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Leadership School and The Impact of Motivation Among The Educational Staff

Kawther Younes¹

E-mail: Kawther_younes@hotmail.com

Amna Said Ahmed²

E-mail: amnasaidahmad@gmil.com

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Abstract

The research question discussed in this paper was the leadership of the school principal and its impact on motivation among the educational staff? The first chapter of the work dealt with leadership with reference to its various definitions and characteristics, the strengths of the manager / leader and the types of leadership, as well as the advantages and disadvantages of all types of leadership. The second chapter dealt with the role of the school principal, in terms of three key parameters, one educational, the other responsibility and the third teamwork. The third chapter dealt with the subject of motivation, the definition of motivation and the influence of the principal on motivation among the teaching staff, and finding ways to increase the level of motivation in them. The fourth chapter was the discussion of work, and it was in fact the main chapter that discussed the issue of the relationship between

¹ Management Faculty, Wast University of Timisoara.

² Management Faculty, Wast University of Timisoara.

leadership and the motivation of teachers. The manager at home the book On Times Patterns His behavior towards the teachers His, can Effect on Patterns their function in a way Positive or Alternatively in a way Negative. Motivation of The Teacher Acquired as their cerebra motivation Acquired at all a person at all and in particular phobia that we relating to the system relations Between Director to his employees, and a teacher to his students. Discovery Interest in the student, on the other hand Teacher and giving feel such with him. All Man, and without Doubt Student, need for attention heart. Teacher, who knows Give to the student feel because he interested Bo, improves you His connections with the teacher. The thing can come to Phrase in his willingness of the manager listen to the teacher. Willingness Such You will grow openness for his part of the teacher and influence On Patterns His work.

Keywords: Leadership, motivation, relationship, manager, principal, Teamwork

*** Introduction**

Working this Engaged in patterns His role of the manager at home the book at home the book to Opposite the impact of these On degree the motivation for learning and level Achievements of the Students Classroom.

Opaltka (2015), with reference to his leadership of the manager at home the book, emphasizes you the importance of Patterns the leadership of Director, based On Values and features personality of the manager at home the book. The manager as a leader Educational there is to him role central in policy Management of Home The book, in determining Procedures and methods working.

Patterns the relationship between Director Home the book for teachers same as also editorial board the relationship between the manager and His Students Focus You Their interest of Researchers the dealers in education This a Number Decades. During Years The occupation Was In areas Following: Nature of editorial board The relationship between Director To the team the teachers And between the manager To his students, how this Is underway Went in fact Inside the class And between mural Home The book, expectations mutuality of the manager And the student, ways To impart discipline For students And management Class, teaching And learning As intermediaries Social, perception efficiency Self of The manager, emotions And beliefs The teacher And their impact On Belonging To school.

The research question: Leadership of the school principal and its impact on motivation among

***Defining the leadership phenomenon**

Since the purpose of this work is leadership in education in relation to school principals I would like to address leadership in the field of education and then I will address leadership in general

School, as other organizations, operates within a reality that dictates conditions of intensifying competition, Along with the growing demands of the environment - students, parents, Ministry of Education and more. This broad public of "Stakeholders" Does not always accept the professional authority of educators, yet it presents them with challenges. The prevailing expectation from educators is to demonstrate leadership, present a vision that paints an improved future picture of the educational Agenda-Studies, and define applied processes through which it will be possible to implement the vision and realize it in practice. These challenges require educators to have leadership qualities that are not necessarily born with, but it is important to raise awareness about them and nurture them within the school setting.

Leadership in education, in order for you to remain educational, must rather address diversity and be based on the cultivation of individuality. Leadership with personal power that does not navigate itself within the boundaries of the individual and the group may be anti-educational leadership. One of the problems with educational leadership is the gap between the intensity of the normative use of the term and the ambiguity of the definition of behavior that is so expected. The expectations from the achievements of the educational leadership are clear but the definitions of the behavior itself are not clear, this is due to the uniqueness of the educational leadership, many dilemmas lie in this phenomenon (Ben Asher, 2013). Leadership research has over the years interpreted the leader's focus of power as a derivative of innate software, behavioral style or ability to respond appropriately to the variables of the situation. The formative leadership theory as presented so far recognizes for the first time the secret of the leader's charm in his ability to manage and lead a meaningful relationship with the leaders. This relationship is actually a process of attachment. The formative leader offers followers a meaningful emotional connection, a strong emotional attachment that enables learning, personal and organizational development as well as the achievement of organizational or social

goals. Indeed, findings from various studies attest to formative leadership as a process with emotional strengths and to the emotional components of formative leadership as the added value it has over rewarding leadership. It is these emotional components that give her power (Popper, 2012).

The research literature has been discussing extensively for many years about leadership, its characteristics, and its implications. Ben Asher (2013) believes that leadership is actually a type of process that has an impact on people and support for others to work vigorously and motivated towards achieving goals. They argue that this is the critical motivation that helps an individual or group to set their goals and then motivate them and help them achieve their goals. In their view, leadership is the catalyst that turns potential into reality, the ultimate action that identifies, develops, transcends and enriches the potential that already exists in the organization and its people. To know Ben Asher (2013), leadership according to the approach that sees leadership as a model of social processes is - the person who focuses the activities of other group members. The leader according to the approach that sees leadership as a function of personality is - a person who influences the group by virtue of personality traits.

Leaders, on the other hand, motivate employees to help deal with emerging issues (Davis & Gardner, 2012).

The researchers Davis & Gardner (2012), note that the development of modern research on leadership began with the classical work of the political sociologist Barnes (Burns, 1978), who was the first to define leadership not in terms of power and strength, but based on the relationship created between the leader and his customs. Barnes (1978) argues that leadership is one of the most common phenomena in any society, but is still among the least understood phenomena for their researchers. This may be due to the existence of an aura of tradition, ambiguity and ambiguity regarding the concept of leadership.

The definitions of the concept of leadership differ from each other depending on the perspectives of the drafters of the definitions. When thinkers try to distinguish the phenomenon of leadership from other phenomena and to establish its essence, they usually refer to three components: people, Processes and systems. The weight attributed to each component affects the proposed concept of leadership in Behind for example: When the emphasis is on people, Leadership is defined as traits or

behavior. However, when the emphasis on the process of progress is in responding to leadership and the ways in which leaders are driven, whereas definitions that focus on the system emphasize the connection between the environment and leadership (Opaltka, 2015).

*** The power bases of the manager / the leader**

Power in all organizations is a fundamental component of organizational structure and relationships within the organization. Power is created as a result of differences in status, in skills, in office and so on '. Every company or workplace has fixed relationship frameworks, the therapists in the relationship arrangement related to the power differences. Makes a distinction between internal organizational power and external organizational power. In the organizational internal structure, which is the subject of the work, refers to the manner in which the influence is distributed on what is done within the organization. External corporate power, refers to those factors that have an affinity for the organization such as: Customers, Suppliers, Government Offices, and the like (Popper, 2012), Counted four sources for internal organizational power

1- Charismatic: The power of managers stems from the fact that the subordinate attributes power to them based on exceptional qualities. Such an organization relies, among other things, on informal communication channels and close personal relationships with the manager. Such a structure is typical of a simple and less industrialized society.

2- Formal: The division of roles is clear, the organizational environment is stable and the influence of the manager stems from the power of the formal appointment and through a bureaucratic hierarchy.

3- professional: You can find a kind of power in professional organizations. The source of power in the expertise and knowledge of the manager.

4- Political: There are contradictions between the members of the organization and there is no agreed and clear focus of power. The manager is under a lot of pressure and his relative strength is small.

The multiplicity of needs and desires of people on the one hand and the lack of resources on the other hand are a soil on which the power of social relations

grows... Therefore, he who has power (the manager) Influence the behavior patterns of others (the soldier) and for his feelings.

*** Types of leadership**

There are different and varied types of leadership, each style is characterized by different patterns that affect the nature and style of leadership and of course a question that affects the leaders:

1- Rewarding leadership: which is characterized as a predefined exchange contract during which the custom is required for specific behavior, the leader actually provides him in return (For the same behavior) Low-order specific needs such as security and recognition needs. Rewarding leadership focuses on the exchange that takes place between the leader and the followers. This leadership has two components: Reward-dependent behavior, which refers to the degree to which the leader rewards the followers upon completion of their duties; and management according to exceptions, Where the leader intervenes in cases where the leaders cause problems or fail in the performance of duties. This style of intervention can be expressed actively and passively. In the style of active management, the leader is actively involved in the performance and supervision of the leaders; He oversees and oversees the functioning of the subordinates, and in so doing he corrects their behavior, to ensure efficient execution of tasks. In the style of passive management, the leader intervenes and takes punitive action only if the leader has deviated from the accepted norm in the organization. Sharp-Suns (Diaz-Saenz, 2011). According to Diaz's multifaceted questionnaire, business leadership is represented (The rewarding), of these three components:-

- Behavior depends on reward

- A- The manager helps me in return for my efforts
- B- The manager clarifies what I can get if I meet the required tasks
- C- The manager expresses satisfaction when I meet the required density

- Management on-According to exceptions

- A- The principal focuses on non-regularity-Arrangements ", Deviations or deviations from the norm (Active)
- B- The manager keeps a close eye on mistakes (Active)
- C- The principal refrained from intervening, until the problems become serious / chronic (Passive)

D- The principal believes in saying if it is not broken / rotten, do not fix it (Passive)
Sit back (Laissez-faire leadership): we do not involve any leadership behavior

A- The manager refrains from intervening when important issues arise

B- The manager refrains from making decisions

C- The principal pauses to respond to urgent questions

2- Transformational leadership: She A process, interpersonal leadership during which leaders develop in the direction of self-fulfillment. The motivation for self-fulfillment and the way in which the interpersonal relationship navigates lead to the fulfillment of common defined goals. Such a leader argued Burns is sensitive to the needs and motives of the followers and works to realize their potential (Adigas, 2012).

Formative leadership is created by creating a change in the personal values and beliefs of leaders, operating out of a system of deep personal values that include end values such as justice and integrity. Design leaders develop the full potential of their leaders toward achieving the highest possible level of performance. A leader designs a degree as a leader who motivates his leaders to act to achieve lofty goals instead of immediate self-interests, and stimulates higher-order changes among his leaders. Designer leaders are characterized by privileged and behavioral charisma, motivating their leaders by inspiring them, stimulating them intellectually and treating each of the leaders individually. Through these behaviors, the leaders who shape their leaders develop towards the realization of their full potential and thus bring the leaders to an investment of effort and performance above and beyond the requirements of the job. Designer leaders succeed in achieving a higher level of effort, satisfaction and effectiveness from their leaders (Opletka, 2015).

Ben-Baruch and Guri-Rosenblit (2002) noticed between Crimson Styles Leadership Key: Leader That Main His interest in production and a leader that main His interest in people. Crimson Styles goddess forever No Will appears in isolation, rather in combination. They Expanding and add On Crimson Styles goddess and counters five Styles leadership and management Main:-

A- Style The "poverty" Impoverished minimum effort and minimum relative mortal

B- Style the "club" Country club, Shimat heart Great to people and their needs 2.

C- Style the "mission" - Task emphasis on task and no on relative mortal3 .

D- The style The "Center" - Center balance between task and relative mortal4 .

E- Style The "team" – Team.5

*** Solutions and disadvantages of each type of leadership**

Yukl (2010) notices the pros and cons of types of leadership as follows.

Influence of formative leadership Formative leadership can have a fundamentally different effect when examining its style and characteristics the effect is an expression that every person tends to understand and interpret intuitively. Hall, an in-depth examination of the concept reveals that influences on each other can be carried out in several ways. The effect can be on people (Stands, Perceptions or behaviors) or about events. Impact outcomes can be in line with or contrary to expectations. The intensity of the impact can be predictable or unpredictable and the effects of the impact may also match expectations or deviate from them ... There can be no leadership without leaders, because the leaders are the ones who create the leader. People tend to follow leaders who will help them achieve their goals.

Impact results - Three results of attempts to influence and these differ qualitatively from each other

1- Commitment - Led and / Or the subordinate believes "Agree from within" With the idea / the road / vision / Goals and will make every effort to carry it out effectively (No guarantee of consideration).

2- Responsiveness - The followers agree to carry out the request (In return for a reward) and there are no values (Less efficient).

3- Resistance - The leader does not want to perform the task so he will try to postpone, refusing, making up excuses and so on.

*** The authority of the charismatic leader** Authority refers to the right granted to an official in an organization to influence the behavior of other officials. One of the preconditions for accepting the authority of the other is the extent to which the followers perceive the legitimacy of the exercise of authority... But at the same time the legitimacy perceived as dependent, among other things, the way in which the leader is elected within the range of authority given to him and the degree of compatibility and consistency with the values, the principles and traditions accepted in the organization.

* **The power of the rewarding leader or designer** the meaning of power is the ability of one to influence the other. Thus for example a rewarding leader may be perceived by the followers differently in a comparative relationship to a rewarding leader or a charismatic leader. But so is the expression "Force" As the concept of influence, Receives diverse references from various researchers. Sometimes power refers to the ability to influence human behavior, and other times it refers to the ability to influence the attitudes of the individual. Power is a dynamic variable that changes as conditions change. The individual may be able to exert more power over some people than over others, may have an impact on issues of one type more than on others, And at different times (Yukl, 2010). A position of power includes the potential impact derived from legitimate authority,

Super leader 4.

In their study of Joseph, Dhanani, Winny, McHugh, McCord (2015), discussing leadership raised the following hypotheses:-

- 1- There is a positive relationship between the positive effect trait of the leader and:
(a) the effectiveness of leadership; (B) the growth of leadership; (C) Behaviors of formative leadership (Transformational leadership); And (d) transactional leadership behaviors;
- 2- The relationship between the positive effect trait and the leadership criteria is stronger when the leader's positive effect trait focuses on promotion and does not focus on prevention;
- 3- There is a negative relationship between the positive effect trait of the leader and
(a) the effectiveness of leadership; (B) leadership growth; (C) behavioral leadership behaviors; And (d) business leadership behaviors;
- 4- The relationship between the negative effect trait of the leader and the leadership criteria is more negative when the negative effect trait of the leader focuses on prevention and does not focus on promotion;
- 5- The positive and negative effect trait of the leader presents added predictive power beyond the traits of externalization and neuroticism in the leader in strengthening the leadership criteria;

6- The behaviors in formative leadership mediate the relationship between the effect trait of the leader and the effectiveness of his leadership.

A leader must lead his leaders according to the organizational needs while emphasizing the needs of his leaders, in this way it can be said that a leader who tends to be involved in what is done with his employees, both in relation to their functioning in the organization, or in tasks. Stump, (Zlatkin-Troitschanskaia, Mater, 2016).

Interpersonal skills, such as empathy and social understanding, have a positive effect on establishing collaborative relationships between employees and themselves, and between them and people outside the organization (Yukl, 2002). These skills are necessary for advancing programs and successful management. Moreover, effective leaders have the ability to identify what group members expect of them in different contexts in the group (social understanding), and respond accordingly (behavioral flexibility). Leaders with these abilities are good at responding to changing demands in different contexts, and successfully dealing with different types of conflicts that exist in the organization...Coordination skills reflect a leader's ability to adapt to the behavior of others. Leaders must not only be aware of others they must also be able to adapt their behavior to the reactions, behaviors, and expectations of others. Such as the ability to act assertively without hurting relationships with others, to express strong emotions appropriately, or to speak clearly in a way that encourages listening. (Louis, Dretzke & Wahlstrom, 2010).

Mediation skills (negotiation) help the manager to bridge the differences in the points of view of employees and to form mutually satisfying relationships. Negotiations occur during interactions and responses between individuals, within groups or between groups within the organization (Louis, Dretzke & Wahlstrom, 2010).

In conclusion, each leader acts according to his qualities and skills. From the summary of the literature it can be seen that formative leadership is the desired leadership, she is the one who can help the principal lead the educational staff in a good and proper way. In the patterns of this leadership the manager can greatly influence his team, in a way that develops a positive interaction with the teachers and builds through it a system of bilateral sympathy and trust.

*** Chapter Two: The role of the school principal**

*** Educational**

In today's postmodernist era, youth education for life presents the education system with a complex challenge. Due to the "information explosion" process that characterizes this period, the importance of mastering knowledge decreases, if only because of its character and changing dimensions at times, while the importance of developing thinking and advancing and using learning skills to enable a person to function in a rapidly changing world. As a result, the environment in which teachers work and the demands placed on them by society are becoming increasingly complex (Opletka, 2015). On According to the World Education Organization, principals are supposed to impart to their students a wide range of skills that they can use in an ever-changing and rapidly changing world, and therefore require the development of more focused teaching approaches, including examination of performance and evaluation. Students are now expected to act with greater independence and autonomy and take responsibility for their learning. Classroom heterogeneity and the integration of children with different needs require a rethinking of the nature of teaching. In this context, even teaching at the highest level cannot provide teachers with the knowledge and skills necessary for the profession in a perfect and structured way, but it is necessary to constantly adapt it to the period in which it occurs (Popper, 2012). Classroom heterogeneity and the integration of children with different needs require a rethinking of the nature of teaching. In this context, even teaching at the highest level cannot provide teachers with the knowledge and skills necessary for the profession in a perfect and structured way, but it is necessary to constantly adapt it to the period in which it occurs (Popper, 2012). Classroom heterogeneity and the integration of children with different needs require a rethinking of the nature of teaching. In this context, even teaching at the highest level cannot provide teachers with the knowledge and skills necessary for the profession in a perfect and structured way, but it is necessary to constantly adapt it to the period in which it occurs (Popper, 2012).

Opaltka (2015), with reference The principal's leadership, argues that the principal has a central role in imparting educational values to students in the school This is reflected in his relationship with the teachers and with the students themselves.

However, he says, of Opletka, there is no doubt that the director. How the leadership of the school principal is examined asks South and answers that in his opinion, the main criterion is in the nature of the classroom climate that the teacher is educated to infuse and maintain; When there is a healthy, free and supportive educational climate, founded on the principle of respect for others and reciprocity, and when there are maximum common goals between the principal and his students, and when positive learning norms develop, and when the teacher creates plenty of leadership dispersal opportunities by encouraging students On themselves responsibility, and feel a sense of responsibility and satisfaction in the awareness of their power to influence their friends.

Ryan and Patrick (Ryan & Patrick, 2001) found that the school environment adopted by the principal influences students' self-regulation, ability, and disruptive behavior, when previous levels of involvement and achievement were also considered. This study examined principal support in the form of proactive interaction, mutual respect, and performance goals and the effects of these factors on teacher motivation in school (Ryan & Patrick, 2001). The principal in his role is responsible for outlining the educational climate necessary for the school, in this way he can establish norms and rules of ethics for both teachers and students at the Bush School (2010).

*** responsibility**

According to Abu Hussein (2009) Argues that principals of organizations in general and schools in particular including principals and teachers are the ones who have the power to significantly influence processes and outcomes, and their way of influencing the totality of the behaviors and performance of individuals. Leadership is a dynamic process of motivating people to accomplish tasks over time. Studies reviewed above have shown that formative leadership positively affects these behaviors and performance versus rewarding leadership, thus, an educational leader is a school principal who is not only involved in management but is actively and actually involved in developing the education system and monitoring its performance and is expected to lead educationally and pedagogically. -The book to improve the functioning of teachers and the learning of students.

Opaltka (2015) argues that a designer manager will be the one who will come to his students with a message, give meaning beyond immediate learning, make his

students believe in their ability and develop inner motivation and commitment to goals among his students.

According to Popper (2012), the rewarding educating leader finds it difficult to get out of the center of doing and encourages dependence, for fear of losing the student or his influence on the student. The rewarding leader finds it difficult to trust, transfer powers to his trainees and share in the design and free walking of the path, he gives answers instead of encouraging questions and attempts of his trainees to give their own answers, he provides solutions rather than ways to deal with problems, to create solutions independently. The education conducted by the rewarding educator develops a dependent trainee, lacks initiative and flight, fears coping and makes decisions independently. The trainee of the rewarding educator finds it difficult to design his own independent path, based on his skills and personal style.

*** Teamwork**

Opalka (2015) believes the principal's teamwork with the teachers is the main thing in the nature of the school principal's relationship with the teaching staff. Vitality Teamwork is an important thing that helps maintain a good and proper relationship of the school principal with the teaching staff. As long as he strives for teamwork and in this way he tends to involve the teachers in the decision-making process, and in general for school processes, then it also affects the functioning of the teachers in the school.

Studies on decision-making in the educational context have shown that teacher participation in decision-making is positively related to school efficiency, contributes to the quality of the teacher's work, and promotes good civic behavior of teachers in schools in Israel (Shahar and Magen Nagar), Evidence from studies conducted in recent years indicates the importance of school principals in promoting participation in decision-making. Effective principals cultivate leadership among their leaders and create structures through which they can practice leadership as well as principals emphasizing strategic actions aimed at improving school and increasing collaboration. Common to Student Teaching Teachers Joseph, Dhanani, Winny, McHugh, McCord. 2015).

Opalka (2015), believes that beyond teamwork, and then between the characteristics of teamwork must be maintained and a positive dialogue between the principal and teachers. Because an egalitarian dialogue is based on the values of love

and partnership. Active love that helps a person to raise his human level and perfect his personal qualities. Love whose purpose is to imprint in the student the good and beautiful; Allow him to reach the maximum of personal growth, a life rich in meaning and content.

Various characteristics of the tasks contribute to improving the performance and effectiveness of the teaching staff in the school such as: diversity of tasks, identification with the task, discipline, receiving feedback and autonomy of the task. In addition, employees are motivated by the use of a variety of their skills, encouraging a sense of collectivity and responsibility for completing the task. Supervisor behavior may contribute to team effectiveness by encouraging the group to self-esteem, set goals, critique, and set expectations. The study found that the organizational context is the most significant predictor of the effectiveness of work teams. An organizational environment, which encourages teacher involvement, enables the flow of information.

Two advantages can be noted in teamwork the first advantage is the expansion of the teacher's skills base, which leads to an increase in the meaning of the work by increasing the teacher's field of activity, enriching the occupation and rotation.

A second advantage focuses on increased involvement in decision-making and improvement in teacher satisfaction and performance (Bush, 2008).

In conclusion, the school principal can influence teachers 'functioning in various ways during their work, he can greatly influence the degree of their commitment both to the teaching role and in relation to the school as a whole, it can influence teachers' motivation to teach and strengthen the teacher's relationship with home The book and with the education system as a whole.

*** Chapter Three: Motivation among Teacher Staff Defining the concept of teacher motivation**

There are Theories Many that explain you the concept as motivation and you the factors her. In things Next, I wish Relate to theory The Guidance the Self That She One the Theories Centrality, descriptive The Guidance The self, which is Focuses in needs Internal, of The Person Note and said Because The motivation our as my son A Person Preventive Second Kinds of Needs. Needs Internal and needs External / theory This, at its core Is found in approach The humanist, argues as much as possible That the motives Will Internal More, so quality The Motivation Will be

High More as per The theory, when His needs of The Teacher Are provided so Will grow The Motivation Respectively (decade, 2001).

Opaltka (2015), discuss On the subject The motivation of the teachers during Their Work Indicates Because in the past, under the influence Psychology the Behaviorist and perceptions Pedagogy Originating in the era The Revolution Industrial, expressed Perception the Instruction the Quality Used in methods efficiency to impart knowledge and in skills Defined in advanced for learners. At the stage late More, she posted Approach Psychology the Humanist You Personality the Teacher in the center, it's The User in his skills and in its vicinity in order to assist to his students On times access This, on Pedagogy concentrate in my considerations knowledge Didactic Targeted in plans Studies, in teaching and in the teacher himself.

Humanism Emphasizes You the importance of the motivation the inner, and sees you the motivation as the owner character internal for learners there is ability perform Acts Good and ask are paid. The motivation for learning Reads When the Person Looking for to him level High More of development after the Filling Needs the Basics His. Because as per her faith of Point The show the humanist the motivation to hold in process Learning Due from within, and creates Demand to swear the will this. You can to classify her as a motivation internally, for example participation in activities learning can to lead for development Personal, and for realization myself (Williams, Williams, 2011).

motivation here outcome of satisfaction the will of The teacher during His Work Teacher satisfaction is one that predicts the need to experience an additional role within the school, as well as for the teacher's retirement and degree of commitment, and as a result teacher satisfaction contributes or detracts from the degree of school effectiveness. Unsatisfied teachers usually leave the profession, but even if a dissatisfied teacher stays in school, he is unlikely to be motivated to invest in his work. (Splendor and Ziv, 2010).

*** The influence of the principal on motivation among the teaching staff**

Studies that were done in the field reveal miscellaneous Wide of Factors Influencers On satisfaction the will of the teachers and sustainability Approaches various in relation for topics Influencers on Degree satisfaction their desire (Williams, Williams, 2011).

Researchers others Found Because Systems The relationship of the teachers with the manager at home the book they Criticality to satisfaction His will of The Teacher and influencers On the will of The Teacher to change role within His work available Because satisfaction the will The great most Stems of editorial board The Relationship On The students. Since and teachers Spending Time You most time Their Work in classrooms with The students, the class She the Ingredient Central of Environment Their work, therefore to factors Inside the class there is effect Great On satisfaction the will of the teachers from home the book and work (Pines, 2002). Studies Upload Because Systems Relations Severe and conflictuality inside the class and behavior Interferes of Pupils Accelerators You Erosion The teacher (Joseph, Dhanani, Winny, McHugh, McCord. 2015).

Opaltka (2015), notes Because Director in his relationship with The Teacher Can Effect On Diversity I was employed His during His work, for that Will be effect On the Function His and on His will to be teacher at all in the system Education. In his opinion of Opaltka, diversity I was employed of The teacher influencing On satisfaction desire the teacher's satisfaction desire the teachers he won The Prophets for retirement and learning The commitment of The teacher, and as a result Hence satisfaction desire The Teacher Donates or Subtracts from size Effectiveness the House Library. Teachers That are not Seventh desire Leaving through rule You The profession, however also If teacher Which is not seven desire will remain teach At home The book, reasonable Not wonder to him motivation to invest In his work In a way General, improvement To the extent satisfaction the will of the teachers made to donate to home the book (Degree The commitment of The teacher To organization, function Home the book And quality Teachers) and students (To their behavior, to achievements The academic their And learning satisfaction the will their From home the book)

Studies conducted in the field reveal a wide range of factors that affect teachers' satisfaction, including the school principal's management style and there are different approaches to issues that affect their degree of satisfaction (Shen et al., 2012). Other approaches have pointed to school principal managerial characteristics as influencing his or her level of burnout, such as optimism and self-esteem (Shen et al., 2012).

Hallucinatory Another Where You can See You functioning the manager At home the book As an influencer On The motivation of the teachers In a way Next:

Theory of exchange Social, discount You The approach For leadership Based On Relationships, known on behalf of exchangeable Leader-led Walumbwa, Christensen & Hailey, 2011)) access This, emphasizes You The effect the manager On The motivation of The teacher during His work On Base of relative partnership Me the manager of Home the book And The teacher. Theory this shows you process the leadership as a process of Construction relative partnership between Leaders and is practiced. The process developing, combines of "Strangers" - when The Relationship Formal and the exchange they Economic Business, through stage "Introduction" - the characteristic in extension Resources Brought in exchange including resources Social, to Combine of "partnership Graduate" - The West also exchange Emotional. In process Construction the Relationship Evolving Respect Mutual, trust Mutual, and commitment mutually (OK this) which Constitute Base for impact mutually Increased. Respect, trust and commitment Reciprocal, empowering and motives You Crimson The parties perform above and beyond for settings the role Formality, and satisfying to them resources Are Important Enabling for both Enlarge You Areas the Last And the initiative there In the organization. Couples of Commissioner-Subordinate, who Successful to arrive Combine this can rely this on This in receipt Review Builds, with support, help and encouragement. The transition to my relationship partnership is expressed Motion from focus in interests Personal for targeting in interests Reciprocal Wide More and internalization of Goals Common (Walumbwa et al, 2011).

Theory of relative exchange landing also You The concept process Development of commitment Organizer On by Walumbwa et al, 2011) According to this approach, people "humanize" the organization and see the actions of the organization's agents, as actions of the organization itself. Based on observations and motivation attribution to the organization, people conclude on the degree of support and commitment of the organization towards them and develop expectations regarding the degree to which they can trust the organization in satisfying their needs and rewarding their contributions in the future. Perceptions of organizational support influence engagement with the organization and increase the effort invested in achieving its goals in two ways:-

- 1- Through Increasing expectations to reward future - they Satisfactory Base economic Rational to call to the organization.

2- Through Satisfaction Needs Belonging Confirmation and appreciation, both Cheerleaders Combination the companies in the organization in identity the personal And So Provides Base emotional to call to the organization. The process he two Directions for, support Caught Cheerleader Stands and behaviors Donate to the organization, and that Increase reasonability to increase Support the organizational.

*** Ways to raise the level of motivation among the teaching staff**

Opaltka (2015) believes that changing roles in teaching is positively related to school efficiency, contributes to the quality of the teacher's work, and promotes good civic behavior of teachers in schools in Israel. Changing teaching roles also as a tool for introducing positive changes in schools in this way the pedagogical quality and functioning of teachers, indirectly through improvement in teaching methods. Changes in teaching roles such as giving managerial powers in school, teachers also affect the empowerment of teachers during their work also create diversity and employment wealth in the teaching profession and as I mentioned they lead to teacher empowerment because they increase a sense of control and autonomy.

Evidence from studies conducted in recent year's points to the importance of the school principal in promoting teachers and creating changes in the role of teachers in their work. Effective principals cultivate leadership among their leaders and create structures through which they can practice leadership. Teachers in the school increase the cooperation between the teachers and the shared responsibility of the teachers for teach students (Shahar and Magen Nagar, 2010).

Opaltka (2015) believes that in order to increase teacher satisfaction, the processes and changes that have taken place in the education system as a whole in recent years must also be examined. These undoubtedly affect a significant change in the role of the teacher and in general of the education system, the innovative trend that has developed in recent years can be defined as online teaching that includes the above mentioned teaching methods such as learning via the Internet, the interactive board and more as a revolutionary change in the physical learning environment. The book, Opletka, believes that it is the duty of the hour to create integration between postmodern education and contemporary education because ultimately the contemporary education system is interested in fostering independent and exploratory learning and in matter-of-fact cooperation between students and teachers

and colleagues. Therefore, virtual learning frameworks and the physical education system are for me two frameworks that can be integrated.

The empowerment of teachers in the school by the principal in the school affects the level of motivation of the teachers during their work in the research of Avidov-Unger, Friedman & Olshtain (2014); found that empowering teachers in their role affects good functioning as teachers and their stay in the education system. Teacher support from the principal as well as providing assistance with his or her various problems in and out of school, affect the teacher's better and more effective role and influence the interaction between the principal and the teacher. These things strengthen the relationship of trust between the principal and the teacher (Caldwell, 2008).

The summary has a variety of parameters that affect the relationship between the principal and the teacher and as a result also the level of motivation of the teacher. When examining the teacher's motivation, it should be focused and examined in terms of the terms of employment, the nature of the employment and especially the quality of the relationship between the principal and the teachers. Every influence has from the stage of absorption through the stage of initiation and later on through the occupational path in the teaching profession.

*** Discussion**

This work proves that the management patterns of the principal in the school is an influence on the functioning of the teachers on their satisfaction during their work, in this way the leader can influence his followers as well as he influences his students. It can have an impact in a variety of areas, the main one being the creation of a positive and safe climate in the school.

The school principal can influence teachers' functioning patterns as well as their motivation during their work. A principal can be attentive to the needs of teachers in general and in particular when dealing with new teachers, he can be attentive to them and alleviate them in school-related problems.

A principal can empower teachers by evaluating, or by promoting in a school setting, things can also directly affect teachers' motivation during their work. The existence of a positive interaction between the principal and the teachers is extremely important both in terms of the life of a bilateral trust and sympathy relationship

between the principal and the teachers and between the teachers and the principal. A principal who treats teachers with respect and sympathy will receive a positive and valued treatment from the teachers.

The principal according to his patterns of behavior towards the teachers as well as the students in the school, the principal can influence their patterns of functioning in a positive way or alternatively in a negative way. Showing interest in the teacher, on the part of the school principal, and giving such a feeling to him. Every person and no doubt every teacher, needs attention. A principal who knows how to give the teacher a sense that he is interested in and appreciates him and his work, improves his relationships with the teacher. This can be reflected in the teacher's willingness to listen to the principal; such willingness will grow openness on the part of the teacher and increase the motivation to teach. Principals who illustrate in their behavior the values they are trying to instill are the ones who succeed in influencing teachers. They are the ones who manage to motivate them during their work.

Effective leadership means a principal who knows his teaching staff well, and influences the teachers who will invest their energy and put a lot of effort into teaching, in this way the teachers will also be satisfied and feel satisfaction in their work. In my opinion, a good principal is measured in his relationship with the teacher, every teacher as a person can have problems related to the home environment and of course to the difficulties he experiences in school. When the principal is attentive to the teachers' problems, he shows emotion towards the teachers and it is right to help them with their various problems, since this is a principal who acts on the management style patterns of the formative leadership.

In this way principals with interpersonal, strategic, and cognitive skills can be said to increase teachers' emotional organizational commitment and through it will influence school outcomes and success. For example, the interpersonal abilities of leaders can influence the choice of relevant behaviors and the effective use of these behaviors toward subordinates (Shahar and Magen Nagar, 2010). Empathetic leaders are better able to identify when different relationship behaviors are relevant. When teachers feel that processes carried out in the school are driven by a supportive manager - their support of the management, advancing the goals of the organization, and change will also increase as a result their level of responsibility and desire to

invest effort for the organization and work to achieve its goals. These teachers are expected to take on the goals and values of the organization. (Shahar and Magen Nagar, 2010).

Extensive literature has been written on the relationship between management styles and leadership and the effectiveness of the educational institution the key to school effectiveness lies in the style of leadership adopted by school principals and the nature of the leadership they cultivate among professional faculty. Quality education is largely conditioned by the direct involvement and strong presence of the school principal as a leader.

Leaders who demonstrate active management as expected pay attention to issues as they arise, set standards, and closely monitor behavior. They are not supposed to take risks or start initiating entrepreneurship. Reward-building rewarding leadership sets goals, clarifies the desired outcomes, creates a reward exchange system and recognizes the teacher's needs, offers and advises, provides feedback and praises the principal's employees when they deserve it. From the description of this leadership pattern it can be assumed that it also has an impact on the level of motivation of the teacher.

Opaltka (2015) believes that principals, who develop and cultivate staff relationships, contribute to the effectiveness of the school. Research indicates that teachers need two types of leadership: the task-oriented style, which sees the task alone, and the supporter who supports and assists leaders as well as participates and consults with them in organizational processes and tasks and tasks, The book "which is perceived as a characteristic of effective schools. The study points to the need to develop among managers the awareness of the interrelationship between their behaviors and their management style.

According to Opletka (2015), many of the school's effectiveness characteristics are relevant to the field of kindergarten management, including: the field of external relations, expressed in the satisfaction of stakeholders - parents. In the ability to change and adapt to the environment (the organizational learning model).

Principals who base their relationships with teachers on positive, egalitarian, friendly, and open collaboration create appropriate conditions for high self-esteem

among teachers, for positive personal growth. Such a system makes it possible to build similar relationships between teachers, among themselves.

With regard to these things I believe that successful management based on cognitive skills is likely to have a similar contribution to organizational processes. Principals with cognitive skills, which are expressed, among other things, in written and spoken communication, are good at conveying to employees messages about various topics in the school, including change and its importance to the organization. Transferring information and messages about the school or the change reinforces the employees' sense of control and certainty towards various issues. In this way, principals influence teachers' perceptions of accepting and identifying with school goals. For example, listening reinforces verbal messages so that a leader can convey messages to leaders through spoken communication and listening that will increase their identification with the organization. Previous studies have indeed shown that managers' ability to listen, interpersonal communication, and the ability to further lead to these abilities, mediation skills also help the leader bridge gaps in different perspectives and form a satisfactory mutual system. Forming a mutual system and maintaining a good relationship with the manager.

*** Conclusions and recommendations**

When the principal shares with his teachers, the students learn important values and proper norms of behavior: mutual respect, self-meaning, sharing, etc., and the learning is done by observing their daily behavior and not necessarily by listening to their words. If the principal talks to his teachers about the importance of sharing school conduct and sharing in his thoughts and feelings, he demonstrates in his behavior the value of sharing, but if he stays distant, does not share, he creates a gap between his educational message and his actual behavior.

Effective leadership means a principal who knows his teachers well and influences teachers who will put a lot of effort into teaching, will require homework preparation and exam preparation, will encourage anyone who has difficulty, helps, listens, considers students' requests and thus increases the chances of teachers functioning In confrontations (ultimately a true, open and honest attitude on the part of the principal and a willingness to show the human sides of him, increase the positive insights of the teachers.

It can be summed up that the good principal is the teacher who serves as a formative leader - an "emotion-generating" leader, who gives a warm and humane attitude to his teachers as well as his students, trusts inner motivation, allows freedom of choice and wide range of action and knows how to lead meaningful learning.

As has been shown in the various studies mentioned in this work, the managerial style of the principal has implications for the functional characteristics of the teachers employed in the organization, for the quality of their performance during their work. Performance at work is undoubtedly a dependent factor influenced by the level of motivation of teachers during their work. As well as the level of organizational identification of employees during their work. Low organizational identification will also affect job failure as well as the formation of negative attitudes towards the workplace, attitude towards the manager and so on.

It is appropriate to treat a managerial style in general as follows: A managerial style that increases the success of teachers in their role. In light of this a managerial style is required, which is based on of flexibility, collaboration, professionalism, and positive dynamics and interpersonal skills.

*** Summary**

The principal is responsible as part of his function for the functioning of the teachers in the school. Like any manager in an organization he can influence his leaders to act and work in one way or another it of course depends on his leadership style in his attitude towards teachers, how he is attentive to the different problems and needs of teachers in their work, how he handles the problems and difficulties of teachers they experience As part of their work and the like in those. The school principal like any principal can promote the teachers in their work, he can empower them in different ways, he has the opportunity to involve the teachers in making school decisions, consult with them regarding different processes in the school, and in this way he can influence them in different areas including desire Stay within the framework of the work.

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