

**THE CORRELATION BETWEEN THE PERCEPTION OF A SCHOOL
INSPECTOR'S LEADERSHIP STYLE AND TEACHERS' PERFORMANCE
(ACHIEVEMENTS), AMONGST EDUCATION PERSONNEL IN THE FIELD
OF MATH TEACHING IN ISRAELI PRIMARY SCHOOLS**

By: Dalia Hen

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ABSTRACT

We live in a time, in which the rate of change is faster than in any other period predating it, in the history of humanity [2], [11].

Schools in Israel and around the world are required to function in an intensive period of powerful changes. The needs of Man and the society change in their essence as well as in their level of complexity [8]. Therefore, the success of an organization greatly depends upon its ability to deliver its inherent knowledge to its clients [10].

The need for improvement of job performance has brought about a multitude of studies which have attempted to locate the predictors which explain job performance [1],[3],[6],[7].

RESEARCH QUESTIONS

How can teachers' performance (pupils' achievements) be improved, to empower the studies of mathematics and by this to guarantee meeting the targets of the Ministry of Education?

This study has examine the Correlations between the performances of math teachers (pupils' achievements) and the Exertion of teachers' effort at work and between the variables of: perceived external prestige (of the professional staff of math teachers, the educational organization and of the teaching profession), identification (organizationally, with the profession and the staff) and leadership style of the inspector, with different Correlation to the various education personnel: teachers, professional coordinators, instructors in the field of math teaching, principals and inspectors, in Primary schools.

The subject of mathematics has a unique status of its own [4]. Mathematics is one of the study subjects that constitute a stumbling block on the way of many pupils throughout their years of studying in Primary and post-Primary education. Thus, doors are being shut before them quite often towards their future life [5].

The execution branch of the researcher, for the implementation of the "specialization" program in schools are the general inspectors of schools. The researcher has found that schools that have succeeded in implementing the "specialization" program, have a professional team that frequently meets and **inspectors with an inclusive approach in decision making**, who assist and support the teachers by giving advice, solving technical and professional problems.

The recommendations of the "Dovrat Committee" (2005) have dealt in reorganization of the educational system. In addition, a public appeal has been published that presently, the role of general inspectors is ineffective, does not allow for effective activation and is in fact unnecessary [9, p. 28]. This attempt to cancel the role of inspectors has born no success, and invoked much objection amongst senior personnel in the Ministry of Education.

Therefore, the researcher has chosen the variable of inspector's leadership style as an independent variable of this study.

RESEARCH METHOD AND DESIGN

The principal research method is quantitative and the research design is descriptive.

A gathering of information has been conducted through tools from the field of the quantitative approach (questionnaires), as the main essence of this study is the location of correlations for teachers' performance (pupils' achievements).

The method chosen for sampling is non-probabilistic quota sampling method, for the following considerations: conducting a sample is cheap, easy and practical, and additionally there is no possibility of national sampling frame.

OF PRIMARY RESEARCH FINDINGS AND THE MEANING THEREOF

The results of current study, which has examined the characteristics of Leadership Style of an inspector, indicate that an inspector with Transformational Differential Leadership style characteristics contributes to a rise of Teachers' Performance and Exerting of Teacher's Effort at Work. These findings have practical meanings. In order to drive teachers towards internal motivation in task execution, investing at work and improvement of achievements, inspectors, on one hand, should demonstrate higher

personal attention to teachers, which is one of the characteristics of a Transformational Differential Leadership style, by actions of expression of appreciation, support of their ability and contribution to school, and on the other hand, inspectors are to avoid adopting the characteristics of a “Laissez-Faire” and Intentional-Passive Transactional Leadership styles, such as avoidance of taking a stand, indifference and concession.

An important conclusion arising from the findings of current study is that the characteristics of Leadership Style of an inspector have much significance in motivating the Performance of teachers and Exerting of Teacher’s Effort at Work .

The more an inspector has characteristics of a Transformational Differential Leadership style, the higher are Teachers’ Performance and Exerting of Teacher’s Effort at Work.

The less an inspector has characteristic of a Transactional Intentional Passive leadership style, the better is Performance of teachers .

And the more an inspector has characteristics of a Transactional Intentional Passive leadership style; the lower is Exerting of Teacher’s Effort at Work.

Inspector characteristics of a Transformational Leadership style, the higher is Perceived External Prestige and Identification. And the more an inspector has characteristics of Transactional Leadership style the higher is Perceived External Prestige and Identification. There is no direct correlation between Leadership Style and Teachers’ Performance. All the dimensions of Perceived External Prestige and dimensions of Identification except for Identification with school have direct relation to Teachers’ Performance and do not mediate in the correlation between Leadership Style of an .inspector and Teachers’ Performance

it appears that in all matters of economic-educational indicators, these do not affect or interfere with Teachers’ Performance and Exerting of Teacher’s Effort at Work, except for two indicators that have been found to be significantly negative: the indicator of frequency of team meetings and the indicator of average score in the national math test.

The statistical findings in the research model indicate significant correlations .

When the patterns of Behavioral Integration are high, education employees sense patterns of high Behavioral Integration in team and school; meaning, that there are significant relations between Transformational and Transactional Leadership style of an inspector and between Behavioral Integration in the sense of Perceived External Prestige and Identification in all three dimensions (profession, school and team). The more an inspector has characteristics of a Transformational Leadership style, the higher

is the sense of Perceived External Prestige and Identification, and the more an inspector has characteristics of a Transactional Leadership style the higher is the sense of Perceived External prestige and Identification, with exception of Perceived External Prestige of school.

When patterns of Behavioral Integration are low in team and school, the statistical findings indicate that no significant correlations have been found between Inspector's Leadership Style and the dimensions of Perceived External Prestige and Identification.

Since the research question has dealt with the ways of securing of meeting the targets of the Ministry of Education, the fact that current study managed to supply an explanation to the correlation between Leadership Style of an inspector and between Teachers' Performance and Exerting of Teacher's Effort at Work, eventually, a response has been supplied to the research question.

In summary, current study supplies new knowledge regarding the variables of Inspector's Leadership style, Teachers' Performance, Exerting of Teacher's Effort at Work and the correlations between them. It has been found that the Leadership Style of a transformational inspector, leads to a behavior of raising of Teachers' Performance and Exerting of Effort at work, while mediation of Identification and Perceived External Prestige (in all three dimensions), Behavioral Integration in school and professional team and economic-educational indicators. Additionally, it has been found that out of all the characteristics of Inspectors' Leadership Style, the most effecting dimension is the Transformational Differential Leadership style, with support and personal attention of an inspector towards the education employees, which raises Teachers' Performance and exerting of their effort at work. These have practical implications, as the Ministry of Education can base on these findings, in order to produce the maximum from the education employees .

These findings have special significance for the purpose of maximizing Teachers' Performance and exerting of their effort at work and thus ensuring the meeting of targets set by the Ministry of Education.

It appears that the findings of current study might constitute a platform, background material and a basis for discussion on the subject of effects of Leadership Style of school inspectors in driving for improvement of achievements and Exerting of Teachers' Effort at their work. It is only fitting that education employees of all ranks of position and academy personnel would take part in such type of discussion.

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