leader. Hence, it is noted that leadership includes analyzing the behavior of individuals and groups, influencing them and pushing them to work to achieve organizational goals. The importance of the influence of leadership on behavior in general and group behavior in particular, results from the fact that most organizations now do more than the capabilities of a single individual and require great efforts from work groups with diverse skills, experiences, and knowledge. Successful leadership is the one that has the ability to influence these groups by mobilizing their energies and leading them successfully.

**The importance of leadership:**

The importance of leadership lies in the fact that it is a necessity in all organizations, regardless of the type of activity they practice, and this importance is represented in the role that leadership plays in motivating subordinates and directing them to achieve the required goals, as the basis of the existence of organizations is related to achieving certain goals, so the presence of sound leadership has the ability to carrying out this task is of great importance through its role in clarifying these goals to subordinates, and its ability to confront the problems resulting from diversifying goals (Al-Ajami, 2015).

When talking about the human side of management, the importance of leadership stands out in particular through the leader's role in developing human relations based on mutual understanding between him and his subordinates, respecting subordinates in discussing their affairs and accepting their suggestions, valuing each individual in proportion to his performance and effort, and motivating workers, to work with enthusiasm and satisfy the needs and requirements of his subordinates (Al-Aidi, 2015).

**Leadership styles:** The most common classification of leaders is the classification that is based on the leader's style or method of exercising influence, this classification is known for comparing styles of leadership: autocratic, democratic, and transmission.

**Democratic style:** It is the style based on mutual respect between the manager and his subordinates, and considering all members of the group as extremely important in implementing the organization's work and achieving its goals, thus opening the way for everyone to be creative and participate in decision-making and policy-making (Ramazan, 2020).

This type of leadership depends on the participation of the group in decision-making, planning and organizing processes, which leads to the group's commitment to work contexts and stimulates in them the desire for seriousness, taking responsibility and expressing intellectual and ideological concepts among themselves or with the external environment, which instills in them a spirit of optimism and anticipating the future and leads to create leadership and leaders that stem from a state of satisfaction because the basis of work is cooperation with high moral and spiritual incentives to achieve common goals and interests (Al-Otaibi, 2015).

The most important manifestations of the behavior of the democratic leader are the following (Al-Hantouchi, 2016):

- Adopting the principle of equality in rights and privileges for himself and his group.
- Providing career and professional growth opportunities for subordinates.
- Follow self-direction for employees.
- The leader must be wise, rational, and intelligent in his actions.
- Building strong human relationships between him and his subordinates, and between the subordinates themselves.
- Delegating some of his powers to subordinates.

**Autocratic style:** This leadership style leads organizations to become one-man-owned, meaning vertical management. It issues its orders, and the subordinates only have to obey. In this context, it uses coercion and intimidation to force others to carry out actions and implement them, whether they express their feelings or ambitions or not. It does not allow boycotting, objecting to, or rejecting decisions, and thus the role of the members is to implement these decisions and instructions. The issue of planning and organization is programmed by the leader without taking into account the opinions of the group, and this

leads to serious negative results such as decreased morale, motivation, resentment, and increased feelings of discontent. (Noureen, Shah & Zamir, 2020).

One of the most important features related to this style is (Akan & Yalçın, 2015):

- Not allowing subordinates to participate in decision-making, as the leader is alone in decision-making, and there is no delegation of authority to subordinates.

The leader creates a large gap between himself and his subordinates by always making them feel that he is distinguished from them and superior to them, which reduces the subordinate's self-confidence.

- The leader always relies on formal methods (salary increases, bonuses, discounts, etc.) as means of reward or punishment.

**Transmission style:** This style is the opposite of the autocratic style, as there is an absence of any real leadership and every individual is free to perform the work as he pleases. This leadership style is characterized by chaos and passivity of the leader, as this style of leadership is not governed by laws, specific policies, or procedures. This style of leadership behavior is also characterized by the leader's lack of interference in the course of matters, as he does not give his directions or instructions to the workers at all unless he is asked to do so (Ramazan, 2020).

It is a leadership that leaves individuals with absolute freedom to act and work without any interference on the part of the leader. The reason for this behavior may be the leader's inability to make decisions or his lack of knowledge of the problem at hand, so he leaves things to go on in the school without guidance or leadership. This leadership style is also characterized as the least of the types. In terms of effectiveness and work production, and that the members of his organization do not respect his personality (Aghbari, 2016).

## **Motivation**

### **The concept of motivation**

The term motivation expresses the set of internal and external circumstances that move the individual to restore the balance that has been disturbed. According to this concept, motivation refers to a tendency within the individual that drives him to achieve a specific goal. This goal may be the satisfaction of internal needs or desires, while the need refers to a state that arises within the individual in order to achieve the necessary biological or psychological conditions that lead to maintaining survival and continuity. The goal is what the individual desires to achieve, and it leads at the same time to satisfying the motivation (Al-Ajami, 2019).

Irnidayanti, Maulana, Lorenz & Fadhilah, (2020) defined it as a group of forces consisting of a number of internal and external factors that provoke behavior, direct it, determine its intensity, and maintain its continuity. These forces are stimulated by multiple



factors, which may stem from the individual himself, or from the physical environment, and the psychology around him.

Al-Abyad and Al-Ruwaili (2017) stated that motivation is a complex and thorny process because it is linked to human behavior and deals with a person's emotional and subconscious motivations in order to satisfy his diverse and growing needs that are linked to external environmental factors and the adaptation needed in goal-directed behavior.

Atteya (2019) believes that motivation represents an individual's ability to achieve tasks that others see as difficult, control the physical and social environment, control ideas, handle them well, and organize them, speed of performance and independence, overcome obstacles, achieve standards of excellence, surpass oneself, and compete with others and outperform them, self-esteem and appreciation.

The researcher believes that motivation is the internal causes of behavior, which include an individual performing a specific action, and determines the direction of that action. Motivation is everything related to those forces that activate human behavior, maintain it at a certain level, or direct it in a certain direction. This can be summarized as saying that motivation is everything related to those forces that maintain or change the direction of the nature and intensity of a behavior.

### **Achievement Motivation**

It is the process by which behavior is directed by a desire to achieve certain goals in order to satisfy an aroused internal or external need, and high motivation is the desire to produce good work and achieve results in tasks with a high degree of excellence and distinction (Msghouni & Taouriret, 2019).

Among the theories that have emerged to explain achievement motivation is Atkinson's theory, which is a theory that links an individual's expectation of his performance and his self-awareness of his ability and the resulting results, and considers them mutual cognitive relationships that stand behind achievement behavior, and that individuals with high achievement motivation make great efforts in attempts to reach problem solving, which emphasizes the tendency or inclination to obtain something acquired, can be learned, and it varies between individuals, it differs for one individual in different situations, and these motivations are affected by three main factors: the motivation to achieve success, or the probability of success related to the difficulty of the task, and the motivating value of success. High achievement motivation also increases the ability of individuals to control themselves in working diligently to solve the problem, and it enables them to develop solid plans to follow them diligently to reach the solution (Abed Al -Rashid & Al- Saidi, 2019).

Masry and Farah (2020) confirm that high-level achievement motivation motivates individuals to face problems, confront them, try to solve them, and overcome all the difficulties and obstacles they encounter. Individuals with high achievement motivation are happy when performing moderate and difficult tasks, and they strive with great enthusiasm

towards work, in contrast to individuals with low achievement motivation who avoid problems and quickly agree to solve them when they face difficulties, it maintains high performance levels for individuals without external control, and this is evident through the positive relationship between achievement motivation, perseverance at work, and good performance regardless of their mental abilities thus, achievement motivation is a good way to predict behavior associated with success or failure in the future.

### **The importance of achievement motivation**

The teacher's motivation is of great importance in providing him and enriching his behavior with the driving energy that motivates progress and achievement, as motivation is considered the main engine that stimulates the teacher's activity, makes him respond to certain situations and activities and not others, and directs his behavior towards the educational process to become an effective part in it. Motivation is also considered a successful resource in gathering the necessary energy to direct the teacher to exert more effort to become a part of the educational process, and to continuously motivate students to acquire knowledge, look at the phenomena around them, analyze them, and then interpret them. The importance of this energy lies in removing the tension that the teacher feels and returning him to his senses (Tayara, 2018).

The importance of teacher motivation is to involve them in the process of making decisions by determining their abilities and the extent of their efficiency in completing their work within a certain period of time, which is rewarded with obtaining financial incentives and promotions from the administration. Job performance is closely linked to material and moral incentives, in order to encourage and motivate teachers. On continuity and progress in developing their job performance, which in turn is reflected in the growth of their talent and creativity (Ateş & Yilmaz, 2018). The importance of motivation lies in enhancing teacher job satisfaction. An individual whose satisfaction with his work is high is more enthusiastic and willing to work, and his affiliation with his job and the educational institution increases, thus increasing his productivity and improving his performance. However, if the individual's motivation is low, this will weaken his satisfaction with work, and thus his productivity and level of performance will decrease. Consequently, his enthusiasm for work will weaken and his interest in it will decrease, which will reduce his feelings of gratitude and loyalty (Hussein, 2016).

### **The third axis: study results and their discussion**

Discussing the results of the first question, which states: **“What is the prevailing leadership style among secondary school principals in Haifa District within Palestine Interior?”** Arithmetic means and standard deviations were used for the response of the study sample, and table (2) shows this:

**Table (2) Arithmetic means and standard deviations of the study sample members' estimates of the prevailing leadership style among secondary school principals in the Haifa District**

No.	Item	Arithmetic	Standard Deviation	Rank	Degree
2	Democratic style	3.92	1.03	1	High
1	Autocratic style	2.98	0.86	2	Medium
3	Transmission style	3.63	0.78	3	Medium

It is clear from table (2) that the arithmetic averages for the prevailing leadership style for secondary school principals in the Haifa district ranged between (2.63-3.92), where the democratic leadership style came in first place with the highest arithmetic average (3.92) and with a (high) evaluation level, while the autocratic style came in first place. It came in second place with an arithmetical average (2.98) and an evaluation score (medium), and the transmission style came in last place with an arithmetical average (2.63) and an evaluation score (medium).

The researcher attributes this to the fact that in light of the reality in which we live, the school principal has become more convinced and confident that the work will not succeed and educational institutions will not proceed according to the requirements of the times except by respecting the opinion and opinion of others, sharing in decision-making, working in a team spirit, and focusing on human relations, which makes the democratic style at the forefront. Leadership styles as the best and most positive styles in the administrative process.

**Democratic style****Table (3) Arithmetic means and standard deviations of the study sample members' estimates of the prevailing leadership style among secondary school principals in the Haifa District**

<b>No.</b>	<b>Item</b>	<b>Arithmet ic Average</b>	<b>Standar d Deviati on</b>	<b>Ran k</b>	<b>Degre e</b>
7	The principal encourages team work	4,01	1.02	1	High
6	The principal applied the regulations according to the situation	3.99	1.07	2	High
1	The principal gives teachers the opportunity to express opinions	3.87	1.03	3	High
3	The principal is encouraged to open more channels of communication between him and the teachers	3.78	1.04	4	High
4	The principal takes into account the teachers' abilities when distributing tasks to them	3.72	1.00	5	High
2	The principal pays attention to the teachers' positive suggestions and puts them into practice	3.32	0.98	6	Mediu m
5	The principal views problems as solvable collectively	3,26	0,73	7	Mediu m
<b>Total</b>		<b>3,70</b>	<b>0,98</b>		<b>High</b>

It is clear from table (3) that the arithmetic averages and the level of the prevailing democratic leadership style among secondary school principals in the Haifa district ranged between (3.26-4.01), with a (high) degree of appreciation for all items except paragraph (2) and paragraph (5). It received an average rating, while the field as a whole received an arithmetic average of (3.70), with a high rating, paragraph no. (7) came in first place, which states: "the manager encourages teamwork," with a mean of (4.01) and a high rating. Paragraph No. (5) came in last place, which states: "the manager views problems as possible." to solve collectively" with a mean of (3.26) and an average rating. The researcher attributes this result to the importance of this leadership style, as secondary school principals in the Haifa district work to establish good relationships with teachers, as principals are keen to hear teachers' suggestions that are important to the progress of the educational process, which increases their motivation to work and increases their job performance.

**Autocratic style****Table (4) Arithmetic means and standard deviations of the study sample members' estimates of the prevailing leadership style among secondary school principals in the Haifa District**

No.	Item	Arithmetic Average	Standard Deviation	Rank	Degree
9	The principal retains the powers granted to him by the educational administration	3.34	1.09	1	Medium
10	The principal applies regulations and laws to the absolutely	3.32	1.17	2	Medium
8	The principal has limited trust in teachers	3.29	1.13	3	Medium
11	The principal follows a strict supervision method to follow up on teachers	3.26	1.04	4	Medium
13	The principal makes decisions individually	3.13	1.07	5	Medium
12	The principal asks teachers to implement plans without contributing to their development	3.11	1.09	6	Medium
14	The principal uses threats and punishment to get work done	2.96	1.15	7	Medium
<b>Total</b>		<b>3,20</b>	<b>1.10</b>		Medium

It is clear from Table (4) that the arithmetic averages and the level of the autocratic leadership style prevailing among secondary school principals in the Haifa District ranged between (2.96-3.34), with a medium rating on all items. As for the field as a whole, it obtained an arithmetic average of (3.20). With a medium rating. Paragraph no. (9) came in first place, which states: "the director maintains the powers delegated to him by the educational administration," with a mean of (3.34), with a moderate rating. Paragraph no. (14) came in last place, which states: "the director uses threats and punishment for completing the work" with a mean of (2.96) and a medium rating. The researcher attributes this result to the fact that secondary school principals in the Haifa district work on the basis of centralization in making decisions related to the management of school tasks, and follow an authoritarian approach to reach decisions related to school administration matters individually and do not work in a team spirit.

**Transmission style****Table (5) Arithmetic means and standard deviations of the study sample members' estimates of the prevailing leadership style among secondary school principals in the Haifa District**

<b>No.</b>	<b>Item</b>	<b>Arithmet ic Average</b>	<b>Standar d Deviati on</b>	<b>Ran k</b>	<b>Degre e</b>
16	The principal expects teachers to work on their own themselves	3.38	1.19	1	Mediu m
18	The manager is very flexible when applying the laws	3.32	1.07	2	Mediu m
17	The principal gives teachers the freedom to carry out the tasks assigned to them without supervision	3.29	1.13	3	Mediu m
15	The principal grants all administrative powers to teachers	3.26	1.14	4	Mediu m
20	The principal is very lenient with teachers who fail to perform their job duties	3.13	1.09	5	Mediu m
19	The manager is not interested in following up on the work professionally and administratively	3.04	1.21	6	Mediu m
21	The principal avoids confronting the problems of school administration and leaves things to happen ad hoc	2.57	1.18	7	Mediu m
<b>Total</b>		<b>3.14</b>	<b>1.14</b>		Mediu m

It is clear from table (5) that the arithmetic averages and the level of the transmission leadership style prevailing among secondary school principals in the Haifa District ranged between (2.57-3.38), with a medium rating for all items, except paragraph no. (21), which came with a rating of low, but the field as a whole obtained an arithmetic average of (3.14), with a medium rating. Paragraph no. (16) came in first place, which states: "the principal expects teachers to work on their own," with a mean of (3.38), and with a medium rating. Paragraph no. (21) came in last place, which states: "the principal avoids confronting teachers." problems of school administration and leaving things to happen improvised" with a mean of (2.57) and a low rating. The researcher attributes this result to the fact that some secondary school principals in the Haifa District lack the conviction to give teachers a degree of freedom, or to the nature and conditions of the school environment, or the lack of administrative experience among some principals.

Discussing the results of the second question, which states: **“are there statistically significant differences at the significance level ( $\alpha \leq 0.05$ ) between the averages of the study sample members’ responses regarding the leadership style of secondary school principals in the Haifa District due to the variables of gender and experience?”**

**Regarding the gender variable:** to answer this question, the arithmetic means, standard deviations, and “t” test for independent samples regarding the leadership style of secondary school principals in the Haifa district were extracted.

The results of this question showed that there were no statistically significant differences due to the effect of the gender variable in all leadership styles and in the total score. This result can be interpreted in light of the fact that both males and females work together to the same degree, are provided with the same conditions and capabilities, are exposed to the same pressures and variables, face the same challenges, go through the same experiences, and receive the same qualifications and preparation, and thus they have similar practices related to leadership styles.

**Regarding the experience variable:** To answer this question, the arithmetic means, standard deviations, and “F” test were extracted for independent samples regarding the leadership style of secondary school principals in the Haifa district.

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 total score. This result can be explained in light of all principals being exposed to the same qualification and pre-preparation programs before joining educational leadership positions, and thus their practice of leadership styles is similar without there being a significant effect of the experience factor in this.

### **Achievement motivation among teachers**

Discussing the results of the third question, which states: **“What is the level of motivation for achievement among secondary school teachers in the Haifa District within Palestine?”** Arithmetic means and standard deviations were used for the response of the study sample, and table (6) shows this.

**Table (6) Arithmetic means and standard deviations of the study sample members' estimates of the level of achievement motivation among secondary school teachers in the Haifa District**

No.	Item	Arithmet ic Average	Standar d Deviati on	Ran k	Degre e
3	I do my best to make the students understand the lesson	4.15	0.96	1	High
9	I make an outstanding effort to work with students	4.09	0.98	2	High
7	I plan the lesson in advance to reach the goal	4.05	0.95	3	High
4	I change my teaching methods if students do not understand me	4.02	0.90	4	High
8	I'm looking for a way to do my job with some distinction	3.97	0.93	5	High
5	Use different means of explanation	3.93	0.91	6	High
2	I think of various solutions to the problems I face in my work	3.89	0.98	7	High
10	I compete with colleagues to improve my performance	3.86	1.06	8	High
6	I use modern technologies in school to benefit students	3.78	1.13	9	High
1	I have a desire for a challenge while getting my work done	3.72	1.09	10	High
<b>Total</b>		<b>3.94</b>	<b>0.98</b>		<b>High</b>

It is clear from table (6) that the arithmetic averages for the level of motivation for achievement among secondary school teachers in the Haifa district ranged between (3.72-4.15), with a high degree of appreciation for all items. As for the field as a whole, it obtained an arithmetic average of (3.94) and a high degree of appreciation, high. Paragraph no. (3) came in first place, which states: "I work as hard as I can to make the students understand the lesson," with a mean of (4.15) and a high rating. Paragraph no. (1) came in last place, which states: "I have the desire to "Challenge while completing work" with a mean of (3.72) and a high rating. This result can be interpreted in light of the multiplicity of variables and capabilities available to teachers in secondary schools in the Haifa District, which have a positive impact on their level of achievement motivation, as there are high capabilities in the Department of Education in the Haifa District. In addition to the presence of an educational environment in which all the requirements and equipment required for teachers are



available in order to perform their tasks with a great deal of efficiency and excellence, these factors therefore positively affect the level of achievement motivation among teachers.

Discussing the results of the fourth question, which states: **“Are there statistically significant differences at the significance level ( $\alpha \leq 0.05$ ) between the averages of the responses of the study sample members regarding the level of motivation for achievement among secondary school teachers in the Haifa District due to the variables of gender and experience?”**

**Regarding the gender variable:** to answer this question, the arithmetic means, standard deviations, and “t” test for independent samples on achievement motivation among secondary school teachers in the Haifa district were extracted.

The results of this question showed that there were statistically significant differences attributed to the effect of the gender variable in all items of motivation for achievement, and the differences were in favor of females. This may be due to the fact that females are more endurance and patient than males and have a strong motivation to prove their presence in the field of work significantly more than males.

**Regarding the experience variable:** to answer this question, arithmetic means, standard deviations, and an “f” test were extracted for independent samples on achievement motivation among secondary school teachers in the Haifa District.

The results of this question showed that there were no statistically significant differences due to the effect of the experience variable in all items of motivation for achievement and in the total score. This result can be explained by the fact that the motivation for achievement is related to some other matters, such as the work environment, the way of dealing, the circumstances and variables surrounding the educational process, the internal desire to prove oneself or advance the educational process, and other variables on which the experience factor may not have a noticeable effect.

Discussing the results of the fifth question, which states: **“Is there a statistically significant correlation at the significance level ( $\alpha \leq 0.05$ ) between the leadership style of secondary school principals and the level of motivation for achievement among secondary school teachers in the Haifa District?”**

**To answer this question, Pearson correlation coefficients were extracted between the leadership styles of secondary school principals and the achievement motivation of teachers in the Haifa District, and table No. (7) shows these results:**

**Table (7) Pearson correlation coefficients between the leadership styles of secondary school principals and the level of achievement motivation among teachers in the Haifa District**

No.	Leadership Styles		achievement motivation
1	Democratic style	Correlation coefficient Significance level	0.319** 0.000
2	Autocratic style	Correlation coefficient Significance level	0.036 0.598
3	Transmitter pattern	Correlation coefficient Significance level	-0.173* 0.023

\*Statistically significant at the significance level of 0.05

\*\* Statistically significant at the significance level of 0.01

Table (7) shows that the Pearson correlation coefficient between the democratic style and the motivation for achievement among teachers reached (0.319), which is a statistically significant value at the significance level ( $\alpha \leq 0.05$ ), meaning that there is a positive correlation between the democratic style and the motivation for achievement among teachers, and the positive correlation indicates However, the more the democratic leadership style increases, the more it leads to an increase in the motivation for achievement among teachers.

The table shows that the Pearson correlation coefficient between the autocratic style and the motivation to achieve among teachers reached (0.036), which is a non-statistically significant value at the significance level ( $\alpha \leq 0.05$ ), meaning that there is no correlation between the autocratic style and the motivation to achieve among teachers.

The table shows that the Pearson correlation coefficient between the transmission style and achievement motivation among teachers reached (-0.173), which is a statistically significant value at the significance level ( $\alpha \leq 0.05$ ), meaning that there is a negative correlation between the transmission style and achievement motivation among teachers, and the negative correlation indicates that an increase in the transmission style leads to a decrease in teachers' achievement motivation.

## **Recommendations**

- Educating secondary school principals about the importance of choosing the appropriate leadership style, because of its impact on the level of motivation for achievement among teachers, and thus its impact on the level of achievement of learners.

- Working to develop the positive aspects of teachers, such as organizational loyalty, job satisfaction, achievement motivation, and others, through training programs and courses that contribute to this, and through developing the school climate, environment, and administrative practices in a way that contributes to achieving these positive aspects.

- Working to strengthen the democratic leadership style among secondary school principals because this enhances their loyalty and belonging, which reflects positively on the motivation for achievement among teachers in the school.

- Educating teachers and school principals about the importance of high achievement motivation, its role in achieving goals and desired results and improving the level of achievement among students.

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