BABES – BOLYAI UNIVERSITY

FACULTY OF ECONOMICS AND BUSINESS ADMINISTRATION

DEPARTMENT OF MANAGEMENT

DOCTORAL THESIS

Scientific advisor: Professor Liviu Ilies, Ph.D

Techoresh - Peleg Josepha

Passport: 20249672

Cluj – Napoca

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Abstract

This study deals with the functioning amongst teachers in elementary and high schools consequent to the style of administration and management of the manager of the school in which they work. The study focuses on the impact of the management leadership style on the level of the teachers' functioning.

Much as been written as of 1977 on the importance of researching the leadership style and its implications for the level of functioning. In most theories on organizational functioning the administrative types are divided into four (according to Adizes): the doer, the administrator, the initiator and the deliberator, and the familiar, the talker, the involver and the empowerer (Hersey & Blanchard, 1988).

These and other models present types of administrator on diverse axes. This division is in addition to other factors such as the professional and psychological maturity of employees and administrators.

This study is based, amongst other things, on Reddin's (1967, 1969) situational model. The original model related to a system on two axes, one directed towards people and the other towards task. Another axis pertains to the employees' readiness to perform the task set them. From my many years of experience in managing an educational institution and working in the Israeli education system, I realized that in order to objectively examine the effectiveness of the management, I should simplify the model and focus on these axes.

The combination of the two axes – the people oriented and the task oriented axis – leads to four different styles of administration approach and attitude towards the employee, in this case the teacher.

Amongst researchers of leadership, too, there is there is no uniformity of opinion regarding the definition of the term leadership and of administrative leadership. Leader, in the broad sense of the word, is defined as a person heading a group, having the authority to make decisions and determine modes of action regarding lifestyle of

his group. The leader draws his authority from the agreement of those led to accept him as a leader, and their recognition of this leadership helps him in his job (Pasternak, 2001).

Focusing on the leader only does not enable deep understanding of the subject of leadership, since leadership is like a flame in which three components need to connect and exist over time – the spark (the leader), inflammable material (those led) and the circumstances (oxygen) for without the circumstances (the oxygen) the fire will not burn over time. The integration and the iteration between these three components is the phenomenon of leadership (Popper, 1998). The reciprocal relations between the leader, those led and the circumstances in which they find themselves is the phenomenon of leadership. The important development in handling this subject of leadership occurred following the contribution of Max Weber who stressed the subjective perception of those led of their leader. This concept contributed to the development of types of thought and research that view leadership as a set of reciprocal relationships between the leaders and those led by them.

One of the basic differentiations in the studies on leadership behavior is that between task orientation and people orientation. For the task–oriented leader the task, the objectives and the structuring a way to achieve them head his order of priorities. For the people oriented leader – the social leader - the employees' needs, expectations and emotions come prior to executing the task.

School is an organization to all intents and purposes, and when we come to examine the work arrangements in such an organization we understand that reference is to teacher commitment to the organization. Commitment to school includes two dimensions: that of effectiveness and of consideration. Commitment to school is defined as the intensity of the identification and involvement of the teacher in school events - this is the effective dimension, and his evaluation of school, which is the level of compensation for his staying there is the dimension of consideration (Reyes, 1990, in El-Majid, 2007).

The innovation in the proposed model lies in its exploration, for the first time, of the predictive ability of systemic functioning amongst teachers in a defined managerial environment.

The use of the dimension of absenteeism as a predictive factor is a process of examining a future event through applying existing information in a predetermined manner.

Much has been written in history on the differences between a leader and a manager. Are there differences? What is the difference in character attributes between the two? Can every manager also be a leader? And vice versa? Is there a good manager who is not a good leader?

Researchers have found that all great leaders in history had several attributes in common: their intelligence of most was somewhat above average, they were gifted in speech and expression, and many in many cases were even considered charismatic, assertive, and self confident. Furthermore, the need for leadership is embedded in the human being and is, in fact, an inborn attribute, that accompanies the leader at all stages of life and everywhere.

Cuban (1988:190, in Bolman & Deal, 1997) maintains that "there are more than 350 definitions of leadership, but there is no one clear unequivocal answer to the question of what differentiates leaders from those who are not leaders".

A key component in many definitions of leadership is the existence of the process of influence. Yukl (2002) explains that most of the definitions reflect the assumption that leadership involves the process of social influence in which a person (or a group) intentionally influences other people (or groups), in order to understand the relationships ad the activities within the group or organization. Yukl's (2002) use of the word person or group emphasizes the fact that leadership can be and asset of both groups and of individuals. His approach is supported by Leithwood (2001) and Harris (2002), both of whom believe in decentralized leadership – an alternative to the traditional models of hierarchical leadership.

If this is the case, what is the difference between leadership and management? Some researchers define the manager as a planner, who mans the positions available, supervises, coordinates, budgets objectives, is formal, and rational.

The literature perceives the manager as a rational person who follows the classical approaches in which he is expected to best organize the division of labor and timetable. The manager frequently applies the crime and punishment method, as regards compensation of his subordinates.

The perception in the general literature notes several characteristic core skills of the manager. They are not necessarily skills associated with these emotions, but more with the attributes of implementation, and have an impact on the "how" – how to bring the organization to realization and implementation. The manager is measured according to achieving the objectives; he should perform the basic and technical activities within the organization. The manager's planning and work will usually be from the present to the future. The source of his power is from the organizational authority, functionally, his being selected by a tender and meeting the conditions as a result of education and knowledge of the field.

Some define the leader as being influential, as visionary, as having the ability to lead, to be charismatic, able to do the correct thing, as having the ability to communicate informally – as a person functioning not only along organizational channels but also along additional channels, such as the ability to communicate with those led. The source of a leader's power lies in his personality and usually from those led.

In the leader exchange membership organization, we find that the leader has a strong connection with those led. He nurtures emotions amongst others, he works with them on emotional levels and not only at economic compensational levels.

The exchange can also be at levels of mutuality and they can often give subordinates self-confidence in themselves and in their functioning. Such an exchange system is far more complex than a regular managerial system.

Those led believe in their leader, and he repays them with his trust and even at additional levels of compensation exchanged by both parties. An effective leader is capable of providing the exchange he promised and receiving recognition of his leadership in exchange.

A leader receives energies from those led as a type of appreciation and esteem, dependent on who they are and on the leader himself. This is a different set of emotions, hence the system is loaded with emotion, as can be defined when three conditions exist:

1. A unique personality
2. Readiness of those led to accept and to do his bidding
3. The generation of special circumstances and conditions (time and place)

Reciprocal relationships exist between these three components of the definition of a leader. The non-existence of one of them is likely to cancel the managerial process.

Some differentiate between formal and informal management within the organization. Managers can be classified according to their source of empowerment. In such a case, we discern diverse criteria. Leadership can be defined formally as management since the formal leaders are selected consequent to the appointment of the most senior level, while the informal leader is selected be those led.

Hence there is a mutual influence between the activities of the formal leadership and informal leadership, each of which affects the other framework.

Organizational management is usually aware of the skills and abilities of the informal of the skills and abilities of the informal leaders and over time they try to recruit them to the organization's formal framework.

The literature review enables differentiating diverse styles of leadership:

1.   The autocratic leader who is depicted as a tyrannical and patriarchal leader.

2.   The democratic leader who is depicted as a democratic and liberal leader.

Parallel to these are the task oriented and the people oriented leaders.

When I compare the various definitions of a leader and those of a manager, four main secondary approaches may be noted that claim:

1.   There is a difference between leadership and management.

2.   Leadership is part of management.

3.   Management is part of leadership.

4.   Management and leadership are the same and inseparable.

In view of the four approaches mentioned throughout the review of the literature, one may note that three of them mentioned do not distinguish between definitions that define leadership and those that define management, but see them as intertwined. I therefore believe that is not possible to separate the different skills - a good manager must also be a leader, and a good leader should also be a manager.

For the perception of the managerial position to be consolidated and to support the effective functioning of every manager responsible for attaining the system's objectives through executing the tasks through the employees, it should be based on the component of leadership identity. A manager achieves objectives through others:

he is a person who is responsible for the performance of all the people on whom his own performance depends (Drucker, 1954).

A manager, whoever he is, does not function alone. The essence of his managerial work is bringing others to work on his behalf. This is the most basic administrative attribute. Therefore, to cause others to do – to motivate them to perform tasks - becomes the task of the first order for every leader. A comprehensive term for this task, which is but one of a broad array of administrative tasks, is leadership.

Thus, by very definition, of every manager is demanded leadership, since he is expected to execute the task asked of him, and through his people. Furthermore, attaining the organizational objectives depends on the ability of the organization's leaders to motivate their people. One may claim that organizational effectiveness depends on the quality of the leadership there.

In every formal relationship between a manager and his employees, a dynamic of motivation will be generated, when the manager, who has the responsibility to the organization for achieving the objectives or performing the tasks, will ask to realize this responsibility through his people. Leadership is the dynamics of motivation, generated through the managerial process.

Thus leadership is comprised of both symbolic and practical activity. The manager's behavior can be seen as a continuous sequence of activities closely connected to the vision or to the key values in which he believes and adopts. Should an organizational vision be shaped, these actions can work for its assimilation. The consistency and clarity of this link between behavior, vision and values, is the source of credit afforded the manager as a manager, and the trust given him by his followers. The manner in which the manager designs the physical framework and the organizational events and symbols, provides his people with hints of his ideas and intentions. The greater the consistency between the diverse components noted above, the greater will be the impact of his leadership on the organization.

There is an element of overlap between the concepts of leadership and management. Cuban (1988, in Bolman & Deal, 1997) suggests one of the clearest differentiations between them. As far as he is concerned, management means the influence on the activities of others in order to achieve desired objectives. Leaders are people who shape the objectives, the motivation and the actions of others. Frequently, they initiate

change in order to achieve existing and new objectives leadership necessitates much creativity, energy and skill. Management is the effective and efficient maintenance of existing organizational arrangements. Good management is often based on leadership skills. But functioning in general involves greater maintenance than does change. The above researcher further relates importance to both leadership and management without affording special value to either, since the circumstances and timing are different and demand different reactions.

A clear vision is essential for establishing the type and direction of change, but simultaneously, it is important to assure the effective application of the innovations and effective implementation of the other school tasks. The school's success necessitates both leadership and management. They are not the same, but both are important. Organizations with surfeit management and lack leadership eventually lose their spirit and purpose. Organizations with strong and charismatic leaders, whose management is bad, are likely to take off for a while.

The structure of this study

Chapter 1 offers a review of the research literature, which entails four sub-chapters:

a. Administration – approaches to administration in general and approaches commonly accepted in school in particular.

b. Leadership – approaches to leadership in general and to administrative leadership amongst school managers in general.

c. The structure of the education system in Israel – the field of research in this study.

d. Employee-manager relations – focusing on teachers in the education system in general and in the education system in Israel in particular.

Chapter 2 presents the research methodology, with two underlying aspects:

1. The desire to examine the influence of two administrative leadership styles: task oriented leadership style and people oriented leadership style, with the components of the systemic functioning of teachers in school.

2. The desire to examine the connection between teacher satisfaction and the level of systemic functioning resultant from their perception of the manager's leadership style.

Three research questions are posed:

1. Is there a connection between the teacher's perception of the manager as a task oriented manager or as a people-oriented manager and the systemic level of functioning of the teacher in school?

2. Is there a connection between the teacher's perceptional satisfaction and the admsintirative leadership style, according to the teacher's perception of the manager?

3. Is there a connection between the teacher's perceptional satisfaction and the level of the teacher's systemic functioning in school?

The review of the literature finds that the administrative methods can influence the level of functioning, motivation, teacher satisfaction, level of absenteeism and level of execution of the diverse tasks imposed on the teacher.

The research presents many and diverse methods that indicate how a manager is supposed to behave in various situations. According to the literature a task oriented manager is more intransigent and is likely to raise the level of functioning in the system, and the teacher's output, but on the other hand, the human relationships are affected and problems of discipline appear, while the people oriented style will lead to diverse issues.

The innovation in the model proposed in this study, lies in its examining for the first time the ability to predict the systemic functioning of the teachers in a defined administrative environment.

The use of the absentee dimension as a predictive factor is a process of exploring a future event by exploiting existing in a predetermined manner.

Hence one may conclude that the manager's personal style, leadership and sensitivity to the environment will directly afford influential factors for the teachers who work in the system.

Hence the study has three research hypotheses:

1. A connection will be found between the teacher's perception of the style of administrative leadership of the principal as a task oriented proncipal or as a people manager and the level of the teacher's systemic functioning in school.

2. A connection will be found between the teacher's perceptional satisfaction and his perception of the administrative leadership style of the pricnipal as a task oriented or people-oriented manager.

3. A connection will be found between the perceptional satisfaction of the teacher and the level of systemic functioning of the teacher in school.

The research variables

1. The administrative leadership style – task oriented or people oriented leadership style.

2. Teacher satisfaction - constructed according to additional supportive research.

3. The level of functioning is examined at three dimensions:
    a. Absenteeism from work
    b. Holding tests and examinations
    c. Rate of attendance of school meetings

The research method

This study combines two main research methods – the qualitative and quantitative methods. For the latter I used diverse statistical tools in the mixed method of study, such as the Levine test, and the independent T-test, Pearson's coefficient and various excel tests.

The research population numbered 580 teachers of both genders and diverse sectors who typify the population of the State of Israel. The sample was random, in which the teachers, from elementary and high schools were selected at random, assuring each individual an equal chance of being included.

A questionnaire (no. 1) was constructed, with question no. 33 in order to support it a second questionnaire (no. 2) was constructed in which 48 people participated.

Attributes of the research population – questionnaire no. 1

The research population included 580 teachers from different districts in Israel. Teachers from the northern district accounted for 8.14%, from the Haifa district – for 8%, from the Tel Aviv district – 10%, from the Jerusalem district – 5%, from the central district – 42% and from the southern district – 24%.

The teachers work in different schools – 239 (41.6%) teach in elementary schools, 100 (17.4%) teach in junior high schools; 114 teachers (20%) teach in high schools.

The teachers work in different educational streams: 405 teachers (77.4%) teach in the state system; 100 teachers (19.1%) teach in the State religious stream; 18 (3.4%) teachers teach in the independent stream.

Education in Israel is divided into sectors: The Arab sector, that includes the Druze, the Christian and Muslim Arabs, and the Bedouin sector to which 65 teachers (11.3%) belonged, and the Jewish sector to which the State and State religious and independent schools belong with 500 teachers (88.7%). Most of the teachers (493 – 85.7%) teach in one school and only 82 teachers (14.3%) teach in other schools as well.

The data indicate that most of the teachers teach in more than one class. Of these teachers 195 of them (34.4%) teach in 1-3 classes; 180 teachers (28.2%) teach in 4-5 classes, 131 teachers (23.1%) teach in 6-7 classes and 81 teachers (14.3%) teach in 8 classes and more.

The large majority of research participants were female – 77% and only 23% were male. The ages ranged from 20-60 years of age. 13.3% of the teachers were aged 20-30, 34.5% were aged 31-40; 29% were aged 41-50, about 20% were aged 51-60 and 3.4% were aged 60 and over. Similarly, most of those were married (84%) and a few were unmarried (7%) or divorced (8%). Most of the teachers had an academic education: 49% had a B.A degree, about 39% had a M.A. degree and 2.4% had a Ph.D Most of them filled diverse roles: Many were professional subject teachers – 264 (45.1%) and 171 were subject coordinators.

The most frequent number of years of experience was 7-20 years. Less than 1% had relatively short experience of 1-3 years, while 76 teachers (13.3%) taught in school and 265 teachers (44.1%) taught in elementary and junior high school belong to the education reform- "Ofek Hadash" reform. Of the teachers, 76 (13.1%) in high school belong to the education reform- "Oz LeTmurah" reform and 243 of them (41.9%) did not belong to these reforms.

.About 31% of the teachers are studying for a first degree (B.A.) and 12.7% of the teachers are studying for a second degree (M.A.); 2.1% of the teachers are studying for a third (PhD) degree. It is important to note that 74% of the participants do not

study for any particular degree. Out of the 580 teachers who participated, 344 (60%) know almost exactly how many years they have left until they retire (maximum ten years), while 236 (40%) of the teachers do not know how long they have till retirement.

Findings and conclusions

Before the final analysis presented in the section on the findings, all the various possible analyses from the questionnaires received were examined, and all the possible analyses were conducted according to the research questions and hypotheses.

These preliminary tests were conducted for preliminary study of the attributes of the research group, prior to the final analysis of the findings, and are presented in the appendices.

In these analyses, too, the findings were examined, taking into account the review of the literature. Only after examining all the preliminary analyses were the final analyses performed.

According to the first research hypothesis, according to which a connection will be found between the teacher's perception of the style of admisntrative leadership of the manager as a task oriented manager or as a people oriented manager and the level of the teacher's systemic functioning in school, the level of functioning was examined at three dimensions:

1.   Absenteeism.
2.   Holding tests and examinations.
3.   The percentage of attendance at school meetings.

Analysis of the aspect of absenteeism amongst the group of teachers in elementary schools, found that according to Levine's statistical test the variance was equal: $F=2.862, P>0.05$

The independent T test shows a significant statistical difference between the teachers who perceive their manager as task oriented (1) and those teachers who perceive him as people oriented and the level of functioning at the first dimension which is teacher absenteeism ($P < 0.05$, $T = - 2.237$, $MD = - 0.45$) i.e. there is a significant statistical difference between the groups of teachers.

Interim conclusion

The teachers who perceive their manager as a more people oriented manager function better, i.e. are absent less, than the teachers who perceive him as a task oriented manager when they function less, i.e., are absent more.

According to the Levine test we assumed that the variance would be equal ($P>0.05$, $F=1.33$). According to the independent T test a trend can be observed but there is no significant statistical difference between the teachers who perceive their manager as a task oriented style manager (1) and those who perceive him as a people oriented type of manager (2).

This can be explained through the fact that there are very few tests in elementary school and this is determined in the school calendar according to the decision of the management and/or the subject coordinator.

Hence, the dimension of tests does not indicate a connection between the teacher's functioning and the perception of the administrative style in an elementary school. This can be explained through the fact that the number of tests in elementary school is very limited and is determined in advance on the school test schedule. This schedule is set according to the decision of the administration and/or the coordinator, and is not the result of the decision of the teacher who teachers the subject. The pedagogic staff or the school manager determine the number of tests and examinations in the school, with the decision dependent on school procedure and according tot eh decision of the senior supervisor in the Ministry of Education. The teacher, in this case, is but the executive branch.

Analysis of the third dimension regarding the percentage of participation in school meetings by the group of elementary school teachers, finds that according to the Levine test we assumed that the variance would be equal ($P < 0,05$, $F = 5.557$) i.e. the second line of the table should be examined.

The independent T test finds a trend but no significant statistical difference between the teachers who perceive their manager as a task oriented style of manager (1), and those who perceive him as a people oriented manager (2).

Hence the dimension of the rate of attendance at school meetings does not indicate a connection between the teacher's functioning and the perception of the style of management in elementary school. The results can be explained in the step that began in the last two years in the State of Israel, where the education system is undergoing a large reform in teachers' employment. Joining the various reforms is compulsory and cannot be chosen. All the teachers who completed the questionnaire and work in elementary schools participate in the education reform- "Ofek Hadash" reform that is intended mainly for kindergarden teachers, elementary school teachers and employees in the education system who receive their salaries from the Ministry of Education.

This education reform- "Ofek Hadash" reform affords an opportunity for significant change at three perspectives: the pedagogic, the administrative, and in the conditions of the teachers' employment. The reform assured the ascendancy that would advance the achievements of the education system and empower the teachers' status as regards applying educational-teaching-learning processes that are focused on the individual, structuring the teachers' work, strengthening the teaching and administrative staff through processes of professional development throughout the career, strengthening the teaching and administration through assessment by the teaching staff.

When analyzing the first dimension regarding teacher absenteeism in high schools, according to the Levine statistical test, we assumed the variance would be equal

$(P > 0.05 , F = 0.936)$), i.e., the first line of the table should be observed.

According to the independent T test there is a significant statistical difference between the teachers who perceive their manager as a task oriented manager (1) and those who perceive him as people oriented (2).

For the first dimension – absenteeism - $P < 0.01$, T = - 4.391, MD = - 0.8862, there is a significantly statistical difference between the groups.

In summary, the teachers who perceive the manager as being people oriented (2) function more and are absent less than those who perceive him as task oriented (1), where they function less, i.e. are absent more

In analyzing the first dimension regarding teacher absenteeism in high schools according to the Levine statistical test, we assumed the variance would be equal (P > 0.05 , F = 0.936)), i.e., the first line of the table should be observed.

According to the independent T test there is a significant statistical difference between the teachers who perceive their manager as a task oriented manager (1) and those who perceive him as people oriented (2).

For the first dimension – absenteeism - P < 0.01, T = - 4.391, MD = - 0.8862, there is a significantly statistical difference between the groups.

In summary, the teachers who perceive the manager as being people oriented (2) function more and are absent less than those who perceive him as task oriented (1), where they function less, i.e. are absent more.

Analysis of the second dimension pertaining to tests finds that according to Levine's statistical test the variance was equal: P > 0.05, F = 0.864). The independent T test indicated a tendency, but there was no significant statistical difference between teachers who perceive their manager as being task –oriented (1) and those who perceive him as people-oriented (2) at second dimension of holding tests.

Hence the dimension of holding tests does not indicate a connection between the teacher's role and the perception of the administrative style in high school. The phenomenon can be explained in both tests and examinations in high school being an organized part of school life, determined in the calendar and cannot be changed, with the teacher having less freedom of choice.

Analysis of the third dimension regarding the rate of attendance at school meetings amongst high school teachers, and according to Levine's statistical test we assumed the variance would be equal (P > 0.01, F = 30.04).

The independent T test finds a significant statistical difference between the teachers who perceive their manager as task oriented (1) and those who perceive him as a people oriented manager (2) for the third dimension which is the rate of attendance of school meetings.

Hence the teachers who perceive the manager as people oriented (2) function more and attend school meetings more than teachers who perceive him as task-oriented (1) where the teachers attend fewer meetings, i.e., function less.

When analyzing the third dimension - the rate of attendance of post elementary school meetings - according to Levine's statistical test, we assumed that the variance would be equal (P > 0.01, F = 30.04), i.e., the first row of the table should be

observed. According to the independent T test a significant statistical difference was found between teachers who perceive their manager as task oriented(1) and those who perceive him as people oriented (2) for the third dimension, which is the rate of attendance of school meetings.

Hence there is a connection between the teacher's functioning at the third dimension and the teachers' perception of the manager's administrative style.

In summary, a teacher who perceives the manager as people oriented (2) functions better i.e., attends more school meetings than teachers who perceive him as task oriented (1) in which the teacher attends fewer meetings i.e., functions less well.

The findings for the second research hypothesis, according to which a connection will be found between the teacher's perceptional satisfaction and his perception of the managerial leadership style of the pricnipal as a task oriented or people oriented manager, show the results for group no. 1 (teachers in high schools) have values of (F = 7.261,   P < 0.01) for the Levine tests, hence we may assume the variances differed, and thus the attitude would be to the second line in the table

A difference was found through the independent T test between teachers who perceive their manager as task oriented (1) and those who perceived him as people oriented (2) as regards satisfaction and recommendations to a friend to work in the school in which that teacher worked.

The results show that (MD = - 1.48261, T= - 4.400, P < 0.05) i.e. there is a statistically significant difference between the groups.

Conclusion: The teachers who perceive their manager as people oriented will recommend to a friend to work in the school in which they work, i.e., are more satisfied.

Examination of the relative distribution in the group (RS) was calculated according to Standard deviation

Average

In group no. 1*

RS=254363 / 7.2174 = 0.35

Thus the distribution of teachers who perceive their manager as task oriented (1) is heterogeneous relative to the second group that perceives the manager as people oriented (2) in the group of high school teachers - group no. 2 **.

RS= 1.7127 / 8.7000 = 0.19686

Thus the distribution of teachers who perceived their manager as people-oriented (2) enjoy a smaller distribution and is homogenous relative to the second group that perceives the manager as task oriented

According to the Levine test, the results for group no. 2 regarding teachers in high schools indicates that the results obtained were (F = 3.42, P > 0.05). One may assume that the variance is equal and thus the second line of the table was selected.

The independent T test indicates that there is a difference between the teachers who perceive their manager as task oriented (1) and those who perceive him as people oriented (2). (MD = 1.65233, T = -3.813, P <0.01). In other words, there is a statistically significant difference between the groups.

Conclusion: The teachers who perceive the manager as people oriented will recommend to a friend to work in the school in which they work, i.e., they are more satisfied than the teachers who perceive him as task oriented (1).

For dimension no.1: absenteeism – the total number of respondents was 227 (N=227) (P < 0.01, r = 0.209, N = 227) hence a connection was found.

In summary, a medium positive connection was found between satisfaction and the number of absences. The more the teacher recommends to his friend to work in the school in which he works, the greater will be his satisfaction, i.e., the functioning will be greater and the absences will decline.

For dimension no. 2 : of tests: - P < 0.01, N =227, r = 0.211 a medium positive connection was found, i.e., the more a teacher recommends to his friend to work in the school, the greater his satisfaction, his functioning rises, and the number of tests he sets will be greater. In other words the more a teacher recommends working in the school in which he works, the greater will be his satisfaction, his functioning will increase and the more tests he will set.

For dimension no. 3: The percentage of attendance at school meetings: (P > 0.05, N = 224, r = -0.018). No connection was found between the level of satisfaction and the rate of attendance at school meetings. This lies in the fact that all the teachers in elementary school belong to the education reform- "Ofek Hadash" reform, which necessitates of them to participate in all the school meetings. Non-participation entails harm to salary and promotion.

Findings and results for group no. 2 indicate that the dimensions of absenteeism amongst high school teachers entails a moderate connection between satisfaction and absenteeism

For dimension no. 1 – absenteeism: A positive medium connection was found between satisfaction and absenteeism: P < 0.01, N = 326, r = 0.210, i.e., the more a teacher recommends to his friend to work in his school, the greater his satisfaction, and the higher will be his functioning, i.e., the number of absences will be lower.

Dimension no. 2: tests: No connection was found satisfaction and the number of tests. This can be explained by the number of tests and examinations being determined by the school administration in a table of all the tests, and being hardly at the teacher's discrimination (P>0.05, N = 323, r = - 0.098).

Discussion

Discussion of the findings of the first research hypothesis, according to which a connection will be found between the teacher's perception of the style of admisntrative leadership of the manager as a task-oriented proncipal or as a people-oriented manager, and the level of the teacher's systemic functioning in school notes that there is a connection between the perception of elementary school teachers of the manager as a people-oriented leader and his level of functioning. One may claim that the more the teacher considers his manager to be a people-oriented leader, so his level of functioning in school will rise. These findings are compatible with the people-oriented leader's types of behavior as manifested in Bass (1985) who claims that those led by the people-oriented leader are ready to invest greater effort in this situation.

The findings of this study show there is a connection between the perception of the high school teacher of the manager as a people-oriented leader and the level of functioning. One may claim that the more the teacher will consider his manager to be

a people-oriented leader the higher will be his functioning in school. These findings are compatible with the type of behavior of the people-oriented leader as manifested in Bass (1985) who claims that those led by a people-oriented leader are more ready to invest greater effort in this situation. These findings are compatible with the type of behavior of the task-oriented leader.

Levi and Tadmor (2000) aver that in an administrative environment and in an organization, in which the employee feels that there is challenging leadership and administration that enables personal development, and in which the managers/leaders afford an example for activity and commitment, the employee's functioning will always be greater.

These above researchers emphasize that the manager must establish a connection of a transformative leader, who will enable the employee/teacher to open up to him. The people-oriented leader arouses in the employee trust and a sense of commitment, since the attributes of the transformative leader intensify his positive and encouraging reactions of the employee regarding the events occurring within the organization (Bass, 1985). Transformative leadership emphasizes that at the ethical and human level, the social leadership refers to people in a more emotional manner, so it is more exciting and guiding. This leadership creates another type of commitment and connection between those led and the leader (Popper, 1999, in Gonen & Zakai, 2005). Hence it would seem that there is compatibility between the research findings and the literature on the subject

The second hypothesis averred that a connection will be found between the teacher's perceptional satisfaction and his perception of the managerial leadership style of the pricnipal as a task oriented or people oriented manager

The findings of this study show that there is a connection between the perceptional satisfaction of teachers in elementary school and their perception of the administrative style. A people oriented administrative style may offer a situation in which the more the teacher thinks that his manager is a people-oriented manager/leader so the extent of his recommendation to a friend to come to work in the same school as he works will be higher. Hence one may assume that the teacher's level of perceptional satisfaction will increase. These findings are compatible with the people oriented style

of leadership as manifested in Bass (1985) who avers that those led by a social leader are prepared to invest greater effort.

The research findings show that there is a connection between the teacher's perceptional satisfaction in high school and his perception of the manager's style as a people oriented style of leadership. One may claim that the more the teacher thinks that his manager is people oriented, the extent of his recommendation to a friend to work in his school will be greater. Thus one may assume that the level of the teacher's perceptional satisfaction will increase in school. These findings are compatible with the type of leadership of the social leader as manifested in Bass (1985) who maintains that those led by the social leader are ready to invest more effort.

In their study, Gonen and Zakai (2005) claim that the people-oriented leadership style sometimes focuses on locating exceptions, deviations and failures, and on the desire to maintain the existing level. Such a leader actively tracks the areas asking for trouble and for problems, and tries to locate and correct them quickly. In contrast, those led by people-oriented leaders cannot remain indifferent to the high level of satisfaction and/or of functioning. This claim is also reinforced by Bass in 1985, who claims that there is a strong connection between the task oriented and the people-oriented style of leadership and the employee's causal satisfaction.

The third hypothesis was that a connection would be found between the teacher's perceptional satisfaction and his level of systemic functioning in school.

The findings of this study show that there is a connection between the teacher's perceptional satisfaction in elementary school and the level of functioning that was examined at three dimensions – absenteeism, tests and examinations, and rate of attendance of meetings – showing that the more a teacher recommends to his friends to work in the same school as he, the more satisfied he will be with his work, and his level of functioning at the three above dimensions will rise. In contrast, the less the teacher recommends to his friend to work in the same school as he, the more his level of functioning will decline at those three dimensions.

The research findings show a connection between the teacher's perceptional satisfaction in high school and the level of functioning explored at the above three dimensions. One may claim that the more a teacher recommends his friend to work in the same school as he works, the more his level of functioning at the above three

dimensions will rise, and in contrast, the less a teacher recommends to his friend to work in the same school as he, the less satisfied he will be and his level of functioning at the above three dimensions will decline.

Some claim that there is a positive connection between employee satisfaction and his level of organizational functioning this claim is confirmed and one may aver that the more an employee recommends to a friend to work in the same school as he, the more satisfied he is with his work. He will thus feel more committed to the organization, and his level of functioning will rise. This finding is significant, and is compatible with observations in the research literature.

Studies find a connection between satisfaction with work and the employee's functioning in an organization, so that the higher the employee's satisfaction the better will be his functioning and vice versa. In organizations in which the employees are satisfied, they will be more creative and more effective than in organization in which they are not satisfied (Mclean & Andrew, 2000; Carmeli & Freund, 2002). Adams' decency theory maintains that employees who feel they are treated unjustly demonstrate a decline in attitudes and positive behaviors towards the organization and vice versa. When the employee feels injustice and lack of decency towards himself, his satisfaction will decline as will his commitment and loyalty to the organization. Accordingly, decency and justice are most important to the organizational connection in order to assure the effective and correct organizational behavior (Greenberg, 1999).

Many studies show that the employees' sense of satisfaction has direct implications on the indices at the employee level – motivation, reducing the level of burnout and organizational commitment and functioning at work, Similarly, in order to cause the employee to feel organizational satisfaction the researchers recommend affording the individual extra attention, developing a relationship of loyalty, commitment and mutual security, and establishing personal relationships with employees. This means a transformative style of leadership (Harkins, 1998; Gaash, 2001).

Organizational commitment is defined as the connection between the employee and the organization in which he works, with the employees being highly committed to the organization, share his values and identify with its objectives (Lambert & Hogan, 2009). Similarly, employees who feel organizational commitment identify with the objectives and goals of their organization. Employees who are interested in remaining

in the organization will be ready to give more of themselves in performing the daily tasks at the place of work (Vitell & Singhapakdi, 2008).

The objective of this study was to examine the connection between the teachers' perception of the managerial leadership styles of the manager of the school in which they work – the task oriented leadership style and the people oriented leadership style - and the teacher's systemic functioning, with the functioning examined at three dimensions: absenteeism, preparing tests and examinations, and the rate of participation in school meetings. Another facet was the connection between the teacher's satisfaction with his place of work as a result of the administrative style and as a factor influencing the teacher's systemic functioning. All this was from the desire to improve the teachers' satisfaction, to raise the level of functioning, to prevent teacher burnout and to reduce absenteeism and leaving by teachers of the system, since the level of their functioning is one of the main factors for the students' success. To take a step furthers - a step towards the success of the education system to empower the citizen and the success of the State. A country in which the human wealth is of a high quality will be a State of a high quality.

The importance of the research

The importance of this study lies in its assisting in examining the teachers' satisfaction with the administrative style and their functioning in school. These findings are likely to help school administrations to identify the best way to manage the staff and employees, and the validity of applying changes accordingly.

The study examines the research hypotheses, confirmed them and answered various research questions. The study depicts a representative picture of the connections between the variables examined in diverse elementary and high schools in all sectors and areas in the education system, and as manifested throughout the State of Israel.

Further importance is attributed to the study in that every organization can make use of the material, draw operative conclusions that will encourage high functioning in the organization, while relating to the main components that predict and are likely to assure such functioning. Finding the connection between the variables can raise the awareness of the school administrations to the importance of investing in the choice of administrative style as a matter that affects the organizational results. Finding these

connections may have an influence on the organization's ability to keep its employees in the system and to preserve the human resource, i.e., the level of the teachers' functioning, and accordingly the students' achievement. This point has not been explored in this study but can certainly be a further study on the subject: Teacher's functioning as a factor influencing the students' achievements

The research findings have both a theoretical and a practical contribution:

To summarize, the research findings have both a theoretical and a practical contribution.

1. In understanding the connection between administrative style managerial leadership style / and the teacher's systemic functioning at the three dimensions examined – absenteeism, holding tests and examinations, and attendance of school meetings.

2. Understanding the connection between administrative style/managerial leadership style and teacher's causal satisfaction.

3. Understanding the connection between functioning at the three above dimensions and the teacher's causal satisfaction.

At the practical level, the contribution is

1   Developing a model for examination of teacher's satisfaction as a mirror and reflection of the level of teacher systemic functioning.

2. Recommendations for ways to raise the satisfaction of employees and teachers

3. Recommendations for ways to improve teacher's systemic functioning.

Another practical and desirable contribution is informing organizations dealing with training school managers in particular and managers in general of the need to include subjects such as managerial skills of diverse types in the training, and to emphasize the importance of cooperation with employees/teachers to attain the common objectives. The manager's role is dual: on the one hand he is expected to lead the system towards the objectives and the targets of the Ministry of Education, the local authority and the school. But on the other hand, he should do everything out of the understanding and consideration of the teacher, in order to encourage initiatives, but not to apply superfluous pressure. Further, he should encourage work values and high commitment towards the school, the students and the parents.

. Thus I believe that, based on the research findings, it is worth continuing exploring the correlation between the level of the teachers' functioning and the students' achievements in various schools in Israel.

Friedman and Lotan (1993) note four causes of burnout amongst teachers: reciprocal relations between the teacher and his students, reciprocal relations between the teacher and his family, reciprocal relations between the teacher and his social and organizational environment, and the teachers' perception of their role. The last aspect refers to the attitude towards the administration's backing, and, I believe, to the extent of impact of the administrative style/ administrative leadership style as it is manifested. This is one of the factors of burnout amongst teachers globally and in Israel in particular.

The extent of teacher functioning depends mainly on the manager who functions as a leader of a particular style, who has to initiate creative ideas so that every teacher will feel that the institution in which he teaches is an essential part of his life. The sense of 'mission' is the basis of any success. When a teacher feel personally responsible for the students' success he will not be absent. A happy satisfied teacher will cause his students to be happy.

The perception of leadership has, for many years, been changing as regards theories and approaches. Educational leadership is a long term journey that usually demands patience and tolerance of those responsible. The most significant contribution of leadership in the long term is in nurturing and helping people, institutions and organizations to develop.

One of the important objectives of the research was developing a predictive tool for teacher satisfaction as a mirror and a reflection of the manager's administrative leadership style.

The innovation of the model proposed in this study lies in its exploring, for the first time, the predictive ability of the systemic role of teachers in a defined administrative environment.

The use of the dimension of absenteeism as a predictive factor is a process of assessing future events by positioning existing information in a predetermined manner.

The rationale of the tool is derived from studies I conducted, from which it transpires that the dimension of absenteeism is a most significant component that indicates the level of teacher satisfaction.

Rationale

The rationale of the research tool is derived from studies I conducted from which it transpires that the dimension of absenteeism is a very significant component that indicates the extent of the level of teacher satisfaction. In this study I found that there is a moderate positive connection between the satisfaction of teachers working in elementary school and the number of absences. The more a teacher recommends to a friend to work in the school in which he works, the higher will be the level of satisfaction, i.e., the functioning will be better and the number of absences lower. A positive connection exists: $P < 0.01$, $r = 0.209$, $N = 227$.

I also found a difference between teachers in elementary school who perceive their manager as a task oriented style of manager (1) and those who perceive him as a people-oriented type (2) as regards their satisfaction and recommendation to a friend: ($MD = - 1.48261$, $T = - 4.400$, $P < 0.05$)

In other words, there is a statistically significant difference between the groups. The conclusion from these data is that the teachers perceive their manager as a people-oriented will recommend to a friend to work in tier school and their satisfaction is greater.

I chose to use the teacher population working in elementary school only to examine the issue and construct the tool for two reasons: Elementary school teachers have one manager and the size of sample, of which 207 teachers responded to the questionnaire.

The number of teachers in elementary school

		q34_elementary
N	Valid	207
	Missing	373

The number of teachers working in elementary school (q34 – managerial style)

Frequency Table

_ q34 elementary

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	165	28.4	79.7	79.7
	2.00	42	7.2	20.3	100.0
	Total	207	35.7	100.0	
Missing	System	373	64.3		
	Total	580	100.0		

In order to analyze this question I decided to seek the correlation between the following data: administrative style (q34), absenteeism (q19) and satisfaction (q33).

Findings

How do teachers in elementary school who perceive their manager as task oriented function at the absenteeism dimension when correlated with their level of satisfaction?

The number of elementary school teachers responding to this question was 207, of whom 165 (80%) perceive their manager as task oriented (1). In q33 sig (2-tailed) was found to be 0.001 regarding q19 new, and as regards q19 new it was found that sig (2-tailed) was equal to 0.001.

How do teachers in elementary school who perceive their manager as people oriented function at the absenteeism dimension when correlated with their level of satisfaction?

Predictive tool (2)

Correlations

		q33	q19new
q33	Pearson Correlation	1	-.160
	Sig. (2-tailed)		.313
	N	42	42
q19new	Pearson Correlation	-.160	1
	Sig. (2-tailed)	.313	
	N	42	42

Responses were received from 207 elementary school teachers of whom 42 (20.3%) perceived their manager as people–oriented (2). It was found that in q33 Sig (2-tailed) = 0.313 for question q19 new, and for q19 new that the Sig (2-tailed) = 0.313 for question q19 new.

Elementary school teachers who perceive their manager as task oriented tend more to not recommend to their friends to work in their school i.e., they are less satisfied and function less, i.e., are absent more.

Elementary school teachers who perceive their manager as people oriented tend more to recommend to their friends to work in their school, i.e., are more satisfied and function better, i.e. are absent less.

Conclusion

The manager's sensitivities as a leader relative to his functioning and to his teachers will have a very strong effect on their functioning. The functioning of the manager in a modern school is characterized by high task orientation due to the many and varied need and demands of a multi-cultural society. A manager is expected, amongst other things, to manage, plan, supervise, measure and assess, and in parallel, to support his students. Similarly, to support his teachers in pedagogic, social and organizational tasks.

Naturally, the many-tasked involvement affects his perception of his role and his style of administration of the staff, and directly affect the level of satisfaction amongst the teachers, which will have an impact at diverse dimensions. Therefore, it is no less important for school managers themselves to have professional mutual, and even moral and social support.

> "..if you want something to be done, measure it. If you cannot define it, you cannot measure it. If you cannot measure it, you cannot manage it. You cannot improve it"

(Bengtsson & Jung, 1999).

Recommendations

This study also has practical applications./objectives

1. Recommendations for ways to raise employee/teacher satisfaction.
2. Recommendations for ways to increase role commitment of teachers in the system.

1. Recommendations for ways to raise employee/teacher satisfaction

Fidler and House (in Gaziel, 1990) believe that effective administrative behavior is a function of compatibility between the managers' attributes and situational variables. Administrative behavior depends on circumstances that are connected to the type of problem, area of decision, expectations of subordinates and the organizational structure. Here we can find the more democratic manager who is people-oriented and shares in decision-making, or the more autocratic manager who is task oriented and involves his subordinates less in decision-making. Every director of an educational institution who respects himself strives to indicate change and improvement since the change is the visiting card that testifies to advance. An educational institution that does not renew things is considered to rest on its laurels. According to Adiges styles of administration (2002) the manager whose style of administration is most suitable to this is the entrepreneur. He has the systemic vision, is more proactive, encourages innovation and initiative, takes risks, takes responsibility for his decisions and is prepared to handle difficulties. In view of the changes that occurred in recent decades, and in view of the accumulative experience in many countries including Israel, I have no doubt that administration is the key to the success of the education

system in Israel. The education system must strive to bring the best to administration in order to lead the system.

School managers are now, more than ever, at the extremely challenging and complex crossroads. A school manager is the key and most important role hold in the entire education system, aware of the fact that this is a challenging role with tremendous satisfaction. But at the same time, it is a very difficult role but his social salary is his real salary. The manager shapes the face of future society and thus has a share in shaping the next generation with its ethics and spirit of society in Israel.

The review of the research literature and the results of this study and of my experience I would like to recommend several strategies that I believe are desirable for a school manager.

1. Delegating authority: A manager must delegate authority to diverse role holders in school (secretary, coordinator, teacher,) and should give them the feeling that they too have a significant role in managing the school together with him, and also have task authority as well as a part in success, Delegating authority provides a sense that there is room to function and take decisions, a sense that the manager relies on others and their discrimination.

2. Cooperation and team work: A manager should administer while cooperating with role holders and encourage team work in all areas of study and activity in the school. A sense of cooperation and team work are most significant in school and should be encouraged by the manager.

3. Support and empowering the professional staff: A manager must intellectually challenge the teachers, encourage personal and professional development, assure supporting the staff and administrative staff, be open, honest, attentive to criticism and navigate diverse events. The manager should assure that in the staff room there is always an atmosphere of professional empowerment which is the background for development and professionalization of the teaching staff. When the basic values of the school are based on professionalism, cooperation and personal example.

4. Developing a school climate: Researchers note eight dimensions that construct the concept of school organizational climate, one of which is the manager's educational leadership, this includes the use of positive constructive criticism, assessing the teacher's work and reaction to criticism, encouraging the

involvement in determining school policy and help teachers to realize professional needs even after school hours. An administrative style that is characterized by these details is considered a supportive administrative style. Inbar (2000) also offers an approach that is based on a professional perception of educational leadership. This is leadership that combines the development of an educational vision, and is based on cooperation, on team leadership, without the manager foregoing personal responsibility and ethics regarding processes occurring in school. Another suitable administrative style is coaching which enables delegating authority and imposing challenging tasks on the employee. This is a powerful tool and its impact on performance and the organizational climate is great and very significant. There is focus on personal development, on continuous instruction, and on constant learning, The employee/teacher knows what is expected of him and how his work and achievements integrate in the general organizational vision when he understands that he is a motivating part of the organization, and he feels the trust afforded him. These will affect his degree of responsibility and commitment towards the organization. The contents of this study clearly indicate that the administrative and leadership style have great significance and impact on several circles within the organization in general and in the school organization in particular. They are connected, feed and affect and are affected by each other. The manager affords a key figure in attaining the goals of the education system. He holds the key to creating the school climate that directly affect the teachers and additional role holders (Erez & Goldstier, 1981). The administrative style is found to greatly influence the functioning of the school staff.

The correct administrative figure empowers all the role holders, delegates authority and affords freedom of action, It reflects that he relies on the people and thus raises their level of personal responsibility and their motivation. A manager who behaves thus will cause teachers to adopt a style of administration in the context of taking responsibility and setting a personal example. Teachers themselves will also learn to delegate authority and to rely more on others in the system. Nowadays, the opinion is rife that the manager is the one who guides policy and the climate, and the entire staff functions in this spirit. Eventually there is an impact on all the teachers. One may claim that a school manager and a director of an organization are in fact the organization's life blood and, in fact,

the organization is a reflection of the manager, who touches on every parameter possible in his management of the organization and its ways.

5. A manager must be a leader: A school manager must be a leader with a vision; a good manager; should be professional and know how to give an educational /professional response, but it is also more important for him to be attentive and human. He must know how to give a personal and leadership response, to give the teacher a sense of belonging, to convert the place of work into a challenging work environment, embracing and supportive and thus in fact cause employees to feel satisfied with their place of work. The manager should be an administrative lighthouse who leads his school. In both this and other studies it is known that an employee who feels satisfied with his place of work will be more effective, have higher motivation, greater loyalty and commitment to the place of work, meaning – increased productivity and profitability for the organization in which he works. A satisfied teacher is a contributing teacher, resulting in a successful class and striving to lead his students to excellence and resulting in a school with a vision and realizing excellence resulting in a satisfied community and parents. This is the result of managerial leadership.

Recommendations for ways to raise satisfaction and reduce the number of days of absenteeism amongst the teachers and ways to increase functional commitment of teachers in the system

The review of the literature indicates that administrative methods can affect both motivation and satisfaction amongst teacher and leading role holders in education, as well as the levels of absenteeism and the level or performance of tasks. In this study the review of the literature is drawn from the considerable literature on the subject and present many and diverse methods that indicate how a manager should behave in diverse situation.,. The task oriented manager is tough and is likely to raise the output of the teachers and role holders, while human relations are affected and problems of discipline appear. In view of that arising in the research literature, the results of this research and my experience I would like to recommend several strategies and recommendations for ways to increase satisfaction and reduce the number of days of

absenteeism amongst teachers and ways of increasing functional commitment of teachers in the system.

1. Unique attributes: Employer-employee relationships: We know that teacher absenteeism is dangerous and causes considerable damage. From my experience in the education system I learned that there are educational institutions in which the extent of teacher absenteeism is low, while the opposite also exists. My knowledge of school managers and their style of administration, I could sometimes identify where the absences would be higher.

   The extent of absenteeism stems from the level of satisfaction and is influenced by the administrative style. This is an additional factor affecting, I believe, the perception of ethics in education that affords a very important focus in preventing absenteeism. When the teachers are partner to determining the ethics they feel they are a link in the chain of success and strength of each link is most important. When the teachers bear the responsibility for academic achievement at a high level when each student is treated at his level and ability, when excellence is nurtured in school, when arrays are held that help the weak and the mediocre then achievement flourishes; when the teacher feels he leads the education for achievement and values then he feels that the success stems from this quality of teaching and one may assume he will avoid being absent. In certain institutions some teachers are considered successful – they are those who manage to attain wonderful achievements at the student level, and in all tasks they are requested to perform they are hardly absent, compared to teachers who are not defined as successful, and whose absenteeism is very high.

2. A manager who is a leader: Absenteeism is dependent primarily on a manager who is a leader of high quality. He has other and more high quality diverse attributes than an outstanding manager. A leader combines a human relationships, intelligence, in his behavior his norms, and his wisdom. A leader leads and includes all his employees. When a manager is a leader it is reasonable to assume that the level of teacher absenteeism declines. A manager who is a leader gives the teachers the sense that they are partner to the success and hence an experience of success is generated amongst the teachers, This experience strengthens the feeling of success also amongst the students: the more they sense this the more motivated they will be and desire to overcome the problem and determination to solve problems and meet diverse challenges that

are before them. There is no doubt that the experience of success is created by the teachers. Teachers who are not absent are teachers in closer contact with the students and strengthen the sense of success.

3. Encouragement: The more positive feedback and support of his work the teacher receives, the greater efforts he will make. Positive feedback adds motivation and cases the teachers to be more creative and more successful. A successful teacher is not absent.

4. Social life and leadership: A manager who is a leader who nurtures social life amongst the teachers creates a cohesive staff of high quality. A cohesive staff room eventually creates a better worker and avoids absenteeism

5. A stage for each teacher: Each teacher has his own unique talents. The more the manager –leader identifies these talents and offers them a stage to demonstrate his abilities to the staff, the greater sense of security. A manager who is a leader who locates the strengths and light in every teacher will manage to encourage each teacher the sense of belonging and raise the level of satisfaction and avoid absenteeism.

6. Advertising and self-marketing: An important and significant tool in the success in every area and operation, and certainly in education is the proper advertizing and marketing of the school. These will cause the teacher to feel that he is an important part of the system and as such will avoid absence.

7. Perceiving education as a mission: When a teacher feels his educational work is important and educating children is a wonderful and exciting mission, and when he feels that the educational task is a mission, he will avoid being absent. A teacher will sense a mission if his level of satisfaction will be high, that he is the leader, can impart a sense of mission.

8. Partnership and a sense of belonging: The decision making process affords an important amazing basis in educational work. This is work in which decisions must be taken when there are dilemmas that are constantly created. The more a teacher will feel he is a partner to the decisions, and that he belongs to a group of teachers in the staff room, and that he is part of the decisions taken at the diverse administrative levels, the more he will avoid being absent.

9. An institution with processes of change: We know that change is the basis for activity in school today. The world in which we live is fascinating and progressive, and coping with progress through constant change, but every

change must be based on a process. There are no sudden jumps in education. The more every subject is constructed at a normal rate and through a correct quality process, the more the process is embedded well amongst the teachers, the more the teachers will experience correct processes of change, so the extent of absenteeism will decline.

10. The essence of the personal conversation: Constructing a cohesive team is most important, and must be based on the uniqueness of every teacher, on the success emanating from the learning staff room, from affording each teacher a stage, and also from the personal intensity of each teacher.

11. Finally, to conclude, the extent of teachers' functioning stems mainly from the manager who functions as a leader and his style of administration. He must initiate creative ideas so that every teacher feels that the institution in which he teachers is an essential part of his life. The sense of mission is the basis for every success. When a teacher feels personal responsibility for the success of his students he will not be absent. A happy satisfied teacher will cause his students to be happy.

The perception of leadership changes form, theories and approaches over the many years. Educational leadership is a long journey that demands patience, tolerance mostly. The leader's long-term, most significant contribution is in nurturing and developing people, institutions and organizations.

The supportive research hypothesis

Teachers who will be more satisfied with their place of work will recommend to their friend to teach in the school in which they teach.

The research population numbered 48 participants – teachers working in elementary and high schools, from diverse genders and ages.

The supportive research population

In order to validate question no. 33 in questionnaire no. 1 of this study, an intermediate study was conducted in which the correlation between the MSQ questionnaire and question no. 33 on a scale ranging from 1-10, wherein the question was posed: Would you recommend to a friend to teach in the school in which you teach?

Correlations

		q19	Mean
q19	Pearson Correlation	1	.686[**]
	Sig. (2-tailed)		.000
	N	48	48
Mean	Pearson Correlation	.686[**]	1
	Sig. (2-tailed)	.000	
	N	48	49

The questionnaire included 18 questions on the subject of satisfaction and one ultimate question formulated by myself, which is question no. 33 in the first questionnaire.

Use of the Pearson test that examines correlations finds a strong positive correlation between the variables ($r = 0.686$, $N = 48$, $P < 0.01$) i.e., people whose level of satisfaction in the MSQ questionnaire was high tend to recommend to their friends to come to work in the school in which they work.

Discussion of the findings of the supportive research – questionnaire no. 2

Satisfaction amongst teachers with their place of work is an important factor in Israel and globally. It is constructed from emotions, beliefs and behaviors.

Satisfaction at work is an important indication of the employee's feelings towards his place of work, and can even predict diverse behaviors such as the extent of the employee's contribution to his place of work, level of absenteeism and even predict retirement.

The employee's commitment to his place of work is also connected to the degree of employee satisfaction with his place of work.

Many definitions exist for the concept of teachers' satisfaction with work, one of which is a positive sense towards it, manifested in the desire to remain there (Bar Haim, 1988; Silberman & Talmi, 1999).

One of the basic differentiations in the studies on leadership behavior is that between task orientation and people orientation. For the task –oriented leader the task, the objectives and the structuring a way to achieve them head his order of priorities. For the people oriented leader – the social leader - the employees' needs, expectations and emotions come prior to executing the task.

In most theories in the world of organizational behavior the types of manager are divided into four (Greenberg & Baron, 1997). Adizes (2002) mentions the achiever, the manager, the initiator, and the inclusive type. Hersey and Blanchard (1988) mention the familiar, the talker, the participator and the delegator and so on. Therefore there can hardly be a situation in which the employee i.e. the teacher, is obedient will lack training and/or have little training for performing a particular task, especially if this was the case the teacher would have no need to come to school.

Self–administration is another administrative method that develops and exists today in the Israeli education system, as in other western countries. In recent years a trend of transferring administrative and pedagogic authority from the central and local authority to school has been observed. In recent years, the Ministry of Education and local authorities are also encouraging managers to adopt a self-management: a trend of moving administrative powers to the central authority's pedagogical and local schools. This trend is to give schools authority of decision-making on matters that they previously lacked, thus creating an autonomous organizational environmental with autonomous schools.

The Ministry of Education has, for more than a decade, encouraged the establishment of unique schools and the conversion of existing schools to having broad autonomy in pedagogic and budgetary matters. School funding was by the State, and by local authorities of high schools, but administration is independent. The new policy was welcomed by groups of parents and educators, mainly based in the established suburbs. Perception of school autonomy was developed, inter alia, in the United States. One type of such schools is Charter Schools. These schools follow a concession by the local education authority; Terms of the concession and its denial are determined special legislation in each of the states in the United States that decides to allow these schools. Until the end of 1998 more than 1000 autonomous charter schools were established in 33 states, who delivered the required legislation. In December 1998 the first systematic research was published (Ministry of Education,

1998) based on a sample of 17 autonomous schools in the State of California. The research team was headed by education researcher Stuart Wells.

In Israel perception of school autonomy obtained a foothold in the Ministry of Education and amongst many educators and parents. A summary of the findings from California is therefore presented here. In Israel the conditions for the operation of autonomous schools are different – autonomy finds expression in the franchise afforded by the State or the local authority, but the convention between the Ministry of Education and the local authority enables the school to pool the financial resources from various sources such as the Ministry of Education, the local authority, the parents, donations and so on (Ministry of Education, 1993).

Autonomy of the institution is in fact an autonomy in which role holders take decisions and execute them during their work, without needing the agreement of higher levels. This is the degree of autonomy afforded them. Others, playing a similar role, take a different measure of independence when filling their roles in an organization.

The difference in employees' autonomous behavior is thus personal and inter-personal. To investigate the differences regarding the degree of independence and initiative the employees/teachers adopt, it would be extremely effective to define the employees/teachers autonomy as the degree to which he is authorized or sees himself authorized to initiate, decide and execute decisions independently, without the need for confirmation from higher ranks. An employee/the teacher does not work independently and does not initiate, but functions according to instructions given shows little autonomous behavior, while such a person who works independently is free to alter existing behaviors to suit conditions and limit variables, showing a great deal of autonomous behavior

One can formulate a number of the premises regarding demonstrating autonomy amongst professionals in organizations in general and in schools in particular. Autonomous behavior in expressed in the type of organizational behavior. An employee's behavior is related first and foremost, to his desire to win it. Autonomy is not forced on an employee who does not want it.

Researchers in Israel emphasize in recent years events in autonomous schools and try to examine the processes occurring there

What is "self-management school" in Israel? Self-management school is a school enjoying maximum flexibility in using a diversity of resources available to improve and advance his pedagogic achievements.

One of the basic differentiations found in studies on leaders' behavior is the differentiation between task orientation and people orientation, The task-oriented leader positions at the head of the scale of importance the task, the objectives and the construction of a way to achieve them. The people oriented leader relates first to the employees' needs, expectations and emotions.

What is leadership?

Defining the concept of the leader is not uniform. Some define it according to its properties, others according to his role or position. The leader is seen, typically, as a person in a group with far greater impact in determining the goals and functions and is chosen openly or covertly by members of the group. Leadership is an essential tool for organizations. The need for successful leadership and the difficulty finding it increases as that organization's environment is more complex and variable. Leadership is the ability to develop ideas and vision, influencing others to adopt the values and take tough decisions about people and other resources. Tichy (2002) defines leadership as the ability to achieve something through other people that could not be obtained if you weren't there. In today's world, you can do so less and less by using commands and control and more and more by changing people's opinion on something and thus change behavior. Leadership is the ability to move ideas and values that motivate other people.

A person defined as a leader fills the main roles attributed to a leader- ideas, vision, influence on others and taking tough decisions. In contrast, the role of the manager is to be responsible for others and for their work. Effective managers bring a high level of order and consistency to their employees.

The subject of leadership and its development occupied scientists and philosophers for many generations. This is an elusive concept that is difficult to define precisely. Today leadership is considered the ability for specialization - there are many types, each of which corresponds to another type of situation.

Yukl (1994. in Bass & Avoilo, 1992) argues that the leader's main ingredient as he attempts to lead others to a common group goal is the ability to influence. The effect is an expression that everyone tends to understand and interpret intuitively but the influence of one on another can be done in several ways. The impact could be on the people (attitudes, perceptions and behaviors), or on events. The strength of the impact can be expected or unexpected, and the results may be suitable to expectations or deviate from them.

What it is known about school leadership? Throughout the world, the present period is considered the Golden Age of school leadership (Mulford, 2008). In addition to the great interest in leadership, governments and funds throughout the world invest in research and development this field. Training programs for school managers are now common. Many countries followed the way in which the National College for School Leadership (NCSL) in England developed and performed its mission. Other countries tried follow and established leadership institutes or programs to train managers. Day and Leithwood (2007) claim that the number of empirical findings that accumulated on the subject is sufficient to persuade even the greatest skeptics of the importance of the discussion of leadership.

Ben-Zvi (2003) claims that the goals underlying the educational leadership include increasing the ability of employees to solve problems under the leader's initiative and to construct and encourage those led to realize their personal potential, transcend the mediocre and move to high levels of learning and commitment.

Carmi (2004) states that educational leadership in general and the teacher as a leader in particular, must lead to developing educational learning materials, to change and to effective classroom activity.

What is a leader? What is leadership? There are many definitions, which is a clear sign of disagreement and dissatisfaction with a particular definition.

<u>Main styles of school management</u>

1. People oriented: The manager supports and encourages participation, supports the staff commitment and strives for the satisfaction of the educational staff, and encourages good relationships amongst the staff.

   Most managers for whom this is their style function according to the entrepreneurial approach.

   Three sub-types of human leadership can be discerned:

   a. The fatherly-supportive leader/manager – who relates to teacher as in need of his support at the professional and personal levels

   b. The friendly leader/manager – which is so close to teachers to the point of confusing the difference between the teacher/manager roles

   c. The strengthening leader/manager that raises motivation amongst teachers while paying attention to the work array.

   The impact of human leadership strengthens both the social facet and the cooperative climate, but is liable to lead to disciplinary problems due to blurring the boundaries and not completing all the objectives set.

2. Structured leadership: Characterized by a manager who thinks clearly and logically, sets clear tasks and policy, determines peoples' responsibility for their actions and provides sufficient technical support for planning, organization and coordination and realization of the policy. Many researchers term this type of leadership "task-oriented leadership". The administrative approach can be one of two types: the manager can be a person of vision, with an entrepreneurial bent, or the "preservative manager" with an administrative approach. The affect of structured leadership is great: on the one hand fulfilling tasks intensifier the power of the school in the eyes of the school environment, seeing it as successful but the price in the field human relations might be high and even lead to teachers quitting the school.

3. Educational leadership: Managers with an entrepreneurial bent that encourages professional development, teaching methods, and guidance on professional subjects - a manager with pedagogic abilities and the ability to examine educational failures.

Sergiovanni (2002) relates to two foci in his research that are connected to leadership style. He terms one of them a research–promoting manager, who strives to introduce external professionalism and the other he views as an advisor for the teachers who is perceived as having pedagogic difficulty or professional difficulties

The educational leadership style is likely to contribute to professional advance amongst the teachers, but is liable to damage the daily work, an example of which is a multitude of in-service advanced training sessions.

4. Symbolic leadership: In Israel there are ever more special schools such as the "nature" school, the democratic school, school for the arts and music, and so forth. In such cases managers strengthen the school culture through ceremonies- he promotes teachers who have the connections to hone the school's value messages. Usually such managers adopt an administrative or reactionary approach since the entrepreneurial approach necessitates developing new symbols.

   This approach has considerable impact on the sense of pride amongst the staff and students, but there is a danger of preference from some of the teachers.

5. Bureaucratic leadership: The manager and the paper work: The manager focuses on the efficiency of the forms and processes in school. Such managers are considered to lack a clear administrative approach, as most of the organizational effectiveness is not translated into improving the climate and staff cooperation, but rather the contrary, and can also cause dissatisfaction amongst the teachers and lack of interest in contributing beyond the commitment stemming from the role.

6. Autocratic leadership: The manager, who does not delegator powers, goes into minutae and closely tracks the performance of staff members.

   In extreme circumstances such action drifts into real suppression. These managers are considered to lack a clear administrative approach. This has extensive impact on the school climate and is liable to be hard to handle. At the same time, there may be teachers for whom tracking their performance will lead to greater effectiveness. In any case, there is likely to be increased departure by teachers of an institution under such leadership.

7. Democratic leadership: The manager is the team leader but takes into consideration the opinions of his colleagues and other team members. This approach is characterized by entrepreneurial leadership style that can be manifested as cooperative leadership. When the manager functions in such a manner, team work is emphasized, and in extreme cases he even sees himself as part of the staff rather than as its leader. Democratic leadership has considerable impact on human relations amongst the staff. The relationships will be good, as will the work climate, and there is likely to be a sense of shared responsibility of all the teachers for the educational products and objectives.

8. Serving leadership – is a style wherein the manager sees his main role as providing the best service to his students and teachers, and functions accordingly. In such a situation, there is liable to be a climate of lack or responsibility if the manager is perceived by the staff as only providing services rather than as setting values for all.

9. Authentic leadership – of a leader with integrity and fairness, but at the same time he should be savvy, i.e., have practical abilities, life experience, healthy logic, intuition, courage and the real ability to "move things". The climate under such a manager is at its best.

Classifying school managers according to behavioral flexibility

Leadership flexibility can characterize many managers, especially those in community schools. (Friedman, 1990) maintains that managers should adapt their style of leadership to the level of readiness of the institution to the community perspective. Kelly, Thornton & Doharty (2005) assert that a manager with behavioral flexibility should adapt for himself a main style of persuasion and clarification, avoid applying too heavy pressure on the staff, but provide explanations of the benefit of the action when readiness amongst the staff and the community is low. When the readiness is moderate he should adapt a participatory style in order to enable more ripe factors amongst the teachers and the community, enabling then to leave their mark on the school and community behavior. When community readiness is high, the manager should adapt for himself a style of behavior that delegates authority to the staff, and thus strengthen the component of free desire amongst the staff and their readiness to

contribute of their time and energy to the (considerable) effort of managing community schools and their surroundings.

- Fixated leadership: In contrast to flexible leadership, perfectionist managers (and not only autocratic managers) are liable to be fixed in their self-judgment that prevents them from listening to comments or to feedback from the staff. The force motivating them is anger, that bursts forth when one of those led des not meet the standards he set. Bass (2005) terms them "idealists with a bitter flavor".

- Hoy and Williams present several dilemmas with which the manager copes, and the solution he reaches regarding each of them will affect the school administration. These researchers classify the findings according to two main categories of administrative dilemmas towards the outside and those inward.

Teachers' leadership as leading learning

Wagner (2000) explored the processes of change in many schools in the United States and elsewhere and developed the Action Theory of Change. The intention is to change intended to improve the students ' learning. The theory consists of theoretical ideas that have developed in the field, from trial and error and from reflection. According to him, leadership is required that creates constructivist learning. Wagner (2000) compares the process of learning to that of building, and teacher learning and thus to improved student achievements.

The manager's position may still be too limited to the manner of thought according to which individualism is preferable to shared and involved leadership. The manager's role is undergoing change in the area of decentralization, wherein it should also be examined from the point of view of the managers themselves. In principle school leadership should be seen as an initiative of investment in human resources (Elmore, 2006:33). School leaders nowadays must be able to develop their colleagues and be prepared to develop themselves.

Schools in the 21st century are currently developing the managers and leaders of the next generation, hence education to increase the pace in all senses and to progress, as West-Burnham (2009:101) proposes, from "improvement to overall change". The

leadership will not change overall if our approach will be random and fragmented. We need a planned, integrated and cohesive. Current school managers should have professional knowledge, skills, political talents, wisdom, sharpness of discernment and analytical ability, as well as wisdom and understanding. These attributes and skills necessitate considerable abilities.

The contemporary trends in the realm of school leadership present individuals with greater demands than ever, and demand of those involved in school leadership i.e., educators, trainers, instructors, developers and policy makers. Conceptualization of the term leadership is as an initiative, as an investment in human resources. The investment in the human resource is very correct, in my opinion, since there is no mass produced educational leadership.

In summary, the review of the literature on employee absenteeism in general and teacher absenteeism in particular indicates the broad scope of topics that include reasons for absenteeism, patterns of absenteeism, an index of absenteeism, and so on.

Absenteeism can be explained through diverse models: the stress model, the socialization model, the decision taking model, each of which is loaded with a different set of assumptions, and different world of concepts. Absenteeism from work is considered a negative harmful factor for the organization, but there is also evidence of positive aspects, mainly for the individual.

There has been little research in Israel on teacher absenteeism. The most comprehensive study was conducted recently in 1995 on the basis of background data of the Ministry of Education, but I believe the information gathered since then should be updated.

Some connect teacher absenteeism with administrative style. School managers adopt diverse administrative approaches and ways of motivating a teaching staff and role holders in school. One administrative style, for example, tends towards taking shared decisions and leaving a broad cushion for various initiatives of the group and individuals. In contrast, another approach exists amongst managers (Fidler and House (in Gaziel, 1990) that avers that the manager should dream of the school future and to lead to its realization through more centralized behavior. Each of these approaches manifests the manager's personal beliefs and his unique world of values as a manager and as a person.

Prof. Yeshayahu Tadmor goes further and states that an educational leader should love people, i.e., love students, who themselves should think beyond the constant demands of the manager who loves them, is concerned about them, and works for their best. Although Prof. Tadmor refers to students, I think that in so unique a system and in such special dynamics between the manager and the teachers, there must be that balance. The teacher should feel that the manager loves people, while the teacher cares for, and supports, him.

Analysis of the first dimension on absenteeism for the group of elementary school teachers

According to Levine's statistical test we assumed that the variances were equal ($F = 2.862$, $P > 0.05$), i.e., the first item in the table must be observed

The independent T test shows a significant statistical difference between the teachers who perceive their manager as task oriented (1) and those teachers who perceive him as people oriented and the level of functioning at the first dimension which is teacher absenteeism ($P < 0.05$, $T = -2.237$, $MD = -0.45$) i.e. there is a significant statistical difference between the groups of teachers.

Conclusion

The teachers who perceive their manager as a more people oriented manager function better, i.e. are absent less, than the teachers who perceive him as a task oriented manager when they function less, i.e., are absent more.

Analysis of the second dimension on tests for the group of elementary school teachers

According to the Levine test we assumed that the variance would be equal

($P > 0.05$, $F = 1.33$). i.e., the first line of the table should be examined.

According to the independent T test a trend can be observed but there is no significant statistical difference between the teachers who perceive their manager as a task oriented style manager (1) and those who perceive him as a people oriented type of manager (2). Hence the dimension of test does not indicate a connection between the

teachers' functioning and the perception of the administrative style in elementary school.

Analysis of the third dimension regarding the percentage of participation in school meetings by the group of elementary school teachers

According to the Levine test we assumed that the variance would be equal ($P < 0,05$, $F = 5.557$) i.e. the second line of the table should be examined.

According to the independent T test a trend was observed but there is no significantly statistical difference between the teachers who perceive their manager as a task oriented style of manager (1), and those who perceive him as a people oriented manager (2).

Hence the dimension of the rate of attendance at school meetings does not indicate a connection between the teacher's functioning and the perception of the style of management in elementary school. The results can be explained in the step that began in the last two years in the State of Israel, where the education system is undergoing a large reform in teachers' employment. Joining the various reforms is compulsory and cannot be chosen. All the teachers who completed the questionnaire and work in elementary schools participate in the education reform- "Ofek Hadash" reform that is intended mainly for kindergarden teachers, elementary school teachers and employees in the education system who receive their salaries from the Ministry of Education.

This education reform- "Ofek Hadash" reform affords an opportunity for significant change at three perspectives: the pedagogic, the administrative, and in the conditions of the teachers' employment. The reform assured the ascendancy that would advance the achievements of the education system and empower the teachers' status as regards applying educational-teaching-learning processes that are focused on the individual, structuring the teachers' work, strengthening the teaching and administrative staff through processes of professional development throughout the career, strengthening the teaching and administration through assessment by the teaching staff.

Findings and results

Supportive research

<table>
<tr><td colspan="4" align="center">**Correlations**</td></tr>
<tr><td></td><td></td><td>**q19**</td><td>Mean</td></tr>
<tr><td rowspan="3">**q19**</td><td>Pearson Correlation</td><td>1</td><td>.686**</td></tr>
<tr><td>Sig. (2-tailed)</td><td></td><td>.000</td></tr>
<tr><td>N</td><td>48</td><td>48</td></tr>
<tr><td rowspan="3">Mean</td><td>Pearson Correlation</td><td>.686**</td><td>1</td></tr>
<tr><td>Sig. (2-tailed)</td><td>.000</td><td></td></tr>
<tr><td>N</td><td>48</td><td>49</td></tr>
</table>

The questionnaire included 18 questions on the subject of satisfaction and one ultimate question formulated by myself, which is question no. 33 in the first questionnaire.

Use of the Pearson test that examines correlations finds a strong positive correlation between the variables (r = 0.686, N = 48, P< 0.01), i.e., people whose level of satisfaction in the MSQ questionnaire was high tend to recommend to their friends to come to work in the school in which they work.

Discussion of the findings of the supportive research – questionnaire no. 2

Satisfaction amongst teachers with their place of work is an important factor in Israel and globally. It is constructed from emotions, beliefs and behaviors.

Satisfaction at work is an important indication of the employee's feelings towards his place of work, and can even predict diverse behaviors such as the extent of the employee's contribution to his place of work, level of absenteeism and even predict retirement.

 The employee's commitment to his place of work is also connected to the degree of employee satisfaction with his place of work.

Many definitions exist for the concept of teachers' satisfaction with work, one of which is a positive sense towards it, manifested in the desire to remain there (Bar Haim, 1988; Silberman & Talmi, 1999).

Herzberg (1966) was one of the key figures in research on satisfaction. He defined satisfaction at work as a positive position the employee has towards his place of work, that is manifested in his desire to remain there, hence one may conclude that there is a connection between satisfaction at work and the recommendation on the place of work to a friend as a preferred place of work.

Indeed, the results of the secondary study show that teachers who were satisfied (according to the MSQ questionnaire) tended to recommend more to their friends to teach in the school in which they worked.

Some researchers connect satisfaction with school climate. When the school climate is measured, from the teacher's perspective, it is usually influenced by the managerial style and involvement in taking decisions. When the managerial style is based on openness, trust, personal example, and staff compensation, it can encourage an increase in satisfaction.

A manager, who holds the reins of direction and decision-taking for action, and creativity, affords an important component in creating a positive organizational climate. One may assume that the more developed the level of organizational climate in school, the higher will be the level of satisfaction amongst the teachers (Fridman et al., 1988).

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