

# THE PRINCIPAL LEADERSHIP STYLE IN BEDOUIN SECONDARY SCHOOL IN THE NEGEV

Salih Alasad<sup>1</sup>

<sup>1</sup> West University of Timisoara, salhasad@Gmail.com

**ABSTRACT:** The aim of the research is to explore the leadership styles applied by the principals of the secondary schools in Negev, as viewed by the teachers. It also aimed to find out whether factors such as settlement, school location, and gender of the teacher may change in his/her report about the applicable leadership style by the school principals in Negev. The research relies on the theory of full range leadership model [1]. Design/methodology/approach – Questionnaires assessing the variables of interest were completed by 30 teachers in three Bedouin secondary schools in Negev. As results of our research, we find that the teachers reported that the applicable leadership style by the school principals is the "Transformational Leadership"; and that factors such as the place of settlement, the school location and the teacher's gender changed their report about the applicable leadership style by the school principals in Negev.

**KEYWORDS:** Bedouin, leadership style, transformational leadership.

## 1. INTRODUCTION

The leadership styles applied by the principals of the secondary schools in Negev, as viewed by the teachers, and whether factors such as settlement, school location, gender of the teacher may change in his/her report about the applicable leadership style by the school principals in Negev.

Leadership is perhaps one of the most important aspects of management [2]. This is because leadership is a major factor which contributes immensely to the general wellbeing of organizations and nations [3]. Great nations like the United State of America, Britain, France and India are some of the most prominent nations in the world today on the wings of effective leadership [4]. This is because leaders in organizations and nations make things happen. This paper deal with the school principal has important roles to play. Among this roles include the principal leadership style in secondary schools.

Successful, effective leaders have conquered achievement goals for their schools because they took care of the people accountable for learning--the teachers--and all involved in the school performed at higher levels. The goal has been to have successful schools encompass the leader and the individuals involved. The principal must also be honest about personal strengths and weaknesses and possess willingness to compromise when necessary. The effective principal should combine strategies to improve teaching and learning while compassionately nurturing those employed in the school[5], [6], [7] ,[8]. [9].

## 2. LEADERSHIP STYLES

### 2.1 Transformational Leadership

A transformational leader is a person who stimulates and inspires (transform) followers to achieve extraordinary outcomes [3]. He/she pay attention to the concern and developmental needs of individual followers; they change followers' awareness of issues by helping them to look at old problems in a new way ; and they are able to arouse, excite and inspire followers to put out extra effort to achieve group goals. Transformational leadership theory is all about leadership that creates positive change in the followers whereby they take care of each other's interests and act in the interests of the group as a whole [10], [11].

## 2.2 Transactional Leadership

Also known as managerial leadership, transactional leadership focuses on the role of supervision, organization, and group performance; transactional leadership is a style of leadership in which the leader promotes compliance of his followers through both rewards and punishments. Unlike Transformational leadership, leaders using the transactional approach are not looking to change the future; they are looking to merely keep things the same. These leaders pay attention to followers' work in order to find faults and deviations. This type of leadership is effective in crisis and emergency situations, as well as when projects need to be carried out in a specific fashion. Transactional leaders are effective in getting specific tasks completed by managing each portion individually [11].

Transactional leaders are concerned with processes rather than forward-thinking ideas. These types of leaders focus on contingent reward (also known as contingent positive reinforcement) or contingent penalization (also known as contingent negative reinforcement [12].

## 2.3 "Sit and Wait" Leadership Style

The most prominent characteristic of this leader's behavior is avoidance from taking a stand, from decisions making and actually from any action. This not active leadership reflects each attempt not to affect. The subordinates of this leader don't receive guidance or support, and typically show indifference and carelessness and will tend to focus on achieving their personal goals, even if they are in conflict with the objectives of the organization or the group [13].

## 3. THE PRINCIPAL IN BEDOUIN EDUCATION SYSTEM

The school is considered by the society as the property of a particular family in the village, especially when the principal or most of the teachers are from one tribe. Hierarchical the relationships between employees of the school system is rigid and it limits the initiative of the principal, who is supposed to be a leading figure in the school education process is vulnerable and unable to withstand external pressures, tensions in society that penetrate it easily and affect its atmosphere. The competition between the clans for a local power system finds its way to schools and affects the relationships between the teachers and the management, the concentration of the clans created division of teachers based on clans in a same school; therefore a conflict between clans outside the school penetrates the walls and increases the tensions between the different groups. And since further found that the main factor that influences the organizational climate in Bedouin schools of Israel is the principal's leadership style. Bedouin principals usually demonstrate the power and illustrate discipline of work, innovation and involvement [14], [15].

## 4. CHARACTERISTICS OF THE TEACHING FORCE IN THE BEDOUIN SECTOR IN THE NEGEV

The teaching workforce in the Bedouin educational system in Negev has its unique characteristics, as the Bedouin community is a traditional one. In the recent years, the Bedouin community passed through many changes in the workforce in teaching, such as:

*1. Women in the Bedouin Education System in Negev:* An increase occurred in the percentage of the Bedouin female teachers, as well as the percentage of the educated Bedouin females, because the youth are now more and more tending to get married to the educated girls. As a result, the status of the educated woman promoted, even within the families living according to the traditional lifestyle.

Numbers of the girls who complete their secondary education is noticeably high. Nowadays, we find that most of the girls complete their secondary education. Thereby the rate of the teachers is rapidly increasing among the total teaching workforce in the Bedouin milieu in Negev [15],[16].

2. *North and Local Teachers*: There are large numbers of teachers in the Bedouin education system in Negev, both male and female teachers coming from the north and center of the country. This is in spite of the wide increase in the rate of the local teachers, because there is a need for the teachers of the north, especially in the major subjects, such as English language, mathematics and science. The rate of the teachers coming from the north is three doubles as much those coming from the local milieus. On the other hand, the rate of the female teachers coming from the north milieus overweighs the numbers of female teachers from the local workforce. Those female teachers have their influence in the local community in terms of upgrading the status of the woman in the Bedouin education system.

In this concern, certain researchers claim that there are struggles among the teachers of the north and those of the local community, because of the differences in culture, habits and traditions [15],[16].

3. *Teachers in Both Section of the Education System (with permanent and temporary settlement)*: The established phenomenon in the country, and outside the country, is that the area with good and developed settlement facility will obtain good education conditions, and attract teachers with good academic levels. On the other hand, areas with poor settlement conditions will have less experienced teachers who are changeable even within short intervals.

Even in the Bedouin milieu, we find two types of settlement areas, with different settlement conditions. In this regard, two thirds of the Bedouin residents in Negev moved to live in permanent settlements, where the public institutions and schools are built according to advanced and high standards, which include good infrastructures, such as electricity, public parks and streets.

More than one third of the population lives in temporary settlements lacking infrastructures such as water, streets and electricity. People here are still living in houses made of zinc and in tents. In addition, the educational institutions and schools are also in temporary buildings. However, in the recent years, many villages were recognized and school and public institutions were built in these areas according to the modern styles [15], [16].

To sum, many changes took place in the workforce in the Bedouin milieu. First, the steady increase in the numbers of the female teachers, second, the Bedouin education is still linked to the teaching forces coming from outside Negev, but the rate of the local teachers is rapidly increasing. Third, more than one third of the Bedouin population is still living in settlements lacking the infrastructures. In the recent years, however, a number of the unrecognized villages had been recognized, and modern schools were built there.

## 5. RESULTS

Results of the research conducted on an exploratory sample included 30 teachers from three schools (10 teachers per school), one from Rahat City, one from a permanent town and one from a temporary town. The aim was to explore the leadership styles with the secondary school principals in Negev. This was carried out within an expanded research that includes all the secondary schools in the Bedouin milieu in Negev. In this research, the amended short form of the questionnaire (MLQ-X5, Multi-Factor Leadership) was employed, as it most fits to the research sample, and was applied in Israel, in the northern part of the country, on both Arab and Israeli elementary schools [17].

### 5.1 Background variables:

Thirty male and female teaches participated in this research. The background variables of the participation in the research are: official local status of the town: Permanent settlement ( 66.7%)Temporary settlement(33.3) Gender male (56.6%) female(43.4%) Academic Degree,(Ba (73.3%), MA(25%), other (16.6%)), Original Domicile Place:(South of the Country (56.6%) North of the Country (43.3%)) Age, (less than 30 (30%), 30-39( 53.3%), 40-

49 (13.3%), more than 50 years (3.3%) Seniority in Education (less than 10 years (36.3%), 10-20 (30%) more than 30 years (6.6%).

This exploratory research showed important orientations, mainly, the applicable leadership style with the principals of the Bedouin schools in Negev is the transformational leadership.

## 5.2 Distribution of the Leadership over the Three Schools

Table 1 shows that teachers reported that the transformational leadership style is the one that characterizes the school principals in Negev at a high level (average 3.7). The lowest degree was given to the laissez faire leadership style (2.3), and the transformational leadership style came with a medium degree (3.15).

**Table 1.** Distribution of the leadership styles

Leadership style	M	SD
Transformational Leadership	3.7	1.0
Transactional Leadership	3.15	0.9
Laissez faire Leadership	2.3	1.1

Based on the standard deviation (SD), we find a difference in the reports of the teachers on the leadership styles. Thus, the teachers' reports were checked about the leadership styles according to the school location, place of settlement, and gender, to find out whether there are differences in the teachers' reports about the leadership style and the difference degree among them as per the standard deviation.

## 5.3 Distribution of the Leadership by the type of the town (settlement where the school is located):

Table 2 shows that the teachers reported that the transformational leadership style is the one that characterizes the principals in the three schools by three grades.

**Table 2.** Distribution of the leadership styles by location

Leadership style	City		Temporary settlement		Permanent settlement	
	SD	M	SD	M	SD	M
Transformational Leadership	0.4	4	0.42	3.5	0.37	3.7
Transactional Leadership	0.38	3.4	0.36	2.83	0.43	3.15
Laissez faire leadership	0.37	2.0	0.41	2.4	0.52	2.3

The highest (4) was for the city, followed by (3.7) for the permanent settlement (town), and the lowest (3.5) was for the temporary settlement (town). However, there are differences in the teachers' reports in the three schools. For example, the transformational leadership styles is characteristic to the principal of the city at a higher degree, followed by the principal of the permanent town, and the temporary town school principal came third and last. It further shows that the laissez faire leadership style characterizes all of them at a very low degree as follows, City (2.0), permanent town (2.3) and temporary town settlement (2.4). As for the transformational and transactional leadership styles, they both characterize the school principals at medium degrees. As reported by the teachers, the highest degree was for the city school principal (3.4), followed by the permanent town settlement school principal (3.15), and the temporary town settlement school principal came last with (2.83) degrees.

#### 5.4 Leadership Style by the Teacher Settlement Area (North/Local):

Table 3 shows that the local and nonlocal teachers reported that the transformational leadership is the one that characterizes the school principals in the three schools at a higher degree as follows, Local teachers (3.7) and nonlocal teachers (3.5).

**Table 3.** Leadership styles by teacher settlement area

Leadership style	Unlocal Teacher (North)		Local teachers	
	SD	M	SD	M
Transformational Leadership	0.35	3.5	0.42	3.7
Transactional Leadership	0.41	3.2	0.35	3.1
Laissez faire leadership	0.45	2.5	0.38	2.2

However, there are differences in the local and nonlocal teachers' reports. In this concern, the results showed that the transformational leadership style characterizes the principal (as per the local schoolteachers) at a higher grade than the nonlocal schoolteachers; and the laissez faire leadership characterizes them at very low degree, as per the local schoolteachers (city schoolteachers at the rate of 2.2). On the other hand, as per the nonlocal schoolteachers, this style characterizes them at a higher degree than the reports of the local schoolteachers (nonlocal 2.5). However, the transformational leadership style characterizes them at medium degree, meaning that there is almost a coincidence between the local and nonlocal schools (3.1 and 3.2, respectively). This indicates, to some extent, to the close relations between the local teachers and the principal, because the local teachers and the principal hold the same habits and traditions.

#### 5.5 Leadership Style, by the Report of Teachers (Males/Females):

In the traditional, masculine, Bedouin community, the male is the dominant, a trait that governs his actions and relations with the female, as per the Bedouin habits and traditions.

The above table shows that the teachers reported that the transformational leadership style is the one that characterizes the principals in the three schools at higher degrees/means: (male teachers, 3.7 and female teachers 3.3).

**Table 4.** Leadership styles by gender

Leadership style	Female		Male	
	SD	M	SD	M
Transformational Leadership	0.39	3.3	0.37	3.7
Transactional Leadership	0.32	3.4	0.39	3.0
Laissez faire leadership	0.47	2.2	0.42	2.2

Meanwhile, the female teachers reported that the transactional leadership is the one that characterizes the principals of the three schools at higher degrees (female teachers, 3.4 and male teachers 3.0). There is a complete coincidence between the male and female teachers that the laissez faire leadership style characterizes them at low degree (male teachers, 2.2 and female teachers, 2.2). This is indicative of the strong influence of the Bedouin traditions on the actions of the principal with the female teachers, taking into account that the habits and traditions do not allow "mixing" (coeducation) between men and women.

In general, the teachers reported that the leadership style followed by the school principal is the transformational leadership style.

## 6. CONCLUSIONS

A transformational leader is a person who stimulates and inspires (transform) followers to achieve extraordinary outcomes. He/she pay attention to the concern and developmental needs of individual followers; they change followers' awareness of issues by helping them to look at old problems in a new way ; and they are able to arouse, excite and inspire followers to put out extra effort to achieve group goals. Transformational leadership theory is all about leadership that creates positive change in the followers whereby they take care of each other's interests and act in the interests of the group as a whole [12].

As far the school location is concerned, we find differences in the teachers' reports in the three schools. In this concern we see that the transformational leadership style is the one that characterizes the city school principal at a higher degree, followed by the principal of the permanent settlement town school; meanwhile, the temporary town school principal came last in the third position. This clearly interprets the influence of the well-known phenomenon, both inside and outside the country, that the principal in good and developed settlement area obtains good education conditions, and attracts to him teachers of higher academic degrees. On the other hand, areas with poor settlement conditions attract less experienced teachers, who are changed at close intervals.

There is a strong link in the Bedouin education system in Negev with the male and female teachers coming from the center and north parts of the country, in spite of the large increase in the numbers of the local teachers. This clear in the rates of the academics of the teachers coming from the northern parts, which is more than three doubles as much of the academics in the local teachers. The same is true for the rates of the female teachers from the north, which overweighs those of the numbers of the local female teachers. Nonetheless, there is an influence on the local community in raising the status of the woman in the education system in the Bedouin milieu. Still, there are differences between the teachers of the north and the local community because of the differences in the culture, habits and traditions. However, the local and nonlocal teachers reported that the transformational leadership style characterizes the principal, as per the local teachers' report, more than the report of the nonlocal teachers, which seems to be attributed to the differences in the habits and traditions.

Moreover, the gender of the teacher changes his/her view to a wide extent about the leadership style. The male teachers reported the transformational leadership as the one that characterizes the school principals in the three schools to a higher degree than the reports of the female teachers. Meanwhile, the female teachers report that the transactional leadership style is the one that characterizes the principals of the three schools, to a higher degree. Once again, it seems that the reason is the habits and traditions in the Bedouin community.

Bedouin women also experience gender discrimination perpetuated by two cultural codes that govern Bedouin life: the sexual code and the collective code. The Bedouin sexual code affects every aspect of a girl's upbringing, from childhood to marriage. Under the sexual code, perceptions of honor and shame dictate behavior. This sexuality also makes the woman important; she is highly protected by Bedouin traditional law and any offense against a woman may lead to revenge by her male kin [18]. These codes, probably affects the principal behavior towards female teachers.

## 7. REFERENCES

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