

THE PERCEPTION OF DRUZE PRINCIPALS OF THEIR LEADERSHIP STYLES

Nabila KHEIR-FADUL ^{a*}

^a West University of Timișoara, România

ABSTRACT

An interview study concerns the principals' perceptions of their leadership styles was conducted with six Druze principals in Junior High schools in Northern Israel. Parallel to the interviews the OCAI questionnaire was distributed to the teachers, employees and principals to find out the organizational culture in the schools. The results of the OCAI questionnaires show that the clan culture is the most dominant one, the market culture is the second and the adhocracy culture is the third. The results of the interviews show that the principals' most dominant leadership style is the transformational leadership style with the use of the transactional leadership style in small proportions. The principals perceive the schools as big families; people help and support each other which express the clan culture. The principals use "give and take equation" which expresses the market culture. The principals encourage competitions which expresses the adhocracy culture. This shows similarities in the results of both the interviews and the OCAI questionnaires. The intended contribution of the research is to raise the awareness of the principal and the teachers to the principals' leadership styles and to the organizational culture, and to think of ways to improve them. That can lead to better teachers' motivation and student achievement. The intended contribution of this research to the science is to give more evidence to the correlation between the organizational culture and the leadership styles where one can be predicted by the other.

KEYWORDS: *Druze Community, OCAI Instrument, Organizational Culture, Transactional Leadership Style, Transformational Leadership Style.*

1. INTRODUCTION

The intent of this research is to provide an analysis to the principals' perceptions of their own leadership styles. This study was concerned with principals' perceptions of the following five points: the principals' own leadership styles, their styles' effectiveness in their schools, the ability to suite their schools to the changes in the curriculum, the principals' abilities to urge the teachers to do their best, and the process of making decisions. The results show that the most dominant leadership style that the principals use is the transformational leadership style, with the need to use the transactional leadership style in small proportions. The principals reported that the use of their leadership styles is effective in their schools. It brings to better teachers' motivation, to higher student achievement, and stronger organizational culture. The principals reported that they adopted their leadership styles especially because of the continuous changes in the curriculum. They reported that their use of the transformational leadership style assists them to transform the teachers and help them acquire the knowledge and the skills they need in order to change and adapt themselves to the new changes and succeed in them.

Two rounds of interviews were conducted to come to a clearer picture with the six principals. The results of this research were compared with the results of a quantitative research that was conducted in the same schools and in three more schools. The Organizational Culture Assessment Instrument

* Corresponding author. E-mail address: nabila.fadul@gmail.com

(OCAI) developed by Cameron & Quinn (1999, 2006, 2011) was used for that purpose. The results showed that the current dominant culture in the Druze schools is the clan culture (M= 27.74), the second culture is the market culture (M 24.55), and the third culture is the adhocracy culture (M24.20). The hierarchical culture is the least existing culture (M 23.46). The principals perceive that their schools are like big families, they are role-models for the teachers. They help, support, and encourage them to change and develop. The teachers learn from the principals and consult them. There is cooperation and cohesion in the schools. These are the characteristics of the transformational leadership style and the clan culture. The principals also use the "give and take equation" which is one of the characteristics of the transactional leadership style and expresses the market culture. The principals encourage competitions which is a characteristic of the market culture. The principals encourage growth which is the characteristics of the adhocracy culture.

2. THEORETICAL FRAMEWORK

2.1 The Druze Community

The Druze community is a religious group of people that started in Egypt in the eleventh century (Falah, 2018). There are more than a million and a half Druze people in the world. They live mainly in Asia: about 143,000 Druze residents live in Israel, a million in Syria, and 330,000 in Lebanon. Their mother tongue is Arabic. In the 19th century, some Druze people immigrated mainly from Syria and Lebanon to several countries like South America, Brazil, Argentine, and Mexico, the United States, Canada, Chile, Colombia, Panama, Australia and West Africa, and to Venezuela in which about 70,000 Druze people live (Hirsch & Cicurel, 2010). The Druze society has its own culture, values, and virtues (Falah, 2018). Druze people must save the following three values: the religion, the land, and the honor and dignity of the Druze people wherever they are. The Druze people have the following seven virtues: believe in God, unify Him, tell the truth in order to realize the justice, satisfaction, acceptance of the decisions of Gods; save the brothers (all the Druze people all over the world are called the brothers), and love the brothers. The following characteristics are of a fundamental value in the Druze religion: generosity, courage, protection of the intruder, honesty, participation in weddings and funerals, visiting the sick people, helping the weak, fairness, loyalty, forgiveness, patience, and respect the parents. It is true that the Druze people keep and maintain their culture, traditions, and values. However, being exposed to other cultures, they changed in certain cases (Falah, 2018).

2.2 Leadership

School leadership is very fundamental to teaching and learning; accordingly, it is possible to predict whether a school will succeed or fail. That is the reason why current educational reforms focus on the impact of the leaders on the success of the educational systems (Tatlah et al., 2014). Leadership is a significant and also a complicated topic. It might be the most researched theme in the entire social sciences. "As early as 1989, there had been about 10,000 books and articles about leadership" (Yukl, 1989). Since then more and more research, books and article are being held on leadership. Notwithstanding that, it is still in need to be researched more because there are still many things to learn about leadership. School leaders have wide influences on almost everybody and everything in the school.

They influence the student achievement (Bredeson, 1989; Newmann & Wehlage, 1995; Christie et al., 2009; Kelley et al., 2005; Lonas, 2013; Tatlah et al., 2014). They affect the teachers' job motivation (Bogler, 1999; Dornyei & Ushioda, 2011; Finnigan, 2012; Anyim et al., 2012; Tatlah et al., 2014), and job satisfaction (Bogler, 2001; Nguni et al., 2006; Leithwood & Sun, 2012; Mosawi & Mohamed, 2016; Asif et al., 2016). School leaders also affect the whole organizational culture (Bass, 1985; Bredeson, 1989; Goldman, 1998; Mendel et al., 2002; MacNeil et al., 2009; Finnigan, 2012; Voight et al., 2013).

2.3 Theories of Leadership Styles

During the past two decades too many theories were held about the leadership styles (Hallinger, 2003). One of them is "The Model of Full Range of Leadership" (Avolio & Bass, 1991; Bass, 1985). This theory is composed of three leadership styles, the transformational, the Transactional, and the Laissez-Faire leadership. The first two styles of the Model of Full Range of Leadership are discussed here because they are the styles that the principals that were interviewed use.

2.3.1 Transformational Leadership

Transformational Leadership is defined as a way of guiding people that uses high levels of passion, energy, and enthusiasm to make changes in individuals, societies, and systems (Northouse, 2004). Transformational leaders take charismatic, inspiring, stimulating behavior to motivate, excite and push the employees to change, be creative, innovative, and challenging. They encourage them to define problems and solve them in creative ways. They provide consultation, guidance, and support to each employee separately. Following this, they enable them to be developed to higher professional levels and to reach to significant achievements in their work (Hallinger, 2003; Louis et al., 2010). Transformational leaders encourage the employees and care for their needs. They concentrate on uplifting the willing of the employees to change and arrive at better results. These leaders also boost teamwork (Cameron & Quinn, 2006). Transformational leaders educate and motivate employees to make decisions and take responsibilities for them (Barnett et al., 2005). Transformational leadership effects job satisfaction positively (Bogler, 2001; Nguni et al., 2006). "Transformational leaders focus both on developing the employees and on the goals of the leaders, follower, and organization. They find out the needs of the employees and help them to elevate those needs from lower to higher levels of development. They motivate the employees to do more than they thought they could" (Bass, 1985).

2.3.2 Transactional leadership:

"Transactional leadership is an exchange process." (Miller & Miller, 2001). Leaders focus on fair exchanges with organizational members to motivate them to achieve goals (Cameron & Quinn, 2006). Leaders, out of their formal position, have the power in their hands. They decide upon what they want and what return to give each teacher. The rewards are the factors that motivate the teachers to achieve the designed goals (Miller & Miller, 2001; Cameron & Quinn, 2006). This style relies on the instrumental interactions between the leader and his subordinates (Northouse, 2004). Burn (as cited by Nguni et al., 2006) suggested that the employees can be motivated by giving them the rewards they need. So the motivation is extrinsic.

2.4 The organizational culture:

"Organizational culture may be considered as the shared way of being, thinking and acting in a collective of coordinated people with reciprocal expectations; it is shaped, disseminated, learned and changed over time, providing some predictability in every organization." (Serpa, 2016). Serpa found that though this concept was used for almost 40 years, still there are large differences in defining it. Costa 2003 (as cited by Serpa, 2016, p. 56) presented three levels of components which cover all the constituents of the organizational culture. The first level is the "artifacts" which is the "physical space, material objects, arrangements, technologies, written and spoken language, anecdotes, metaphors, stories, myths, artistic productions, rituals, ceremonies, heroes, historical remains, traditions, symbols, habits, rules and standards, patterns of behavior." The second level is the "values". This level tries to justify the organizational action. It expresses the "values and beliefs, attitudes, organizational ethics, ideologies, justifications for action, knowledge, intentions, vision and mission, feelings." The third level is the "key assumptions" which are the "set of assumptions taken as true, invincible, internalized in individuals that are expressed in the conceptions about the relations with the environment (domination, submission, harmonization), of the nature of reality (real, unreal, facts) and the truth (revealed, discovered), of human nature (good, bad, perfection), of

the nature of human activity (activity, passivity, work, leisure) and of the nature of human relationships (cooperation, competition, individualism, power, love)". Strong organizational culture can help in achieving cohesion (Bibu & Brancu, 2008). The Druze people have stuck together for a thousand year without having a country of their own. One reason to their cohesion is their culture which makes the Druze people follow shared values, beliefs, and purpose (Hirsch & Cicurel, 2010). The leaders and the organizational culture are reciprocally connected. The leadership style is reflected in the organizational culture. It affects the whole organizational culture including the teachers' activities and productivity. "Paying attention to the organizational culture is the most important thing to be done by a leader" (MacNeil et al., 2009 p. 76).

For the purpose of finding out the organizational culture of the schools, the OCAI instrument was used. The OCAI is an instrument that helps to discover the organizational culture. It is composed of four types of cultures: the clan culture, the adhocracy culture, the market culture, and the hierarchy culture (Cameron & Quinn, 2011). The clan culture is "a very friendly place to work where people share a lot of themselves. It is like an extended family. The leaders are considered to be mentors and, maybe even, parent figures. The organization is held together by loyalty or tradition. Commitment is high. The organization emphasizes the long-term benefit of human resource development and attaches great importance to cohesion and morale. Success is defined in terms of sensitivity to customers and concern for people. The organization places a premium on teamwork, participation, and consensus." (Cameron & Quinn, 2011, P. 11). In the market culture, people are competitive and goal oriented. The leaders are hard drivers, producers, and competitors. The glue that holds the organization together is an emphasis on winning. The adhocracy culture is a dynamic, entrepreneurial, and creative place to work. The leaders are considered to be innovators and risk takers. The organization's long-term emphasis is on growth and acquiring new resources. The organization encourages individual initiative and freedom. The hierarchy culture is a very formalized and structured place to work. Procedures govern what people do. Maintaining a smoothly running organization is most critical. Formal rules and policies hold the organization together. The long-term concern is on stability and performance with efficient, smooth operations (Cameron & Quinn, 2011, p. 75)

3. THE METHODOLOGY

3.1 Method

A qualitative approach was conducted to present an affluent description of the principals' perception of their leadership styles. Data were collected through in-depth; one-on-one audio-recorded interviews. Two rounds of interviews were conducted with the six principals; the first round was in May 2018. Its main purpose was to find out the leadership style/s that the principals use. The second round of interviews was in July 2018. The second one was much in-depth about the principals' own leadership styles and about their ways of implementing them. The meetings were in the principals' offices. The first meeting extended for almost an hour. The second meeting extended for more than two hours with each principal. They have so much knowledge that they are proud to share. After each meeting, the researcher listened to each recording, copied it in a file, and sent it to each principal separately on the e-mail. Each principal read it and gave the researcher an approval to use the information in the research. After that, the data was organized for discussion and analysis. Parallel to the meetings a survey was made in nine Druze schools including the schools of the interviewed principals in May 2018. Its purpose was to check the organizational culture of the schools. For this purpose, the "Organizational Culture Assessment Instrument" (OCAI), developed by Cameron & Quinn (1999, 2006, 2011) was used. The OCAI instrument is organized into "Now" and "Preferred" sections. The "Now" section checks the current culture and the "Preferred" section checks the preferred culture they want it to be in five years. The discussion of the OCAI results, chart 1 and figure 1 show both cultures. However only the "Now" culture is related to in the other parts of this paper. Each of these two sections "Now" and "Preferred" is formed of 6 items that

demand the participants to rate their workplace along six organizational dimensions: (a) dominant characteristics, (b) organizational leadership, (c) management of employees, (d) organizational glue, (e) strategic emphasis, and (f) criteria of success. Each of these six items demands the participants to rank four descriptive statements regarding the applicability of that statement to the participants' workplace. Each one of these four statements express one of the cultures: the clan, market, adhocracy and hierarchy. Participants must arrive at a total of 100 points for these four descriptors before moving on to the next question. The sample size for this study consisted of 220 staff members: principals, vices, coordinators, homeroom teachers, counselors, teachers with no other roles, integration teachers, secretaries, librarians and other staff members. The questionnaires were distributed to most of the staff who attended at the days when the researcher went to the schools to distribute the questionnaires. Some people did not agree to fill it in, others took the questionnaires and did not hand it back. 300 copies were distributed. 220 copies were collected. So, both qualitative and quantitative data were used for the purpose of this study.

3.2 The Results of the OCAI Questionnaire

The results of the questionnaires showed that the clan culture is the current one and the preferred culture in the schools (current M_{clan} = 27.74, preferred M_{clan} = 31.11), whereas market (current M_{market} = 24.20 preferred M_{market} = 25.81), and adhocracy (current M_{adhocracy} = 24.20 preferred M_{adhocracy} = 21.74) come next with a very small difference between them which is 0.35 for the advantage of the market. And after that, the last one which is the hierarchy (current M_{hierarchy} = 23.45, preferred M_{hierarchy} = 21.47) with a difference of 0.75 point from the current adhocracy. In other words, the clan culture seems to be the most dominant current culture with the difference of 3.19 from the market. As it appears, the other two cultures, the market and adhocracy come second with the differences of a fraction of a number. And the hierarchy culture is the least popular culture. The results are summarized in both table 1 and figure 1.

Table 1. Average findings of the organizational culture in the Druze sector

	current	Preferred	Difference
Clan	27.74	31.11	3.37
Adhocracy	24.20	25.81	1.61
Market	24.55	21.74	-2.81
Hierarchy	23.46	21.47	-1.98914
	100	100	Difference

Source: author

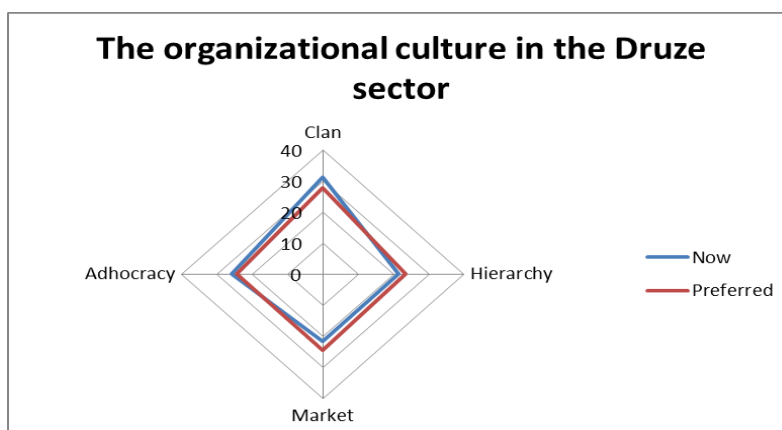


Figure 1. Average findings of the organizational culture in the Druze sector

Source: author

3.3 The Results of the Interviews

The seniority of these principals is between 28 - 45 years in teaching and from 4 - 18 years in management. These principals have a noticeable experience in managing and teaching. The interviews provided a lot of information about the principals leadership styles and how they use them; about why they think that their leadership styles are efficient in their schools; about the changes in the curriculum and how they adapt themselves to those changes; about the ways they use to transform the teachers and urge them to do their best; and about the process of making decisions. Following, a description and a summary of the principals answers.

3.3.1 The Principals' Dominant Leadership Styles according to their perceptions

All the principals said that their dominant leadership style is the transformational leadership; however, they use the transactional leader style with certain teachers and in certain circumstances. They check the most dominant need of each teacher in order to decide how to treat him. They said that the teachers have different proportions of the following three needs: the need for personal development, the need for taking responsibilities and empowerment and the need for being rewarded. The principals said that they know which style helps them succeed in each situation. They know when to be strict and when to be flexible. They added that one leadership style cannot suit all teachers; some teachers need to get rewarded immediately, others need to get developed. The principals said that when they need to use the transactional leadership style, they try to use it as less as possible. One principal said that when he sees that a teacher works better when he uses the transactional leadership style with him, he gives him the reward that he wants. However, after that, he shows him the importance of developing himself and of widening his horizon. Another principal said that he examines the needs of each teacher and accordingly he uses the style that fits him the most. He also said that most of the teachers in his schools get more motivated when he uses the transformational leadership. Some principals emphasized that the new teachers prefer the transformational leadership style because they need guidance. These principals accompany them and teach them methods of working. Some of these new teachers, who receive guidance and encouragement, provide their best and make projects that are very useful for the schools. The principals help them and give them certain roles like coordination and educators when they are still in their first years of teaching.

3.3.2 The Efficacy of the Principals' Leadership Styles in their Schools

The principals expressed deep belief in the efficiency of the transformational leadership style. They know that from personal experience and from researches. They said that in the long term, according to research, the transformational leadership style is the. They think that their leadership styles are good and they are satisfied by using them. They think so because of the many good results they gain: they see that the educational environment in their schools is calm and good, their schools are successful and the students get high achievements; the teachers are proud of belonging to the schools; the principal-teacher relationship is built upon mutual trust, respect, and understanding; there is a big cooperation and cohesion between them all, and they feel like one big family; teachers consult them about personal stuff. Some principals mentioned that they have worked and are still working in very difficult working conditions; but despite that, they succeed highly. One principal said that one of the problems of many Druze people is that they do not strive for excellence and do not have the ambition and the desire to develop and progress and change. They accept the little and think that it is very good. When they find a job, even if it does not answer their needs and ambitions and it doesn't pay a lot, they accept it and stay in it all their lives until retirement. That is because the ceiling of their ambition is low. That is one reason why this principal cares for bringing many competitive programs so that the students become more competitive and strive for excellence, especially in this competitive ever-changing world.

3.3.3 The Principals' Leadership Styles and the Changes in the Curriculum

The principals said that they adopted the transformational leadership style especially because of the changes themselves. The principals said that everything changes rapidly: the curriculum, the students' behaviors, the needs and the ways of thinking, the parents, the means of teaching and the technology. Within fifteen years tremendous changes occurred in the educational system. In the past they used a blackboard and a chalk, and then they moved to whiteboards and the felt pens. Now, many classes are equipped with the best technology, computers, projectors, and smart boards. Most books are computerized. Also, their schools participate in many competitions. Some of them are universal, such as: "The Robotics Competition" and "The Magic Machine". The principals also care for building technological rooms which can improve the level of education such as: "Future Learning Space" (FLS), "The Robotics Room", and other technological rooms. They care for inserting new programs of teaching such as the meaningful learning. Changes in the means and the programs require changes in the methods of teaching and learning, and the criteria for evaluating the student achievement. Because of these changes, everybody had to change. The principals said that the change started from them. What the principals knew in the past, do not fit today. Two principals said that most of the teachers who work with them were their students. These teachers saw how their principals taught in the old ways and how they are always changing and using the newest ways of teaching. The principals said that is not easy to change, but because they work in the educational system, the system that educates the future generation, they needed to change and adapt themselves to the newest means of teaching. The principals were aware that they cannot continue if they do not modify their knowledge. So, they were determined to make a difference. So they worked with all their powers. They read a lot of material and they went to courses. When the teachers saw that their older principals are learning and changing fast, they started to learn and modulate with desire to make the difference. Some teachers take risks, bring ideas, programs and activities; they discuss them with the principals and afterward with the whole staff. The principals and the other teachers help and support them.

3.3.4 Transforming the Teachers

The principals said that the first thing they do before transforming the teachers is checking the abilities, the points of strength, weakness and the needs of the teachers. The principals concentrate on their points of strength. They tell them that they can do great things and show them the ways to do them. The principals reinforce the teachers' good deeds. This way the teachers do their jobs the best. The principals said that the teachers need support and learning on the one hand, and the freedom to implement their uniqueness on the other hand. One principal talked about the ways he uses to reduce teachers' absence. He makes a list of the teachers who get absent frequently. He learns the reasons for the absence of each teacher, what he is good at, his abilities, what pleases and strengthens him. Then he fulfills the needs of the teacher. This way the teachers become more enthusiastic to come to school and as a result, they reduce their absence. This principal gave an example of a teacher who used to be absent a lot in previous years, but after using this method with him this year he was not absent at all! Also, he encourages the teachers who get less than five days of absence by giving them a certificate of appreciation and by praising them in the teachers' meetings. This principal said that after he became a principal four years ago, he could reduce the absence of the teachers for more than a half. The principals said that they guide the teacher to develop their knowledge and skills in many ways such as: going to courses, working and preparing in teams, peers learning, and watching other teach. One principal said that most of the problems that teachers face are not new; other teachers may have faced them before. If the teachers consult others about the ways they solve these problems, they may save time and gain knowledge. The principals said that it is their responsibility to find the suitable teachers to fill in each role such as coordinators and homeroom teachers. When finding the suitable teachers, they do not force them to take responsibilities. They give them choices. Giving choices creates more commitment. The principals care for developing the teachers' sense of responsibility towards the schools. Each teacher has to

contribute what he can and to feel that he is meaningful for the school and that the school is meaningful for. The principals allow teachers to grow and lead, and at the same time, the principals stay nearby to guide and support them.

The principals said that they are aware of the ways they talk to teachers, reject or encourage them. They are aware that each person has dignity. So they treat them with respect in ways that do not create any negative feelings. They let the teachers say their opinions. They do not think of things subjectively but objectively. The principals distinguish between personal relationships and working conditions. They can disagree on things in the work, but that doesn't affect their relationships. The principals care for spreading the feeling that the school is the house of all of them and it has one objective: to develop everybody in it so that they can build a stronger society. The principals believe that helping the teachers develop can assess the development of the whole school. Through this approach, the teachers feel more committed, more able to change and more flexible. One principal said that one of the things that make him proud of himself is his tenacity to encourage the teachers to go and learn higher degrees. He said that out of the 56 teachers that work in his school, 23 teachers have MA degrees, and five more teachers are starting studying for MA degree this year. Another principal said that 10 teachers out of 30 have MA and he continuously encourages them to continue learning. The principals believe that the more teachers learn, the more they get developed, and that is reflected in the school.

Some principals talked about the equation between taking and giving. They said that it is important to be clear for the teachers that if they want to ask for something, they must be willing to give some other service in parallel. The principals need to lead the school in all situations and they need to use the give and take equation in order to solve daily problems. One principal said that if the teachers want to ask for a few demands on the schedule which makes their schedule easier for them, the principals expect them to accept to give back some service such as to teach a lesson later if there is a need. This principal said that when he was nominated as a principal, the teachers were used to demand without giving back in return. The principal made them understand that he will do his best to give them what they want; but in return, they need to give and fill in some of the needs of the school. For him to make them change was hard but gradually, they became aware that both values: giving and taking are two connected equal values. Another principal talked about the importance of giving without waiting for something in return. He expects the teachers not to look at the clock. Even if sometimes they do more work, it does not matter. They need to feel their responsibility towards the workplace and to feel inner satisfaction. On the other hand he knows how to give them back. Another principal talked about how flexible he is. If a teacher has to go home early one day because of a justified reason, he moves his lesson to another day. That way the teachers do all their duties and the principal fulfills their needs. This principal talked about the importance of the monetary exchange that they give the teachers if they do additional work. The ministry of education pays each teacher 18 extra working hours twice a year. If they work them, they can be paid these hours. This principal said that the teachers participate eagerly in meeting that they make for parents in the afternoons. According to the principal, the teachers come because they want to see the parents, because of their responsibility towards the school, and also because of the monetary exchange that they get for that.

3.3.5. Decision-Making Process

The principals said that there are decisions concerning the entire school and other decisions concerning certain staffs. There are levels and kinds of decisions to be made. There are crucial decisive decisions such as the goals, the curriculum and the work plan, the implementation of new programs, the choice of courses they need to make that teach them how to implement the changes in the curriculum, dates of parents meetings, sport, nature and other days, and the choice of the uniform. For these decisions the principals conduct meetings for all the staff. The principals explain the matters and the choices they have. The teachers share what they know and express their opinions. They study the cases and make decisions. Sometimes they come to an agreement concern

the decision they want to take. However, if they do not come to an agreement, the principals sometimes offer to vote and other times choose the decisions they think are most suitable for the school. The principals said that concern the goals and the school curriculum, all the teachers sit for a few meetings to put them together. All the teachers participate in putting the schools' goals and curriculum. This way teachers are committed. One principal mentioned that he makes the teachers feel important and valuable to decide concerns many things even the school building, color of painting the school, the choice of new tiles, the shelves and other things. He asks each teacher personally for his opinion. This way he collects lots of data and information and covers the subject from many angles. Then he makes decisions. One principal mentioned that none of them is omnipotent. When there is a problem or a decision to be taken, the principal and the teachers work together. The principal brings the subject to discussion, every teacher adds his opinion, and they cover the subjects in all its aspects. Then they make decisions. These decisions are strong. If the overall atmosphere of the school is good, the members feel good and the opposite is true. It is important that the atmosphere is positive in school. Teamwork and giving each teacher the feeling that he is important make the atmosphere positive.

The principals said that they make decisions alone concerns certain matters in three cases. First, in daily matters that need to be taken and there is no need or no time for meetings and agreements of all the staff. Second, on urgent and very serious matters that the principals have to take responsibilities for them on their own. And third, the principals make decisions in certain cases because these decisions are part of their responsibilities.

There are other kinds of decisions that are not related to all the school but to certain subjects and staff, such as the language or the math staffs. Each coordinator conducts weekly meetings with the staff. Each staff that teaches a certain subject has a free hour once a week on the curriculum. The principals attend the meetings in which they want to make important decisions. They give the staff the freedom to discuss the matters or the projects and make decisions based on their experiences and facts and ideas that they gathered about the subject. The principals encourage and support morally and financially any project that the teachers want to adapt and that can be beneficial for the students and the school. One principal said that she lets the coordinators guide the meetings while she sits on the side. She sits with the coordinator before the meeting and together they prepare for it. She said that only confident principals, who understand that the success of the teachers is their success, do so.

4. WAYS ON WHICH THE INTERVIEWS ARE DISCUSSED

Creswell (1998) explained that analyzing qualitative data is like a spiral that starts with collecting, organizing and processing the data. For case study research Stake (1995) recommended that a researcher can develop a collection of cases from the data and categorical aggregation with the hopes that issues with relevant meanings would emerge. He also suggested that in a case study the researcher is better set up patterns and look for correlations between two or more categories. He also recommended reviewing "raw data under various possible interpretations; search for patterns of data; seek linkages between program arrangements, activities, and outcomes. Draw tentative conclusions, organize according to issues, and organize a final report. Review data, gather new data, deliberately seek disconfirmation of findings." Taking the recommendations of Stake, the analysis of the data in the present research is accompanied with evidence from the literature concerning the transformational and the transactional leadership styles, because all the principals said that these are the leadership styles they use. Also, the results of the interviews are supported, compared and contrasted with the OCAI instrument (Cameron & Quinn, 2011, p. 75), and the results of the OCAI questionnaires that were conducted in May 2018 in nine Junior High schools including the schools of the six interviewed principals. Supporting, comparing and contrasting data collected from the meetings with the principals and with the OCAI results can give a greater wider clearer sight on the situation on the schools. It can give a wider sight relying on data collected from qualitative research

(the interviews) and quantitative research (the OCAI). The organizational culture and the leadership style of the principals are reciprocally connected (Mendel et al., 2002).

5. DISCUSSION

The interpretation of the interviews included the following thirteen points. The principals reported that these points appear in their schools and they treat the staff accordingly. These points are: the school being like one big family, the principals are role-models, they help, guide, support, encourage, consult, cooperate, guide, change, and have unity and cohesion in their schools. The principals make balance in the equation between "taking and giving", their schools are competitive. And growth and taking risks are important for them. Each of these points is discussed separately. The first point is "being like a family". This feeling re-enforces that the clan culture is the current culture that they have. According to Cameron & Quinn, (2011, p. 75), the clan culture "is like an extended family". The second point is the principals being "role-models" to the teachers. According to the literature, principals are better to be role-models and show the same to teachers (Herbert, 2011; Adeogun & Olisaemeka, 2011; Beauchamp & Parsons, 2012). According to the Model of Full Range of Leadership (Avolio & Bass, 1991; Bass, 1985), there are stages of influence for the leaders. The highest level of effective transformational leadership is when the employees identify with the leader; and when the leader becomes an imitation model for the employees. *As Albert Einstein said, "Setting an example is not the main means of influencing people, it is the only means."* The third point is the "help" the principals provide the teachers with. According to Finnigan, (2012), transformational leaders who have a lot of prior classroom knowledge, skills, and experience, are considered as resources for teachers. Teachers ask them for ideas, real solutions, and support; these principals can give the teachers the knowledge they need and help them change for better (Finnigan, 2012). According to Cameron & Quinn (2011, p. 75), the leaders in the clan culture "are considered to be mentors and maybe even, parent figures." The fourth point is "support" According to the literature; the transformational leaders offer individualized support (Griffith, 2004; Leithwood & Jantzi, 2005). According to Nguni et al. (2006), the transformational leaders support the employees when there are problems and teach them how to deal with them. "When the organization is dominated by the clan culture, the most effective leaders are parent figures, team builders, facilitators, nurturers, mentors, and supporters." (Cameron & Quinn, 2011, p. 52). The fifth point that the principals mentioned is "encouragement". According to Nguni et al. (2006), the transformational leaders encourage the teachers to widen their horizons, to look at things from many different angles and to think creatively. Transformational leaders encourage, educate, and motivate employees to make decisions and take responsibilities for them (Barnett et al., 2005). The sixth point is "consulting". According to Louis et al., (2010), the transformational leaders offer consultation, guidance, and support to each employee separately. According to Cameron & Quinn (2011), the leaders in the clan culture are considered to be mentors. The principals reported that there is mutual trust, respect, and understanding between the principals and the teachers. That is why the teachers can tell the principals some personal staff. According to Barnett et al., (2005), "the employees whose leaders are transformational feel trust, admiration, loyalty, and respect for their leaders. They are motivated to do more than they are expected to do." The seventh point is "cooperation". Bass (1985) noted that the transformative leaders provide support and gain cooperation and participation for all the workers. The organization, according to the clan culture, places a premium on teamwork, participation, and consensus" (Cameron & Quinn, 2011, p. 75). The eighth point is "guiding". According to Cameron & Quinn (2011), this is one of the value drivers of the clan culture; this way the teachers get developed and become more able to solve their problems and to succeed better in achieving the goals of the schools. In a clan culture, one criterion of effectiveness most highly valued is human resource development (Cameron & Quinn, 2011). Transformational leaders guide and provide the employees with opportunities to learn and develop themselves (Bass, 1985; Nguni et al., 2006). The ninth point is "change". According to Cameron &

Quinn, (2006), transformational leaders concentrate on uplifting the willing of the employees to change and arrive at better results. The tenth point is "unity and cohesion". "Strong organizational culture can help in achieving cohesion. More cohesion means a stronger link between components of the system that is more bonding, increased stickiness, less heterogeneity" (Bibu & Brancu, 2008). According to Cameron & Quinn (2011), the Clan Culture "attaches great importance to cohesion and morale." According to the results of the OCAI questionnaires, the clan culture is the most dominant culture in the Druze Junior High schools (M27.74).

The eleventh point is the "equation between taking and giving." According to Miller & Miller (2001), "Transactional leadership is an exchange process." The relations between teachers and principals are positioned upon giving and taking (Cameron & Quinn, 2006). Exchange is one characteristic of the market culture (Cameron & Quinn, 2011 p. 44). The twelfth point mentioned by the principals is "competitions". This point is a characteristic of the market culture on which people are competitive and goal oriented (Cameron & Quinn, 2011 p. 75). According to the OCAI results, it is the second current culture that exists in the Druze schools (M24.55).

The thirteenth point is "growth and taking risks" This point indicates that the schools have adhocracy culture. This appears both in the results of the OCAI questionnaires and the meetings with the principals. According to the OCAI results, the adhocracy culture is the third current culture that exists in the Druze schools (M24.20). According to Cameron & Quinn, (2011), "the adhocracy culture is a dynamic and creative place to work in. People stick their necks out and take risks. The organization's long-term emphasis is on growth and acquiring new resources. The organization encourages individual initiative and freedom" (Cameron & Quinn, 2011 p. 75).

According to the results of the OCAI questionnaire, the Hierarchy Culture appears in the schools with less proportion than the other cultures, but it still exists as (M 23.46). However, this result was not reflected in the interviews. This could be because the researcher did not ask questions that could bring to talk about that, or because the principals are not aware that this culture exists in their schools. This can be discovered in a future survey to check how the teachers perceive their leaders leadership style, and in more interviews with the principals to discuss this point.

6. CONCLUSIONS AND IMPLICATIONS OF THE RESEARCH

The results of this study indicate that the Junior High school principals have a very strong positive perception of their leadership styles and of the situations in their schools. The results of the OCAI and the literature on the transformational and transactional leadership styles support the perceptions of the principals. The research results can contribute a lot to the schools that participate in the study. The results are able to provide further evidence of the positive clan culture in the Druze Junior High schools. The information obtained in this study and the positivity that appear in both the principals perceptions and the results of the OCAI questionnaires, provide the principals and the teachers with data to establish much more positive relationships within the school; to aspire for higher levels of excellence and uniqueness; and can enable the schools to think of higher goals and visions. They can be guidelines for them to understand how the principals perceive their leadership styles and to understand their schools' organizational culture. The results of this study serve as one more evidence that the organizational culture can predict the leadership style and vice versa (Mendel et al., 2002). Other principals or schools that need higher success can learn and implement a lot from the things written in this article. Some principals told the researcher that the interviews were very useful, helpful and inspiring for them. They helped them think of new ways and also pay attention to things that they need to work on.

7. RECOMMENDATIONS FOR FUTURE RESEARCH

Future research is recommended based on the findings of this study. First, short interviews with the principals asking them concerns the adhocracy culture and how they think it exists (because it exists

in the OCAI questionnaires). Second, in order to see the whole picture, a further research is recommended to be done in the same schools: questionnaires for the teachers to see how they perceive the leadership styles of their principals. That is going to cover the whole picture: which is composed of the organizational culture, the perception of the principals of their leadership styles and the perception of the teachers of their principals' leadership style. After taking the above steps, it is recommended to give the results to the schools to reinforce the positivity, reduce the negativity and guide the principals and the teachers when putting their goals and building programs. Another recommendation is to conduct the same survey in other schools in Northern and Southern Israel to see if there can be similarities or differences because of the region and the culture.

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