

WEST UNIVERSITY OF TIMIȘOARA
Doctoral School of Economics and Business Administration

**THE IMPACT OF HIGH SCHOOL PRINCIPALS' LEADERSHIP
STYLES ON THE ENGLISH TEACHER DEVELOPMENT AND
MATRICULATION EXAM RESULTS IN ISRAEL.**

ABSTRACT OF THE DOCTORAL THESIS

Scientific coordinator:
Doina Dăniață, Prof. PhD.

PhD. Student:
Deborah Schwartz

2024

Table of Contents

1. Introduction

1.1 Research Rationale

1.1.1 The Main Purpose

1.1.2 The Operative Purpose

1.2 Research Questions

1.3 Research Hypotheses

1.4 Personal Statement

2. Literature Review

2.1 What is Leadership?

2.1.1 School and Leadership

2.1.2 Expectations from Schools

2.1.3 Leadership

2.1.3 Management

2.1.4 The Four Functions of Management

2.1.5 Management and Leadership

2.1.6 Leadership Styles

2.1.7 Transformational Leadership

2.2 Learning English in Israel

2.2.1 The Role of English in Israel

2.2.2 Motivation to Learn English

2.2.3 Students' Attitudes Towards Learning English

2.2.4 Bagrut Outcomes and Implications

2.3 Teacher's Professional Development

2.3.1 Professional Development and English Teaching

2.3.2 Job Satisfaction of Teachers

3. Methodology

3.1 Research Method

3.2 Study Population

3.3 Research Tools

3.4 Data analysis

4. Results

4.1 Differences between Jew and Arab Sectors

4.2 Associations between Management Styles and Teachers' Functioning

4.3 Multivariate Analyses to Predict Teachers' Functioning by Management Styles

4.4 Multivariate Analyses to Predict Parents' Attitudes by Management Styles

4.5 Multivariate Analyses to Predict Parents' Attitudes by Teachers' Functioning

| |
|--|
| 4.6 Summary of Results |
| 5. Discussion |
| 6. Conclusions |
| 6.1 Principals' Leadership Approach |
| 6.2 Transactional versus Transformational Leadership |
| 6.3 Cultural Differences between the Jewish and Arab/Druze Sectors |
| 6.4 Attitudes Towards Learning English in Israel |
| 6.5 Teacher Training and Professional Development |
| 6.6 Implications for School Management in Israel and Worldwide |
| 6.7 Contribution of the Research |
| 6.8 Future Research |
| 6.9 Limitations |
| Bibliography |
| Appendices |

Key words: *leadership style, transformational leadership, school principals, English teachers development, student achievements.*

Abstract

The PhD thesis entitled *The Impact of High School Principals' Leadership Styles on The English Teacher Development and Matriculation Exam Results in Israel*, deals with the relationship between principals' and English Teachers Development in Jewish, Arab and Druze sectors, and consequently the student results in matriculation exam. The purpose of this study is to think of the most effective leadership style that can improve English teachers' performance and students results.

The present thesis is divided into six chapters that approach the subject of the research both the theoretical and empirical perspective, each part being essential in achieving the objectives of the research.

The first chapter is an **Introduction** that contains the background of the study, the statement of the research problem, the purpose, and premise of the study, the significance of the study, and definitions of key terms.

Purpose and objectives

The added value of the research that I have conducted is that following the reveal of the findings of the study, the Ministry of Education, the schools and the educational institutions in Israel and worldwide, especially in schools where the native language of the majority is Arabic will be able to clearly see the differences between the research populations, sort out their roots, and thus will be able to take advantage of the research results as a significant tool and to adapt or to delineate management methods which will increase the success rate and will assist to the Arabic native speakers students who come to countries where English is the spoken language to achieve higher scores in their English matriculation exams. This will also assist each population/school to reduce significant gaps between Eastern and Western populations and will reduce the isolation and deprivation feelings among Oriental and Arab populations in Israel and worldwide. Any school which adapts the research suggestions and relates to the research results will be able to improve its students' test results in English and as well as in other subjects.

The objective is to assist my target audience which is the students from Arab / Druze and the Jewish schools to achieve higher results in English and to provide them the tools to succeed, not less than the population that come from non-Arab / Druze and from schools around the country that are located on top of the Ministry list in English. Another goal is to clearly expose the differences between the target population and

the factors that lead to these differences in terms of management in order to enable the state agencies in Israel and other agencies that make decisions regarding English and schools in general. Moreover, it will enable them to relate to these differences and to change and adjust the processes of management in educational institutes which will lead towards equal success of all populations and reduce the gaps in Israeli society.

Research Significance

The significance of this study is the exploration of the different management and leadership approaches between the Arab and Druze sectors and the Jewish sector in Israel with regards to the learning of EFL at school. Although efforts have been made to improve the situation, gaps still exist between the achievements of the students in the Arab sector and the students in the Jewish sector. This is especially the case in the English education curriculum. This study attempts to expand on the knowledge about English education in Israeli schools as a result of the multiple factors that may be affecting the teaching of English in schools in the Arab and Jewish sectors, including cultural aspects, socio-economic factors, and attitudes towards English as a language and tool for communication.

The principal of the school is an important figure which plays an essential part in the management of the school and how the school functions. As a result, the principal plays a key role in influencing the teachers and the students due to the environment that is established. Recent research has found that this influence can have an impact on the students' performance. This research intends to build on that key factor in order to increase the understanding of what types of management and leadership approaches are most effective in establishing an optimal and ideal school environment in order to improve the English learning outcomes of all students, according to sector.

Once there is a greater understanding of the impact of each type of principals' leadership style on each factor relating to other participating parties such as teacher, students, and parents, there can be professional training seminars and support for school principals or for students of school management who are learning to become principals which can streamline the appropriate approaches for their sector in order to create an optimal learning environment which promotes learning, specifically related to EFL. The results of this study can guide policymakers and educational workshops. The study can also reveal some of the key differences between the Jewish and Arab sector schools with regards to how they are managed in general and how they lead to the persisting gaps in English achievement amongst their students.

The role of school leadership, specifically the principal position, has been proven to be crucial for facilitating higher achievement in students. The study intends to analyze the responses of various parties, including high school principals, English teachers, and parents in Israel in order to get a better understanding of the influence of school leadership on teachers and students. The significance of the results will also distinguish between the different approaches found in the Jewish and Arab sectors with the goal of determining how to improve the leadership of principals in each sector. It will look into various factors which are of priority and less priority for each sector in general, and how schools are managed with regards to the faculty. The results of the study can serve as a means of creating other research studies internationally in order to see if results are similar or vary by culture.

Research Model

The research model is based on the following research questions:

- Q1: Is there a significant correlation between the management styles/leadership of high school Druze/Arab and Jewish Israeli principals and the students' achievements in their English matriculation exams and the English teachers' development?
- Q2: What are the major factors that affect the ability of the target population to cope and be able to succeed and pass the exams successfully?
- Q3: What can be done in order to improve and to streamline the success among the populations that have difficulty in the process at the state level and even at the global level in terms of management and improve the English teachers' development?
- Q4: Are the existing prevailing management approaches and methods towards teaching, English teachers' development and the subject of English appropriate to the Arabic native language speaking population, is it partially appropriate or is it not effective at all? What can be done in order to maximize

and to optimize the learning process in order to maximize the success among the target population, to improve the process and to bring success and high achievements? What are the implications on the studied populations in the present and in the future that the research reveals / will reveal?

- Q5: Which of the following stakeholders: teachers, students, parents influence the managerial processes and in what way?
- Q6: How can school leaders/other managerial functions utilize the research results and improve school management processes and English teachers' development in order to close the gaps and help their students achieve better results in their matriculation exams?

The following hypotheses were derived from the research questions mentioned above:

- H1: The sector will significantly affect the differences in leadership styles, with the Hebrew sector tending towards a higher degree of transformational leadership.
- H2: The degree of transformational leadership style exhibited by Israeli Arab/Hebrew high school principals will positively affect the results of students' English matriculation tests.
- H3: The degree of professional development for English teachers will positively affect the English matriculation test results of Israeli Arab/Jewish students.
- H4: The degree of transformational leadership will positively affect both the positive attitudes and influence of parents and the test results of students.

In the light of the approach that emphasizes the importance of the acquisition of English as an international and global language that assists in the academic and professional development of each individual, the specificity of my research is that it will compare school management processes between the two sectors that dominate the State of Israel and are the demographic section in many other countries and their ability to cope with English learning successfully and to achieve high scores in the matriculation exams. The study will reveal the differences in attitudes and the coping ways in which the different populations will ultimately try to find solutions to the problems that will arise and to encourage the improvement of processes both in the global level and in the national level.

The second chapter – **Literature Review**, includes applicable literature concerning school management in Israel, leadership styles, students' attitudes towards learning English language, English teachers' professional development and job satisfaction.

The issue of school management and leadership styles has been broadly discussed in professional literature. The first step in trying to sort out and deal with the concept of leadership would be clarifying its definition. The existing research literature on the subject, on the one hand, argues that the subject of leadership is not different in the school space than it is in other spaces but, on the other hand, it claims that even if the level of definition is the same, the role and capabilities required are completely different.

The third chapter is the **Methodology** chapter and describes the methodology of the research. It contains the research questions and hypothesis, then it introduces the two quantitative surveys by which data were collected.

The research was carried out in 40 high schools supervised by the Israeli Ministry of Education from three sectors that make up the State of Israel: Jewish, Arab and Druze from all over Israel sampled randomly and proportionally and adjusted to the represented percentage of the high schools from the sector. The structured questionnaires were selected and approved by the research supervisor. They were distributed to the principals (40), the English teachers (324) and the parents of the students (212) in these schools after the principals of the schools received a preliminary explanation of the nature of the research and its goals and agreed to take part in the research. After four months, the completed questionnaires were collected (all distributed questionnaires were returned in full - everyone who received a questionnaire and agreed to take part in the study returned the completed questionnaire), all data was consolidated, processed, and transferred to SPSS statistical analysis for the phase of examining the results, coding them and drawing conclusions.

The fourth and the fifth chapters are dedicated to research **Results** and **Discussion**. It includes the results, discussion of the hypotheses, and a discussion and analysis of the findings of the research concerns values, leadership style, English teachers' development and student achievement in matriculation exams.

Regarding differences between Jew and Arab sectors it was found that Jew teachers report higher principal involvement in comparison to Arab teachers. Jew parents report higher encouragement to practice English at home in comparison to Arab parents. In addition, Jew parents report higher parental involvement in comparison to Arab parents. Moreover, Jew principals report lower frequency of evaluating teachers, and also attribute higher importance of good teachers in comparison with Arab principals. Jew parents report fewer student problems in comparison to Arab parents.

Examining relationships between management styles and English teachers' functioning at school, a positive correlation was found between transactional leadership of principal and teachers' satisfaction from the school. In addition, it was found that the greater the teachers' reports about the principal's involvement, the higher principals' reports for improvement in the management, more time is being spent on district subjects, but there are more reports on problematic students. High involvement among principals was found to be positively related with parents' reports about their student's motivation, satisfaction and their students' English grades are higher. High transformational leadership of principals was positively related with parents' involvement at English studies and student's motivation, satisfaction and grades.

In multivariate analyses to predict teachers' functioning by management styles it was found that high teacher's involvement is positively related with principal's involvement and the school management supervision is closer. For the Jew sample, the greater the teacher's involvement, the greater his principal's involvement. For the Arab sample the greater the teacher involvement, the greater his principal's transformational leadership. In multivariate analyses to predict parents' attitudes by management styles it was found that high transformational leadership and the high transactional leadership are positively correlated with a student's motivation to learn English, and higher grades of student. In addition, higher principal's involvement and school management close supervision were positively related to more positive attitudes of parents towards English studies.

For the Jewish sample, the greater the principal's involvement and the school management close supervision, the greater the student grades. In addition, high transformational leadership and low transactional leadership were related to high student's satisfaction and student's motivation to learn English. For the Arab sample, the greater the student grades, the greater activities to improve school performance and the lower the management supervision. The greater the transformational leadership and the lower the transactional leadership, the greater the student satisfaction from the class. In addition, negative correlation was found between transactional leadership and student's motivation to learn English,

In multivariate analyses to predict parents' attitudes by teachers' functioning it was found that the greater the teacher's involvement and the lower his teacher's formal English professional development, the greater the student's satisfaction from the class. The greater the motivation of the student to learn English, the greater his teacher's involvement. For the Jewish sample, the greater the motivation of the student to learn English, the greater his teacher involvement. The greater the student's satisfaction from the class, the greater his teacher's involvement.

The sixth chapter is dedicated to **Conclusions**. It contains an overview of the research, conclusions, contributions of the research, implications for School Management in Israel and worldwide, recommendations for future research and, delimitations and limitation of the study.

The State of Israel is composed of a varied and diverse multicultural population including different levels of socio-economic status, religious groups, races, cultures, and mother-tongues. In addition, various subcultures have various reasons for learning English, including comprehension of world media, business, academia, and other purposes (Iair & Shohamy, 2017). The Ministry of Education has the intricate and complex undertaking of designing and facilitating a standardized curriculum which is intended to serve all citizens within the population. The framework involves incorporating several different stakeholders which contribute to the development and implementation of the curriculum. Within the Israeli curriculum, a great emphasis is placed on EFL. As English is considered to be a lingua franca by the international community, Israeli students

are required to study English in schools from grades 3-12. Although many hours of English study are mandatory for each grade level, each school has its own pedagogical methods and attitudes toward the implementation of the national curriculum, which results in various outcomes. The outcomes are measured according to a national standardized exam which is administered to high school students called the English Matriculation Exam, or Bagrut Anglit. The purpose of this exam is to determine the achievements in English skills, whether individually, as a school, or as a sector. As mentioned, the data published each year by the Ministry of Education consistency reveal a significant gap in English Matriculation Exam scores between the Jewish population and the Arab population, with the Arab students scoring lower on average. The consequences of this gap in English scores leads to Arabs being underrepresented in higher education, which puts them at a disadvantage (Feniger & Ayalon, 2016).

This study attempted to understand some of the variables which lead to this gap in scores. The study focused on the three main parties, excluding the students themselves, and how their involvement and their attitudes towards English, as well as the principal's approach to leadership and school management play a role in the success or lack thereof in English learning in schools. In addition, the study analyzed the reports of parents regarding their students' English studies and achievements as well as their overall attitudes towards the schools. The teachers' responses were analyzed according to how they perceive their principal's leadership approach, their satisfaction and motivation towards their job, and their principal's involvement in the school environment in various areas.

The hypotheses included the notion that leadership approach and involvement of the principal has a direct impact on teacher satisfaction and student achievement, regarding the transformational approach as superior, confirming the previous literature. In addition, the Jewish sector would display more towards principal involvement and the transformational approach over the Arab sector. In addition, the analysis looked into various cultural and economic factors which contribute to the gap in achievement between the Arab and Jewish sector schools.

The results confirmed the hypotheses, and added several additional insights, which have implications for future research and considerations in setting national educational policy.

Principals' Leadership Approach

The first party, the principals, are responsible for a diverse set of tasks which ensure the orderly and effective management of the school. As seen in the literature and confirmed by the research in the current study, the style of management has a great influence on the school's pedagogical methods and programs which directly leads to students' achievements such as high scores on their Matriculation exams and superior ranking according to the Ministry of Education. One of the purposes of this study was to analyze which variables and types of management styles are predominant in schools and which approaches are predominant in the Jewish and Arab sector schools in particular. This would allow for further understanding of the cultural causes behind the gaps in scores and achievements in English.

As a school is an organization which demands consistency and structural order, it requires a leader, namely the principal. The principal's position requires instituting specific goals to strive for, managing challenges and obstacles, and helping keep the organization functioning properly. Essentially, an effective school principal must implement skills which also navigate the educational environment. This involves the ability to motivate those around them in order to achieve common goals which lead to positive educational change (Bello, Ibi, & Bukar, 2016). A good leader will not only seek to survive the day, avoid and solve problems as they arise, and keep the status quo, but will constantly adapt their strategies to fit the times, the culture, the current standards, and the members of the organization. These practices affect the performance and success of others in the organization, or school, including teachers. As seen in the literature, the principal's leadership style has been found to be associated with higher teacher motivation (Dou, Devos, & Valcke, 2016). As increased teacher motivation has a direct influence on student performance (Nir & Hameiri, 2013), it follows that a principal's leadership style has an effect on student performance (Bartanen & Husain, 2021).

As the research provides evidence that the school leadership approach has an impact on teacher and student performance, the current study sought to analyze two different approaches each impact the outcome of

the school with regards to attitudes of the principals, teachers, and parents of the students in the school and how they perceive the success of the school. In addition, the study analyzed the differences between the leadership approaches according to the different cultural-linguistic sectors within Israel. This study focused on two general types of approaches to leadership strategies: transactional and transformational leadership.

Leaders are considered to take a transformational approach to leadership when they lead by personal example, which often results in inspiring their staff to be motivated to achieve set goals through personal initiative, working effectively, and being persistent (Bass & Avolio, 1994). In addition, "a transformational leader motivates the entire organization through consideration of the needs and goals of the organization" (Bass and Avolio, 1994). Thus, "the school principal who adopts a transformational leadership style serves as a role model, inspiring the teachers to identify with the goals of the educational institution and the vision of the principal" (Hyseni Duraku & Hoxha, 2021). Charisma, inspirational motivation, intellectual stimulation, and individualized attention are each aspects of a successful transformational leader. A charismatic leader can stimulate the staff to work more effectively, an inspirational leader can be motivating, an intellectual stimulator can inspire creativity and problem solving, and someone who can serve as a personal mentor which can provide guidance and instill confidence (Warrilow, 2012).

In addition, this approach is based on facilitating the staff as opposed to a top-down approach to making managerial decisions. The transformational leader will strive to empower their staff to make their own decisions and base their leadership on trust and accountability of their staff (Bass, 1996). The staff is therefore expected to consider their personal and unique abilities in order to influence the direction of the school (Bass & Riggo, 2006) instead of directing the staff in a one-size-fits-all approach with which they are expected to comply. Therefore, the teachers also have the potential to influence student achievement, school, and classroom climate (Brown et al., 2004) as they enrich the classroom with their own abilities and characteristics. The school leader is considered one of the most influential factors which affects the development of the quality and school environment (Cohen et al, 2009), but the relationship between the leader and the staff must be based on trust on all sides to ensure successful outcomes. This type of leader sets clear goals and objectives based on rationale and stimulates the motivation of the staff to secure commitment to these goals (Sergiovanni, 2007). Transformational leadership style has an impact on teachers' ideas of the school and their commitment to change, as well as student achievements (Bird et al., 2009; Hallinger and Heck, 1988), thus, they inspired high performing schools.

The results of the current research concur with the previous literature that a higher level of principal involvement in the school is associated with various positive attitudes amongst the teachers and the general school environment. Within the framework of a transformational approach, this can include a more involved commitment to principles of setting clear and transparent goals, allowing teachers to be involved in the direction and decision-making of the school, and being a leader who empowers while guiding the teachers. Therefore, if a principal takes a more transformational approach to leadership, it will be more advantageous for the school environment and the success of the teachers and students.

The other approach analyzed in the current study was the transactional leadership approach. This approach to leadership is considered to be one that emphasizes a hierarchical system of decision making and management. Oftentimes, the staff is mostly motivated to succeed due to rewards and avoidance of punishments (Burns, 1978; Bass, 1990). In other cases, a more hands-off approach to organizational successes and failures, such as providing little positive or negative feedback, a lack of transparency of goals, and little personal guidance. In this approach, leaders are responsible for most of the management decision-making and the team is responsible for following according to the decisions made. Team compliance is a key factor in maintaining order in this type of organization. Another aspect which is present in this approach is that leaders often strive for maintenance of the status quo as opposed to striving for making changes. It is an approach that involves less risk-taking and following the idea that the organization must continue to do what has been done in the past (Yukl, 1999). As there is more of a focus on the methods leading to successful outcomes as opposed to emphasis on future progress, there is more of a concentration on contingent positive reinforcement or contingent negative reinforcement (Odumeru & Ifeanyi, 2013). In this approach, the principal sets the

objectives, curriculum, pedagogical methods, and assessment methods with the rest of the staff accepting and facilitating them according to the principal's guidelines (Burnes, 1978).

The principal's approval over the methods is essential in transactional leadership while the implementation of the methods lies on the staff. A staff member who steers away will face punishment or termination from their position as compliance is demanded. On the other hand, a staff member who behaves according to the guidelines and meets target goals in a timely manner will be rewarded. This type of approach results in preserving the status quo by rewarding adherence and dismissing non-compliance, regardless of the outcome of the non-compliance. According to Yukl (1999), this approach is efficient in times and situations of crisis and emergency as there is no room for negotiation, trial and error, and there is a necessity to be a cohesive unit which is based on a united strategy. In addition, when specific tasks must be completed with specific goals, this method is considered to be efficient.

Although the transformational approach is considered to be more effective and more ideal in the literature as well as in the results of this study, it is interesting to note that there are situations in which the transactional approach may be more beneficial to schools. These situations involve when an organization or school does not have the ability to work towards progress, facilitate changes, and work together in a synthesis, as outlined by the transformational approach. Many principals in Israel, especially in the Arab sector schools but also in periphery Jewish schools and schools of lower socio-economic neighborhoods, face difficulty with finding enough suitable staff, ensuring an adequate budget for basic school conditions, and coping with other social issues which arise more in areas with less resources (Ayalon, Blass, Feniger, & Shavit, 2019). In these situations, there may be higher staff turnover, poorer work conditions, and less cooperation from external parties such as the community, parents, and the students. Under these circumstances, the principal has no choice but to carry the responsibility of management and decision-making, as there is less of a clear future with a consistent staff who he/she can rely on and with whom he/she can build up trust. Although the transactional approach is considered to be less ideal, this does not exclude principals who take the transactional approach to leadership as necessarily inferior as it can be essential.

This study has shown the need for the Ministry of Education to better understand the needs of the schools and provide support to the areas which do not have the resources required to allow for a more transformational approach. This includes implementing a plan for encouraging more English and other teachers to enter the schools, enriching and motivating teachers to continue to teach in their schools in order to allow for more solid staff to develop, and budgeting more resources to these areas in order to encourage a more successful school environment for all parties.

Cultural Differences between the Jewish and Arab/Druze Sectors

As hypothesized, there were various differences between the results of the Arab sector school and the Jewish sector schools. There are many cultural differences between these populations. The most important one regarding English studies is that Arab students must also learn and master Hebrew in addition to their English studies. This can prove to be an extra challenge for Arab sector schools, as they have the extra challenge of teaching more than one foreign language to students. In addition, parents of the Arab sector are often more inclined to emphasize the importance of Hebrew mastery in order to better integrate in Israeli society (Amara & Rahman, 2002). Principals are fully aware of this challenge and may encourage Hebrew studies over English studies, leading to further challenges in achieving comparable English scores to Jewish schools. As seen in the literature, multi-lingual mastery is very challenging, especially for students who struggle to master one foreign language (Aronin, & Yelenevskaya, 2022), and principals and schools must prioritize in addition to determining how to cope with the challenges. However, the Arab sector parents and teachers also know that English, as well as Hebrew are both priorities for higher education; therefore, schools which place a high emphasis on preparation for academic institutions must ensure achievement and competency in both. In Jewish schools, on the other hand, Arabic is not compulsory for students as English is, and parents have more of a motivation to ensure that their students acquire English language skills for academic and professional purposes (Lamb, 2007).

As noted above, a second challenge of Arab sector schools is the differences in family background and access to resources. The socioeconomic situation of Arab families overall differs from Jewish families. Although there are some affluent Arab families and neighborhoods and there are periphery Jewish schools, and some ultra-Orthodox communities, there is a definite divide which leads to lower chances of achievement. This is also due to lower access to more qualified teachers, especially in English studies. Amongst the teachers of English in Israel, a high percentage are native English speakers. Most of the English-speaking teachers are teaching in the Jewish sector (Aronin, & Yelenevskaya, 2022).

In addition to the issue with teachers being less qualified, the teachers in the Arab sector generally have less access to professional development, intensifying the gap between the sectors with regards to English achievement. As professional development has been found to increase teacher motivation and achievement, resulting in higher student achievement (Ubben et al., 2004), Arab principals must cope with this challenge as well. In addition, when the principals must cope with less qualified teachers, they may feel unable to hand over the decision-making to their staff, pushing them to lead with a more transactional approach. As this approach is more hierarchical, teachers will be lulled into a sense of compliance and dependence, not cultivating their creativity, individual talents, and own methods. This results in a cycle and culture of a perpetual dynamic of leadership approach. This type of dynamic is not one that promotes change, progress, and achievement. It simply continues with the same methods and similar results.

According to the results of this research, Arab sector school principals are generally more involved in managerial tasks as opposed to pedagogical concerns, professional development of teachers, and school-community building programs, all of which confirm their tendency toward a more transactional approach to leadership. These principals were reported by teachers to be less involved in these aspects and also involve the staff less in goal setting and facilitation. In addition, these principals assumed much of the responsibility for school management, which was associated with lower teacher satisfaction and motivation. Therefore, while the transactional approach may be necessary and the best option when managed efficiently, the results showed that teachers are more motivated and satisfied when the principal and the teachers are more involved in the school direction and goal facilitation. These methods were more commonly found in the Jewish sector.

An additional challenge for the Arab sector involves the national curriculum, which is designed and developed by the Ministry of Education and is supposed to be suitable for all sectors and populations in Israel. The teachers are aware of the need for developing a sensitivity to intercultural interlingual understanding and for teaching communicative skills as they encourage their students to develop awareness of the language (Aronin, & Yelenevskaya, 2022). As there is sometimes a disconnect from the Jewish population, the curriculum may not always be suitable for the Arab students. Though this may not pose a problem for more qualified and experienced teachers, this is often not the situation for Arab sector school teachers reported lower principal involvement in comparison to Jewish teachers which validates the data that Arab principals feel less responsibility in their position than Jewish principals who are overall more involved in the school environment as opposed to focusing more on administrative duties alone.

In the Arab sector, there were reports of higher frequency of teacher pedagogical assessment than in Jewish schools, although higher frequency of assessment was negatively associated with teacher satisfaction and student success. This could be due to the stress and anxiety caused by more frequent evaluations as well as the time involved in preparing and evaluating, which detracts from the time and ability of the teacher to focus on their actual teaching duties. On the other hand, the frequency of assessment does not measure the type and approach of the assessment. When teachers are given appropriate support based on trust, understanding, and a general direction toward common goals, periodical assessment may be more welcome and efficient. If the assessment is mostly critical or a meaningless tool which provides no tools for growth, it would be considered to be discouraging or a nuisance.

As the transformational approach to leadership has an ongoing dialogue between the staff and the principal built in, assessment and constructive support would naturally occur. In addition, as the hierarchical structure is less strictly enforced, the staff would have more opportunities for self-assessment and reflection, as well as a more intimate rapport with the principal, who would be open and available to provide guidance. However, the transactional approach to leadership would be more likely to involve an official assessment in

which the principal observes and provides formal feedback to the staff with little opportunity for deeper understanding, tools, and guidance. On the one hand, a critical report could discourage teachers who do not know how to improve. On the other hand, a positive report would also leave no room for growth, leading to a teacher becoming set in their approach. Therefore, although there is an important place for staff assessment, the principal must be in a position to assess in a way that promotes positive change.

According to the analysis involving the associations between management styles and English teachers' functioning at school, a positive correlation was found between transactional leadership of principal and teachers' satisfaction from the school. It was also found that the higher the teachers' reports regarding principal's involvement, the higher principals' reports for improvement in the management. High involvement among principals was positively associated with parents' reports about their student's motivation, satisfaction and their students' English grades are higher. High transformational leadership of principles was positively related with parents' involvement at English studies and student's motivation, satisfaction and grades. This confirms that both approaches to leadership can lead to positive attitudes towards the principal's involvement; however, principal involvement in transformational leadership methods was associated with more parental involvement. The implications for this conclusion is that principals can achieve a thriving school by being consistent, orderly, and confident in their approach to leadership, but the bottom line is that the principal must be a good leader in order to ensure a well-functioning school with motivation and satisfaction from all parties within the school.

It would be interesting to determine what factors influence parental involvement and facilitation of students' motivation, satisfaction, and grades. This could be a result of parents having the ability to be more involved in their students' English studies, once again, related to their economic and cultural circumstances. Parents of larger families, often found in the Arab sectors and lower socio-economic neighborhoods, may not have the time and resources to be more involved in their students' English studies. In addition, they may be more involved in more basic needs, whereas more affluent and smaller families have the ability to become more involved. Moreover, these parents generally have more connections to the English language and may place more emphasis on the importance of English skills.

The data has shown that good principals are involved in school leadership in addition to management. The evidence points to the transformative leadership style as contributing to more success in English achievements specifically. As it is more empowering, internally motivating, and not based on external motivation such as positive and negative reinforcement, transformational leadership would have a significant impact on the English grades of Israeli high schoolers. The difference between the Jewish and Arab sector may lie in the differences between school leadership approaches. In fact, Jewish principals attribute greater significance on quality English teachers and feel a greater responsibility as principals leading to more personal involvement in school functions. Therefore, Arab sector schools should encourage more involvement of the school principal, not only as an empowering leader, but also as a manager, in order to minimize the gap in English grades and scores.

Attitudes Towards Learning English in Israel

As English is considered to be the global lingua franca, awareness is increasing about the importance of learning English in Israel. Even though English is a compulsory school subject from third grade in Israel, extended years of study in school does not necessarily result in basic competency by the end of high school. As motivation level is a main force of learning, it is important to be aware of the sources behind increasing students' motivation to learn English skills successfully. This study focused on the effect of Transformational and Transactional leadership styles adopted by the school principals on the motivation of Israeli high school students to learn English. As the transformational approach to leadership has been shown to have a positive impact on motivation in organizations and more specifically schools (Anderson, 2017), the research analyzed whether this pertained to the English studies in various Israeli sector schools. In this study, parents were asked to respond to a question about their student's motivation, "To what extent is your student motivated to learn English?" The results showed a positive correlation between the teachers' reports about the transformational leadership of the principal and the parents' reports about the student's motivation. Moreover, for Jewish

students in particular, there was an association between a student's motivation to learn according to the parents' responses and a transformational leadership style adopted by the principal, while in the Arab sector, the greater the motivation of the student to learn English, the lower the transactional leadership of the principal. Future strategies for improving English education for the students in Israel may need to acknowledge the different impacts of principals' leadership styles on the students in the Jewish and Arab sectors.

Considering the association found between the school principals' leadership styles and the students' motivation to learn English in schools in Israel, alignment of the leadership styles to the sector that the school serves could increase motivation and as a result, drive improved learning outcomes in the English language. Since it seemed that different leadership styles of principals could have different effects on the motivation of the students in the Jewish and Arab sectors to learn English, the adoption of a leadership style by the principal should consider the unique needs of the students attending the schools in that sector. Further research is needed to strengthen the findings from the study and to provide direction for the principals and to establish guidelines for school principals relating to their leadership styles. When planning for educational improvements in the learning of English in Israeli schools, the differences in the association of the leadership style with the student's motivation in the different ethnic groups may need to be considered to attain optimal outcomes of learning.

Teacher Training and Professional Development

Another profound impact on the outcomes in achievement in English studies is teaching training and professional development. Professional development has been known to enhance a teacher's ability to be more satisfied, confident, and effective in the classroom (Ubben et al., 2004). There are several techniques and methods for ensuring that professional development translates to more successful improvements, including using on-going training, incorporating the latest research-based tools and strategies, and continually updating the discourse around the field of education. Moreover, the use of in-service approaches, workshops, and mentorship gives teachers the support they need to continue to stay motivated, learning, and satisfied with their teaching abilities (Borko et al., 2010).

In the current study, teachers report a range of involvement in professional development programs, with some participating more frequently than others and some not participating at all. The literature has shown that principal involvement in encouraging professional development greatly increases the likelihood of teachers participating (Gümüş, 2013). Furthermore, when principals encourage participation by integrating professional development to align with the school goals, teachers will be more inclined to be motivated to become involved. As Arab principals were shown in the current study to be less involved in the pedagogical aspects of the school, they are also less involved in the professional development of the teachers. Jewish teachers are more likely to attend professional development seminars as well as receive guidance from the principal, especially one that takes the transformational approach to leadership. However, as the data showed that the greater the teacher's involvement and the lower his teacher's formal English professional development, the greater the student's satisfaction from the class. This result shows that formal professional development may not directly improve a student's satisfaction in their English class. In fact, teacher involvement in the class was more of a predictor of a student's satisfaction, at least according to the parents. However, a parent's interest is that the teacher is more involved in encouraging their student to be motivated and learn as opposed to spending time in formal professional development.

In addition, as the results showed that principal involvement in the school is positively associated with higher student motivation, satisfaction, and grades in English, it can be concluded that although professional development can be outsourced to specific programs directed at English teachers in Israeli schools, the more influential factors are related to the principals' and the teacher's internal involvement in the school. As research has shown that direct principal involvement as a mentor and support for teacher professional development has positive outcomes (Varrati et al., 2009), the current study confirms this finding. If this is the case, then more emphasis should be made on cultivating a more stable staff based on a trusting rapport with the principal, who leads the staff consistency and provides efficient management strategies. Although professional development has been shown to benefit teachers and students, this can only be possible with a solid foundation within the school itself. Without this foundation, the tools and strategies gleaned in professional development seminars will most likely be unsuccessful and remain theoretical.

Each individual school must decide how best to facilitate this type of community-building, as it does not happen overnight. A principal who is uninterested in change and progress, more likely taking the transactional leadership approach, will be more successful in maintaining the school's current policies and methods by keeping order and a functioning environment, but may fail to develop and retain a staff who would be open and willing to learn from professional development and training programs. This can be especially true in schools which struggle with budgeting and adequate resources, more commonly found in the Arab sector schools. On the other hand, schools that are equipped with resources, qualified and loyal staff, and a principal with adequate managerial abilities, will be more able to propel the school towards improvements, upgrades, and professional development within the school as well as externally.

Implications for School Management in Israel and Worldwide

School leadership has proven to be important for school management and prompting students to academic achievement. The questions asked were whether there is a correlation between leadership style and high scores in English matriculation exams and whether there is a correlation between the sector to which the school belongs and leadership style and English scores. The study sample consisted of 40 high school principals, 324 English teachers and 212 parents from the Jewish and Arab sectors in the State of Israel. The findings showed that there were differences in the scores of the Jewish and Arab students, when Jewish students demonstrated higher scores. In addition, among the Jewish principals there is a higher emphasis on the quality of teachers. All students in the study responded more positively to a transformational leadership/management style than a transactional style. The main conclusion is that in order to promote students to academic achievement, empowerment is needed rather than a punishment and rewards approach.

This research has shown that although school leadership is significant, no less important is school management. A good principal is both a leader and a manager. There is a very significant impact on the school principal's management style on the English matriculation scores of the students in our study. The leadership style that has contributed to the highest level of scores is a transformative leadership style that is not based on reward and punishment, such as the transactional style, but rather on empowerment. It is evident that there is a difference in English matriculation scores between the Jewish sector and the Arab sector when Jewish students achieved higher results than Arab students. This research found that Jewish principals attribute a higher level of importance to the quality of teachers, and they demonstrated a higher level of involvement in the school. Therefore, a strong emphasis should be placed on the involvement of the school principal, not only as an empowering leader, but also as a manager, both in the Arab and in the Jewish sectors.

The findings of this research also have implications for school management worldwide, apart from the specific implications within Israel. As Israeli society has various sub-populations, including diverse religions, cultures, mother-tongues, lifestyles, and socio-economic levels, it is a good indicator of how a state-wide standardized educational curriculum can be applied across a heterogeneous population. As a result, the data has shown some of the issues that arise with differences in culture, challenges experienced in some sectors, and the resulting attitudes and outcomes due to these variables.

The research provided some insights regarding the differences between learning one foreign language and multiple foreign languages in school simultaneously and how that could affect the attitudes of principals, teachers, and students within a school. Further research needs to be done to determine an alternative way to approach the attempt to integrate several foreign languages into a curriculum. Moreover, the principal's involvement in the pedagogical aspects of the school have been shown to be beneficial, mostly in the cases where the principal is able to be involved without abandoning his/her managerial position.

Contribution of the Research

The study contributed to existing knowledge by delving into the differences between the Arab sector and the Jewish sector in Israel with regards to the learning of English at school. A gap exists between the achievements of the students in the Arab sector and the students in the Jewish sector and despite efforts being made to improve the education in the Arab schools, the gap between the sectors remains. The gap in achievement especially is pronounced in all that is related to English learning.

The findings from this study add to the knowledge about English learning in Israeli schools through the discovery of multiple factors that may be influencing the learning of English in schools in the Arab and Jewish sectors and the differences between the sectors. The school principal plays an important role in the functioning of the school and the influence of the principal and the teachers on the students' performance has been studied in earlier research. Understanding the influence that the principal has on the teachers and on the students' learning provides new directions for attempting to improve the English learning outcomes of all students.

The principals' leadership style has been shown to impact many factors relating to the teachers and the students in the schools. The results from the study especially brought into focus the associations that were found between the principals' leadership style and the students' motivation to learn English, satisfaction from learning and English grades as reported by the parents. Comparisons between the leadership in the Jewish sector and the Arab sector brings to light certain influences of leadership that are unique to the Arab sector and which need to be taken into account when considering changes in the management approach to ensure the best outcomes of learning.

Future Research

When focusing on the gap between the Jewish sector and the Arab sector relating to the students' grades in English, several aspects of school management were found to affect each sector in a different manner. Future research will need to examine the effect of each of the aspects of principal's management and their possible effect on the students' grades to gain a better understanding of the strategies to adopt in each of the sectors to facilitate improvements in grades.

In addition, many schools do not have access to equal resources. Leadership approach may be somewhat dependent on access to various resources. A good principal with less resources will prioritize their focus, according to what they believe to be most pressing. More involvement and initiative in school would require more resources. Future research can analyze how resources and increased resources influence leadership approach. Perhaps this issue has less to do with culture and more to do with access to funding. Studies in Israel have shown that Arab boys face greater barriers than the Arab girls in all that relates to achievements in education. Future research could focus on differentiating between the influences of leadership according to gender. Understanding the reasons for differences between the genders could better enable the alignment of efforts to improve English learning in the schools.

In addition, there is a vast difference within the Jewish sector schools as well as the Arab schools which could be examined. For instance, there are different attitudes towards English in some areas with higher populations of English-speaking immigrants and many native speaking English teachers and students as opposed to other communities who have less exposure to English speakers. School principals may be more inclined to be involved in English enrichment programs in those particular areas. On the other hand, some Haredi (ultra-orthodox Jews) communities in Israel who may conclude English studies, and secular studies in general, to be less important in their communities will place less emphasis on English studies. A comparison within the communities to see what attributes to successful outcomes would be interesting research. Moreover, if programs were established to help principals evolve their leadership approach towards a transformational approach, could this close the gaps between the sectors?

Finally, this research looked solely at high schools. As English instruction begins in primary school, it would be interesting to compare leadership approaches between high schools and primary schools. Primary school students are presumably at an equal level of English, near the beginning of their studies, and it would be interesting to research the methods of leadership in schools of this level to see whether the gaps begin in primary school and are only exacerbated in high school as a result.

Limitations

While the study involved 40 high-schools from the Jewish and Arab/Druze sectors, most of the schools were from the Jewish sector, and only 9 high schools, less than a quarter of the schools included in the study,

were from the Arab/Druze sectors. A more accurate representation of the schools in the Arab sector could have been attained through the inclusion of a larger sample of Arab/Druze schools in the study.

Information regarding the students' satisfaction from learning English and motivation to learn English was gathered from the parents' responses to the Questionnaire for parents. The opinions of the parents may not always align exactly with the students' feeling of satisfaction and motivation that they report.