



RESEARCH ARTICLE

Styles of Educational Leadership among Public School Principals in the Jerusalem Governorate and its Suburbs and their Relationship to Teacher Motivation

Samah Fathallah Ghaith Mashhour^{1*}, Mahmoud A Abu Samra²^{1,2}Al-Quds University, Palestine**ARTICLE INFO****ABSTRACT**

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Keywords

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This study aimed to identify the styles of educational leadership among public school principals in the Jerusalem Governorate and its suburbs, and to examine their relationship to the motivation toward work among the teachers working with them. The study sample consisted of 150 male and female teachers from schools in the Jerusalem Governorate and surrounding areas. The study used a descriptive correlational approach and employed a questionnaire as its tool. The questionnaire addressed two areas: the first focused on educational leadership styles, while the second measured motivation toward work. The study yielded several key findings, most notably: the level of leadership styles among public school principals in the Jerusalem Governorate and its suburbs was high across all domains; there was a strong, positive correlation between principals' leadership practices and the level of teacher motivation; statistically significant differences in leadership practices were found based on the gender variable, favoring female principals; and no statistically significant differences were observed based on academic qualifications or years of experience. Based on these results, the study proposed several recommendations, including: establishing a database to enhance clarity in vision and goals for school principals during decision-making processes; training school administrations on various leadership styles and practical steps for their implementation; and increasing awareness among school principals of the importance of community involvement in decision-making and the role of administrative empowerment in boosting teachers' motivation.

***Corresponding Author:**

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INTRODUCTION

From an administrative perspective, leadership refers to the manager's skill in effectively engaging with individuals, utilizing available skills to intrinsically motivate subordinates to perform their job tasks at optimal levels—not out of fear of leadership authority or potential penalties for poor performance, but because they align the organization's goals with their personal objectives (Shuaib, 2014). Abu Eida (2010) suggests that an institution's success in achieving its goals and mission is directly tied to the leader's management approach and leadership style. At the core of this process is the employee, making employee effectiveness a focus of researchers in administrative sciences due to its strong influence on behavior, performance, and productivity.

Ibn Hafeez and Al-Shayeb (2016) argue that an effective leader is one who makes a positive impact within their organization, primarily through general leadership behavior and by boosting employee morale. Effective leaders serve as the driving force, motivating and encouraging employees toward work, which, in turn, increases their commitment to achieving desired goals. Bush (2008) highlighted a growing interest in educational leadership, based on the belief that leadership quality has a

significant impact on student achievement and on increasing teachers' motivation. Schools require effective leaders and managers to foster teacher motivation. Similarly, Nawas and Khan (2016) emphasized the role of the director as the primary leader in the educational process, with a unique decision-making authority. The director's leadership style plays a critical role in either enhancing or diminishing employees' motivation and effectiveness.

Al-Zaghloul and Al-Mahamid (2010) highlight the importance of motivation as an educational goal in its own right. Psychologists agree on the crucial role of motivation in directing and energizing human behavior in general, and specifically in the areas of learning and achievement. Motivation affects cognitive processes such as perception, attention, imagination, memory, and thinking, which in turn influence and are influenced by learning and achievement. Al-Baili et al. (2007) emphasize that motivation is a significant topic within educational psychology, aiming to equip teachers with knowledge that supports both teaching improvement and effective decision-making. Since learning depends on conducive educational conditions and includes student interaction with environmental factors like materials, books, and people around them, motivation is key in sparking student interest in the educational process. According to Abu Ayed (2006), leadership styles in schools vary based on the values and beliefs held by principals. Studies have identified multiple leadership styles, each impacting different areas, particularly teacher motivation, performance, and job satisfaction.

In this context, this study aims to examine the educational leadership style among school principals in the Jerusalem Governorate and its suburbs and its relationship to the motivation towards work among the teachers working with them.

Problem statement and research questions

Given the importance of administrative leadership styles in enhancing teachers' motivation and in light of contemporary educational goals that prioritize boosting teacher motivation, it is essential to identify the leadership styles practiced by school principals in the Jerusalem Governorate and surrounding areas, as well as the level of teacher motivation for teaching.

Thus, the study's main problem is defined by the following primary question: *To what extent do public school principals in the Jerusalem Governorate and its suburbs practice educational leadership styles, and how are these styles related to the level of motivation among the teachers working with them?*

The main question generates the following sub-questions:

1. To what extent do public school principals in the Jerusalem Governorate and its suburbs practice educational leadership styles?
2. Are there statistically significant differences in the degree to which principals in the Jerusalem Governorate practice leadership styles based on study variables (gender, academic qualification, and years of experience)?
3. What is the level of motivation among teachers in public schools in the Jerusalem Governorate and its suburbs?
4. Is there a statistically significant correlation at the significance level ($\alpha=0.05$) between the average responses regarding the extent of leadership style practices among school principals and the motivation level of the teachers working with them?

Research Importance

This study aims to provide valuable insights in two key areas: theoretical and practical.

Theoretical Importance

The significance of this study lies in its focus on the extent to which school principals in the Jerusalem Governorate and its suburbs employ different leadership styles and how these styles relate to the work motivation of their teachers. The expected contributions of this study include:

1. Identifying effective practices that can enhance leadership performance and improve teachers' effectiveness.
2. Paving the way for future researchers to explore this field through the study's recommendations, thereby contributing to the development of new knowledge in administrative and educational thought.
3. Establishing a link between two critical variables in leadership: the leadership styles of school principals and the motivation of teachers.
4. Enriching the Arab literature on leadership, particularly regarding leadership styles among managers.

Practical importance

This study is anticipated to benefit various stakeholders, including:

1. The Ministry of Education and education directorates in Palestine by providing modern leadership methods aimed at fostering positive and collaborative work environments.
2. Education directors, department heads, educational staff (principals and teachers), and school supervisors in Palestine.
3. Researchers and scientific research centers affiliated with the Ministry of Education by reviewing the study's theoretical literature, results, and recommendations, as well as facilitating the application of similar studies in other contexts.

Study terminology

This study encompasses several key terms that will be defined conceptually and procedurally:

Leadership style

According to Al-Qahtani and Al-Maamari (2019), leadership style is defined as a set of actions, behaviors, and functions performed by a manager, including the design and organization of work among groups, the definition of work relationships, and attention to employees' goals and needs. The researcher defines it procedurally as the methods and actions implemented by school principals in the Jerusalem Governorate and its surroundings, including organizing, directing, and defining tasks for employees, as well as addressing their concerns. This will be measured through responses to a leadership styles scale developed by the researcher for this purpose.

Motivation

Khalifa (2000) defines motivation as an internal state that drives an individual's behavior and performance, sustaining it while directing the individual toward specific goals. The researcher defines it procedurally as the score obtained by school teachers in the Jerusalem Governorate and its suburbs, assessed through responses to a motivation scale that the researcher will develop.

Limitations of the study

The study's findings are confined to the following boundaries:

1. **Human boundaries:** The study focuses on male and female government school teachers.
2. **Spatial boundaries:** The study is limited to public schools in the Jerusalem Governorate and its suburbs.
3. **Temporal boundaries:** The study was conducted in the second semester of the 2024/2025 academic year.

Previous relevant studies: This section presents several prior studies related to the study's variables: leadership styles and work motivation.

Axis one: previous studies on leadership styles

Jagham (2016) conducted a study aimed at identifying the impact of leadership styles on career development. The study sample consisted of 74 administrative employees at the University of Mohamed Kheidar in Algeria. Employing a descriptive and analytical approach with a questionnaire as its primary tool, the study found that transactional leadership positively and directly affects career development, while other leadership styles had no statistically significant impact.

Al-Shanti (2017) conducted a study to determine the prevailing leadership style in Palestinian ministries and its effect on job satisfaction. The study sample included 356 employees from Palestinian ministries, selected through simple random sampling. Using a descriptive analytical approach and a questionnaire, the study revealed several findings, including that respondents rated their organizational commitment as moderate and identified transformational leadership as the predominant style, followed by transactional leadership. It was found that job satisfaction mediates the relationship between transformational leadership and organizational commitment, whereas no mediation effect was established for transactional leadership.

Lee and Chuang (2018) explored the impact of leadership styles (transformational and procedural) on work pressures that contribute to employee turnover. The sample consisted of 220 individuals working in insurance companies in Taiwan. The descriptive analytical approach was adopted, and a questionnaire was used as the primary tool. The results indicated a statistically significant relationship between leadership styles and work pressures leading to turnover, with an inverse relationship between transformational leadership and work pressures, and a direct relationship between procedural leadership and work pressures.

The second axis: previous studies related to motivation toward work

Perkins (2002) conducted a study aimed at testing the relationship between teachers' perceptions of the leadership behavior of school principals and their motivation to work among teachers in Texas, USA. The study adopted a descriptive analytical method and used a questionnaire as its tool, with a sample consisting of 311 male and female teachers. The study found several important results, notably the existence of a relationship between teachers' internal and external motivations and the leadership behavior that emphasizes relationships, as well as the influence of teachers' years of experience and age.

Al-Rashidi (2008) aimed to determine the level of motivation to work among technical mentors at the Ministry of Education in Kuwait from their perspective. This study also employed a descriptive analytical approach and utilized a questionnaire, with a sample of 91 male and female technical mentors. The results indicated that the motivation level among technical mentors and teachers at the Ministry of Education in Kuwait was high across all fields, with statistically significant differences in motivation to work favoring the technical mentors.

Shaaban (2013) examined intrinsic motivation and its relationship to innovative thinking. The study adopted a descriptive analytical approach and used a questionnaire, with a sample of 1,086 secondary school students in Damascus schools, Syria. Significant results included statistical differences between the averages of the study sample members on the motivation test for the specialty variable, favoring scientific specialties, and statistically significant differences in the average performance of the sample members on the innovative thinking test according to gender, favoring females.

Summary of previous studies and the context of the current study

Reviewing previous studies related to the topic of the current study reveals a diversity in presenting the subjects, objectives, and results reached, reflecting the varied aspects and fields addressed by each study. Notably, some studies emphasize the importance of leadership styles and their role in achieving desired goals, such as Jagham (2016), Al-Shanti (2017), and Lee and Jung (2018). Other

studies focused on teachers' work motivation and its impact on work progress, including Perkens (2002), Al-Rashidi (2008), and Shaaban (2013).

The researcher has benefited from these previous studies in enhancing her understanding of the study's variables and formulating the theoretical framework. This understanding will aid in developing the study tool and statistical analysis methods. The researcher plans to compare the results of previous studies with the current study's findings to present the most significant recommendations and proposals.

This study shares similarities with previous research in investigating the relationship between leadership styles and motivation toward work, as well as in its methodological approach. However, it distinguishes itself from prior studies through its specific variables and context. To the researcher's knowledge, this is the first study aimed at revealing the extent to which school principals in the Jerusalem Governorate and its suburbs practice educational leadership styles and their relationship to the motivation levels of the teachers working with them.

METHODOLOGY AND PROCEDURES

This section outlines the study's methodology, population, sample, selection method, variables, and procedures that the researcher will follow in developing the study tools, implementation, and statistical analysis of the data.

Study methodology

To achieve the study's objectives, a descriptive correlational approach was employed, which is one of the most suitable methods for this type of research. This approach measures the relationship between two variables (an independent variable and a dependent variable) to determine whether this relationship is positive or negative, and subsequently predicts a specific level of significance in a numerical context.

Study population

The study population comprises all male and female public school teachers in the Jerusalem Governorate and its suburbs, totaling 2,289 teachers, according to the annual educational statistical book for the academic year 2023/2024.

Study sample

The study sample comprised 150 male and female teachers from public schools in the Jerusalem Governorate and its suburbs. Participants were selected using a stratified random sampling method and were distributed according to the study variables, including gender, academic qualification, and years of experience. Table 1 presents the demographic characteristics of the sample.

Table 1: Demographic sample characteristics

Number	variable	number	Percentage
1	gender		
	male	37	24.7%
	female	113	75.3%
2	Academic qualification		
	diploma	9	6%
	Bachelor's	114	76%
	Master's degree or higher	27	18%
3	Years of experience		
	Less than 5 years	31	20.7%
	5 - 10 years	41	27.3%
	More than 10 years	78	52%

Study tool

This study aims to identify the leadership styles of principals in public schools within the Jerusalem Governorate and its suburbs, as well as their relationship to teachers' work motivation. To achieve these objectives, a study tool was developed, consisting of three parts:

1. Demographic Variables of the Respondents
2. Leadership Styles Measure for school principals in the Jerusalem Governorate and its suburbs.
3. Work Motivation Measure for teachers in government schools in the Jerusalem Governorate and its suburbs.

Validity of study tools

The validity of the study tool was assessed using content validity. Table 2 presents the Pearson correlation coefficients and the statistical significance between the total score for each field and the individual items.

Table 2: Illustrates the correlation coefficients of each item with the total score of the respective field, assessed using the Pearson correlation test to determine the construct validity of the study scale.

Number	Correlation coefficient with the field	Sign	Number	Correlation coefficient with the field	Sign	Number	Correlation coefficient with the field	Sign
Democratic leadership style			Transformational leadership style			Laissez-faire Leadership mode		
1	.776**	0.000	6	.873**	0.000	11	.730**	0.000
2	.336**	0.000	7	.845**	0.000	12	.714**	0.000
3	.809**	0.000	8	.757**	0.000	13	.858**	0.000
4	.767**	0.000	9	.799**	0.000	14	.624**	0.000
5	.767**	0.000	10	.833**	0.000	15	.560**	0.000
Motivation towards work								
1	.801**	0.000	6	.780**	0.000	11	.750**	0.000
2	.793**	0.000	7	.729**	0.000	12	.731**	0.000
3	.737**	0.000	8	.539**	0.000	13	.516**	0.000
4	.644**	0.000	9	.642**	0.000	14	.730**	0.000
5	.590**	0.000	10	.825**	0.000	15	.748**	0.000

** Statistically significant at (0.00)

It is evident from Table 2 that the correlation coefficients between the items of the scales and the total score of their respective fields exceeded 0.30, which is the minimum acceptable threshold for item differentiation. This finding indicates that all items contribute effectively to the total score of the scales and that each item measures the same construct, thereby confirming the construct validity of the scales. The scales, along with their variables, comprise a total of 57 items.

Reliability of the study tool

To assess the consistency of each item within the scales related to their respective fields, correlation coefficients were calculated using Cronbach's alpha coefficient. Table 3 presents the results of these reliability tests:

Table 3 provides the reliability coefficients for the items of the study instrument, determined through the Cronbach alpha test.

Scale	Domain	Number of paragraphs	Cronbach's Alpha
Leadership styles	Democratic leadership style	5	81.6%
	Transformational leadership style	5	94.5%
	Laissez-faire Leadership mode	5	86.9%

	Total score for leadership styles	15	94%
Motivation towards work	The total degree of motivation towards work	15	92.6%
Total score		30	94.1%

It is evident from Table 3 that the values of the Cronbach Alpha coefficient for the sub-dimensions of leadership styles among public school principals in the Jerusalem Governorate and its suburbs ranged from 81.6% to 94.4%. The reliability value for the overall score of leadership styles, calculated using Cronbach's Alpha, reached 94%. Additionally, Table 3 shows that the Cronbach Alpha coefficient for teachers' work motivation was 92.6%, with the overall reliability value for the study being 94.1%.

Statistical treatment

To address the study questions, the following statistical methods were employed:

1. **Cronbach's alpha** equation was used to assess the stability of the study tool.
2. **Pearson correlation coefficient** was applied to examine the relationships between the study axes.
3. For answering the first and third questions, **arithmetic means** and **standard deviations** were calculated.
4. The second question was addressed using the **independent samples t-test** and **three-way ANOVA**, along with the **Scheffé test** for post-hoc comparisons.
5. To answer the fourth question, the **Pearson correlation coefficient** was calculated to determine the relationship between the total scores of leadership styles among principals and the overall work motivation of teachers. Furthermore, correlation coefficients between the various domains of leadership styles and motivation were extracted.

PRESENTATION AND DISCUSSION OF THE STUDY RESULTS

To address the study questions, the researcher employed a questionnaire to assess the extent to which principals of public schools in the Jerusalem Governorate and its suburbs practice educational leadership styles and the relationship of these practices to the level of motivation among the teachers. The questionnaire consisted of 30 items divided into two axes, with the first axis representing three areas. Responses were collected using a five-point Likert scale, defined as follows: strongly agree = 5, agree = 4, neutral = 3, disagree = 2, and strongly disagree = 1, as illustrated in Table 4.

Results related to the first question

The first question seeks to determine the degree to which public school principals in the Jerusalem Governorate and its suburbs practice educational leadership styles. To answer this question, arithmetic means and standard deviations were calculated for the overall level of educational leadership styles among the principals, as well as for each specific area of the study tool. The results are presented in Table 4:

Table 4. Arithmetic Means, Standard Deviations, and Ranges of Estimates from Members of the Study Sample on a Scale of Educational Leadership Styles among Public School Principals in the Jerusalem Governorate and its Suburbs.

Number	Domain	Arithmetic average	Standard deviation	Degree
1	Democratic leadership style	4.03	0.63	High
2	Transformational leadership style	3.84	0.70	High
3	Laissez-faire Leadership style	3.74	0.67	High

The total score for educational leadership styles	3.87	0.59	High
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Table 4 presents the level of educational leadership styles among the principals of public schools in the Jerusalem Governorate and its suburbs, as perceived by teachers. The overall assessment indicates a high level of educational leadership, with an arithmetic mean of 3.87. Within this framework, the democratic leadership style ranks highest, achieving an arithmetic mean of 4.03, while the Laissez-faire Leadership style is rated the lowest, with an arithmetic mean of 3.74.

The researcher attributes these findings to the effective practices of school principals in the Jerusalem Governorate and its suburbs. These principals prioritize the establishment of strong relationships with teachers, demonstrating a commitment to listening to teachers' suggestions, which are essential for advancing the educational process. This approach contributes positively to teacher performance and motivation.

Arithmetic means and standard deviations for educational leadership styles

The subsequent analysis presents the arithmetic means and standard deviations for the items in each area of the educational leadership styles dimension

First: The field of democratic leadership style

Arithmetic means and standard deviations were calculated for the responses of the study sample members to the field (democratic leadership style), and Table (5) shows this.

Table 5: Arithmetic means and standard deviations of the study sample members' ratings on the democratic leadership style.

Number	Item	Arithmetic average	Standard deviation	Degree
4	The school principal helps teachers develop their abilities	4.27	0.80	High
2	The school principal tends to delegate some of his powers to facilitate work tasks	4.16	0.58	High
5	The school principal uses praise and appreciation methods to encourage teachers	4.14	0.92	High
3	Teachers participate in decision making	3.85	0.80	High
1	The principal formulates goals with the participation of all teachers	3.73	0.99	High
Total score		4.03	0.63	High

Table (5) illustrates that the overall rating for the democratic leadership style was high, with an arithmetic mean of 4.03. Among the various indicators of democratic leadership, the most significant was represented by Item No. (4), which states: "The school principal helps teachers develop their abilities," yielding a high mean of 4.27. Conversely, Item No. (1), which states: "The principal formulates goals with the participation of all teachers," ranked lowest within this category, yet still maintained a high mean of 3.73.

The researcher attributes these findings to the critical importance of the democratic leadership style. This approach facilitates both individual and collective participation in administrative decision-making within school management. It empowers school principals to delegate a portion of their authority to teachers, which not only helps in achieving school goals but also minimizes time and effort spent on administrative tasks. Additionally, this style fosters stronger relationships between teachers and the school administration, ultimately enhancing motivation toward work.

Second: Transformational leadership style

Arithmetic means and standard deviations were calculated for the responses of the study sample members to the field (transformational leadership style), and Table (6) shows this.

Table 6: The arithmetic means and standard deviations of the study sample members' ratings on the field (transformational leadership style) are arranged in descending order.

Number	Item	Arithmetic average	Standard deviation	Degree
8	The school principal works to consolidate participation among teachers on an ongoing basis	3.93	0.73	High
7	The school principal directs teachers to work with optimism and team spirit	3.84	0.81	High
9	The school principal is keen to meet the needs and desires of teachers	3.83	0.78	High
10	The school principal is concerned with creating the organizational climate that allows teachers to accomplish their work	3.81	0.78	High
6	The school principal has the ability to persuade employees to increase their enthusiasm for work	3.80	0.75	High
Total score		3.84	0.70	High

Table (6) indicates that the overall rating for the transformational leadership style was high, with an arithmetic mean of 3.84. Among the various indicators of transformational leadership, the most significant was represented by Item No. (8), which states: "The school principal works to consolidate participation among teachers on an ongoing basis," achieving a mean of 3.93. In contrast, Item No. (6), which states: "The school principal has the ability to persuade employees to increase their enthusiasm for work," ranked last within this category, yet still maintained a high mean of 3.80.

The researcher attributes these findings to the distinctive characteristics of transformational leaders, who are recognized as catalysts for change and development within educational institutions. They possess a remarkable ability to navigate complex situations, adapt to diverse circumstances, and address problems systematically. Furthermore, transformational leaders actively involve teachers in various tasks, which boosts their self-confidence, self-esteem, and overall capabilities. Teachers' engagement in significant decision-making processes and their opportunity to voice opinions regarding institutional challenges foster a sense of ownership and commitment to their work. This involvement enhances their attachment to the institution and encourages them to prioritize organizational goals over personal interests.

Third: Laissez-faire leadership style

Arithmetic means and standard deviations were calculated for the responses of the study sample members to the field (Laissez-faire Leadership style), and Table (7) shows this.

Table 7: The arithmetic means and standard deviations of the study sample members' estimates on the field (Laissez-faire Leadership style) are arranged in descending order.

Number	Item	Arithmetic average	Standard deviation	Degree
15	The school principal prefers for teachers to choose appropriate mechanisms and methods to complete their work	3.90	0.73	High
11	The school principal leaves the choice to teachers in setting plans and goals	3.87	0.79	High
13	The school principal accepts all suggestions from teachers	3.79	0.74	High
12	The school principal leaves room for teachers to solve their problems according to their style	3.74	0.80	High
14	The school principal is lenient in applying punishments to teachers who are negligent in their duties.	3.39	1.02	Medium
Total score		3.74	0.59	High

From Table (7), it is evident that the overall estimate for the Laissez-faire Leadership style was high, with an arithmetic mean of 3.74. The results indicate that the most significant indicator of Laissez-

faire Leadership is represented by Item No. (15), which states: "The school principal prefers for teachers to choose appropriate mechanisms and methods to complete their work," achieving a high mean of 3.90. Conversely, Item No. (14), which states: "The school principal is lenient in applying punishments to teachers who are negligent in their duties," ranked last with a moderate mean of 3.39.

The researcher attributes this outcome to the leader's inclination to grant a significant degree of freedom to subordinates, allowing them to carry out their activities and make decisions using the procedures they consider most appropriate for accomplishing their tasks. This leadership style empowers subordinates to define their objectives within the broader goals of the organization and to determine the means for achieving them. Moreover, the leader delegates authority extensively, assigning duties in a general rather than a specific manner. This approach reflects the leader's belief that their role is to facilitate the work of subordinates by providing essential information and serving as a communication hub with the organization's external environment.

The results related to the second question: Are there statistically significant differences in the degree to which principals in the Jerusalem Governorate practice leadership styles based on study variables (gender, academic qualification, and years of experience)?

This question generated four null hypotheses. To test the validity of the first hypothesis, the (t) test was used to measure the significance of differences between two independent samples, examining differences **attributed to the gender variable**. Meanwhile, for the second through fourth hypotheses, the One-Way Analysis of Variance (ANOVA) test was applied to measure the differences in the degree to which **public school principals in Jerusalem and its suburbs practice leadership styles, attributed to the study variables (gender, educational qualification, and years of experience)**.

The results of testing these hypotheses are as follows:

Results related to gender: There are no statistically significant differences at the significance level ($\alpha \geq 0.05$) between the mean scores of the degree to which public school principals in Jerusalem and its suburbs practice leadership styles attributed to the gender variable.

Table 8: Results of the independent samples t-test for the sample members' response in the average degree of public school principals in the Jerusalem Governorate and its suburbs practicing leadership styles due to the gender variable

Domain	gender	number	Arithmetic average	Standard deviation	Indication F	T value	Significance level
Democratic leadership	male	37	4.32	0.31	0.002	4.803	0.000
	female	113	3.93	0.68			
Transformational leadership	male	37	4.01	0.41	0.000	2.271	0.025
	female	113	3.79	0.76			
Laissez-faire Leadership	male	37	3.89	0.43	0.002	1.608	0.041
	female	113	3.69	0.72			
Total score	male	37	4.08	0.33	0.000	3.355	0.001
	female	113	3.80	0.65			

Table (8) indicates the presence of statistically significant differences in the practice of leadership styles by public school principals in Jerusalem and its suburbs, attributed to the gender variable across all domains at the significance level ($\alpha \geq 0.05$). This is evidenced by the mean scores, as the p-value is less than (0.05). For the study as a whole, the "t" value for the total score is (3.555) with a significance level of (0.001), which is also below (0.05). Accordingly, there are statistically significant differences in the mean scores of leadership style practices by public school principals in Jerusalem and its suburbs attributed to the gender variable. Given that the F-statistic's significance in all domains and in the overall score was also less than (0.05), these differences favor females, leading to the rejection of the null hypothesis in favor of the alternative hypothesis.

The researcher attributes this result to the dedication of female principals to acquire skills through training and enrichment programs and to apply these skills in school work. Female principals are also committed to achieving a high level of performance and precisely following regulations and instructions. As role models, they encourage teachers to emulate their behaviors, actions, and guidance, aiming to attain a favorable evaluation.

Results related to educational qualification: There are no statistically significant differences at the significance level ($\alpha \geq 0.05$) between the mean scores of the degree to which public school principals in Jerusalem and its suburbs practice leadership styles attributed to the educational qualification variable.

Table 11: Results of the One-Way analysis of variance (ANOVA) test for the responses of the sample members regarding the mean scores of leadership style practices by public school principals in Jerusalem and its suburbs, attributed to the educational qualification variable.

Domain	Source of variance	Sum of squares	Degrees of freedom	Mean squares	"F" value Calculated	Significance level
Democratic leadership	Between groups	0.942	2	0.471	1.194	0.306
	Within groups	57.969	147	0.394		
	the total	58.911	149			
Transformational leadership	Between groups	0.940	2	0.470	0.963	0.384
	Within groups	71.747	147	0.488		
	the total	72.687	149			
Laissez-faire Leadership	Between groups	7.841	2	3.921	9.913	0.000
	Within groups	58.139	147	0.396		
	the total	65.980	149			
Total score	Between groups	2.283	2	1.142	3.325	0.039
	Within groups	50.466	147	0.343		
	the total	52.749	149			

The results in Table (11) indicate no statistically significant differences in the leadership style practices of public school principals in Jerusalem and its suburbs attributed to the educational qualification variable at the significance level ($\alpha=0.05$) in both democratic and transformational leadership, as the p-value is greater than (0.05). However, for laissez-faire leadership, statistically significant differences were observed, as the p-value was less than (0.05). For the overall score of leadership style practices by public school principals in Jerusalem and its suburbs, the p-value was (0.039), which is less than (0.05), indicating the presence of statistically significant differences in the mean scores; thus, the null hypothesis was rejected. This is further clarified in Table (12), which presents the mean scores, showing that the mean score for teachers holding a bachelor's degree is noticeably different from that of other qualifications.

This result may be attributed to the idea that as the educational qualification level increases, teachers' awareness of leadership styles among school principals in Jerusalem and its suburbs also increases, which in turn enhances teachers' motivation towards their work.

Table 12: Arithmetic means and standard deviations of the study sample members' response to the average degree of leadership styles practiced by public school principals in the Jerusalem Governorate and its suburbs due to the academic qualification variable

Domain	Academic qualification	number	Arithmetic average	Standard deviation
Democratic leadership	diploma	9	4.29	0.48
	Bachelor's	114	4.04	0.64
	Master's degree or higher	27	3.92	0.60
Transformational leadership	diploma	150	4.03	0.63
	Bachelor's	9	4.07	0.37
	Master's degree or higher	114	3.86	0.70
	diploma	27	3.71	0.78

Laissez-faire Leadership	Bachelor's	150	3.84	0.70
	Master's degree or higher	9	4.00	0.40
Total score	diploma	114	3.83	0.60
	Bachelor's	27	3.26	0.79
	Master's degree or higher	150	3.74	0.67

Results related to years of experience: There are no statistically significant differences at the significance level ($\alpha \geq 0.05$) between the mean scores of leadership style practices by public school principals in Jerusalem and its suburbs attributed to the years of experience variable.

Table 13: Results of the One-way analysis of variance (ANOVA) test for the responses of the sample members regarding the mean scores of leadership style practices by public school principals in Jerusalem and its suburbs, attributed to the years of experience variable.

Domain	Source of variance	Sum of squares	Degrees of freedom	Mean squares	"F" value Calculated	Significance level
Democratic leadership	Between groups	3.180	2	1.590	4.195	0.017
	Within groups	55.730	147	0.379		
	the total	58.911	149			
Transformational leadership	Between groups	1.377	2	0.688	1.419	0.245
	Within groups	71.310	147	0.485		
	the total	72.687	149			
Laissez-faire Leadership	Between groups	2.509	2	1.255	2.906	0.058
	Within groups	63.471	147	0.432		
	the total	65.980	149			
Total score	Between groups	2.091	2	1.045	3.033	0.051
	Within groups	50.659	147	0.345		
	the total	52.749	149			

The results in Table (13) indicate that there are no statistically significant differences in the leadership style practices of public school principals in Jerusalem and its suburbs attributed to the years of experience variable at the significance level ($\alpha \geq 0.05$) in both transformational and laissez-faire leadership styles, as the p-value is greater than (0.05). However, for democratic leadership, statistically significant differences were found, as the p-value was less than (0.05). For the overall score of leadership style practices, the p-value was (0.051), which is greater than (0.05), indicating no statistically significant differences in the mean scores, thereby accepting the null hypothesis. This is further demonstrated in Table (14), which presents the mean scores.

The researcher attributes this result to the idea that the number of years of experience, whether high or low, does not significantly affect the variation in responses among the study sample regarding the degree to which school principals in Jerusalem and its suburbs practice leadership styles. This may be due to the sufficient experience that principals have in leadership styles, their commitment to achieving school goals, their ability to complete tasks efficiently and quickly, as well as their capacity for creativity, innovation, and teacher motivation.

Table 14: Mean scores and standard deviations for the responses of the study sample regarding the mean scores of leadership style practices by public school principals in Jerusalem and its suburbs, attributed to the years of experience variable.

Domain	Years of experience	number	Arithmetic average	Standard deviation
Democratic leadership	Less than 5 years	31	4.13	0.47
	5-10 years	41	4.21	0.39
	More than 10 years	78	3.89	0.75
Transformational leadership	Less than 5 years	150	4.03	0.63
	5-10 years	31	3.92	0.36

	More than 10 years	41	3.96	0.41
Laissez-faire Leadership	Less than 5 years	78	3.75	0.89
	5-10 years	150	3.84	0.70
	More than 10 years	31	3.95	0.31
Total score	Less than 5 years	41	3.79	0.48
	5-10 years	78	3.63	0.82
	More than 10 years	150	3.74	0.67

Third: Results related to the third question, which states: What is the level of motivation among teachers in public schools in the Jerusalem Governorate and its suburbs?

To answer this question, the means and standard deviations of the responses of the study sample members to the questions on the motivation axis were calculated. Table (15) shows this:

Table 15: The means and standard deviations of the estimates of the study sample members on the motivation toward work axis, arranged in descending order.

Number	Item	Arithmetic average	Standard deviation	Degree
6	I believe that success depends on perseverance	4.53	0.58	High
7	I make every effort to finish my work, no matter how much time it takes	4.50	0.50	High
4	I feel happy when I discover new knowledge in my work	4.47	0.58	High
5	I always strive to excel among my colleagues in my work	4.45	0.50	High
3	I feel happy when I am at school with my students	4.40	0.70	High
2	My feeling of responsibility towards the students motivates me to work more	4.37	0.49	High
15	I evaluate my work by the results I obtain	4.35	0.48	High
14	I complete the required work with precision and dedication	4.32	0.47	High
12	I create alternatives for any failure I encounter that disrupts my plans	4.27	0.44	High
11	I often succeed in achieving the goals and plans I set	4.23	0.51	High
1	The manager's understanding of my professional needs increases my performance	4.20	0.72	High
8	I acknowledge responsibility for failure in any work assigned to me	4.19	0.48	High
10	My determination to complete my work increases whenever I find it difficult	4.18	0.56	High
9	I prefer working in a competitive atmosphere that stimulates potential	4.14	0.57	High
13	I invest my free time in what is useful to my work	4.14	0.40	High
The total degree of motivation towards work		4.32	0.38	High

Table (15) shows motivation toward work, with the mean for this axis being (4.32), indicating a high level. All items received a high rating. The results show that the motivation to work, according to the study sample, is represented as follows: "I believe that success depends on perseverance" contributes greatly to increasing teachers' motivation to work, with the highest mean of (4.53), indicating a high level, followed by "I exert my utmost effort to complete my work, no matter how long it takes," with a mean of (4.50), also indicating a high level. Meanwhile, "I invest my free time in what benefits my work" received the lowest mean of (4.14), but still at a high level. "I complete the required work with precision and dedication" was one of the moderate factors contributing to increased motivation to work, with a mean of (4.32), indicating a high level.

The researcher attributes this result to several reasons. First, it may be due to the study sample's evaluations of school principals' administrative practices, which were rated highly, thus contributing to increased teacher motivation to work. One of the main reasons for the increased motivation among

teachers is the administrative practices of school principals, teachers' satisfaction with them, and the development of a positive relationship between school principals and teachers, which in turn increases motivation toward work. It is likely that the school principals in the Jerusalem Governorate and its suburbs are highly responsible and fully aware of the tasks entrusted to them, and they are keen to ensure that their administrative practices are high, making their work professional first and foremost, while also providing a motivating factor for increasing teachers' motivation toward work.

Fourth: Results related to the fourth question, which states: Is there a statistically significant correlation at the significance level ($\alpha=0.05$) between the average responses regarding the extent of leadership style practices among school principals and the motivation level of the teachers working with them?

To answer the fourth question, the question was reformulated as a hypothesis stated as follows:

There is no statistically significant correlation at the level of ($\alpha \leq 0.05$) between the mean estimates of the study sample regarding the extent to which public school principals in the Jerusalem Governorate and its suburbs practice leadership styles and the level of motivation among the teachers working with them.*

The hypothesis was tested by calculating correlation coefficients using Pearson's correlation test to examine the relationship between the level of leadership style practiced by public school principals in the Jerusalem Governorate and its suburbs and the level of motivation among the teachers working with them. Table (16) shows this.

Table 16: Results of Pearson's test to examine the correlation between the study sample's estimates of the level of leadership style practiced by public school principals in the Jerusalem Governorate and its suburbs and the level of motivation among the teachers working with them

Domain	Pearson correlation results	Motivation towards work
Democratic leadership style	Pearson correlation coefficient	.505**
	Statistical significance	0.000
Transformational leadership style	Pearson correlation coefficient	.330**
	Statistical significance	0.000
Laissez-faire Leadership mode	Pearson correlation coefficient	.388**
	Statistical significance	0.000
Leadership styles of school principals	Pearson correlation coefficient	.452**
	Statistical significance	0.000

** Significant at the significance level (0.05)

The data in Table (16) show a strong correlation between the extent to which public school principals in the Jerusalem Governorate and its suburbs practice leadership styles and the level of motivation among the teachers working with them. The Pearson correlation coefficient is statistically significant, and thus, we reject the null hypothesis. Since the correlation value is positive, the relationship is direct, meaning that "the more principals practice leadership styles, the higher the motivation toward work among teachers," with a rate of 45.2%. Conversely, a decrease in leadership practice would lead to a decrease in teacher motivation. Linear regression analysis was also used, as shown in Table (17).

Table 17: The effect of practicing leadership styles on the teacher's work motivation

variable Subordinate	variable The Independent	R	R ²	F value	Indication F	Beta	proven Beta	T value	Indication T	Contrast inflation factor
Motivation towards work	Practicing leadership styles	0.786	0.617	175.8	0.000	0.781	0.944	13.259	0.000	1.00
Motivation towards work	Practicing leadership styles	0.452	0.204	37.917	0.000	0.059	3.0208	6.158	0.000	1.00

To interpret the effect of practicing leadership styles on teachers' motivation toward work, a linear regression model was used, as shown in Table (17), where the practice of leadership styles was considered an independent variable and motivation toward work a dependent variable. The results showed that the regression model is significant because the F-value was (37.917), a very high value, with a significance level of (0.000), which is less than the threshold of (0.05). The findings indicate that practicing leadership styles explains 20.4% of the variance in motivation toward work, as indicated by the R² coefficient. The Beta value, which demonstrates the relationship between practicing leadership styles and motivation toward work, was (0.059), indicating a statistically significant positive relationship. Based on the T-value and its associated significance (0.000), we find that for every one-unit increase in the practice of educational leadership styles, teacher motivation toward work increases by (45.2%).

The table also shows the results of the multicollinearity test, indicating that the variance inflation factor (VIF) for the model was (1.00), which is below (3), suggesting no multicollinearity issues among the study variables. Therefore, we reject the null hypothesis and accept the alternative hypothesis, confirming a statistically significant correlation between the practice of leadership styles by public school principals in the Jerusalem Governorate and its suburbs and the level of motivation among teachers working with them.

The researcher attributes this result to the direct relationship between school principals' administrative practices and increased teacher motivation toward work. All administrative practices examined in the study—democratic, transformational, and laissez-faire—are associated with teachers' work in schools, and each contributes in some way to either increasing or decreasing motivation toward work. Teachers' performance in schools is not purely physical; the moral aspect plays a significant role. The study's findings, showing both high levels of administrative practices among school principals and high motivation levels among teachers, strongly demonstrate the relationship between the two variables (leadership styles and work motivation) in a positive and robust direction.

RECOMMENDATIONS

1. Based on the previous results, the study made several key recommendations, including:
2. Establishing a database to help clarify vision and goals for school principals when making various decisions.
3. Training school administrations on leadership styles and steps to implement them effectively in practice.
4. Raising awareness among school principals about the importance of community participation in decision-making and the role of administrative empowerment in enhancing teachers' motivation toward work.

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