

SUMMARY

Doctoral thesis

The influence of the principal's leadership style on the commitment and team performance of teachers in Arab schools in Israel

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Leadership is no longer just about managing tasks but involves inspiring and guiding individuals and groups toward achieving shared goals. The behavior of leaders impacts not only individual employees but also the dynamics within groups and the overall culture and effectiveness of the organization. Levy's (2008) perspective highlights the importance of a leadership approach that challenges and encourages personal growth within an organization. When leaders create an environment that pushes individuals to develop and offers opportunities for advancement, it not only enhances the overall performance of the organization but also fosters a deeper commitment from employees. The school principal must be a formative leader, enabling open communication with employees, assisting them, instilling trust and a sense of commitment towards the organization and its mission and goals (Levy, 2008).

The present study is based on Bass and Avolio's (1997) theory adopted to study the principal's leadership style. While Meyer and Allen's (1991) three-dimensional model was used to study organizational commitment, and the teamwork theory was based on the research literature dealing with this definition. The definitions of leadership and various leadership styles and their characteristics are presented and analyzed (Bass & Avolio, 1990; Meyer & Allen, 1991; O'Neill, 1998). Leadership, as a human social phenomenon, is fundamentally about the relationship between the leader and the followers. It is most effective when followers not only follow the leader but also internalize the goals of the group or organization as their own. This alignment between individual and collective objectives is crucial for achieving meaningful and sustainable outcomes, as it fosters a sense of shared purpose and commitment among all members involved (Sergiovanni, 2002).

Transformational leadership (TL) style was initiated by Burns (1978), then modified and developed by Bass (1985). The concept is that leaders should encourage staff

enthusiasm and creativity, by intellectual stimulus, and inspirational and emotional support (Bass & Riggio, 2006). The goal of transformational leadership in education is to help educational institutions adopt an innovative working method and create an environment that is appropriate for learning and teaching (Almonawer, 2021). According to Bass and Avolio (1993), the dimensions of transactional leadership (TL) are the following: first, contingent reward; second, management by exception active; and, third, management by exception passive. Transactional leadership, characterized by followers' obedience, focuses on clear roles and expectations within an organization (Bass et al., 2003; Cetin & Kinik; 2015). This leadership style act upon a system of rewards and punishments to motivate followers to achieve organizational goals (Ali et al., 2023). In secondary schools, transactional leadership is often associated with maintaining discipline, providing rewards, and ensuring the status quo (Puni et al., 2020). According to Bass (1985), a leader characterized by Laissez-Faire Leadership (LFL) style, avoids making decisions. This leadership expresses a general refusal to influence. The followers of such leader lack guidance or support and will usually show indifference and carelessness and will focus on achieving their personal interests.

Democratic leadership style involves all organization's members actively in the decision-making process. Therefore, democratic leadership as a style that encourages team members to actively participate in decision-making and exchange opinions openly. This style gives everyone the opportunity to express their views freely.

The main role of school principals is to lead the school educationally and pedagogically to improve the students' teaching and learning. Four areas of management that enable and support this role are: designing the future image of the school - vision and management for change; leadership, management and professional development of the teaching team; Focusing on the individual; Managing the relationship between the school and the community. As a school leader, the school principal must establish close ties between the school and its various stakeholders for the school and students' success (Adler, 2009; Oplatka & Levy, 2008; Hitt et al., 2016).

In Arab society, school top manager (school principal) holds a particularly prestigious and valued position, which is reflecting the local community's respect and its expectations for those in leadership roles within educational institutions. This cultural context further underscores the importance of effective leadership in shaping educational outcomes and fostering a positive school environment (Addi-Racah, 2006; Arar, & Haj Yahiya 2007). Israel's Arab society is still predominantly a traditional patriarchal society, and while most principals in the Jewish education system are women, in Israel's Arab education system, men usually hold these positions, reflecting cultural norms that limit women's advancement in the public sphere (Arar et al., 2013). This fact influences the perception and attitude towards this role in Arab schools. Male management styles and work methods dominate Arab schools, and there is no tradition of distributed or democratic leadership in these institutions. Some Arab principals avoid to delegate functions to their

deputies, out of fear that the community will see this as a sign of incompetence and weakness (Arar & Mustafa, 2011).

The education system in Arab society in Israel has undergone considerable changes in recent years, while the most notable change being the importance of the principal's educational leadership style for the school's success, including professional development of the teaching staff, student achievements' and improving the school climate and its quality (Arar & Haj Yahya, 2007).

The chosen topic "The correlation between the principal's leadership style and the commitment and team work of teachers in Arab schools in Israel", is particularly relevant given the significant role that principals play in these schools. In this context, the principal's leadership is not just about managing day-to-day activities but also about shaping the school's overall culture, policies, and direction. The influence of a principal's leadership style on teachers' commitment and teamwork can be profound, as it directly affects how teachers engage with their work, collaborate with colleagues, and ultimately contribute to the success of their students and the school as a whole.

This subject is very important to the Ministry of Education regarding the issue of appointing new principals and the principals' leadership style towards the teachers. The connection between the principal's leadership style and the commitments and teamwork of teachers are main factors in teachers' perception related to their commitment to the students and school and the teamwork for the school's success (Wurgen, 2006).

In Chapter 2 are discussed the concept of organizational commitment of school teachers and the teamwork in Arab schools in Israel.

Organizational Commitment (OC) is defined as the nature of a person's relationship with their organization (Nguni et al., 2006). Organizational commitment is a concept related to many variables that influence organizational behavior (Dee, et al., 2006). The focus is a process in which employees internalize the values of the organization and stay in it to realize the results of their investment, while thinking that staying in the organization is a moral and ethical responsibility (Allen & Meyer, 1991). The most widely accepted multidimensional model in the research today is Allen & Meyer (1991) Three Components Model. In organizational commitment research, three key dimensions have been identified:

1.Affective Commitment: This dimension involves emotional identification, attachment, and involvement with the organization. Employees with high affective commitment feel a strong emotional connection to the organization;2.Continuous Commitment: This dimension is concerned with the perceived costs associated with leaving the organization. Employees who exhibit continuous commitment stay with the organization due to the potential financial or social losses they would incur by leaving> and 3.Normative Commitment: Added later to the model, this dimension reflects a sense of obligation to remain with the organization. Employees with high normative commitment feel they should stay with the organization due to moral or ethical reasons (Meyer et al., 2002)

Teacher commitment is the relations created among teachers and the extent to which they are dedicated to their school (Choi & Tang, 2009). Commitment in the context of education often involves more than individual dedication; it includes a strong sense of unity and collaboration among colleagues. (Wasko & Faraj, 2005). Committed teachers are enthusiastic, responsible, self-confident and motivated and share a positive group spirit. It was found that the commitment of teachers is focused in the heart of school reform.

Various research studies suggested that certain personal and organizational factors are antecedents to organizational commitment, where leadership is one of these factors seen as its main defining element (Mowday, et al., 1982). Studies focusing on transformational leadership have shown a positive relationship with organizational commitment. Researchers such as Walumbwa & Lawler (2003), Setyaningsih & Sunaryo (2021), and Bass & Riggio (2006) highlight that various aspects of transformational leadership contribute significantly to followers' organizational commitment.

Transformational Leadership was identified as a significant predictor of teachers' continuance commitment. This suggests that while transformational leadership is generally associated with fostering affective commitment, in this context, it also played a role in ensuring that teachers felt obligated to stay due to the benefits associated with their position. Contrary to some expectations, the transactional leadership style was found to significantly predict teachers' affective commitment. This indicates that, in certain situations, the structured rewards and clear expectations typical of transactional leadership might also help build a stronger emotional attachment to the school among teachers.

Teamwork is a crucial skill for the 21st century and is defined in various ways depending on the field of study. Knobbs and Grayson (2012) define a team as a group of individuals who work together cooperatively on a task to achieve a common goal. Ponton et al. (2019) describes a team as a group of people working together towards a shared objective. The success of a team often hinges on how well its performance aligns with its goals and how effectively it operates. Performance not only reflects how well a team meets its objectives but also influences team dynamics, creativity, and overall commitment. (Litz & Scott, 2017). In addition, effective leadership is crucial for optimizing team performance. Leaders who engage in regular, constructive interactions with team members can foster a positive team environment and drive better outcomes. Leadership models that emphasize communication, support, and feedback help in creating a cohesive and motivated team.

The active participation of principals and teachers in assessing better team formation to evaluate the performance of students is important. It enables team members to manage team loyalty and perspective acquisition in complex tasks, by adopting changes and active problem solving (Litz & Scott, 2017). Teacher teams play a significant role in introducing educational innovations (Runhaar et al., 2013). This is because only after the

team changes its way of working, it can an effective change be achieved at the organizational level. This assumes that in part, the success of school improvement depends on the performance of the team (Bouwman et al., 2017). Studies show how teamwork can be strengthened through leadership style, and it has been found that an integrative style of school principals and team leaders reinforces the school's innovative climate, and teacher involvement in individual and collective learning activities (Moolenaar et al., 2010; Thoonen et al., 2011). According to van der Mescht & Tyala, (2008) successful principals, support teamwork by designing cohesive climate wherein team members from different backgrounds and expertise collaborate, to achieve a common goal. Teachers become part of the team and come up with new ideas, expertise and experiences by collaborating with principals, to facilitate teamwork support and provide opportunities to develop a shared vision (Mullen & Huting, 2008).

However, teachers commitment and teamwork are deeply influenced by the leader's activities, capabilities, and experience. The leader's role in awareness, motivation, and mentorship is crucial for balancing future goals and enhancing team effectiveness. The style of leadership within an organization significantly impacts various aspects, including goal achievement, employee commitment, organizational climate, and professional development. How employees perceive their leader can either motivate them or hinder their performance, which in turn affects the overall success of the organization.

This research has the potential to identify the leadership style that best fosters teachers' commitment and teamwork, which could be invaluable in guiding the selection of principals who are well-suited for effective school management. By pinpointing the leadership qualities that contribute most to a positive and collaborative school environment, this study could influence how principals are chosen and trained, ultimately improving school outcomes.

The research methodology

The research method used is the quantitative method, in which the research variables will be tested through specific questionnaires. The questionnaires are intended to examine the research hypotheses.

The author's main research question is: Does the leadership style variable have an impact on the commitment and teamwork variables of teachers in Arab schools in Israel, which in turn influence the use of alternative teaching methods?

The research questions will be aimed to examine:

What is the influence of the school principal's leadership style on the teachers' sense of commitment in Arab schools in Israel?

How is the school principal leadership style affects teachers' teamwork skills in Arab schools in Israel?

What is the correlation between teachers' sense of commitment and team work skills

in Arab schools in Israel?

How do teachers' sense of commitment and team work skills impact the use of alternative assessment methods in Arab schools in Israel?

The data from participants was collected by Google Forms into two Excel files, one for the teachers and the other for the principals. These files were converted to SPSS files and statistical analyzes were performed on them (version 25).

First, frequencies were calculated for demographic variables, both for the teachers and the principals. Then, centrality and dispersion indices were calculated for the research variables of teachers and principals, as well as reliabilities by Alpha-Cronbach. To examine the differences in the research variables based on the demographic data, t-tests for independent samples were performed. To examine the research hypotheses, Pearson tests were performed, with the aim of examining relationships between the research variables, as well as t-tests for independent samples, to examine the differences between teachers and principals in leadership variables and the extent to which alternative assessment methods are used. To examine the differences in the demographic variables between the teachers and the principals, chi-square tests (Chi test) were performed. It was found that there are differences according to gender between the two groups, so that the frequency of women in the group of teachers was significantly higher than their prevalence in the group of principals. No significant differences were found in the other demographic variables.

In addition, to examine hypotheses H12, H13 and H14, a moderation model was performed, by using linear regressions with interaction variables.

The research examined the correlation between the principal's leadership style and the teachers' sense of commitment and teamwork in school. The variables are the school principal's leadership style, the teachers' commitment and teachers' teamwork. which determine the level of using alternative assessment methods in the school, which in turn affect the quality of teaching and learning.

In addition, the study included also 57 school principals, of which 36 were women (63.2%) and 21 were men (36.8%), most of them aged 35-55 (71.9%). All principals are Muslims (100.0%) and academics (100.0%).

The research model describes the relations between the leadership styles of principals in Arab schools in Israel, which is the independent variable and the different dependent variables: teachers' commitment, teachers' teamwork, teachers' sense of commitment, and use of alternative assessment methods by principals and teachers.

Based on the literature review that dealt with the research variables, we have formulated the following 24 research hypotheses and 10 subhypotheses.

The research questionnaires were composed of four questionnaires: first, Multi-factor Leadership Questionnaire – MLQ - was developed by Bass and Avolio (1990). The

questionnaire includes 36 items; second, Allen and Meyer (1991) commitment to school questionnaire. The questionnaire includes 16 items; third, O'Neil (1998) work group skills questionnaire, includes 12 items; and fourth, Alternative assessment methods questionnaire - (drafted by the researcher) and includes 9 items .

The research variables are the following: the independent variable: principal leadership style, and the dependent variables: Teamwork, Teachers' sense of commitment style, Use of alternative assessment methods.

Chapter 4 presents the research findings. The research population is from The Triangle, a concentration of Israeli Arab towns and villages adjacent to the Green Line, located in the eastern Sharon plain. The settlements are home to approximately 300,000 Arab citizens of Israel, representing about 24%% of Israel's Palestinian Arab population. The sample consisted of 352 teachers participated in the study, of which 275 were women (78.1%) and 77 were men (21.9%), most of them in the age range of 35-55 (63.6%). An absolute majority of the teachers are Muslims (99.1%) and academics (88.6%). The teachers teach in middle schools and high schools. In addition, the study included 57 principals, of which 36 were women (63.2%) and 21 were men (36.8%), most of them aged 35-55 (71.9%). All principals are Muslims (100.0%) and academics (100.0%). Most of them had a Ph.D. degree (71.9%), teaching experience of more than 20 years (50.9%), and seniority of more than 20 years (50.9%). In addition, most of them worked at the current school for up to 5 years (29.8%) or between 10-20 years (29.8%). Most of them worked in large (54.4%) and urban schools (71.9%). Most of them acquired experience as principals of 5-10 years (40.4%), and had an education in the field of management of between 5-10 years (36.8%).

In order to examine whether there are differences between teachers and principals in the demographic variables, chi-square tests were performed. In the tests it was found that there are significant differences according to gender $\chi^2(1) = 6.03$, $p < 0.05$, so that among the teachers the percentage of women (78.1%) is significantly higher than the percentage of women among the principals (63.2%). In the rest of demographics variable, no differences were found between teachers and principals.

The results about the validation or rejection of the 24 hypotheses and 10 subhypotheses are presented: 18 hypotheses were validated, and 6 hypotheses were rejected. The results for the subhypotheses indicated that all the 10 subhypotheses were validated.

In chapter 5 Discussion were discussed the results of the research. The main goal of this research is to develop a model for understanding the correlation between leadership styles, commitment styles, teachers' teamwork and use of alternative assessment methods in Arab schools in Israel and compare school principals' and teachers' points of view on research variables.

Hypothesis H1 confirmed a positive relationship between the school principal's transformational leadership style reported by the teachers and their sense of commitment to the school, and claim that high level of transformational leadership of the principal,

strengthen the teacher's affective and continuous commitment to the school. Hypothesis 2 was also confirmed as a positive relationship between the school principal's transactional leadership style reported by the teachers and their sense of commitment to the school and claim that high level of transactional leadership of the principal, strengthen the teacher's affective and continuous commitment to the school. Hypothesis 3 was also confirmed as a positive relationship between the school principal's laissez-faire leadership style reported by the teachers and their sense of commitment to the school and claim that high level of laissez-faire leadership of the principal, strengthen the teacher's affective and continuous commitment to the school.

However, Hypothesis 4 and Hypothesis 5 were rejected. Transformational leadership does not have a somewhat stronger influence on teachers' commitment compared to transactional leadership and compared to laissez-faire leadership. This is inconsistent with the research of Bono & Judge, (2003) and other researchers that found significant connections between transformational leadership and teachers' affective commitment (Leithwood & Day, 2008; Menon, 2014; Top et al., 2013; Leithwood & Sun, 2012).

Our doctoral research revealed a stronger impact of transactional leadership style than the transformational one on teachers' commitment, which is quite a surprising outcome. Possible explanation to the transactional leadership better impact on commitment may be a COVID-19 pandemic and its implications on the education system.

When we deal with leadership styles and teachers' teamwork skills rather than teachers' commitment, we get outcomes more consistent with previous researches of Oplatka (2010) and Abu-Saad (2020). Hypotheses 7, 8 and 9 were confirmed: the relationship between the school principal's leadership style reported by the teachers and their teamwork skills are all positive, for any leadership style. In addition, Hypotheses 10 and 11 are also confirmed, claiming that transformational style is more influential than the transactional one, and the transactional style is more influential than the laissez-faire style. Hypotheses 12, 13 and 14 claim that any of the three leadership styles is positively related to the team skills level of teachers affected by the degree of use of the alternative assessment methods by teachers. All of them are confirmed.

Hypotheses 22-24 are quite similar to 12-14. The main difference is that they talk about the three leadership styles in the opinion of school principals (and not teachers) and the degree of use of alternative assessment methods by teachers. Only hypothesis 22 was confirmed: There is a correlation between the transformational leadership style in the opinion of school principals and the degree of use of alternative assessment methods by teachers. The other two hypotheses were rejected meaning that transactional and laissez-faire styles do not increase the degree of use of alternative assessment methods by teachers.

Consistent with our study, a study by Biggerstaff, (2012) found that transformational leadership style had significant positive relationship with job satisfaction, which increase

commitment and team work, while a passive style such as laissez-faire style, had a significant negative relationship with satisfaction, which is not consistent with this study outcomes.

In the complex situation of the educational system today, leadership style motivates employees to achieve organizational goals (Avolio, 1999). Using an appropriate leadership style constitutes a crucial factor in dealing with modern problematics of educational systems. Therefore, effective leadership strengthens the competitive advantage of the organization and the team. Leadership effectiveness is based on the employees will and cooperation in carrying out orders. The collaborative work of effective leadership and employees play an important role in the growth of an organization (Spreitzer et al., 2012; Arshad et al., 2021).

Hypothesis 15 confirmed a relationship between the teachers' sense of commitment and their teamwork skills, while higher sense of commitment, improve teamwork. Positive relationships of medium and significant strengths were found between the two commitment variables and the team skills index. That is, according to the hypothesis, high levels of commitment (affective and continuance) reported by the teacher, are associated with high levels of team skills. Also, it was found that there is a moderate and significant positive relationship between total commitment and team skills index.

Hypothesis 16 confirmed a correlation between teachers' sense of commitment and the degree of use of alternative assessment methods, in such a way, that greater sense of commitment will cause high degree of use. Namely, there are positive correlations of medium and significant strength between the two commitment variables and the index of use of alternative assessment methods. That is, according to the hypothesis, high levels of commitment (affective and continuous) reported by the teacher, are associated with high levels of use of alternative assessment methods.

Others prior studies, in accordance to our study, show that alternative assessment methods require use of inquiry, problem solving, innovation, creativity and scientific literacy (Usher & B. 2020; Koehn et al., 2020, Adiri et al., 2021). Furthermore, teachers are supposed to use alternative assessment methods due to their commitment to students' success.

Hypothesis 17 confirmed a relationship between high skills of teachers' teamwork and the degree of use of alternative assessment methods, while the better the teamwork is, the degree of use of alternative assessment methods will be higher. Thus, it was found that there are positive relationships of medium and significant strengths between the general index of team's skills, and between its seven variables and using alternative assessment methods.

Hypotheses 18-21 confirmed partially the differences between teachers and principals in their perception of leadership and the extent to which alternative assessment methods

are used, whilst principals will report themselves as having transformational leadership and transactional leadership more than the teachers reported them as such, but on the other hand, principals will report themselves as having Laissez-faire leadership less than the teachers reported them as such. Also, the extent to which the principals use alternative assessment methods will be higher than the extent to which the teachers use them.

In relation to the question about differences found between the research variables (leadership style, commitment style, use of alternative assessment methods, teamwork) according to demographic variables, the findings are consistent with previous studies. According to gender, the level of continuous commitment of female teachers was found to be significantly higher than that of male teachers. This indicates that female teachers are characterized by a higher level of commitment towards the school, students and teachers, and feel a continuous commitment to the educational institution where they work. This can be attributed to feminine qualities such as empathy, attentiveness, sense of responsibility for students, and a significant emotional connection with students and colleagues. In addition, it was found that the level of transformational leadership of male principals is significantly higher than that of female principals. This can be attributed to the fact that male principals may enjoy a higher level of motivation, charisma, ability of persuasion, etc. than female principals who may use other leadership methods such as transactional leadership.

Chapter 6: Conclusions and recommendations

6.1 Conclusions

The research findings show that transformational leadership contributes to the teachers, student and school efficiency, in general, and also to improvement of the two dependent variables of the research: teamwork, commitment, and use of alternative assessment tools in particular.

The transactional leadership is found to influence commitment even more than the transformational leadership style, but is less influential regarding teamwork and use of alternative assessment tools.

The Laissez-faire leadership style, unlike other researches' results, has also positively influence on teamwork and commitment, lower than other styles but still significant. This may be attributed to the characteristics of Arab society in Israel undergoing transformation from traditional to western modern society and still struggling hamullah (extended family) interests in education system (Arar&Arar, 2016).

In the Arab schools in Israel the position of school principal is highly prestigious in the Arab society. The principal's leadership is seen as important and has a vital influence on the improvement of the education system and schools in the Arab society. The promotion of the Arab education is currently perceived by individuals, parents, stakeholders as well

as students in the Arab society, as a means of advancement and mobility for the Arab population, which is currently interested in integrating into the field of employment, administration and prestigious positions in the state (Khadija, 2022). Unfortunately, there are still “local political influences dominated by “hamullah” (extended family) interests that hinder principals’ ability to manage the school according to administrative and pedagogic needs” (Arar & Arar ,2016), so sometimes laissez-faire leadership style is perceived not the worst one for teamwork and commitment growth in Arab society, unlike other societies and researches.

In the Arab school sector in Israel, the principal's leadership style, particularly transactional leadership, can significantly influence teachers' commitment. Transactional leadership is characterized by a focus on clear structures, rewards, and penalties to manage staff and ensure organizational goals are met.

In the context of Arab schools, this leadership style might enhance commitment by offering clear, structured guidance, particularly where policies, expectations, and performance outcomes are well-defined. Teachers who respond well to this style may appreciate the predictability and reward-based motivation, which can strengthen their commitment.

Hypotheses 12, 13 and 14 claim that any of the three leadership styles is positively related to the team skills level of teachers affected by the degree of use of the alternative assessment methods by teachers. All of them are confirmed. Similarly, previous studies have found that alternative assessment methods require the use of inquiry, problem solving, innovation, creativity and scientific literacy (Koehn et al., 2020; Adiri et al., 2021). These alternative methods develop critical thinking and include non-standard approaches adapted to students with different abilities. To use these methods in school, teachers are required to demonstrate commitment and joint teamwork, and participate in professional development courses (Westbroek, et al., 2020).

Hypothesis 16 is also confirmed-there is a positive correlation between teachers' sense of commitment and the degree of use of alternative assessment methods.

Similarly, Hypothesis 17 is confirmed – there is a positive correlation between high teacher teamwork skills and the degree of use of alternative assessment methods. Thus, alternative assessment methods require certain skills to be used properly, including self-regulation and autonomy on the part of students. In this regard, Kantaridou & Hlzpoulou, (2021) argued that these skills can be learned by teachers who use flexible, interactive and creative teaching methods. Teamwork enables joint planning and teaching, while sharing teaching methods, and mutual pedagogical knowledge and experiences, including classroom observations and feedback (Bjornsrup & Ench, 2012).

Hypotheses 22-24 are quite similar to 12-14. The main difference is that they talk about the three leadership styles in the opinion of school principals (and not teachers) and the degree of use of alternative assessment methods by teachers. However, unlike the

teachers, in the sample of principals only hypothesis 22 was confirmed: there is a correlation between the transformational leadership style in the opinion of school principals and the degree of use of alternative assessment methods by teachers. The other two hypotheses were rejected meaning that transactional and laissez-faire styles do not increase the degree of use of alternative assessment methods by teachers.

As our study indicates, with not many exceptions, based on the research model, (Bass, 1985), transformational leadership is associated with higher levels of affective commitment, teamwork and the use of alternative assessment methods by the teaching staff. Similarly, in research literature, key aspects of the transformational leadership phenomenon are emphasized. These aspects include, inspirational leadership based on an emotional connection between principals and teachers, using a values-based vision, intellectual stimulation, and attention to the professional needs of the teachers (Bass, Avolio, Jung, and Berson, 2003.)

In the case of the Arab schools in Israel, like those discussed in our research, it is important to note, two main influences upon their management style and performance, on the one hand, the dictates and policy about the curriculum and funding of the Ministry of Education, and on the other hand, the traditional values and customs of the patriarchal and traditional society that influence the school, to such an extent that the influence of clans must be taken into account, with reference and emphasis of the status and political power of the clan, in the area where the school is located.

First recommendation is to support school principals of to implement the right combination of transformational and transactional leadership styles, not the Laissez-faire style which is found less effective in empowering commitment, teamwork and use of alternative assessment methods within the school staff. For this end, there is a need for the involvement of specialists such as organizational culture development consultants and change management experts is essential. These professionals can guide the process of transitioning from traditional to more innovative assessment methods, helping to foster a culture of openness to change within the school.

A second key recommendation is to promote schools where principals effectively blend various leadership styles at both the local and district levels. This approach serves as a model for other principals, demonstrating the benefits of adapting leadership styles to different situations.

In addition, organizing training programs and manage the professional development of beginning teachers and veteran teachers regarding the use of alternative assessment methods in their teaching process is essential.

The third recommendation is then to create and develop a community of teachers that focuses on alternative assessment methods and their use in the classroom, at each school to facilitate the sharing of best practices among all the teachers in the school.

Fourth, to organize professional development workshops for teachers in service, designed to implement alternative assessment methods in the classroom. During these

workshops, the teachers may be exposed to the students' products, and evaluate them, experience teaching and evaluate their colleagues. Teachers will learn to apply careful scaffolding that provide the necessary tools for students to develop.

Fifth, subject coordinators and school principals will encourage teachers who apply alternative assessment methods. Schools can promote exposure days where students' products are presented, which will encourage teachers to use alternative assessment.

Sixth recommendation is about online teaching and learning which will be emphasized and implemented with appropriate resources, to prepare teachers and students for 21st century skills, using alternative assessment methods digitally.

Seventh, the Israeli Ministry of Education, due to a lack of training related to the use of alternative assessment methods at the university, in a seminar or courses, and insufficient support from experts, the teachers will participate in courses on the use of alternative assessment methods during their training. In addition, the teachers will receive support in service from experts and participate in seminars. Also, the Israeli Ministry of Education will recommend that in matriculation exams and annual exams teachers will use alternative evaluation methods.

Future studies should consider the possibility of expanding the current model by incorporating other variables that have been discussed in the literature review as being relevant, such as, variables closely related to leadership styles and teachers' work should also be investigated, such as, burnout, job satisfaction, resistance to change, and more.

Qualitative research can be used in future studies by doing interviews to have depth analysis of the topic, in order to better understand the perceptions, thoughts and opinions of the participants regarding the phenomenon described.