

The Extent of Principals' Application of the Transformational Leadership and its Relationship to the Level of Job Satisfaction among Teachers of Galilee Region

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Abstract

The current study aimed to identify the degree of applying the transformational leadership in school administration (among principals), the level of job satisfaction among teachers, and investigate the relationship to each other. The sample consisted of (182) teachers, who were randomly selected from teachers of Galilee region inside the Green Line for the academic year 2015/2016. Two questionnaires utilized in this study after validity and reliability verified: the first is the questionnaire of practicing the transformational leadership and the second is job satisfaction questionnaire. The results showed that the degree of applying the transformational leadership in school administration among teachers of Galilee is very high, and that the degree of job satisfaction among teachers is also very high, and the results showed no differences in the level of applying the transformational leadership and the level of job satisfaction due to gender, academic qualification, years of experience and level of school. The results showed statistically significant positive relationship between the application of transformational leadership and job satisfaction. The study recommended the need to maintain the high level of applying the transformational leadership among principals through providing them with training courses, seminars and lectures on style of transformational leadership, its fields and its impact on the development and evolution of teaching-learning process.

Keywords: School administration, transformational leadership, job satisfaction, Galilee region.

1. Introduction

Transformational Leadership seeks to promote the senses of those who are dependents (subordinates) through resorting to the moral ideas and values such as freedom, justice, equality, peace and humanity; behavior of Transformational Leadership starts from the values and personal beliefs of the leader rather than the exchange of interests with subordinates. Bass (1998) defined it as a kind of leadership that occurs when the leader broadens and raises the degree of interest in those who are working with him toward the acceptance of objectives and achieving the organization's mission and vision by motivating them to overcome their personal interests for accomplishing the public interest.

Perhaps the emergence of transformational leadership serves as a response to the requirements of the educational community, which has always sought to achieve efficiency in the performance of organizations and their employees. Reforming of low achievement educational organizations is one of the most important goals that transformational leadership seeks to achieve, so that it is more effective and convenient in the academic and educational organizations through providing greater freedom for workers and to develop their creative ideas (Al-Ghamdi, 2001). Transformational leadership is associated with the climate of change prevailing in the educational institution, because it includes the consolidation of motivation and loyalty to the work, leading to extra efforts required to bring about the desired change (Al-Saud, 2013).

Al-Badri (2001) indicates that the transformational leader and his high expectations towards teachers help him develop their skills and enable them to accomplish their assigned tasks efficiently and effectively and hold higher distinguished performance which is reflected on the development of the educational learning process. This has been confirmed by pieces of literature review conducted in this field.

2. Literature Review

Layton (2003) confirmed that the principal's practice of the transformational leadership achieves satisfaction among teachers and motivates them to do their best at work. The study of Griffith (2004) proved that the practice of transformational leadership achieves job satisfaction among teachers. Bonaros (2006) confirmed that there is a positive correlation between transformational leadership and job satisfaction among teachers. The study of Al-Omar (2010) resulted in a positive effect between the application of transformational leadership and teacher satisfaction. Al-Sharif (2014) highlighted that the degree of principals' practice of transformational leadership contributes to raising the level of job satisfaction among teachers, and Al-Roussan (2015) resulted that there is a strategic impact of transformational leadership on job satisfaction among employees.

3. Statement of the Problem

Some of the teachers complain of dissatisfaction with the teaching profession and they have various perspectives about the impact of leadership styles on job satisfaction, and so the idea of conducting the current study emerged, which seeks to identify the correlation between the principals' practice of transformational leadership and job satisfaction among teachers of Galilee. Hence, this study tried to answer the following questions:

1. What is the degree of applying the transformational leadership in the Galilee schools from the teachers' perspective?
2. What is the degree of job satisfaction among teachers in public schools in Galilee, from their perspective?
3. What is the correlation between the degree of applying the transformational leadership for principals and the degree of job satisfaction among teachers in public schools in the Galilee?

3.1. Significance of the Study

The significance of this study lies in adding new information to the human knowledge about the reality of the practice of transformational leadership and its relationship with job satisfaction. The researchers and scholars benefit from the two instruments that have been developed to be utilized in conducting subsequent studies. The educational officials in the study population benefit from the results of this study in the development of standards for testing the public school principals, and the importance also lies in the development and dissemination of training programs on transformational leadership style that may contribute to sensitize public school principals of the use of transformational leadership that will hopefully contribute to the development of job satisfaction among teachers and therefore achieving high performance in school and institutional work.

4. Methodology

The correlative descriptive approach used in the present study to examine the relationship between the principals' practice of transformational leadership and job satisfaction among teachers.

4.1. Study Population and Sampling

The study population consisted of all teachers in the western Galilee region, which includes (30) schools and the number of teachers in these schools is (720) teachers. The study sample randomly selected from teachers of ten schools in the primary and prep stages, and consisted of (182) teachers in the first semester for the academic year 2015/2016.

4.2. Instrument

After accessing and reviewing the educational literature review regarding the two variables of the study such as (Daoum and Momeni, 2011; Althbaity and Al-Anzi, 2014; Otaibi, 2014; Abdulaal, 2016), the researchers developed the two instruments of the study, in order to identify the degree of practicing the transformational leadership among principals in the Galilee region, and its relationship with job satisfaction among teachers. The first instrument is the questionnaire of "Practicing of Transformational Leadership", consisted of (34) items, while the second instrument is the questionnaire of "Job Satisfaction", consisted of (37) items. To evaluate the respondents' responses and draw conclusions, five-scale Likert utilized in both questionnaires (very high=5, high=4, medium=3, low=2, very low=1), and to evaluate the mean level of paragraphs, domains and the total instrument, the statistical standard is adopted by using the following equation:

01.00 – 01.80	Very low
01.81 – 02.60	Low
02.61 – 03.40	Medium
03.41 – 04.20	High
04.21 – 05.00	Very high

Thus, the scale has been calculated by using the following equation:

$$\frac{5 - 1}{5} = 0.80$$

The scale maximum (5) - the minimum of the scale (1)

The required number of categories (5)

4.2.1. Validity

To verify the validity of the two questionnaires, they were reviewed and evaluated by (10) referees of university professors, more experienced in educational administration and leadership; where they were asked to check the appropriateness of the paragraphs (items) of the domain and the total instrument (questionnaire), and to make sure of the language and the appropriateness of the instrument to achieve the study objectives. In light of the views and suggestions of the evaluators, the required modifications were conducted with agreement percentage (80%).

4.2.2. Reliability

The reliability of the questionnaire was verified by calculating of the internal consistency coefficient (Cronbach's Alpha) for a pilot sample numbered (30) teachers = (0.96), while consistency coefficient for the total questionnaire of job satisfaction is (0.94). These are considered appropriate values for achieving the objectives of the study.

5. Procedures

The authors used Statistical Package for the Social Sciences System (SPSS) in analyzing the data and concluded the results that were discussed and then some recommendations have been made.

6. Results

The results of the first question: "What is the degree of applying the transformational leadership in the Galilee schools from the teachers' perspective? To answer this question, means and standard deviations calculated for the application of transformational leadership in the Galilee schools from the teachers' perspective, as shown in table (1).

Table (1): means and standard deviations for the degree of applying the transformational leadership to the Galilee schools from the perspective of teachers in descending order according to means

Rank	No.	Domain	Mean	Standard Deviation	Level
1	2	Ideal effect	4.56	.578	Very high
2	4	Building organizational culture	4.55	.553	Very high
3	1	Inspirational motivation	4.54	.610	Very high
4	5	Individual consideration	4.51	.577	Very high
5	3	Intellectual motivation	4.41	.619	Very high
Total transformational leadership			4.52	.542	Very high

Table (1) shows that means ranged from (4.41-4.56), where the domain of the ideal effect in the first place was the highest mean (4.56) and a standard deviation (0.578) with a very high extent of application, while the domain of intellectual motivation ranked the fifth with a mean (4.41), standard deviation (0.619) and a very high degree of application of transformational leadership, and the mean of the total transformational leadership is (4.52), standard deviation (0.542) and a very high degree of practicing or applying the transformational leadership.

The results of the second question: What is the degree of job satisfaction among teachers in public schools in Galilee, from their perspective? To answer this question, means and standard deviations calculated for the degree of job satisfaction among teachers in Galilee public schools from their perspective as indicated in table (2).

Table (2): means and standard deviations for the degree of job satisfaction among teachers in public schools in Galilee, from their perspective in descending order according to means

Rank	No.	Domain	Mean	St. D.	Degree
1	2	Motivation	4.48	.595	Very high
2	1	Transparency	4.45	.676	Very high
3	3	Work environment	4.27	.697	Very high
4	4	Personal satisfaction	4.11	.534	high
Total job satisfaction			4.33	.537	Very high

Table (2) shows that the means ranged from (4.11-4.48), where the domain of motivation ranked the first with the highest mean (4.48), a standard deviation (0.595) and a very high degree of motivation, while the domain of personal satisfaction ranked in the fifth place with a mean of (4.11), a standard deviation (0.534) and high degree of personal satisfaction. The arithmetic mean for job satisfaction among teachers in public schools in the Galilee from their perspective was (4.33) with a standard deviation (0.537) and a very high degree of satisfaction.

The results of the third question: What is the correlation between the degree of applying the transformational leadership for principals and the degree of job satisfaction among teachers in public schools in the Galilee? To answer this question, Pearson correlation coefficient was calculated between the degree of application of transformational leadership and the degree of satisfaction among teachers in public schools in the Galilee as indicated in table (3).

Table (3): Pearson correlation of the relationship between the degree of application of transformational leadership and the degree of satisfaction among teachers in public schools in the Galilee region

Domains		Transparency	Motivation	Work enviro.	Personal satisfaction	Total job satisfaction
Inspirational motivation	Corr. Coef.	.725(**)	.784(**)	.640(**)	.648(**)	.797(**)
	Sig. level	.000	.000	.000	.000	.000
	No.	182	182	182	182	182
Ideal effect	Corr. Coef.	.765(**)	.821(**)	.642(**)	.640(**)	.819(**)
	Sig. level	.000	.000	.000	.000	.000
	No.	182	182	182	182	182
Intellectual motivation	Corr. Coef.	.769(**)	.818(**)	.625(**)	.692(**)	.832(**)
	Sig. level	.000	.000	.000	.000	.000
	No.	182	182	182	182	182
Building organizational culture	Corr. Coef.	.796(**)	.798(**)	.551(**)	.613(**)	.789(**)
	Sig. level	.000	.000	.000	.000	.000
	No.	182	182	182	182	182
Individual consideration	Corr. Coef.	.800(**)	.866(**)	.663(**)	.741(**)	.882(**)
	Sig. level	.000	.000	.000	.000	.000
	No.	182	182	182	182	182
Total transformational leadership	Corr. Coef.	.834(**)	.888(**)	.681(**)	.728(**)	.896(**)
	Sig. level	.000	.000	.000	.000	.000
	No.	182	182	182	182	182

* Significant at (0.05)

** Significant at (0.01)

Table (3) shows that there was a statistically significant positive relationship between the domains of applying and practicing the transformational leadership and the total degree and all domains of job satisfaction and the total degree; which means that the more applying and practicing of the transformational leadership among principals in the Galilee region, the more degree of job satisfaction among teachers.

7. Discussion

- The results showed that the degree of application/practice of Transformational Leadership among public school principals in the Galilee region from the perspective of teachers ranked very high. This may be attributed to the recent trends in the Ministry of Education, which is always seeking to develop the administrative work through workshops and specialized training courses on the development of principals' skills, which are held regularly and intensively. Ministry of Education aspires to develop the performance of principals and cope with the modern educational development, and it seeks for change and dealing with crises to keep the best levels; hence teachers realize the degree of principals' application of the transformational leadership. The results of the present study are consistent with the results of Al-Sharifi and Al-Tanh (2010), Atawi (2001) and the study of Al-Otaibi (2014), whose results showed that the degree of the principals' application of the transformational leadership was very high, while the current study is inconsistent with the results of Bani Ata (2005), which showed that the degree of high school principals' application of transformational leadership was medium, and Al-Anzi (2005), which showed that the degree of high school principals' application of transformational leadership was low.
- The results of the present study showed that the degree of job satisfaction among teachers of public schools in the Galilee region from their perspective was very high. This can be attributed to several reasons, including: Technological and knowledge revolution that copes up with this era; moreover, Ministry of Education aspires to apply sustainable development to education and provides teachers with all instructional supplies that contributed to the advancement and progress of education in the region, which is reflected on the teachers' satisfaction with their profession. As well as the Ministry of Education recently paid attention to the status of the teachers through better salaries and incentives and the provision of laws and regulations that secure their rights. The current results have agreed with Maskary (2009) that showed that the degree of job satisfaction among teachers ranked high, while the current study is inconsistent with Al-Bandari and Otoum (2002), the study of Ayan and Kocacik (2010),

Chen (2010) and the study of Daoum & Momeni (2011), which all showed that degree of job satisfaction among teachers was medium.

- The present results showed a statistically significant positive relationship between the domains of applying the transformational leadership and the total degree and all domains of job satisfaction and the total degree; which means that the more application of transformational leadership among principals in the Galilee region, the more is the degree of job satisfaction among teachers. This may be due to the principal's application of transformational leadership contributes to reduce the level of psychological stress and anxiety among teachers and this makes them feel comfortable and psychological peace of mind, which is reflected on their career satisfaction. Noruzy, et al (2013) confirmed that the application of transformational leadership contributes to bring out the creative potentials of teachers and stimulating their abilities, the teacher consequently feels his identity and this positively influence the teacher's performance and satisfaction with his profession. Many pieces of literature review have confirmed the importance of the positive relationship between the application of transformational leadership and job satisfaction among teachers such as the study of Griffith (2004), which confirmed that the application of transformational leadership has a positive impact upon raising the level of job satisfaction among teachers. Other studies such as Bonaros (2006), Al-Omar (2010), Al-Sharif (2014) and Al-Roussan (2015), which assured that the application and practice of transformational leadership among principals, contribute to raising the level of job satisfaction among teachers.

Recommendations

In light of the results of the current study, some recommendations have been made:

1. The need to maintain the high level of applying the transformational leadership among principals through providing them with training courses, seminars and lectures on style of transformational leadership, its fields and its impact on the development of teaching-learning process.
2. The need to maintain the high level of job satisfaction through providing the appropriate environment in schools to empower the teachers and provide appropriate position for them, and to improve their incentives to reinforce their job satisfaction; this has a significant role in the development of teaching and learning process in the school, which is reflected on the educational outcomes.
3. Further studies with large population and sampling should be conducted to address the relationship between the application of transformational leadership among principals and job satisfaction among teachers, along with other variables such as socio-economic level for the teacher, the age, and the school district, and the number of training courses; where it could contribute to the enrichment of the organizational knowledge and give a great deal of diversification.

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