"Theeffectiveness of school leadership on teachers' performance and student achievement in Palestine"

فاعلية الادارة المدرسية على أداء المعلمين وتحصيل الطلاب في دولة فلسطين

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Abstract

Effective and successful leadership is always considered the corner-stone in the teaching and learning process. It plays a vital and tremendous role in the process. The Principal and his administrative team took the whole responsibility to enhance student learning inside and outside of classrooms. There is no doubt that they have an effective influence as they represent the role model and the superior example to be followed.

The pedagogical aim of this research is to explore the relationship between schools' Principals and Teachers, and its effect on student achievement. The variation between perceptions and practices and how this relationship can impact teaching and learning process. There are several factors , theories and concepts that play an effective role in this field. This research has focused on the Teachers' and Principals' practices and how they affect student achievement. A mixed methodological approach was chosen , Both qualitative and quantitative methods of research were used in this research to reach the final conclusions and resulting recommendations. Rather than using a single-method approach, which would limit the findings and data sources, the dual-method approach gives a much more holistic view of the many issues directly related to the relationship between schools' Principals and Teachers, and its effect on student achievement.

The collected data and the analysis provided by the researcher present clear evidence that leaders and teachers input has a tremendous impact on students' academic achievement and the overall school environment as well. The results also showed that principals in the target area apply practices that are helpful to students' achievement and this was proven through the high degree of satisfaction in the teachers reflectionand responses to the relevant items in the questionnaire. The research asserts that the principals' performance and its effect on teachers is directly proportional to the school performance and the results proved this conclusion.

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ملخص البحث

تعتبر الادارة الناجحة حجر الأساس في العملية التعليمية، فهي تلعب دوراً قيادياً بارزاً في العملية التربوية، وتتحمل عبئاً كبيراً في سبيل إكساب الطلاب العلم والمعرفة والمهارة وتزويدهم بالخبرات داخل الفصول وخارجها، وليس هناك خلاف حول أهمية دورها الفعال فهي المثل الأعلى والقدوة الصالحة .

الهدف الأسمى لهذا البحث هو التعرف على العلاقة بين فريق القيادة المدرسية والمعلمين ومعرفة مدى اثرها على تحصيل الطلاب. وكذلك التعرف على وجهات نظر مختلفة وممارسات متنوعة وكيفية تأثيرها على العملية التعليمية بشكل عام. هناك العديد من النظريات والعوامل والمفاهيم التي تلعب دوراً مهماً وفاعلاً ومؤثراً على تحصيل الطلاب. هذا البحث ركز على العلاقة بين ممارسات الادارة المدرسية مع المعلمين وعلاقتها على التحصيل الطلابي. لقد حرص الباحث على تطبيق الاسلوب المزدوج في البحث، (الكمي والنوعي) ، وليس الاعتماد على اسلوب واحد ، لما لهذا الاسلوب من مزايا عديدة ، حيث انه اكثر شمولية للوصول الى النتائج المنشودة .

أظهرت البيانات التي قام الباحث بجمعها وتحليلها الدليل الواضح على ان ممارسات المدراء مع معلميهم لها الأثر الكبير والجلي على التحصيل الاكاديمي للطلاب بشكل خاص وعلى البيئة المدرسية بشكل عام. كما اظهر البحث ان مدير المدرسة يشكل العامل الرئيس والمباشر في دعم التعليم والاداء والنمو المهني والتطوير المدرسي وهذا واضح من اجابات المعلمين في الاستبانة. وكما أكد البحث على ان العلاقة بين ممارسات المدير وأداء المعلمين لها تأثير مباشر على أداء الطلاب ، وهذا جلي في النتائج التي توصل اليها البحث.

Dedication

*First and foremost, this work is dedicated to my beloved and faithful friend, "**my soul,**

my brother Khalil Abuafifeh," Your support and encouragement always feed me with

power and energy. You always make so many things possible. Without you, my goals and

dreams never be achieved.*

*I also dedicate this dissertation to my parents, my family, daughters, sons, sisters and

brothers. I appreciate your support and patience. You are the source of encouragement

and inspiration.*

*Finally, I dedicate this work to everyone who aspires to reach the pinnacle of success in

their respective career.Hard work will pay great dividends in the end for those aspire

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Chapter 1

1.1   Introduction

This research studies the relation between school principals and teachers' performance and their effects on students' achievement in the Palestinian territories. The educational system in Palestine was run according to the Jordanian rules in the West Bank, while Gaza Strip was run according to the Egyptian system. The Palestinian Ministry of Education was established later after signing Oslo agreement. Since 1994, Ministry of Education and Higher Education took the responsibility over the system. Then, in 2002, the two Ministers were merged in one ministry, "the MOEHE". The new ministry took the whole responsibility for education system even schools that run by UNRUWA. (www.wikipedia.org). MOFHE carried a mission offer education for all, improving the quality of education with high standards to meet the international level.

Palestinian National Authority faced different challenges to impose their own identity. The first challenge is the Israeli Occupation. For almost 30 years, the Israeli Occupation between the years 1967 and 1993 denied the Palestinians their basic rights in establishing a national curriculum. Consequently, they were forced to adopt other curricula such as the Jordanian and the Egyptian. The second challenge is the strategy of the Israeli Occupation to split Palestinian villages and cities from each other which effects negatively on the teaching and learning process. The third challenge is the conflict between the two main political parties in Palestine, "PLO and Hamas". The fourth challenge is how to deal with around one third of Palestinian population, "the camp refigures who were lack to basic resources. The final challenge is the intervention of international agencies and donors with hidden agendas under the umbrella of development and support.

Politics has always influenced education in Palestine. Murray (2008), stated that, education in Palestine cannot be discussed impartially if isolated from politics. Palestinian political leaders even after the Peace Agreement Accord were not able to establish an economic system that functions and capable of sustaining an educational system on its own. Leadership faced challenges imposed by international agenda to serve Israel. Murray (2008) and Mazawi (2011).

However, the importance of educational system in Palestine, the peace process did not address any interest to it. Unlike the other sectors, for example, security, health, finance and foreign affairs; No agreements were signed, nor initiatives were appeared between the two ministries, "Palestinian and Israeli". Despite the lack of resources and the harsh conditions of the Palestinians under the Israeli occupation, the result was unexpected. A youth survey was conducted in 2003, revealed that the literacy rate in aged group (15 - 24) is 98.2% compared to National literacy rate with 92.1%. (www.wikipedia.org).

Since the establishment of the independent Palestinian educational system, few studies recent have been done about the effectiveness of this system and consequently little is known about it, including the relations between school principals and teachers' performances and their effect on the learners' achievement.

The most recent approaches in education tend to consider the learner as the center of the teaching-learning process and consequently consider the learning outputs as they occur in the learners' achievement as the basis on which the whole process is assessed. The process seems to as an equal sided triangle. Teachers, learners and schools principals have the closest and the most direct relation to the process of learning and teaching.

The teachers' performance in their everyday work with their students shape and form the most of the learning outcomes are they are generally considered as responsible for the failure and the success of their students regardless of the fact that they do not participate in making the polices that affect their work. (Smyth and Shacklock 1998), assured that process of education is directed by politicians and administrators, while, teachers' role is limited or neglected.

School principals are the ones who lead the schools and affect the performances of teachers and consequently the achievements of the learners from the viewpoint of researchers as Brewer, D. (1993). However, other writers do not agree on this viewpoint .For example, Reeves (2004) does not accept that students' scores should be used in

evaluating and assessing schools' principals. In his book, *Assessing educational leaders* , he refused this viewpoint by illustating that :

"The presumption of any model, whether using mean test scores or value-added models, is that the relationship between leader, teacher, and student is an imponderable black box and thus only the output can be examined."Reeves, 2004) p.29.

Regardless of the argument concerning the effects of the teachers performance and the principles' patterns of leadership, it should not be denied that each of them has his own effects on the learners' achievement. This research focuses on the way the kinds of principles' leadership affect the teachers' performance and how they consequently affect the students' achievement.

The effectiveness of school principals in leading their schools means that they use all the resources they have in an effective way that leads to the fulfillment of the aims of the educationalorganization led by them. One of the most important resources is the teachers.The way the principals manage their relations with the teachers clearly affects the learners' achievement and at the same is affected by their own attitudes towards their job and viewpoints concerning the several possible rules they perform as principals. Researchers studied and gave views about their findings. For instance, Deal & Peterson (1994) and Lashway (1996),stressed on the rule of principal as a leader and focused on the qualities that make leadership effective and successful. They conducted that an effective principal should be creative and passionate and he should be organized in managing the resources. Stolp (1994) emphasized on the rules of principalsas managers and leaders.

1.2   Statement of the problem

The Palestinian Ministry of Education and Higher Education (MOEHE) has established recently. However, the relationship between teachers' performance and principals' effectiveness and their impact on students' achievement still need more studies and research in Palestine. In addition, most of the surveys and questionnaires

administered were designed to investigate job satisfaction, professional development, training and teaching and learning. Accordingly, little is known about this issue.

1.3   The Significance and Motivation of the Study

This research is important and motivating for both teachers and principals as it gives them awareness about the consequences of their performances and the effects of their actions.As a result, the process becomes easy to establish the kinds of relationships that have positive impact on the learners and their achievement and as a result improves their professional skills .Teachers who have ambitions to be principals can benefit from such research in forming a view point about the profession they want to practice, the skills they need to obtain as requirements for being a successful principal and the challenges they may face in it and how to be prepared for them.

The significance of this study springs from the purposes it aims to achieve. Firstly, it aims to tackle for the lack of data concerning the relationship between teachers' performances and the schools' principals' effectiveness and their impact on learners' achievement in Palestinian Authority. Additionally, to enrich the scientific research and widen the knowledge about the topic as long as the Palestinian territories are considered. Secondly , through exploring these points the researcher aims to come up with a solid ,consistent and truthful description of the current situation in the Palestinian schools concerning the relationship between teachers' performance and principal effectiveness and use this description to form useful recommendations that are hoped to have positive effects on education in Palestine.

1.4   The questions of the Study

The study hopes to answer the following questions:

1- What are the modern criteria to measure success of school leadership?
2- Why are some schools' performance is better than others?
3- Why is there a difference between teachers' performance?
4- What are the ways by which principals improve their teachers' performance?
5- To what extent does the relationship between school principals and teachers affect students' achievement?

1.5   The objectives of the study

This research aims to accomplish the following objectives:

1- Studying the criteria to assess successful principals.
2- Exploring the various patterns of relationships between teachers and principals.
3- Figuring out the role of principals on teachers' performance.
4- Exploring the impact of the principals' leadership patterns on the students' achievement.
5- Coming up with effective generalizations and useful suggestions to improve education in the target area.

1.6   Limitations and Scope of the study

Geographically, this study covers the north part of the West Bank area due to the political situation which makes it difficult and sometimes impossible to conduct the study in the other parts as well as Gaza.The three directorates are:Qabatia , Tubas and Jenin.Furthermore, the relationships between teachers and principals that the study deals with are limited and specific to those relationships that are relevant to their professions and affect their professional performance. Thus, other kinds of relationships such as kinship, religious or political status and any other kind of relationships that are irrelevant to the professions of teachers and principals is excluded in this study.

1.7   Definition of the Idioms

Some of the idioms that the research contains are defined as follows:

Qualitative research is defined as: "a multi-method in focus, including naturalistic and interpretive approach within its subject matter". Denzinand Lincoln, (1994).

In other words, this method contains various methods to interpret a specific phenomenon by giving complete demonstration to it. While, Patton (1980:22), argued that: "qualitative research consists of detailed descriptions of situations, events, people, interaction and behavior." While, Myers, (2000), pointed that quantitative data are tools that used to understand experience of human.

Quantitative research: your aim is to determine the relationship between one thing and another. The quantitative method as Creswell (2009.p.16) stated as testing a theory by collecting data to support hypotheses. The process implemented through an experimental design to assess attitudes before and after the experiment. This definition agreed with Yoshikawa et al (2008), "We define quantitative data as information that has been collected in numeric form."

Achievement is a task–oriented behavior that allows individuals performance to be evaluated according to some internally or externally imposed criterion ,that involves the individual in competing with others ,or otherwise involves some standard of excellence, (Spence and Helmreich , 1983,p.12-13)

Management

In general, it is a process of planning and controlling the organizing and the leading execution of any type of activity. (www.wikiperdia.org). While effective school management as Marzano (2003) identified it by the effective implementation of school rules and procedures. The implementation of appropriate consequences for violations of rules and procedures. Additionally, addressing and establishing optimal relationship with teachers and students.

Continuous Improvement

This concept is derived from the Japanese term kaizen, which means the continual and incremental improvement of the critical aspects of the organization by all members of the organization. According to Deming (1986), a leader must invite continuous improvement into the organization up front in the minds of employees and judging the effectiveness of the organization.

Professional Development & Professionalism

Professionalism, it is a global concept which has different meanings or interpretations (Ur, 2002) defined it as a mean to reach a high level of competence and become an expert by continuous learning. (Hedrick 2005) said that: "being an expert

needs continuous learning."(Phelps, 2006) added that a leader and a teacher should be responsible and risk-taker. (Ur, 2002) also added that professionals are human who confirm that learning as a lifelong process that have standers and indicators   or achieving knowledge. (Head and Taylor 1997) for example, define it as "growth and change" .

Professionalism and development gathered in one concept "professional development". The new concept was discussed and argued and resulted to many definitions. One of them, career long process which make a relation between teachers and student need.(Diaz-Maggioli, 2004).

Principal effectiveness: However, the concept occupied a major area of concern, principal effectiveness is not easy to define as it has many sides because the job of the principal requires doing many duties and actions. Duke (1992), stated that the concept of effectiveness has many roots. He demonstrated four trends: a. Principals' traits. b. Compliance. c. Competence. d. Outcomes. Duke added that the leader effectiveness is a function of all of those traits. Everyone is important, but not enough to work alone. Consequently, the whole process of leadership becomes meaningless. Different viewpoints were given to illustrate what is meant by principals' effectiveness and all of them focus on the performances that point to the effectiveness. The first one of these duties is to help the teachers and support them to do their job effectively and this is considered one of the criteria on which principals' effectiveness is to be judged. Linda Darling-Hammond, "the number one reason for teachers 'decisions about whether to stay in a school is the quality of administrative support — and it is the leader who must develop this organization" (Darling-Hammond, 2007, p. 17). In addition , (The Wallace Foundation, 2012) considers several duties and practices as indicative of the effectiveness of schools principals:

1. Shaping a vision of academic success to all levels of students, relies on high and international standards.

2. Creating an intervenient climate which offers safety, security and enhances good teaching and learning conditions.

3. Cultivating leadership in others so that teachers and other adults assume their part in realizing the school vision;

4. Improving instruction to enable teachers to teach at their best and students to learn at their utmost; and

5. Managing people, data and processes to foster school improvement.

Other definitions and more sides of the effectiveness of the principals will be provides in the suitable place as a part of the literature review.

1.8   The Structure of the Study

This study is composed of 5 chapters as follows:

- Chapter one forms an introduction and general description of the study as it defines its problem , limitations , questions ,objectives and methodology
- Chapter two is a survey of an extensive related literature. It investigates the previous studies that are relevant to the topic matter of the study in hand. It aims to strengthen and clarify the results of this research and is also used in explaining the findings of this research
- Chapter three states the methodology of the research and includes the kind of the research , detailed information about the means of collecting data , information about the sample and the target area in which the research will be conducted .
- Chapter four attends and analyzes the data gathered for the research.It includes the results of the analysis of the data and its interpretation and consequently provide answers for the questions of the research.
- Chapter five is a conclusion of the study. It includes the summery of the significant results, proposes recommendations which are conducted from the findings of the research .

Chapter 2 "Literature Review"

2.1 Introduction

Schools, like any other kinds of organizations, need effective and efficient leadership. Leadership is important for this research because the kind of leadership the principals adopt   affects their practices and consequently affects their relationships with the teachers and other staff. Principals work hard to make sure that the aims of the organization are achieved. School principals are the ones who shoulder the responsibilities of leading schools.

This chapter aims to give a clear idea about the theoretical side of this study as it clarifies the idioms and the concepts that are necessary for the research. In addition, it introduces the current research on the work and practices of principals and the qualities of effective principals. Moreover, the chapter discusses the relationships between teachers and principals and how they affect students' achievement, the kinds of leadership styles, supervision and other practices that principals perform and how they affect teachers' practices and students' achievement.

The development of the human communities and organizations cannot be viewed without practicing leadership. Many scholars and researchers such as Blondel (1987), English (2008), Hollander (1992) and Jago (1982) stress that the process of leading and the concept that leadership is essential for the development of the various kinds of human groups and organizations.

Leadership appeared early in the history of humankind as stated by many scholars and researchers. The general leadership literature, as stated by Blondel (1987) and Northouse (2010), leadership is vital to the school effectiveness. This concept was emerged early in the history of human communities. The following subsections deal with past and current beliefs, definitions, theories and styles of leadership.

2.2 Past and Current Beliefs About Leadership

In fact, people have assumed that leadership is critical to the success of any organization. The concept dates back to antiquity. According to Bass (1981), the study of leadership is an ancient art. Additionally, leadership occurs universally among all people, regardless of culture. Theories of leadership include approaches such as: "great man" theory, which proposed that, for example, without Moses the Jewish would have remained in Egypt; "trait theory", leaders are characterized with superior qualities; and "environmental theory", which asserts that leaders emerge as a result of time, place and circumstances.

The traditions and beliefs about school leadership are not far from those mentioned above. (U.S. Congress, 1970), identified the principal as the single most influential person in a school. Additionally, he is responsible for all activities in and out school building. Since the beginning of the nineteenth century, the concept of effectiveness is started to change, (Tyack&Hansot, 1982). There have been a number of calls for new paradigms in researching in educational leadership. Meta-analysis has appeared in this era. This term refers to an array of techniques for synthesizing a vast amount of research quantitatively, (Glass, 1982).

2.3 Defining the Concept Leadership

The concept of leadership, its definition, kinds and characteristics have been studied by several scholars.Many definitions were provided for leadership. As we study the several definitions that were given to the concept' leadership', we notice that the concept includes many sides such as the process, the goals, the parties, the kind and the nature of the communication and the nature of the leading activities that leadership requires. This explains why many definitions were given to the concept, leadership, as the several definitions refer to the sides of leadership that are given priority by the researchers and the style of leadership also taken with the same level of priority. (Stogdill, 1950) and (Prentice, 1961) provide definitions that view leadership as the work done by a leader to affect the followers and have

their efforts directed towards achieving the goal of the organization he or she leads. In his definition, we notice that elements stressed are the activities and the goals. No consideration was given to the communication or the human relations aspects in the definitions. The influence seems to have one direction and points to the duty of the leader as the one who gives the orders and expects the collaborators who are called the ''human assistance'' to follow his directive in order to achieve the goals of the organization

On the other hand, (Tannenbaum, Weschler&Massarik, 1961) provide a definition for the concept in which the elements of communication and "interpersonal influence are included. The term "interpersonal" in the definition is important as it points to the mutual effects between the leaders and the people they lead, as leaders modify their leading practices and may change their leadership style according to the responses of the people they lead. In the definition provided by (Donelly, Ivancevich& Gibson 1985) the elements communication, goal and activities appear in the definition.

In addition to the importance of the elements included in the definitions discussed above, some of the terms that the definitions included have a special importance as they are indicative to the development of the way people perceive the concept of leadership. The words 'collaborators and marshals ' in Prentice's definition and the word' followers' in the definition provided by Donelly, Ivancevich& Gibson point to the kind of communication between the leaders and the people they lead from the viewpoints of the researchers. The definitions discussed above describe a traditional perception of the concept as the leader is the one who plans everything and the others only follow him and obey his directives. By stressing these words, we can realize and trace the line of development that emerged on the way how people understand the concept leadership. The more recent definitions include new elements and use words that never occur in the earlier definitions. For example, (Batten, 1989) in his <u>Tough-minded Leadership</u> defines leadership as follows:

> "Leadership is a development of a clear and complete system of expectations in order to identify, evoke and use the strengths of all resources in the organization the most important of which is people."(p: 35)

The definition cited above focuses on planning as the phrase 'development of a clear and complete system of expectations' indicates. The definition also focuses on using the available recourses in order to achieve the goals of the organization though the element ' goal' is not explicitly mentioned in the definition. The phrase "available resources" is important as it indicates that leadership uses all the resources human and non- human ones to achieve the organizational goals and plans. (Bass, 1990) defined leadership as a change oriented process. The change involves both the abilities and the attitudes of the followers. Thus, the true leadership from his viewpoint is a process that aims to develop and change the whole situation including the human resources. The definition can be considered as a development in the way how leadership is viewed as the definitions before focus on the achievement of the goal of the organizations and do not include changing the competencies and motivations of the followers.   The definition seems to describe highly charismatic leaders with effective communicative skills and in addition to the skills of planning.

The discussion of the several definitions show how the concept leadership developed from instructing people and directing them to achieve a goal, to a communication and interpersonal influence and then a plan for developing a situation through changing the competences and the motivation of the followers. The differences in the definitions have their roots in the styles of leadership as the following subsection shows.

2.4 Kinds and Styles of Leadership

The concept "leadership" is a complex one. Scholars and researchers have different viewpoints about it. The complexity of the concept is the reason why scholars and researchers do not agree on one definition for the concept. In addition to their disagreement on defining the concept of leadership, they deal in a similar way concerning the types and styles of leadership. (English, 2008) views leadership as a science and an art whereas Northouse, 2010) views leadership as a trait and as a process. Furthermore, Fleishman, Mumford, Zaccaro, Levin, Korotkin, & Hein (1991) distinguish between 65 classifications of leadership dimensions that had been used over

the past 60 years. The differences in the definitions have their roots either in the styles or the dimensions of leadership that are given priority by the researchers. For example when Lussier&Achua (2004) in their definition focus on the change which means to achieve the goals of the organization, and to show task oriented tendency .

A leadership style is composed of three elements: traits , skills and behaviors that leaders use as they interact with employees (Lussier&Achua, 2004). In the website, www.leadership-toolbox.com, the researcher categorizes the styles of leadership according to the priorities of the leaders into task oriented and people oriented styles.

Other resources classify the styles of leadership differently .For example , Derel (2003) classify these styles into three categories : Authoritarian leadership in which leaders take all the authority and do not give the followers any chance to take part in decision making; democratic leadership which is characterized by sharing and expressing ideas and suggestion and giving the chance for the followers to take part in decision-making; and finally, the laissez-fair leadership which gives all the authorities to the group and can be described as the leader who does not lead.

2.4.1 Task Oriented Style

The task oriented style focuses on the work to be done and the goal of the organization. The task oriented style includes the following kinds of leadership. The task oriented leadership includes the hand off leadership, the autocratic and bureaucratic .In the hand off leadership, the leader only gives the directives and expects them to be followed, so as to achieve the intended goal. He / she does not give any help or support to the people he /she leads. This style of leadership is suitable when the people leading are specialists and possess all the skills and the experiences needed for the tasks they have to conduct.

The autocratic leadership is described as a dictatorial leadership. An autocratic leadership doesn't listen to the thoughts of the followers or allow them to take part in making decisions. Merriam-Webster's Online Dictionary defines an autocrat as: "a

person (as a monarch) ruling with unlimited authority or one who has undisputed influence or power",(http://www.merriam-webster.com).

The autocratic style of leadership has its own advantages and disadvantages. The disadvantages include the misuse of the authority and limiting the chances of the followers to be creative or launch initiatives as it keeps their role to the level of following the instructions strictly and to the letter. However, there are certain conditions in which this style is the most suitable as the following quotation shows.

In addition to the previously mentioned disadvantages, the website (www.preservarticles.com), considers the following as disadvantages of the autocratic style of leadership:

1- Ineffective communication as the leaders do not receive feedback from the followers or share their thoughts with them.

2-Wrong and harmful decisions can result from exploiting decision making.

3- It reduces the workers devotion, loyalty and enthusiasm to the goals of the organization.

4- Itcauses reduction in the production because of the workers' dissatisfaction.

5- This style of leadership is most likely to fail the objectives of the organization when the workers are skillful and the work requires cooperation in the form of teamwork.

6- It is unsuitable when the workforce is knowledgeable about their jobs and the job calls for team work and cooperative spirit.

Regardless of the above mentioned drawbacks, there are times and conditions in which this style is necessary. For example when there is a real worry and doubt about achieving the goal on time or in the times of emergency and crisis. (Murphy, 2005).

2.4.2 People Oriented Style

Compared to the task oriented style, the people oriented style of leadership is characterized by more effective communication between the leader and the followers. The thoughts and the initiatives are listened to and discussed with the leaders who behave in a democratic way. According to the website (http://www.leadership-toolbox.com), people oriented style includes the following types of leaders:

1- The trainer: In this style of leadership the leaders do their best to increase and develop the abilities of the team they work with through sharing his knowledge and skills with them. This style of leadership helps the organization to succeed in achieving the goals and it creates and encourages cooperation and creates strong relationships in the organization.

2-The cheerleader/coach : In this style of leadership the leader does his best to encourage, raise the motivation and enthusiasm of the people he/she works with through giving them good feelings. The effectiveness of this style is centered on the leaders and their personal qualities.

3- The Democratic: The most important and distinctive aspect of this style of leadership is the freedom of expressing the thoughts, ideas and initiatives. The democratic leader listens to the suggestions of the people he/she leads and discusses them with respect and care.

2.4.3 Transformational and Transactional Leadership

Both terms have their roots in the work of James Burns, who is generally considered the founder of modern leadership theory. Burns (1978), defined leadership as: "leaders including followers to act for certain goals, wants and needs." Transactional Leadership is the favored style of leadership which assumed to produce results beyond expectations, (Bass, 1985). Transformational leaders form "a relationship of mutual stimulation and elevation that converts followers into leaders and may convert leaders into moral agents", Burns, 1978. (p. 4). However, Bass (1990) articulated four factors that characterized the behavior of transformational leaders: individual consideration,

intellectual stimulation, inspirational motivation and idealized influence. (Bass, 1990), p. 218).

Transformational leadership in education was developed by (Bass, 1994). They stated that the four factors mentioned in the previous paragraph, are highly needed for school principals to meet the challenges of the 21st century. The effective school principal must help staff members think of old problems in new ways. They must communicate high expectations through a powerful and dynamic presence. Finally, the effective principal must provide a model for the behavior of teachers.

2.4.4 The Situational Leadership

The needs, abilities, competences and motivations differ from one person to another and the style of leadership that suits a situation may not suit another situation. Situational leadership is a leadership style that has been put in use for the previous forty years and it is based on the idea that a leader should not stick to one style of leadership but vary the styles according to the situation,(Blanchard & Hersey, 1996).

Hersey and Blanchard categorized the styles of leadership according to the kind and the amount of the behavior the leaders practice in their dealing with followers they lead into the following styles:

Style 1: Telling: In this style the communication has only one direction. The leader, in this style, determines the roles of the followers and sets the details of the task to be done.

Style 2: Selling: In this style the leader still directs the followers but he/she sets mutual communication with them and provides them with the support they need.

Style 3: Participating: In this style the leader focuses on the relationships more than the tasks in the way he/she behaves with the followers. In this style, the followers take part in making decisions concerning the tasks to be done.

Style 4: Delegating: In this style, the role of the leader is minimized into monitoring while the role of the followers is maximized to taking decisions and shouldering the responsibility. (http://en.wikipedia.org/wiki/Situational_leadership_theory)

According to Fullan (2010), Flexibility is one of the basic advantages of this style as it gives the attention that is needed to develop the competences and guarantee success by using the most effective leadership style in a certain situation.   The followers are the Centre of the concerns of the situational leadership. The situational leadership aims to develop the followers' commitment, competencies and self-reliance through training, teaching and directing (House, 2004).

2.5 School Principals as Leaders

Nowadays school principals are considered the leaders of the teaching-learning process and called "instructional leaders". They provide the teachers with learning chances to improve their professional growth. The chances the principals to engage teachers "in the pursuit of genuine questions, problems, and curiosities, over time, in ways that leave a mark on perspectives, policies, and practice" (Little, 1993, p. 133).

This section studies the work of the school principals as leaders. It focuses on the tasks and the responsibilities of leaders, their accountability for the success of schools concerning students' achievement and the characteristics of an effective principal.

2.6 School Principals and Student's Achievement

The research is supporting the importance of effective school leadership in creating the conditions for effective schooling in growing rapidly. It was not that long ago, however, that some educational researches and theorists believed principal leadership had little to do with student achievement. (Witzier, Bosker, and Kruger,(2003). However, other researchers have arrived to at very different conclusions. For example, Marzano et al. (2005) in their sixty-studies noted that the correlation between principal leadership and student achievement is quiet positive and significant. The same conclusion has arrived at different other studies like, (Robinson, 2007).

A justifiable conclusion can be gleaned from the research is that: "The more skilled the building principal, the more learning can be achieved among students. Although it is now accepted in education that principal leadership has a significant effect,

it is also recognized that the relationship is indirect rather than direct.(Marzano& Waters, 2009; Marzano et al. 2005). In other words, principals actions and behavior do not affect directly the process, while their instructions to teachers are work effectively. Figure 1 presents the relationship:
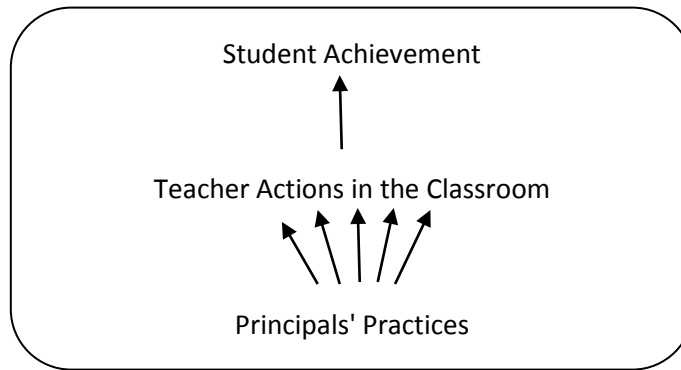
Figure1. The Relationship between principal behavior and student achievement

Figure 1 indicates that the principal's influence on student achievement passes through teachers. Another curious aspect is that different lines are depicted between principals and teachers. This is means that teachers are the mediators and the transferor to principals' actions.

Marzano, Waters & McNulty (2005), addressed nineteen responsibilities and actions to raise student achievement. In summary, the most important are:

1- Providing affirmation and celebration of staff effort and achievement.

2- Challenging the status quo as a change agent.

3- Establishing processes for effective communication and demonstrating flexibility in meeting different needs in the school.

4- Shaping the assumptions, beliefs, expectations and habits that constitute school culture.

5- Participating in curriculum design, implementation and assessment.

6- Establishing clear goals, procedures and a positive working environment.

7- Providing teachers with resources and support to help them succeed.

8- Being visible throughout the school and having positive interactions with staff and students.

2.7 Training Team Leaders as capacity builders:

Team leaders benefit various skills from training such as building consensus, facilitating dialogue, collaborative problem solving and leading effective meetings, (Linden,2003). The most important and deepest learning occurs when they learn by doing, (McDougall, Saunders & Goldeberg,2007). Development today means providing people opportunities to learn from their work rather than taking them away work to learn, (Hernez-Broome & Hughes,2004). The principal and the team could anticipate different questions, why, what, when, how, guided and quality questions. By reviewing these questions beforehand, principals provide their team with tools that enhance their likelihood of success. Consequently, teachers' performance and student achievement will be increased, (DuFour&Marzano, 2009).

A collaborative team is more than a group of random people who meet periodically to see if they can discover a topic of conversation. It is a group of people working interdependently to achieve a common goal for which members are mutually accountable. If leaders are going to hold others accountable for improving their performance in some area, the leaders must demonstrate accountability to them by helping develop their capacity to meet the new expectation, (Elmore, 2003). The same conclusion was came up with Marzano,(2005). He argued that teachers are more likely to improve their practice they working and collaborating with colleagues. Stigler &Hiebert (2009), also conduct that the best structure to help teachers improve their instruction is grouping them in the same content.

It is impossible for a singular person to fulfill all the responsibilities of principal-ship. However, everyone is convinced that building the capacity of teachers to work in collaborative teams is more effective than spending time in supervising individuals to better performance in traditional classrooms, (DuFour&Marzano, 2009). Interaction

between leadership and teachers regarding student achievement, need relative to specific academic goals. McLaughlin & Talbert, (2006), concluded, "Principals are in a key strategic position to promote or inhibit the development of a teacher learning community in their school .... School administrators set the stage and conditions for starting and sustaining the community development process." (p.56).

Principals do indeed make a difference in student learning, and the most powerful strategy for having a positive impact on that learning is to facilitate the learning of the educators who serve those students through the teaching and learning process.

2.8 Characteristics and Practices of Effective School Principals

One of the qualities and characteristics of successful leadership is flexibility. It refers to the extent to which leader adapt their leadership behavior to the needs of the current situation. Fullan,(2001), explains flexibility by accumulating insights and wisdom across situations and time may turn out the most practical thing we can do. (p.48). Lashway (2001), focused on the acceptance of diverse opinions. He notes that effective leader should encourage and nurture individual initiative. The must protect and encourage the participants points of views. (p.8). To summarize the idea, flexibility associated with specific behavior. First, adapting leadership style to the needs of specific situations. Next, being directive or none directive as the situation warrants. Finally, principal should encourage people to express diverse and contrary opinions.

Another effective characteristic of a school leader is optimism. Blasé & Kirby (2000), identified it as a critical trait. They added that principal always sets the emotional tone in the school for better or for worse. Kelehear (2003), the creation of an optimistic emotional tone is a strategy that the principal should execute at appropriate times. While, Kaagan&Markle (1993), describe the benefit of a positive emotional tone is an environment where new ideas and innovation abound. (P.5). The optimism refers to the extent to which the leader inspire others and is the driving force when implementing a challenging innovation.

An important characteristic of school principal is visibility. It addresses to which the school leader has contact and interacts with teachers, students and parents. (Whitaker, 1997). He added that: "an extremely important in the school life and often neglected is that of being a visible principal." (P.155). Blasé and Blasé (1999), explained the purpose of visibility in two points. First, it communicates the message that the principal is interested and engaged in the daily operations of the school. Next, it provides opportunities for the principal to interact with teachers and students regarding substantive issues.

School leadership needs to challenge the status quo. Fullan, (2001), explains that an effective school leader should be a change agent. He has to disturb the staff in a manner that approximates the desired outcome. Fullan also added that change agents do not live more peacefully, but they are better at working through complex conditions and circumstances. Silins, Mulford and Zarins (2002), provide a different perspective to change agent. They stated that effective change agent, are leaders who "protect those who take risks" (p. 618). The principal exposed to the responsibility of change agent, when he says to the staff: "Perhaps we are becoming too comfortable with ourselves. What could we be doing that we are not?"

A school leader needs to be a good communicator. He should establish strong lines of communication with and between teachers and students. Scribner, et al, (1999), explain that effective communication might be considered the glue that holds together all the other responsibilities of leadership. Similar views have been expressed by Elmore (2000), Fullan (2001), and Leithwood&Riehl (2003). School leaders demonstrate communication when they initiate monthly and weekly newsletters distributed to all staff describing decisions that have been made. They can also raise biweekly or after-school meetings at which teachers can discuss their concerns.

2.9 A plan for Effective School Leadership

An old proverb, "A vision without a plan is just a dream. A plan without a vision is just drudgery. But a vision with a plan can change the world." Without constituting a clear plan, student achievement and teachers' performance will not meet the target goals and best results. This section will present a plan of action that help and support any school leader articulate and realize a powerful vision for enhanced achievement of students. This plan involves five steps. 1. Developing a strong school leadership team. 2. Distributing some responsibilities among the team. 3. Selecting the right work. 4. Identifying the order of magnitude implied by the selected work. 5. Matching the management style to the order of magnitude of the change initiative. These steps will be discussed in some details.

1. Develop a strong school leadership team

The focus of school leadership shifts from a single individual to a team of individuals, (Fullan, 2001). This is a concept of a purposeful community that provides guidance as to how a leadership team might best be developed and maintained. Specifically, we believe that a strong leadership team is the school into a purposeful community. To put it differently, crafting the school into a purposeful community is a necessary condition for the design of an effective leadership team.

2. Distribute some responsibilities throughout the leadership team:

The next step in our plan is to distribute responsibilities among the leadership team. The principal is not excluded, rather he is considered as a key member of the whole team. Heifetz &Linsky, (2002), introduced the concept, "balcony view". They explained as the leader must be able to step back out of the moment and assess what is happening from a wider perspective. . Heifetz &Linsky further emphasized that the balcony view is difficult for individuals to achieve.

3- Select the right work

If the school leadership does not select work that has high probability of enhancing student achievement, the hard work of the principal, the leadership team and

the school as a whole will be for naught, at least of student achievement. In schools the desired result typically deals with student academic achievement. In his survey, "What works in schools", Marzano, 2003), distributed thirty nine questions to the staff and the administrators.

4- Identify the Order of Magnitude Implied by the Selected Work

This step should result in the identification of a specific area of work on which to focus. With its next work identified, the leadership team would consider the magnitude of change implied. One of the difficulties is that one person's first-order change might be another's second order change, (Marzano, 2005). So it needs to analyze the related work to determine if it is a first- or second- order change.

5- Match the Management Style to the order of Magnitude of the Change Initiative

AS a result of step four, the leadership team and the principal should have a fairly good indications of whether their new work is first order or second order in magnitude. Order involves establishing procedures and routines that provide faculty and students with a sense of predictability. In other words, the fifth step matches the appropriate leadership behaviors to the order of the change implied by the selected work.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter addresses the methodology used in this study. It is organized into five major sections: (a) research design which includes population and sample, (b) instrumentation which includes the reliability and validity of the scale that includes seven factors (c) data collection, (d) data analysis, and (e) limitations. The purpose of this study was to examine the relationship between teacher and principal on students' achievement as perceived by principals and teachers. The research question formulated for this study was: Do the relationships between principals and teachers affect students' achievement?

3.2 Research Design

This researcher used a mixed method of qualitative and quantitative research designs . It is qualitative in the scene that it describes the phenomena (the effect of the relationships between the teachers and principals) and tries to get deep understanding of these relations through determining the reasons and the effects of the several possible patterns of these relationship. The website,(www.wikipedia.org) determines by confirming that of a qualitative research aims at achieving a deep understanding of a human behavior ,explaining it through deterring the reasons that affect it . It is also a quantitative research in the scene that it gives statistical meaning to the domains of the research. According to the website cited above a quantitative research is a design that is used when the purpose of the researcher is to study the relationship between variables, one is called a dependent and the other independent. In this research the dependent variable is students' achievement and the independent variable is the relationships between teachers and principals.

This research is not only a descriptive one that limits its aim to describe the phenomena but it also aims to make interpretations, connections and analysis of the data collected by measuring , classifying and extracting results and conclusions. So it used the co-relational approach because it aims to study if the relationships   between teacher and principal has a positive effect on students' achievement . Correlation coefficients were calculated to evaluate potential positive or negative relationships between the two constructs. In the following three sub-suctions, the researcher states more explanation about the approaches that were implemented in the research.

3.2.1 Quantitative approach

Yoshikawa et al (2008) defined quantitative method as: "the information that has been collected in numeric form." The collected data is categorized and analyzed. In order to fulfill the purpose of the research and reach meaningful results, the researcher used various quantitative resources:

- A questionnaire for principals (Appendices: B, C, H)

- A questionnaire for teachers   (Appendices: D, E, F, G, I)

- Own experience

3.2.2 Qualitative approach

Qualitative approach examines the reality of thetargeted group life. In other words, what are their views and interpretation to a specific phenomenon around them? Patton (1985) stated that: "A major strength of the qualitative approach is the depth to which exploration is conducted and descriptions are written, usually resulted in sufficient details for the reader to grasp the idiosyncrasies of the situation." The researcher followed this method to reach and fulfill the target objectives. As Myers (2000) pointed: "The ultimate aim of qualitative research is to offer a perspective of a situation and provide well-written research reports that reflect the researcher's ability to illustrate the corresponding phenomenon."Additionally, the researcher works in the same target field of the research doing a great number of administrative duties. This enables him to enrich the study with fruitful and valuable information.

3.2.3 Mixed method approach

Using the mixed method approach is essential for overcoming the shortages and weaknesses in another approach, Creswell, (2003). Moreover, using the mixed approach can reinforce and strengthen the evidence and come to better conclusions. Therefore, using quantitative and qualitative methods in this research adds strength and effectiveness. Creswell,(2003) demonstrates the characteristics of this method:

- The ability to collect multiple quantities of data.

- Ability to gain statistical and numerical analysis.

- Across database interpretation.

3.3 Population and Sample:

The participants in this study were principals and teachers from the Palestinian governmental schools in north West Bank in Palestine . The governmental schools form the vast majority of the Palestinian schools and they are attended by students all the social and economic levels and so they can represent the situation of the schools in Palestine .Enrollment in the private schools on the other hand requires high fares and so they are mostly attended by students whose parents are of a high or middle financial levels . The Schools that are run by the UNARWA are mostly in refugee camps that have unique situations in terms of their locations and the factors that affect the relations in schools or even the refugee camps themselves. The researcher chose the target area under the impact of the current situation in the PalestinianOccupiedTerritories. The Israeli regulations in West Bank make traveling between the Palestinian cities hard for the Palestinian people because of the checkpoints that are spread between the main cities. The researcher chose the directorates of Qabatia , Tubas and Jenin as a target area for this study because the three directorates are near and there are no checkpoints between them .

The directory of Tubas has 41 principals and 834 teachers, Qabatia has 70 principals and 1320 teachers and Jenin has 76 principals and 1522 teachers.

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All the teachers and the principals who are involved in the sample selected for this study are certified and full time employed. The sample includes 60 teachers and 60 principals who work in the governmental schools of the directorates of Tubas , Qabatia and Jenin . The participants were selected randomly   from the schools of the three directorates. The sample involves 20 principals and 20 teachers   from each directorate .They were appropriate for this study because they were certified full time principals and teachers. The names of the principals and teachers who participated in this study were not identified to the researcher.

The table below shows the demographic variables for principals:

Table (1)Summary of the Demographic Variables for principals

Demographic Variables	Category	Frequency	%
Directorate	Qabatia	20	33.3
	Jenin	20	33.3
	Tubas	20	33.3
Experience	1-5 years	00	00
	5-10 years	20	33.3
	More than 15 years	40	66.7
qualification	diploma	6	10.0
	bachelorism	36	60.0
	Higher studies	18	30.0
sex	male	30	50.0
	female	30	50.0

The principals are justified to be involved in this study since for two reasons. First, they are a part of the relationships the research aims to study .Second, they are the ones whom the research aims to check their attitudes and practices concerning leadership

and the modern criteria for evaluating school principals which are two important questions in this research. Studying the variables of the participants who are involved in this study is important for the purposes of the researcher as they can be used in explaining some of the results that occur in the data analysis. The variables of experience and qualifications are of special importance concerning the relationships between the teachers and principals and achievement in the schools that are involved in this study.

The table shows that the three concerned directorates are represented equally. The sample also took into consideration the factor gender and included male and female teachers and principals equally too. The variable experience shows that the highest percentage is for principals who have been working at the public governmental schools for more than 15 years where no one of the principals has an experience of less than 5 years. This is because principals spend years as teachers before they become principals. Concerning the variable qualifications, the table above shows that only 10% of the principals have a diploma, 60% of them have BA whereas 30% have post graduate studies.

Teacher's form 50% of the sample .The sample of teachers who participated in this study was also analyzed in accordance with the same variables of gender, experience, location and qualifications.

Table 2 below shows the demographic variables for the teachers who are involved in the sample.

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Table (2)Summary of the Demographic Variables for teachers

Demographic Variables	Category	Frequency	%
governor	Qabatia	20	33.3
	Jenin	20	33.3
	Tubas	20	33.3
Experience	1-5 years	12	20.0
	5-10 years	34	56.7
	More than 15 years	14	23.3
qualification	diploma	6	10.0
	bachelorism	40	66.7
	Higher studies	14	23.3
sex	male	30	50.0
	female	30	50.0

Contrasting and comparing the tables for the demographic variables of teachers and principals show that they have both teachers and principals have the same percentages in terms of gender and location whereas differences occur in the other variables .The following differences are noted :

- Fewer teachers have experience of 15 years compared to principals.

- Less teachers have post graduate qualifications.

- More teachers have BA

An important note is that the diploma holders form the smallest sector and this refers to the policy that is adopted by the Ministry of Education and higher education to encourage the employed diploma holders to complete their education. In addition, the

ministry has been giving priority to BA and post graduate candidates in employment in the expense of diploma holders.

3.4. Instrumentation:

Based on the research question and hypothesis identified in this study, the researcher used two means for data collection. A questionnaire was the main mean for collecting data for this research and in the light of the results and after analyzing the responses of the participants the researcher used an interview with two principals, as a supplementary means of data collection, to explain results that needed explanation.

The questionnaire was built in light of the questions and the hypothesis of the research and on survey of the of the previous studies included in chapter two above. The main instrument 'questionnaire' is composed of 74 items that are closely related to the questions and the hypothesis of the research. It is composed of the following seven domains ; (Appendices B - H)

- The first domain (Appendix B) includes 11 items and was designed to be answered by the principals. It aimed to check if the principals of the target area are aware of the modern criteria of evaluating principals. Through studying the principals' viewpoints and attitudes about the various leading practices, this domain explores the styles of leadership that are predominant amongst the principals. This domain includes statements that are closely related to the characteristics and practices of effective principals and ways they use in communicating with the staff they work with and their viewpoints concerning sharing the responsibilities and decision making with teachers.

- The second domain (Appendix C) includes 10 items. It was designed to be completed from the viewpoints of principals. The main concern of the statement included in this domain was accountability for students' achievement. The domain aimed to check if principals are aware of their accountability for students' achievement and if their practices reflect a high or low level of awareness concerning students' achievement . The statements in this domain include investigating some of the practices that reflect the

level of awareness of the principals in this regard such as keeping records, conferring with the teachers and making continuous follow ups concerningachievement.

- The third,fourth and fifth domain (Appendix D) aimed to give an idea about the nature and patterns and strength of relationships between teachers and principals from the viewpoints of teachers so as to be compared with the answers of the principals on the first and second domains. The principal's practices regarding communicating with teachers, students' achievement and teachers' professional growth were used in the three domains as indicators to the relationships between teachers and principals .The third domain includes 10 items that were designed to be answered by teachers. Its main concern was to explore the ways the principals use to communicate with teachers and   if the teachers are satisfied with them. This domain includes statements about the occasions and the situations that require communication between teachers and principals and how effective the communication is. The items ask the teachers to provides their viewpoint about issues suchas formal and informal meetings, providing teachers with feedback, the level of clarity in the instructions the principals give the teachers , listening to the teachers' concerns and creating chances to share thoughts and experiences.

- The fourth domain (Appendix E) includes 12 items. It aimed to investigate if teachers are satisfied with the principal's practices as far as students' achievement is concerned. The statements of this domain include investigating 12 of the principals 'practices that are closely related to students' achievement and at the same time require principal- teacher interaction such as visiting the classes to observe the teaching, providing teachers with advice concerning unsatisfactory achievement , discussing the remedial plans with the teachers and providing them with useful feedback , reinforcing outstanding achievement   , encouraging extra academic activities, encouraging innovations and prompting teachers to experiment with new ways .

- The fifth domain (Appendix F) is composed of 11 items. Its main concern is to examine the principals' practices regarding teachers' professional growth and if the teachers are satisfied with these practices. The statements investigate practices such as inquiring about teachers; professional needs; answering teachers' professional questions; arranging   courses   and   workshops;   providing   the   schools   with   the   necessary

resources;arranging peer visits for the teachers; arranging visits between schools and communicating with educational institutions to fulfill the teachers' professional needs.

- The sixth domain (Appendix G) includes 10 items that explore the effect of the principals' practices that were studied in the third, fourth and fifth domains. It aimed to provide the researcher with an instrument that can be used to predict the actual situation in the schools of the target area regarding the relationships between teachers and principals through tracing the relations between the answers on statements of the previous domains and the answers on the   sixth domain. This domain includes statements that require teachers to provide answers that represent their reactions and responses to the principal's practices and styles of leadership. For instance , teachers were asked about how they respond when the principals who are strict and rigid and how they respond to the practices of principals who maintain close relations with teachers; cooperate with them; highly appreciate their efforts; give them the chance to take part in panning and help them in fulfilling their professional needs; encourage peer visits .

- The seventh domain (Appendix H) is composed of 10 items that were designed to be answered by teachers. This domain explores the effect of the principals and teachers' relation on students' achievement. The statements that form this domain concentrate on the way students' achievement is affected by the relationships between teachers and principals which is exhibited through behaviors and performances of both principals and teachers. Teachers were asked how achievement is affected when principals visit the classes regularly to observe the teaching process and provide teachers with feedback , when teachers and principals share the responsibility for students' achievement ,when teachers and principals cooperate in reinforcing students with outstanding achievement ,when teachers and principals make continues follow ups for the achievement of students as individuals , and when teachers and principals cooperate in communicating with parents , providing them regularly with information about their children's' level of achievement .

All responses on the scale had a numerical value of 1-5, which represented the Likert scale responses from   strongly disagree to strongly agree. Participants were asked to select a response that described how effectively   they performed each task.

3.4.2 The Reliability of the Instrument:

Robinson, (2007), defined reliability as consistency between two or more measures. Furthermore, reliability checks and measures other aspects as validity, content and the purpose. For this aim and for confirming the validity and reliability, the research followed specific steps. All the chapters and surveys were reviewed by the dissertation tutor. In addition, my school academic vice principal completely volunteered to review and feedback with positive ideas and suggestions. Not only the vice principal who supports, but also the school principal who invested a principals' meeting to explain the importance of the research in enhancing student achievement and urged the participants to be reliable and provide the truth.

School principals should work with staff as well as students to establish more consistent expectations. They present concrete evidence that improvement is taking place. Everyone in the school must believe that improvement is essential to school success.

Gall et al (2005) stated that the creation of a perfectly reliable instrument is not possible. Sources of error will be present, and virtually all error cannot be eliminated. Correlation coefficients range from -1.00 to 1.00, with numerical values closer to one being more reliable. However, according to Gall et al (2005): "A measure is considered reliable for most research and practical purposes if its reliability coefficient is: 80 or higher, and in a Cronbach's alpha, a value of .70 or higher is usually sufficient" (p. 140). The total instrument reliability was calculating by Cronbach's alpha method, it was (0.87) which is close to 1.00; therefore, based upon the Gall et al. statement, the scale is a reliable instrument to be used for research (see Table 3).

Table 3: Reliability of all questionnaire domains

The number	The domain	Coefficient alpha
1	accountability for students' achievement	0.84
2	Components of principal effectiveness	0.86
3	Communication	0.87
4	Students' achievement	0.95
5	Teachers' professional growth	0.90
6	Teachers' responses to the principals' practices	0.98
7	The effect of teachers'-principals' relationships on achievement	0.82
	Total instrument reliability	0.88

3.4 .3 Validity of the Instrument

In the evaluation of the main instrument of data collection , the initial 74-item concerning the relationships between teachers and principals and their effect on students' achievement , were rated by a panel of experts who assured that each of the items is on the degree to which status was represented in the schools researched. They all agree that the items fulfill the objectives of the study.

3.4 .4 Accountability

Effective school leadership focuses their attention on factors within their sphere of influence and hold themselves accountable for shaping the outcome through their actions. Accountability for results reflects the effective leader emotions and their beliefs, (Gardner, 1993). Their optimism comes from assumptions that they have the resources and resolve to solve problems. Consequently, principals demonstrate confidence, reliance and tenacity in their efforts long after pessimists have resigned themselves to their fate. If leaders are going to hold others accountable for improving their performance in some area, then leaders must demonstrate accountability to them by helping develop their capacity to meet the new expectations (Elmore, 2003).

Robinson, (2007) has conducted that the one thing all leaders must remember to be effective is the importance of clarity in their communication. They represent the nexus between the school and the district or the stakeholders. Effective principals recognize the importance of the ongoing communication. They keep the message simple and consistent, (Fullan, 2010). Additionally, they demonstrate congruency between their own actions and professed priorities.

3.5 Data Collection Procedures:

In January of 2015, the researcher submitted a proposal for research to the British University in Dubai inFebruary 2015, the project was approved for study . The superintendent of the participating school district was sent a letter requesting permission to survey the teaching staffs at the three districts governmental schools in north Palestine.(Appendix A) The superintendent's operating team met to discuss the study, and permission was granted to conduct research in the schools that lie north Palestine. A letter describing the purpose of the study was also sent to each principal and teacher who are involved in the sample . In addition to answering the statements of the questionnaire,principals were inquired about their schools' total achievement average to do correlations. Because a face-to-face meeting would establish trust, meetings were held individually with the school principals and teachers to inform them of the purpose and design of the study. The researcher asked for permission from principals to attend their staff meetings and present the purpose of the study and to distribute the instrument. Participants were directed to fill out the part of instruments. A collection point was established at each district. The entire process was completed during the week of March 3-10, 2015. A total of 60 surveys were distributed to both principals and teachers. Each school allowed the researcher to distribute the surveys to principals and teachers one time with no additional reminders .

3.6 Data Analysis

The research question for this study focused on the relationship between teacher and principal on students achievement as perceived by principals and teachers. Data is describing the principals'and teachers' responses on the survey instruments, are presented in Chapter Four. The null hypothesis stated, "There is no statistically

significant relationship between teachers and principals on students achievement as perceived by principals and teachers in the three district schools that participated in this study." The primary statistic utilized in this study was:

-Pearson coefficient

-means and standard deviations and percentages.

Gall et al. (2005) stated that co-relational statistics are used in educational research "to explore the nature of the relationship between the variables of interest to educators" (p. 226). A correlation indicates the strength and direction of the relationship between two numerical variables. The "T" test and one way anova indicate if there is a difference between variables of two and more than two levels.

3.7 Research Ethics

Paying attention to ethical considerations is highly valued by the researcher. First of all, the supervisors' advice was greatly respected. He offered useful and comprehensive guidelines to be followed by the researcher. The next step and before implementing the survey, some calls were done for explaining the main features of the research. Moreover, the researcher aims to explore the attitudes and reflectionof the target principals'.

However, and in order to get positive results and affective participants, the researcher promised for privacy and confidentiality. All opinions and notes will be respected and put in consideration. Furthermore, the researcher intends to provide each principal with a copy of the results and findings.

3.8 Strengths and limitations of this study

As mentioned above, the researcher followed and adapted the mixed method approach. As Creswell, (2003).stated: This method is essential for overcoming the shortages and weaknesses in another approach. Therefore, the emerging between quantitative and qualitative methods adds strength to the research. Additionally, it leads to reasonable and acceptable findings.

However, the study achieved and accomplished its aims and purposes. The researcher faced some problems. First of all, moving through the districts of Palestinian Authority (cities and villages) is difficult. Too many check points in addition to closure of some streets and roads. To put it in another words, the researcher moved in a specific area in the north of Palestine, although he hopes to cover more districts. Another limitation is that the research was implemented in government schools. Private and UNRUWA schools were not included. This means that the findings could not be generalized all over Palestine. The researcher hopes to make a comprehensive research which covers all Palestinian state in the future,

Chapter 4

Data Analysis

4.1 Introduction:

The results of this study are presented in three sections of this chapter: (a) introduction, (b) data analysis, which includes descriptive statistics for the seven instrument domains ,testing hypothesis by spss program .   The sample size for the data reported in this chapter was ($N = 60$).

4.2 Data Analysis:

4.2.1 The Modern Criteria to Measure Success of School Leadership

This section explores the characteristics and qualities of effective school principals from the viewpoint of principals. It aims to check if the principals are aware of the modern criteria of evaluating the effectiveness of school principals which were discussed in chapter three above. The items involved in this section include the major competences, attitudes and practices that a principal needs so as to be described as effective from the viewpoints of the principals who are involved in the sample. The domain contains items that are indicatives of effective school principals and at the same time closely relating to students' achievement and styles of leadership.

The following table shows the means, standard deviation and percentage to all principals' responses on the first domain.

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Table (4)

Means, standard deviation and percentage for principals responses on the first domain:

No	The item	Mean	Std. Deviation	The ratio
1	Effective principal should have enough knowledge about the curriculum.	4.4000	.49827	88%
2	Effective principal should have enough knowledge about the teaching methodologies.	4.2000	.40684	84%
3	Effective principals have effective communicative skills to communicate effectively with the teachers and students.	4.0000	.64327	80%
4	Effective principal is the one who makes sure that the staff follows the regulations strictly.	2.1333	.73030	62%
5	Effective principal is the one who involves the staff in decision making.	4.4000	.49827	88%
6	Effective principal only passes the instructions and supervises the work.	2.1333	.69149	42%
7	Effective principal sets clear objectives for the staff and shoulder them the responsibility.	3.8000	.76112	76%
8	Effective principal cares about the needs of the staff and listens to their problems.	4.3333	.47946	86%
9	Effective principal plans well for the different situations.	4.4000	.49827	88%
10	Effective leader cares only about the results of the work to be done.	2.0667	.86834	41%
11	Effective principal uses the staff and the available resources to the fullest.	3.5333	.50742	70%
	Total Average	3.65	.71337	73%

(the maximum degree for mean=5)

Table 4 above shows that the item "Effective principal should have sufficient knowledge about the curriculum" comes in the first rank by a percentage (88%). This item has a close relation to students' achievement since one of the duties of the principal

as an educational leader is to supervise and direct the teaching- learning process and to observe students' achievement and this duty cannot be done effectively by principals if they do not have a clear idea about the curriculum. Another factor that is closely relating to the role of the role of principals as educational leaders is their knowledge regarding teaching methodologies. The table shows that 84% of the principals consider this knowledge as a characteristic of effective principals.

Principals need to communicate with the staff they work with having superior communicative skills is another characteristic of effective principals from the viewpoint of 80% of the principals.

Following the law and the regulations of the institution is one of the concerns of leadership. However, the table above shows the percentage of principals who considers making sure that the staff follows the regulations strictly as a characteristic of effective principals is only 62% of the principals.

Involving teachers in decision making has a close relationship with the styles of leadership that are practiced in the target schools. The table shows that (88%) of the principals involved in the same consider involving teachers in decision making as a characteristic of effective principal. This result is positive because it means that the majority of the principals in the target schools have positive attitudes towards sharing responsibilities with the teachers. It also means also that they follow a democratic style of leadership. By employing such a practice, principals improve their chances of making better decisions. The principals' answers to the item 6 confirm the principals' awareness of the modern criteria of evaluating principals as a low percentage of 42% agreed on the item" Effective principal only passes the instruction and supervises the work."

Setting clear objectives for the staff and shouldering them the responsibility is a characteristic of effective principals from the viewpoint of 76% of the principals .Taking into consideration that teachers to be involved in decision making it makes sense to should them responsibility when the objectives are clear to them.

The principals involved in this study give importance to the relations with the staff they work with which means that they prefer the people oriented style of leadership as 86% of them agreed on the statement "Effective principal cares about the needs of the staff and listens to their concerns." . This conclusion is emphasized when only 41% of

the principals agreed on the statement "An effective leader cares only about the results of the work to be done." . Furthermore, 70% of the principals agreed that "Effective principal uses the staff and the available resources to capacity."

The job of a principal involves dealing with various kinds of people and situations which requires a great deal of planning. Panning for the various situations is a necessary characteristic of effective principals from the viewpoint of 88% of the principals involved in the sample.

To conclude this section, The answers of the principles on the statements of this section are positive and as they show a high degree of awareness of their job and the moderns criteria of evaluating principals. The following chart shows the five highest items for the first domain of the instrument:

Chart 2: characteristics of effective principals
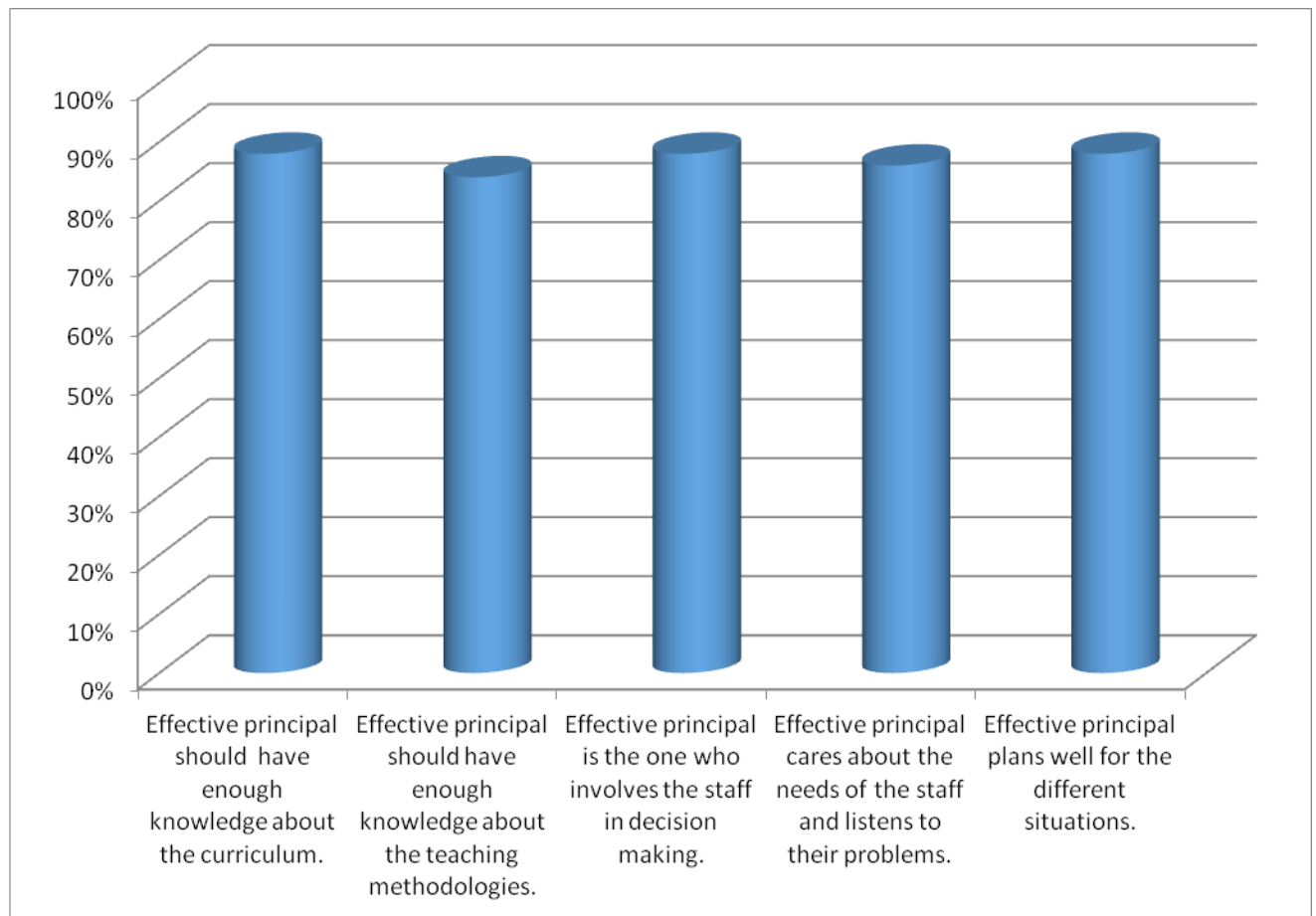
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Studying the chart above shows that principals are aware of their role as

educational leaders as they give high percentages to the knowledge about the curriculum and the teaching methodologies. In addition, it shows a high tendency towards people oriented and democratic styles of leadership.

4.2.2: Accountability for Achievement

Many studies emphasize that school principals play important role in students' achievement (Leithwood, Louis, Anderson, &Wahlstrom, 2004). This section examines the principals' viewpoints concerning their roles and responsibilities as far as statements' achievement is concerned. It deals with the various principals' possible practices that affect achievement . By studying the preferred practices this section answers the second question of this research? "

Table three below shows the means ,standard deviation and percentage to all principals responses on the second domain .

Table (5)

Means, standard deviation and percentage for principals responses on the second domain

No	The item	Mean	Std. Deviation	The PERCENTAGE
1	Teachers are the only ones who are responsible for students' achievement.	1.4667	.50742	29%
2	Principals play the most crucial role in students' achievement.	3.2000	.76112	64%
3	Teachers and principals share the responsibility for students' achievement.	4.2667	.44978	85%
4	Principals' responsibility is limited to observing the students' achievement as they appear in teachers' reports.	2.1333	.62881	42%
5	Principals are to make continuous follow ups and confer with teachers concerning students' achievement	4.2667	.44978	85%
6	Principals are responsible for	3.5333	.50742	70%

	ensuring quality learning and teaching.			
7	Principals are responsible for teachers' professional growth.	4.3333	.47946	86%
8	Principals discuss with the teachers the achievement problems students have.	3.8000	.55086	76%
9	Principals only keep records of the teachers' failure.	1.0667	.78492	21%
10	It's a part of the principals' duty to get involved in the teachers-parents communication concerning achievement.	4.3333	.47946	86%
	total	3.4	0.202	68%

(The maximum degree for mean=5)

Students' achievement is affected by many factors, and this section focuses on the roles of school principals and teachers in particular.Theway the principals and teachers view the their roles and responsibilities concerning achievement is important as it affects their practices and consequently affects students' achievement . The first three statements in the table above are about the direct accountability for students' achievement. The responses of the principals to the three statements reflect a high degree of awareness from the part of principals regarding their responsibilities concerning students' achievement. First, a low percentage of 29% the principals agreed that teachers are the only ones who are responsible for students achievement while 64% of them believe that principals play the most crucial role in students' achievement. This high percentage reflects a high degree of awareness and confidence from the part of principals because it means that they know the practices that principals can employ to raise students' achievement. In addition, 85% of the principals believe that teachers and principals share the responsibility for students' achievement.

As far as the roles and the practices of principals concerning achievement are concerned, the table shows that a low percentage of principals 42% agree that the role of principals is observing the results of the students as they occur in the teachers' reports, but principals are to make continuous follow ups and confer with teachers concerning students' achievement from the viewpoints of 85% of the principals who took part in this

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study. Seventy percent (70%) of them believe that the responsibilities of the principals include guaranteeing quality education for the pupils.

Teachers' professional growth has impact on students' achievement and it is one of the principals' responsibilities from the viewpoint of 86% of principals. Dealing with the hardships that students face in achievement is one of the points in which teachers need help and support. Supporting the teachers, through discussion, guidance and advice on how to deal with the achievement difficulties of the students has a close relationship to the teachers' professional growth. The table shows that 76% of the principals consider this kind of support as a part of their responsibilities.A low percentage of the principals (21%) accept to minimize their role as only keeping records of the teachers' failure.

The relationship between schools and parents of the students is important. Teachers need to communicate with parents and to talk to them about their student performance. This kind of communication cannot be practiced effectively without cooperation and participation from school principals. The table shows that 86% of the principals who took part in this study believe that it's a part of their duty to get involved in the teachers-parents communication concerning achievement.

Chart 3:Principals' viewpoints concerning accountability for students' achievement
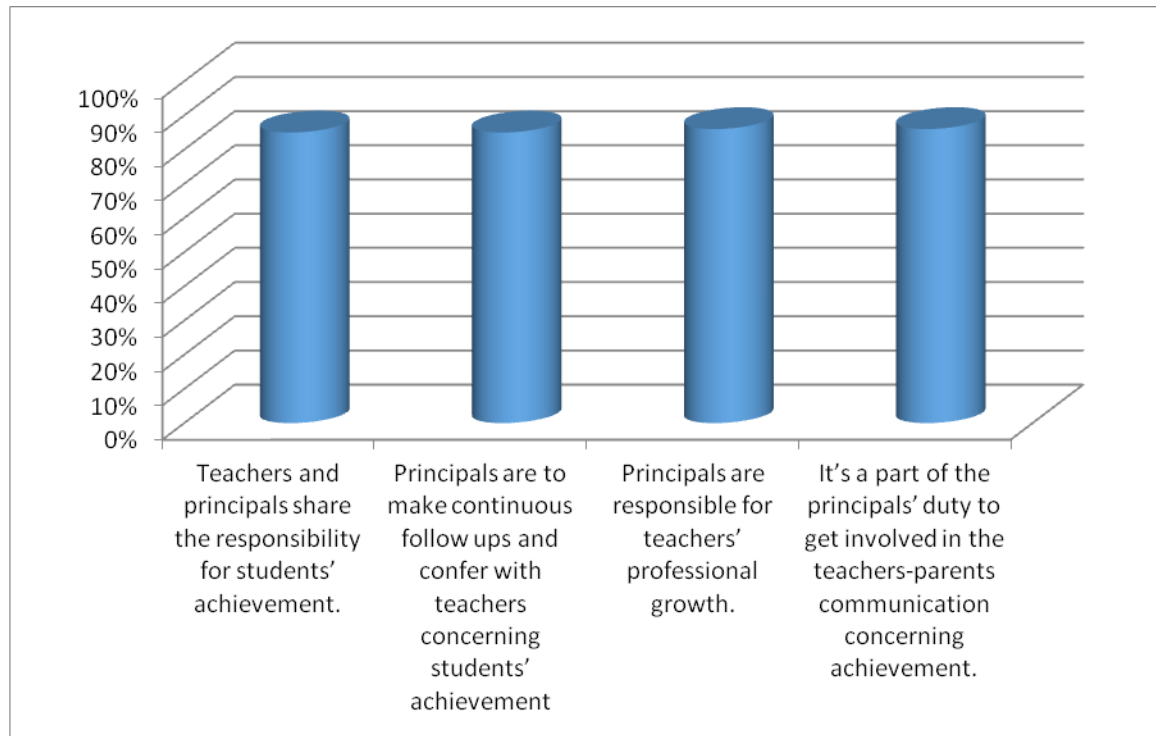
To conclude this section , the discussion of the results that appear in table three and chart two show that high percentages of the principals who took part in this study are aware of their responsibilities regarding students' achievement . They are also aware of the practices that affect students' achievement.

4.2.3 Relations and Practices

4.2.3.1: The Relationships between Principals and Teachers

This section aims to check if there is a contradiction between the principals' attitudes and their actual practices. Thus the statements of this section are answered by the teachers. The results of section 4.2.1 above shows that principals adopt people oriented and democratic styles of leadership and the results of section 4.2.2 show that principals are aware of their responsibilities concerning students' achievement . This

section checks if these results are confirmed by the principals' actual practices, from the viewpoints of teachers , or not .

The principals' practices are studied in this section as indicators of the nature of the predominant relationships between teachers and principals and their effect on teachers' practices and consequently on students' achievement.

This section consists of three subsections that involve principals' practices concerning communication with the staff, students' achievement and teachers' professional growth.

The statements in part of the questionnaire focus on the communication between teachers and principals as an aspect of the relationships between principals and teachers and as indicators of the leadership styles adopted by the principals of the target area . The table below shows the answers of the teachers:

Table 6: Communication between Principals and Teachers.

no	The item	Mean	Std. Deviation	The ratio
1	My principal keeps the teachers informed of school matters that are important to them.	4.2667	.44595	85%
2	My principal provides me with clear instructions.	3.5333	.81233	70%
3	My principal maintains direct and effective communication with the teachers	3.8167	.77002	76%
4	.My principal creates chances for the teachers to share ideas and experiences	3.9500	.62232	79%
5	My principal helps me in communicating with parents concerning achievement.	3.0500	.64899	61%
6	. My principal provides me with clear and helpful feedback about my	4.2167	.55515	84%

	practices.			
7	My principal provides me with the information I need about the students with special cases.	3.3500	1.14721	**67%**
8	My principal holds regular formal meetings with the teachers, concerning achievement	4.2667	.51640	**85%**
9	My principal occasionally informal holds regular meetings with the teachers	1.7000	.94421	**34%**
10	My principal listens to my problems	3.6833	.89237	**73%**
	Total	3.55	.41428	**71%**

Teachers of the target area show a high degree of satisfaction about their relationships with their principals. The table shows that principals care a great deal about establishing effective communication with teachers.

One of the aspects that show that principals care about the staff they work with is providing them providing them with information about the matters that are important to them. Principals of the target area seem to care about the staff they work with as 85% of the teachers said that their principals keep them informed of school matters that are important to them.

Clarity of instruction is another aspect of effective communication and the table shows that 70% of the teachers are satisfied with the degree of clarity of the instructions the principals provide them. Moreover, 76% said that their principals maintain direct and effective communication with the teachers. Furthermore, 79% agreed that their principals create chances for the teachers to share ideas and experiences with them.

In addition to being good communicators, the principals of the target area give help and support to the teachers. For example, 61% agreed that their principals help them in communicating with parents concerning achievement.

Eighty-four percent (84%) of the teachers agreed that they receive helpful feedback from their principals about their practices.

Holding meetings in the classes is one of the typical communicative situations that provide the principals and the staff chances to share thoughts and discuss the various concerns of the work. Eighty-five percent (85%) of the teachers said that their principals hold regular formal meetings with the teachers concerning achievement. However, 34% only said that principals hold informal meeting with the teachers. Informal meetings usually are about personal issues and the work pressure gives less time for them. This does not necessarily mean that principals' do not care about the personal concerns of the staff rather it means that principals use other ways such as talking with teachers as individuals when they have free time because 73% of the teachers agree that their principals listen to their concerns.

The results of this section show that teachers are highly satisfied with the degree of communication with principals. The lowest percentage concerning holding informal meetings may refer to the situation in some schools and the pressure of work. The results show that principals provide the teachers with clear instruction provide them with feedback and give them the support they need and this emphasizes the results of the section 4.2.1 which indicate that principals adopt people oriented and democratic styles of leadership.

Chart (4) below shows the four highest items in communication between Principals and Teachers.

Chart (4): Communication between Principals and Teachers.
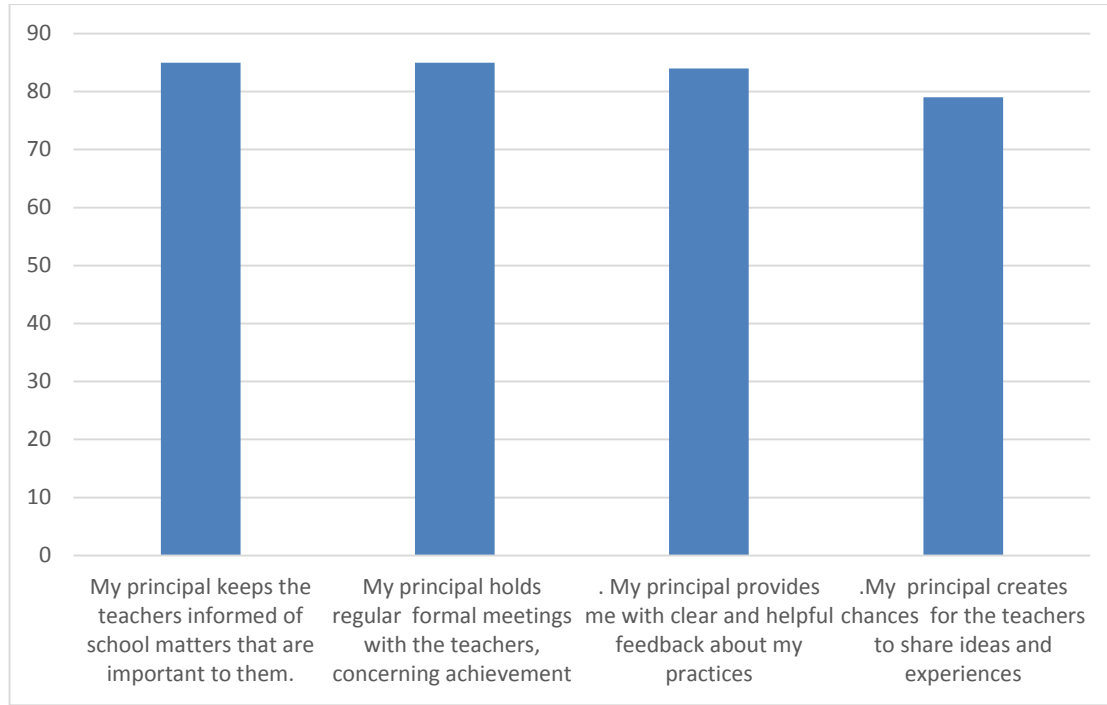
4.2.3.2: Principals Practices Concerning Achievement

The section 4.2.2 shows that the principals of the target area have positive thoughts concerning their accountability for students' achievement. This section aims to study the viewpoints of teachers about the roles and practices of their principals concerning students' achievement so as to trace any contradictions between the teachers' and the principals' answers . The table below represents the teachers' answers:

Table 7: Teachers' viewpoints about principals' practices regarding achievement.

No	The item	Mean	Std. Deviation	The ratio
1	My principal visits the teachers' classes and observes the teaching regularly	4.0833	.53016	**81%**
2	My principal provides me with helpful advice concerning achievement	3.2500	.62775	**65%**

3	My principal encourages extra academic activities	3.8833	.69115	**77%**
4	My principal gives importance to measuring students' achievement systematically.	3.8500	.57711	**77%**
5	My principal encourages innovations	4.1333	.50310	**82%**
6	My principal reinforces competitions and celebrates outstanding achievement	3.8833	.69115	**77%**
7	My principal provides me with advice concerning unsatisfactory achievement.	3.1167	1.24997	**62%**
8	My principal discusses my remedial plans and gives me feedback	3.4833	.77002	**69%**
9	My principal helps me with class management problems	3.7500	.89490	**75%**
10	My principal holds regular meetings with the teachers to discuss the students' results	4.3167	.46910	**86%**
11	My principal involves parents in discussing the students' results in regular meetings	2.6167	.76117	**52%**
12	My principal encourages and reinforces teachers who help students achieve better results	4.2000	.51420	**84%**
	Total Average	3.66	.08562	**73%**

The table shows that high percentages of the teachers highly regard their principals' practices regarding students' achievement. The results in table 5 show that principals care a lot about student's achievement and this care is reflected in their practices.

Principals encouraging words and gratefulness prompt teachers' enthusiasm to work harder to guarantee better teaching. A high percentage of 84% was recorded regarding reinforcing teachers who help the students to achieve better results.   In

addition, 86% of the principals hold regular meetings with the teachers to discuss the students' results but a lower percentage of 52% agreed that principals involve parents in regular meetings to discuss students' results. Involving parents in meetings requires coordination with parents who in many cases cannot attend the meetings because their work or personal responsibilities. However, it is typical that schools send periodic report cards to parents concerning their children's achievement.

Class management is important for achievement. The table shows that 75% of the of the teachers are satisfied with the level of support they receive from principals in solving class management problems,

Another positive practice that shows the principals care about achievement is paying regular visits to the classes. Eighty-one percent (81%) of the teachers agreed that their principals pay such visits. However, only 65% of them agreed that their principals provide them with helpful advice to raise achievement. Though this percentage is considered low compared to the other percentages in the section, it is still high because what the teachers do not consider as unhelpful is not necessarily unhelpful because it is a matter of opinion and the percentage indicate that a higher percentage of principals give advice regardless of how it is perceived.

Another aspect that shows principals' concern about achievement is extra academic activities. These activities motivate learners and raise achievement. Seventy-seven percent(77%) of the teachers agreed that their principals encourage extra academic activities. Moreover, 82% of the teachers agreed that their principals encourage innovations. Furthermore, 77% encourage of the teachers agreed that principals encourage competitions and celebrate outstanding achievement. .

Measuring students' achievement systematically requires preparing credible means of assessment and   applying effective remedial plans and principals who care about students' achievement never ignore assessment. The table shows that 77% of the principals give importance to assessment   .systematically. However, only 69% discuss the teachers' remedial plans and provide them with feedback and, 62% of them provide the teachers receive helpful advice on how to solve the problems of unsatisfactory achievement.

Raising students' achievement also requires communication with students' parents and discussing their results with them.

In conclusion, the results of this section provide credibility to the results of section 4.2.2 because high percentages of the teachers involved in this study agreed that principals' practices are supportive to students' achievement .

Chart (5) below shows the   four highest items in principals' practices which raise student achievement.

Chart (5) : Principals' practices with teachers and student achievement
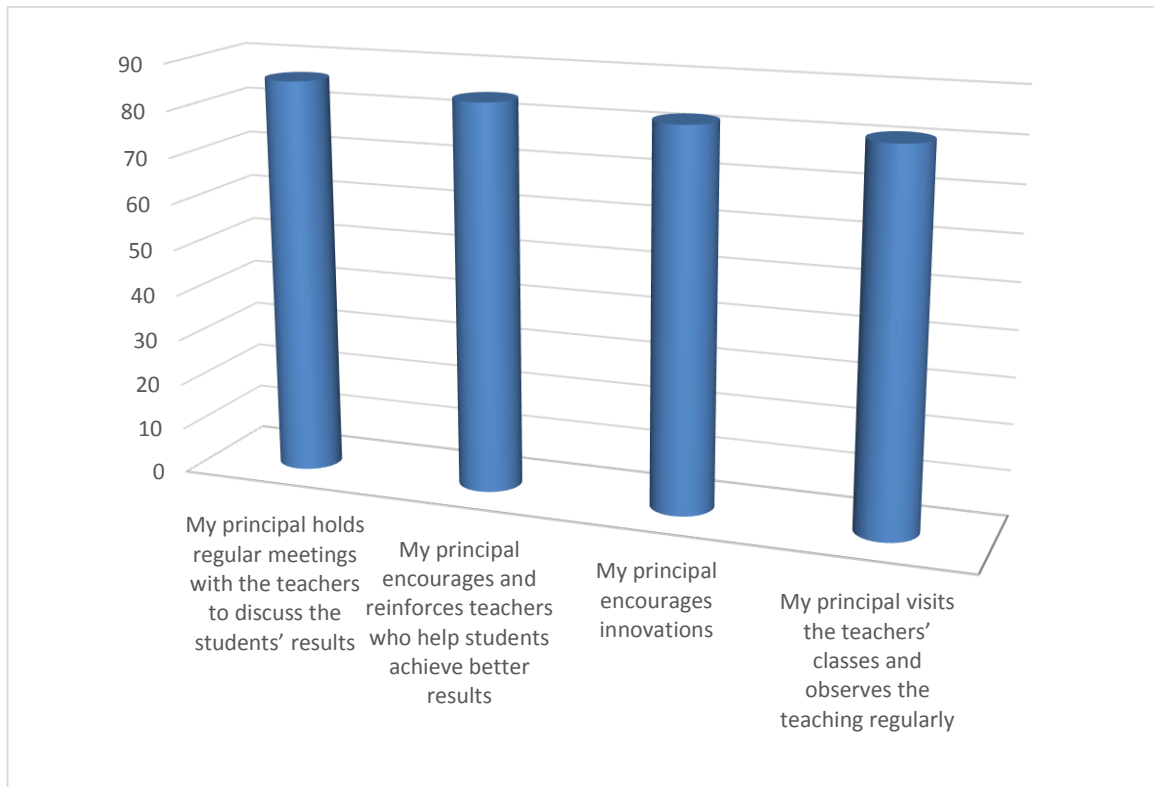
4.2.3.3 The principals and Teachers' Professional Growth

This section aims to study how principals' practice their roles in enhancing teachers' professional growth. The table below represents the answers of the teachers involved in this regard.

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Table (8)

Means, standard deviation and percentage for teachers responses on the fourth domain

no	The item	Mean	Std. Deviation	The ratio
1	My principal provides teachers with chances to professional growth	4.0690	.79871	81%
2	My principal encourages teachers to experiment with new ways .	2.7931	.77364	55%
3	My principal answers my professional questions or directs me to where I can get the answers	4.1034	.55709	82%
4	My principal inquires about the teachers' professional needs	4.3448	.48373	86%
5	My principal does sufficient effects to arrange courses and workshops to guarantee teachers' professional growth	3.0000	.65465	60%
6	My principal provides the school with magazines and other recourses that help teachers' professional growth	4.0000	.65465	80%
7	My principal encourages teachers to share their experiences through the school website or the social website	4.1379	.35093	82%
8	My principal arranges peer visits for the teachers to benefit from each other	4.2069	.41225	84%
9	My principal arranges visits for the teachers to other schools to benefit from their experiences	1.8621	.63943	37%
10	My principal invites experts in education to the schools	2.5862	.62776	51%
11	My principal communicates with the other educational institutions to fulfill the teachers' professional needs.	3.2069	.55929	44%
	Total Average	3.35	.27766	67%

(The maximum degree for mean=5)

The provincials involved in this study seem to have positive attitudes and positive practices as the table above shows a high degree of satisfaction from the part of teachers concerning the practices of their principals. The principals give priority to the teachers' professional growth. The percentages in the table above are two ranges. First range contains percentages from 80%   to 86%. This includes practices that do not cost a great

deal of time and efforts. The second range contains percentages from 37 % to 60% and includes practices that require more time and efforts.

The first range contains the following practices:

-       Inquiring about the teachers professional needs. Principals can do this kind of inquiry simply by direct questioning or by passing a simple and precise questionnaire. The table shows that 86% of the principals inquire about the teachers' professional needs.

-       Providing chances for professional growth: 81% of the teachers said that their principals provide them with chances to achieve and develop their professional growth.

-       Answering teachers' professional question; 82% said that their principals either answer their professional inquiries or direct them to the way to have the answers.

-       Providing the schools with resources, 80% of the principals provide the school with magazines and other recourses that help teachers' professional growth.

-       Using the school and social websites, 82% of the principals encourage teachers to share their experiences through the school website or the social websites.

-       Arranging peer visit, 84% of the principals arrange   peer visits for the teachers to benefit from each other.

The second range includes the following:

  -   Fifty-one percent (51%) of the principals invite experts to their schools.

  -   Fifty-five percent (55%) of the principals encourage teachers to experiment with new ways and strategies.

  -   Thirty-seven percent (37%) of the principals arrange visits to other schools.

-       Sixty percent (60%) of the principals sufficient effects to arrange courses and workshops to guarantee teachers' professional growth

-       Forty-four percent (44%) of the principals communicate with the other educational institutions to fulfill the teachers' professional needs.

The statements that have lower percentages represent those practices that require either spending much time or moving from one city to another which is difficult in most cases due to the occupational policies which make traveling difficult for the Palestinians because of the checkpoints.

The following chart shows the six highest items for the fourth domain of the instrument.

Chart 6: The actual principals' practices from the viewpoint of teachers.
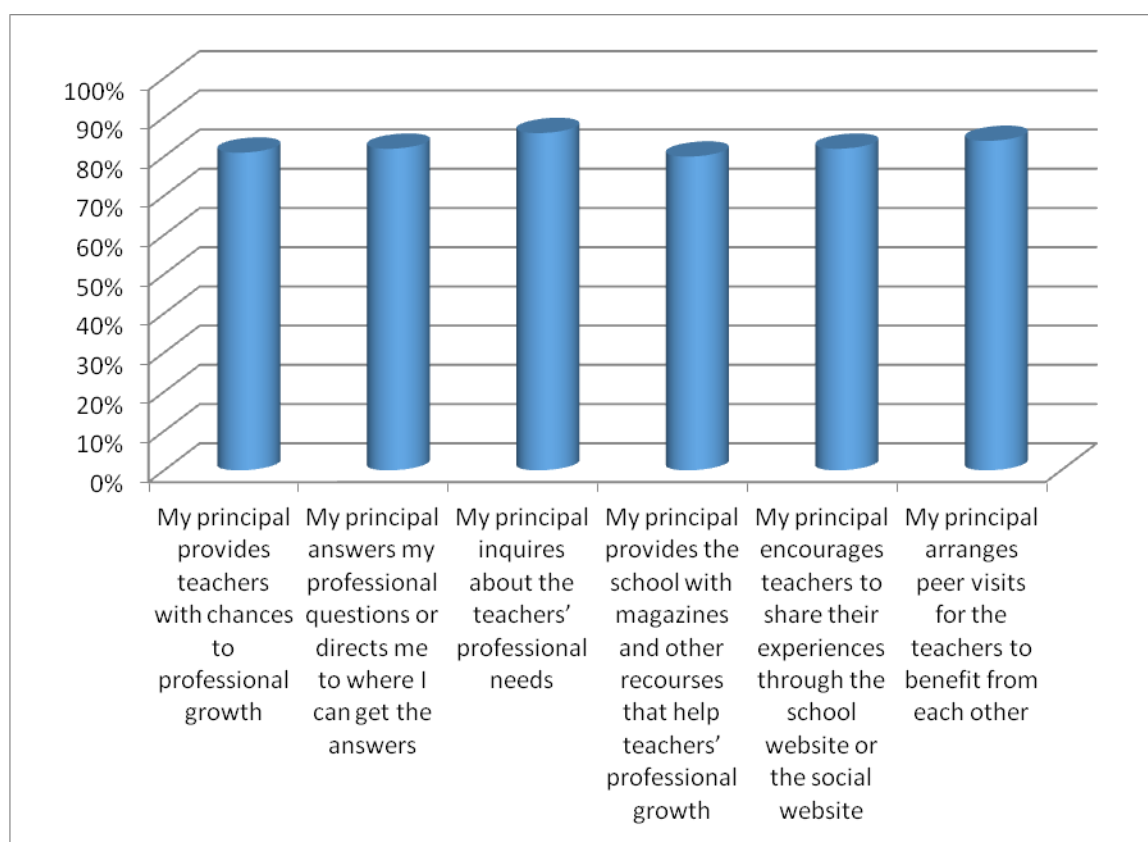
4.2.3.4: How Principals' Practices Affect Teachers

Teachers in their work are affected by the practices of their principals. This section studies the teachers' practices effect on the students' achievement. This section studies the effects of the principals practices on teachers .The statements in this part of the questionnaire provide data about the principals' practices that have positive effects and those that have negative effectives on the teachers' performance and consequently affect students' achievement. The statements are also designed to

trace the effect of the styles of the leadership the principals adopt on the teachers' performance . Thus, the data in this section answers the third question of this research "Why do some teachers perform better than others?" The following table shows the means, standard deviation and percentage to all teachers' responses on the third domain. Seventy-three percent (73%) said that their principals listen to their own problems.

Table (9) Means, standard deviation and percentage for teachers responses on the third domain.

no	The item	Mean	Std. Deviation	The ratio
1	Teachers work more actively when the principal cooperates with them.	4.2667	.44978	85%
2	. Teachers work more actively when they are given the chance to take part in planning.	4.0667	.44978	81%
3	Teachers tend to cheat and trick the principals who are strict and rigid.	3.4000	.62146	68%
4	Teachers are more active when their professional needs are fulfilled.	4.2000	.40684	84%
5	Teachers tend to work harder with principals who highly appreciate and positively reinforce their efforts.	4.4667	.50742	89%
6	Teachers tend to give more efforts and give the principals more accurate data about achievement with the principals who maintain close relationship[s with teachers	4.1333	.34575	82%
7	Teachers benefit from peer visits and participate in them actively	3.1333	.81931	62%
8	Teachers do not concentrate in meetings when they are held in the end of the school day	4.2000	.76112	84%
9	Teachers benefit mostly from the visits to other schools and share the problems they face frankly and truthfully	3.1333	.73030	62%
10	Teachers hesitate to share their professional problems on the school website or the social websites	2.0000	.74278	40%

				71%
	Total Average	3.55	.22461	

(The maximum degree for mean=5)

The teachers' answers show that teachers work harder and do better job when their principals adopt democratic and people oriented styles of leadership. Eighty-five percent (85%) of the teachers who took part in this study believe that teachers work more actively when the principal cooperates with them. Another high percentage of 81% of the teachers said that the teachers tend to do their best when they work to work with principals who give them the chance to participate in planning. On the other hand 68% of the teachers agreed on the statement that teachers tend to cheat and deceive the principals who are strict and rigid.

Principals do their best to fulfill the professional needs of the teachers in order to make sure that teaching and learning are done properly. The table shows that teachers are more active when their professional needs are fulfilled from the viewpoint of 84% of the teachers.

One of the practices the principals use to fulfill the professional needs of the teachers is arranging peer visits where teachers share their experiences and cooperate to find solutions for the problems they meet in their everyday work. The table shows that 62% of the teachers benefit from this practice. Another practice is holding school meetings with the staff to discuss their professional needs. The table shows that 84% the teachers do not concentrate when these meetings are held in the end of the school day. This is important for the principals to notice because teachers are tired after the work day and not expected to focus well. Sixty-four percent (64%) of the teachers state that they benefit mostly from the visits to other schools to fulfill their professional needs. Another practice to fulfill the teachers' professional needs is using the school website. One of the drawbacks of this practice is that teachers may not like to talk about their needs in public. However, the table shows that only 40% of the teachers hesitate to discuss their professional needs on the schools' website.

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In addition to the professional needs, teachers seem to give more importance to the psychological needs such as appreciation and reinforcement as 89% of the teacher's state that teachers tend to work harder with principals who highly appreciate and positively reinforce their efforts. The teachers also give importance to the relationships with their principals as 82% of them agreed that they tend to give more efforts and give the principals more accurate data about achievement with the principals who maintain close relationships with teachers.

The following chart shows the five highest items for the third domain of the instrument.

Chart 7: The effect of principals' leadership practices on teachers:
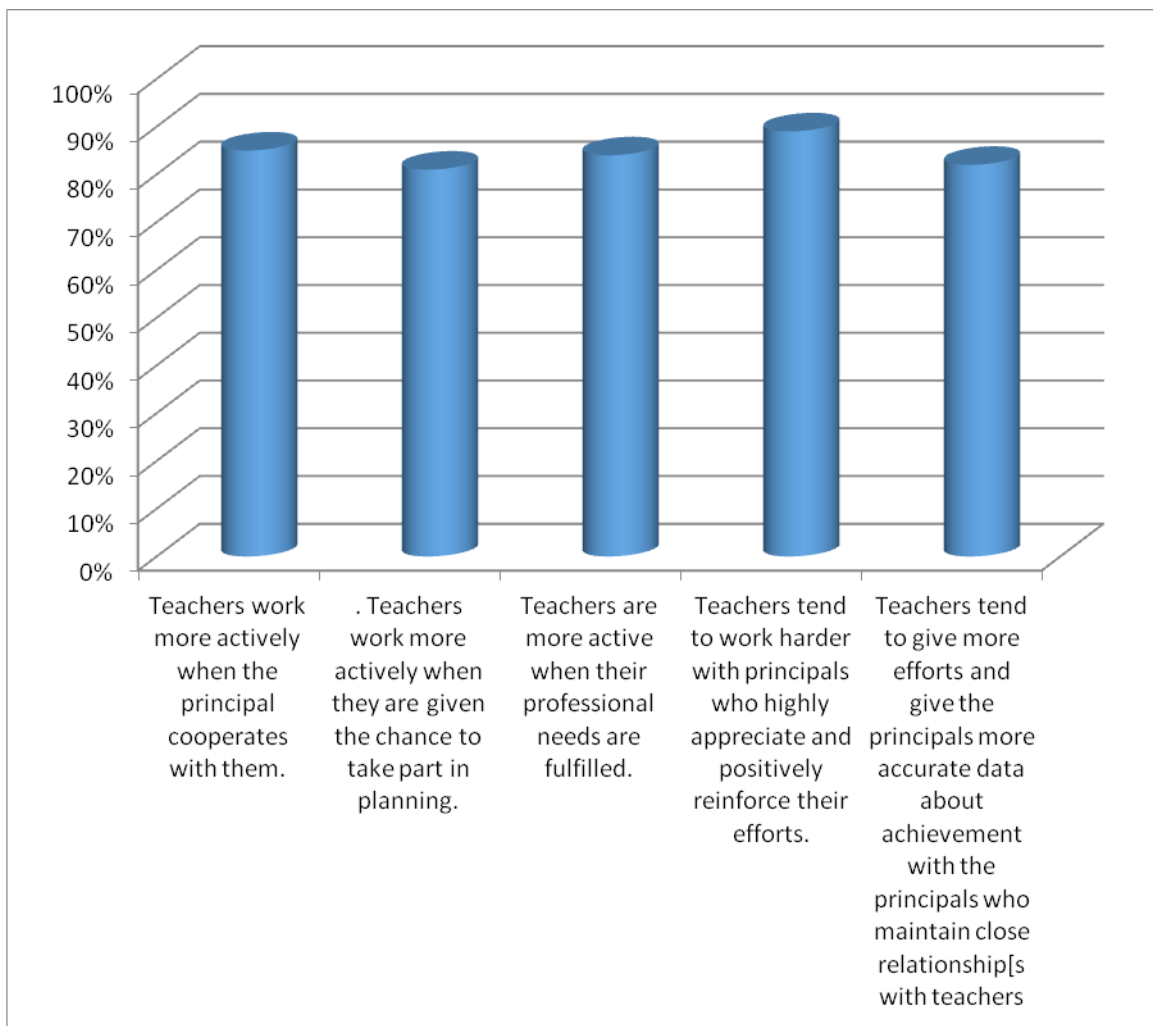
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To conclude this section, the chart above shows that teachers work harder and do better when their principals adopt democratic and people oriented styles of leadership and when their professional needs are fulfilled. The following subsection shows the actual principals' practices from the viewpoints of teachers.

4.2.4 The effect of the teachers' and principals relationships on students.

The section 4.2.3 above showed how the principals' practices affect the teachers and their performances. The results showed that teachers work harder when their professional needs are fulfilled and when their principals adopt democratic and people oriented styles of leadership. The results also showed that the teachers who participated in this study are highly satisfied with the practices of their principals .This section studies how the relationships between principals and teachers affect students' achievement.

The following table shows the means, standard deviation and percentage to all teachers' responses on the fifth domain.

Table (10)

Means, standard deviation and percentage for teachers responses on the fifth domain:

no	The item	Mean	Std. Deviation	The ratio
1	Students' achievement is higher in schools where principals and teachers cooperate in planning	4.1333	.34575	82%
2	Students' achievement is higher in schools where principals are strict with teachers and students.	1.6552	.61388	32%
3	Students' achievement is higher in schools where principals and teachers share the responsibility for achievement.	4.3333	.47946	86%
4	Students' achievement is higher in schools where principals and teachers follow up the achievement problems of students as individuals	3.9333	.44978	78%
5	Students' achievement is higher in schools where principals and teachers together reinforce positively the outstanding students with better achievement	4.2667	.44978	85%
6	Students' achievement is higher in	4.4667	.50742	89%

	schools where principals keep the parents fully and regularly informed about their results			
7	Students' achievement is higher in schools where principals involve the local society in reinforcing outstanding achievement	3.8667	.62881	77%
8	Students' achievement is higher in schools where principals visit the classes regularly	3.2667	1.01483	65%
9	Students' achievement is higher in schools where principals and teachers arrange competitions between classes	3.5333	1.04166	70%
10	Students' achievement is higher in schools where principals and teachers encourage students to cooperate and work in groups.	4.2667	.44978	85%
	total	3.7	.84208	74%

Raising the level of achievement needs planning and effective planning should be based on sufficient and valid data. Cooperation between teachers and principals for better achievement for the students is essential from the viewpoints of   82% of the teachers who took part in this. Teachers in their job need help and support from the principals. This support takes forms such as enhancing teachers' professional growth as pointed the section 4.2.3 above; teachers also provide principals with the data they collect through their daily observations and other means of assessment. Cooperation between teachers and principals solves the educational and behavioral problems which results in high levels of achievement. One of the aspects of cooperation between teachers and principals is arranging follow ups for the students' achievement. The table shows that cooperation in follow ups raises the achievement of students from the viewpoint 78% of the teachers.

Another aspect of cooperation between teachers and principals is reinforcing outstanding achievement. Encouraging and rewarding students who do their best and achieve high marks need the efforts of both the teachers and principals. The local society also plays an important role in reinforcing outstanding achievement .For example, local companies and donors can offer gifts and rewards for the students who achieve high marks Arrangement for such involvement of parents and the establishments of the local community need good

relationships and cooperation between teachers and principals. However, the table shows that teachers give more importance to the school represented by the teachers and principals than that of the local community since 77% of the teachers agreed that achievement is high when the local community is involved in reinforcement whereas 85% agreed that students' achievement is higher in schools where principals and teachers together reinforce positively the outstanding students. The result refers to the fact that principals and teachers are the ones who have the closest, most direct and continuous relationship with the students.

Dealing with students' parents and involving them in their sons' and daughters' education also need cooperation between teachers and principals.89% of the teachers agreed that students' achievement is higher in schools where parents are regularly informed about their achievement.

Arranging competitions between the classes needs cooperation between teachers and principals. Seventy percent (70%) of the teachers agreed that students' achievement is higher in schools where principals and teachers arrange competitions between classes.

Cooperative education through encouraging group work is another area where good relationships and cooperation between teachers and principals is crucial. The table shows that 85% of the teachers' believe that students' achievement is higher in schools where principals and teachers encourage group work.

One of the principals' duties is to visit the classes so as to make sure that teaching and learning are done properly and maintain communication with the students and teachers. Sixty-five percent (65%) of the teachers agreed that principals' regular visits to the classes have positive effect on students' achievement.

Cooperation in planning has a close relation to sharing responsibility, Interestingly enough, that 86% of the teachers agreed that students' achievement is higher in schools where principals and teachers share the responsibility for achievement. On the other hand principals who follow strict policies towards students and teachers are not helpful to students' achievement from the viewpoint of ……..

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The study of the percentages above shows that the relationship between school principals and teachers affect   students' achievement, because the total mean for participants responses was (3.87)which is equivalent to the percentage (77%).

The following chart shows the six highest items for the third domain of the instrument.

Chart 8: The effect of principals' and teachers' relationships on students' achievement:

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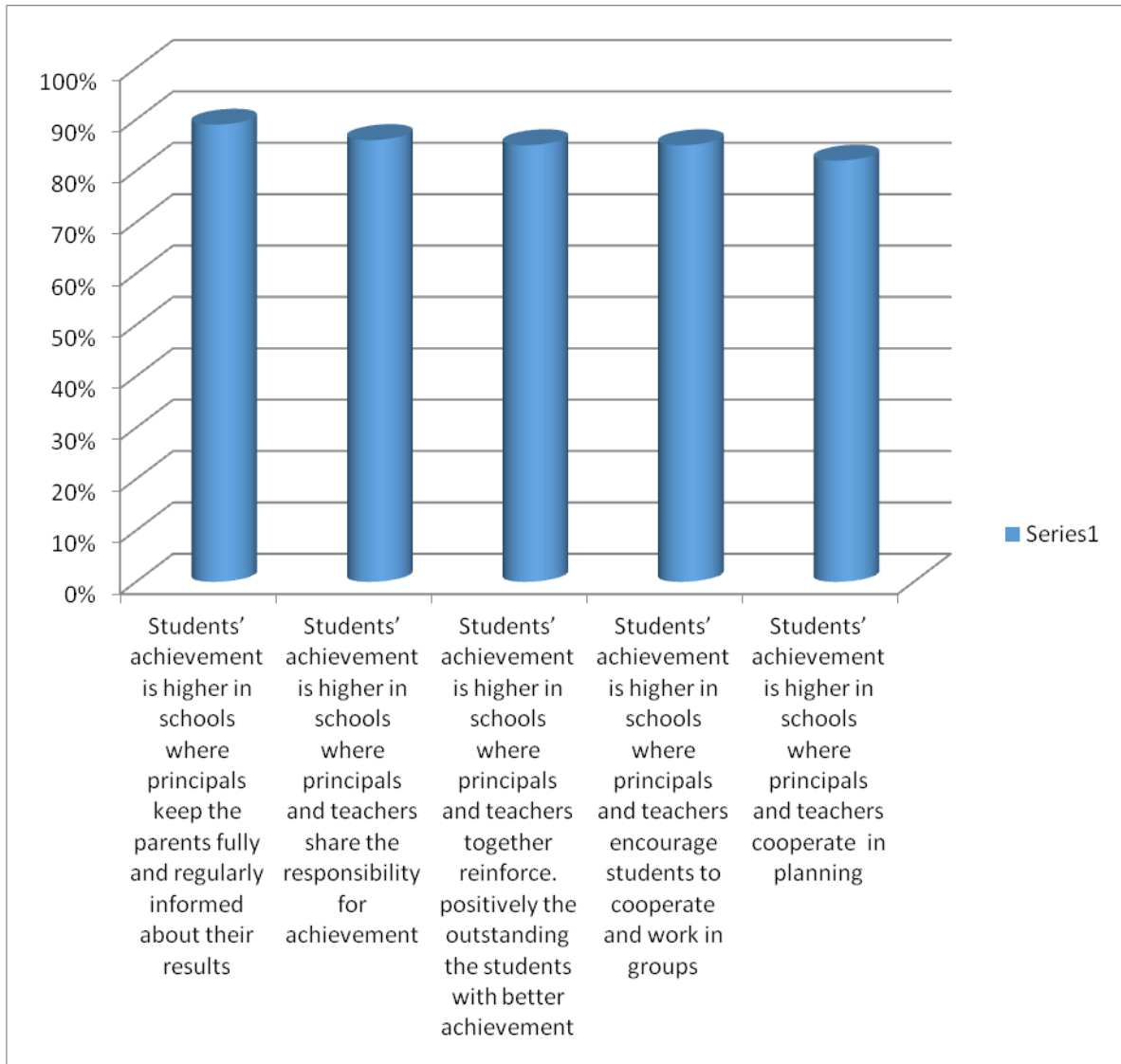
4.3 Results of study hypothesis :

4.3.1 The first hypothesis: There is no relationship at level $(\alpha = 0.05)$ between principals effectiveness and student achievement?

The correlation between the variables of the first hypothesis as shown in table (11) was (0.461) with a two-tailed p-value of (0.001) reflecting statistical significance between principals effectiveness and student achievement. This mean that we reject the null hypothesis and conclude that there is a relationship at level $(\alpha = 0.05)$ between principals effectiveness and student achievement .

Table (11): shows the correlation between the variables of the second hypothesis

Pearson Correlation	Sig. (2-tailed)	Frequency
0.461	0.001	60

4.3.2 The second hypothesis: There is no relationship at level $(\alpha = 0.05)$ between Principals' practices and student achievement.

The correlation between the variables of the second hypothesis as shown in table (12) was (0.67) with a two-tailed p-value of (0.00) reflecting no statistical significance between Principals' practices and student achievement. .This means that we t reject the null hypothesis and conclude that there is a relationship at level $(\alpha = 0.05)$ between principals effectiveness and student achievement

Table (12): shows the correlation between the variables of the second hypothesis

Pearson Correlation	Sig. (2-tailed)	Frequency
0.67	0.00	60

4.3.3 The third hypothesis : There is no relationship at level $(\alpha= 0.05)$ between principals' practices and teachers' professional growth.

The correlation between the variables of the third hypothesis as shown in table (13) was (0.154) with a two-tailed p-value of (0.240) reflecting a statistical significance between principals' practices and teachers' professional growth. This means that we reject the null hypothesis and conclude that there is relationship at level $(\alpha= 0.05)$ between principals' practices and teachers' professional growth .

Table (13): shows the correlation between the variables of the third hypothesis:

Pearson Correlation	Sig. (2-tailed)	Frequency
0.262	0.043	60

4.3.4 The fourth hypothesis: There is no relationship at level $(\alpha= 0.05)$ between teachers –principals' cooperation in planning and students' achievement.

The correlation between the variables of the fourth hypothesis as shown in table (14) was (0.621) with a two-tailed p-value of (0.00) reflecting statistical significance between teachers –principals cooperation in planning and student achievement. This means that we reject the null hypothesis and conclude that there is a relationship at level $(\alpha= 0.05)$ between teachers –principals cooperation in planning and student achievement.

Table (14): shows the correlation between the variables of the fourth hypothesis

Pearson Correlation	Sig. (2-tailed)	Frequency
0.621	0.000	60

Chapter five

Summary, Conclusions, and Recommendations

5.1 Introduction

Every person who enters the field of education has the both an opportunity and privilege to be a leader. People tend to think that the ability to lead is reserved for a heroic few individuals who save the organization from ruin. It is the time to let go of the myth of the charismatic individual leader who has it all figured out. However, substantive change in an organization has never been accomplished by individuals.

Effective leaders recognize that great things cannot be accomplished alone and in isolation. They also recognize that the ability to lead is not privilege reserve for justa few people. They acknowledge that leadership capacity is "broadly distributed in the population and is accessible to anyone who has passion and purpose to change things as they are" (Kouzes& Posner, 2010, p. 5). When Kouzes& Posner asked thousands of people who had the greatest influence on their lives, teachers were second only to parents. In other words, this research did not talk only about principals and leadership team but also addressed how individual teachers can be most effective in leading their students to better learning and high expectations. As John Gardner (1993) wrote, "every great leader is clearly teaching and every great teacher is leading.

The preceding chapter presented and analyzed data regarding principals and teachers responses on the study domains. Chapter Five is organized into three parts: (a) a brief summary of the study, (b) a summary of the findings to include findings related to the literature and, (c) conclusions, which include implications, recommendations, and remarks.

5.2 Study Summary:

The purpose of this study was to determine if the relationships between teachers and principals affect students' achievement in the Palestinian territories. Due to the difficulties in moving between the Palestinian cities because of the Israeli regulations and the checkpoints that make traveling difficult, the researcher chose the directorates of Qabatia ,Jenin and Tubas as a target area to conduct the study. The main aim of this study was to attain data about how the relationships between teachers and principals affect students' achievement. This concern was used in forming the questions of the research which were:

6- What are the modern criteria to measure success of school leadership?
7- Why do some schools perform better than others?
8- Why do some teachers perform better than others?
9- How can school principals improve teachers' performance?
10- To what extent does the relationship between school principals and teachers affect students' achievement?

Because school principals are educational leaders, the researcher conducted a survey of the previous studies to attain data about various kinds, characteristics merits of leadership styles so as means to extract data about the modern criteria to measure the success of school leadership. The principals' attitudes and practices concerning their responsibilities for achievement, communication with the staff, teachers' professional growth and students' achievement were studied from the viewpoints of teachers and principals and used as indicators to answer the questions of the study.

To answer the questions of the study and examine the hypothesis, the researcher used the following two instruments for data collection:

- A questionnaire that is composed of seven domains (74) items. The first and second domains were answered by principals. The first domain is composed of 11 items that cover the characteristics of effective principals while the second contains 10 items deals with principals 'accountability for student's achievement; the third, fourth and fifth domains were answered by teachers as they aim to check how principals' attitudes in the

first and second domains are reflected in their practices from the viewpoints of teachers. They aimed to be used as indicators of the relationships between teachers and principals. The third domain focused on practices that principals employ in communicating with the teachers , the fourth examined the principals' practices that related to achievement and the fifth centered around the principals' practices that relatedto teachers' professional growth ; the sixth domain is composed of 10 items and is about the effect of the principals' practices on teachers and their performances and the seventh domain is concerned with the effect of the relationships between teachers and principals on students' achievement .

All responses on the scale had a numerical value of 1-5, which represented responses from strongly disagree to strongly agree. Participants were asked to select a response that described the best choice for each skill and item..

The instrument required a strongly disagree, disagree, neutral, agree, or strongly agree response from participants.

Participants were instructed to fill out the instrument   and place them in a sealed envelope. A collection point was established at each school, and the envelopes containing the instrument were picked up by the researcher. The entire process was completed during the last week of March, 2015. A total of 60 surveys were distributed to both principals and teachers.

Each school allowed the researcher to distribute the surveys to principals and teachers one time with no additional reminders; 30 principals returned the survey packet as well as teachers.

- An interview with two principals: After analyzing and studying the results of the responses of the participants, the researcher arranged an interview with two principals. The questions of the interview were based on the results of the responses of the participants on the questionnaire. The researcher interviewed Mr. Faris Abu Dawas , the principal of Abu Kheizaran Basic School, in Tubas on the 5th of May and Mr. Muhammad Abu Ghannam , The principal of Ibn Al Bitar secondary school in Qabatia on the 6th of May . The researcher inquired about the points that needed explanation and clarification.

Studying the results of the participants' answerers on the first domain showed that high percentages of the principals' of the target area have positive attitudes towards employing people oriented and democratic styles of leadership; they are aware of the practices of principals that have positive attitudes on teachers' performances . The results of the second domain showed that principals are aware of their responsibilities and accountability for students' achievement.

The results of the third domain showed that high percentages of teachers are satisfied with the practices of their principals concerning their roles in communication with the teachers. However, some items received low degrees of agreement. For example, 34% of the teachers agreed that principals occasionally hold informal meetings with the teachers.

The results of the fourth domain showed that teachers are satisfied with the roles and practices of the principals concerning raising student achievement and in this regard only one item received a lower percentage of agreement since 52% agreed that their principals involve parents in regular meetings to discuss the result of their students. However 61% agreed that their principals help teachers in communication with parents but not through regular meetings.

The results of the fifth domain showed that teachers are highly satisfied with the roles and practices of their principals concerning enhancing and supporting teachers' professional growth but some items received low percentages of agreement .For example, 55% of the teachers agreed that principals encourage teachers to experiment with new ways; 37% of the teachers agreed that principals arrange visits for the teachers to other schools to share experiences; 51% of the teachers agreed that their principals invite experts in education to their schools and 44% of the teachers agreed that their principals communicate with other educational institutions to guarantee the fulfillment of the teachers' professional needs . The results of the sixth domain showed that teachers work harder when they are shared in planning , when their principals cooperate with them and maintain good relationships with them and when their professional needs are fulfilled .

The results of the seventh domain showed that students' achievement is better in schools where principals and teachers cooperate in panning ,share the responsibility for

students' achievement , when principals and teachers' together reinforce positively the students with outstanding achievement.

5.3 Summary of the findings:

There were two ways the researcher follows in this research, a descriptive analysis for the items of the instrument to answer study questions ,and a 4 correlations were examined in this study .

The descriptive analysis to answer study questions revealed that :

- The modern criteria to measure success of school leadership are :

  - having enough knowledge about the curriculum

  - involving the staff in decision making

  - planning well for the different situations

  - caring about the needs of the staff and listens to their problems

  - have enough knowledge about the teaching methodologies

- Some schools perform better than others for :

  - supporting professional development(developing teachers professional growth

  - getting involved in the teachers-parents communication concerning achievement

  - Teachers and principals share the responsibility for students' achievement

  - Doing continuous follow ups and confer with teachers concerning students' achievement

- some teachers perform better than others because :

  - they are highly appreciate and positively reinforce their efforts

  - principals fully cooperate with their teachers

  - their professional needs are fulfilled

- principals maintain close relationships with teachers

- they are given the chance to take part in planning

- school principals can improve their teachers' performance by:

- inquiring about the teachers' professional needs

- arranging peer visits for the teachers to benefit from each other

- answering their professional questions or direct them to where they can get the answers

- encouraging teachers to share their experiences through the school website or the social website

- providing teachers with chances to professional growth

- providing the school with magazines and other recourses that help teachers' professional growth

- Students achievement is better when :

- Principals keep the parents fully and regularly informed about their results

- Principals and teachers share the responsibility for achievement

- Principals and teachers encourage students to cooperate and work in groups

- Principals and teachers together reinforce. positively the outstanding the students with better achievement

- Principals and teachers cooperate in planning

- There is relationship at level $(\alpha = 0.05)$ between principals effectiveness and student achievement.

- There is no relationship at level $(\alpha = 0.05)$ between principals effectiveness and student achievement.

- Thereis relationship at level $(\propto= 0.05)$ between Principals' practices and teachers' professional growth.

- There is a relationship at level $(\propto= 0.05)$ between teachers' –principals' cooperation in planning and student achievement.

- There was a statistically significant difference between groups as determined by one-way ANOVA ($F(2,27) = 4.467, p = .021$)

5.4 Conclusions:

Based on the findings from the current study, conclusions can be drawn. In general, teachers' practices and principal effectiveness are related to each other. Data in this study revealed that the strongest relationships occurred between principals teachers relationship and students achievement. Teachers in this study who rated their principals high on the domains of communications , principals practices , and reported strong feelings of empowerment in respect to professional growth.

The data indicated a moderate relationship between principals practices and students achievement . It appeared that teachers in this study perceived that principals positively influence the instructional skills present in the school through clinical supervision and knowledge of effective instruction. It appeared that teachers who rated principals high on the domain of teachers professional growth perceived that they themselves were making a difference in their schools. Seemingly, teachers' responses to the principals' practices was rated high through providing accurate data about achievement with the principals who maintain close relationships with them .

The data indicated a high relationship between teachers'-principals' relationships and students achievement . It appeared that teachers in this study perceived that principals who effectively organize activities, tasks, and people are effective in empowering others through participative decision making.

The data indicated a high relationship between teachers –principals cooperation in planning and student achievement.

5.5 Recommendations:

- Principals should establish clear purpose, priorities, and parameters that allow people to be creative and autonomous within clear boundaries.

- Principals should provide people with access to the resources that enable them to make informed decisions rather than pooling opinions.

- Principals should engage the staff in establishing clear, unambiguous benchmarks so they can monitor their own progress.

- Ensuring they have relevant and timely data that informs their practice and allows them to make adjustments.

- Principals should build the capacity of people to be successful in what they are attempting to do by providing them with training, support and resources that lead to their success.

- Principals should empower and establishing a culture in which people are hungry for evidence and are willing to face the brutal facts when things do not materialized as anticipated.

- Principals should provide and protect time for teacher collaboration and communication. More time to intervene for students, to meet colleagues and to plan.

- Principals should establish a clear direction for staff throughout the organization and influencing them to move in that direction.

- Principals should create a shared vision that addresses the hopes and dreams of people within the organization adapting dialogue not monologue, conversation not presentations.

- Principals should position themselves among their followers rather than above them.

- Principals should ask themselves these questions frequently: What makes this a good school? What is important for me as a principal to understand about this school? What could we do to make it an even better school?

5.6 Final Advice

- Every superintendent, principal and teacher is in a leadership place. Don't ask whether I can lead. You can. Don't ask and hesitate if you can make a change or not. You can. Your question is: "What type of leader I will be, and what kind of difference I will make?"

- To become a greatest leader, you can be, leading must be your priority, sacrifice the purpose you hope to achieve and the people with whom you work in fulfilling that purpose.

- To become a greatest leader, think of learning as the "master skill of leadership". (Kouzes& Posner, 2010, p.121). A leader is the first learner and actions speak better than words.

- To become a greatest leader, you can be, demonstrate your confidence in the possibility of improvement through the collective efforts of your staff. Put your process into action to foster the necessary changes.

- To become a greatest leader, you can be, link your organization or school vision to the hopes and dreams of those you serve. Remind your staff or students of the importance of their work by linking it to a higher purpose.

- To become a greatest leader, you can be, don't be accumulative of power; give it away. You are not the only heroic individual who will single-handedly improve your organization; view yourself as a hero-maker who develops the leadership of those you serve.

5.7 Epilogue

In this research, the researcher has presented the results to translate the findings into a concrete plan that experienced and novice school leaders can use to enhance the academic achievement of students in their schools.

Perhaps more important than the use of our proposed research is whether educational leaders at the building level and district level will seize the opportunity to make a profound difference in the achievement of their students through strong and thoughtful leadership. The need for effective and inspired leadership has been more pressing nowadays. The pressure on schools has intensified as a result of increasing needs, skilled responsible citizens and global knowledge.

Educators nowadays are all familiar with idioms like, "If it is to be, it is up to me," and "I used to ask; 'Why doesn't somebody do something?' until I realized that I am somebody." (www. Goodreads.com). However, the need for truly effective educational leadership is great. Time is running and effectiveness is needed to make substantial, positive changes in schools. The only thing left is to act. Principals and other educators need to translate their vision, mission and aspirations into plans and the plans into actions. not only changing the schools but also the world.

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Appendices

Appendix A   Informed Consent

Student Researcher: AbdullahAbuaqel

Title of Research:_"_**The effectiveness of school leadership on teachers' performance and student achievement in Palestine"**

I seek your voluntary contribution in the research I am conducting to investigate the effect of the relationship between principals' effectiveness and teachers' performance on student achievement. . If you are interested to participate, please sign in as shown below.

The aim of this questionnaire is to investigate your attitudes towards:

- Accountability for students' achievement

- Components of principal effectiveness

- Communication

- Students' achievement

- Teachers' professional growth

- Teachers' responses to the principals' practices

- The effect of teachers'-principals' relationships on achievement

Please, be informed that all the collected data is confidential and will only be used for research purposes. So, I will be grateful if you have any information that will add to the research and will help the researcher to better understand the process of principals' effectiveness.

Mobile phone: 050- 5360170 E-mail: aqel961@hotmail.com

The participation is voluntary and if you would not like to share, there will not be any consequences. Kindly, be aware that if you decide to share, you may stop participating at any time and you may decide not to answer any specific question and you will be consulted after the observation.

By signing this form I am attesting that I have read and understand the information above and I freely give my consent to take part in this study.

Participant Signature: _____

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Appendix B: A model of principals' questionnaire

Research Title: ″**The effectiveness of school leadership on teachers' performance and student achievement in Palestine**"

Dear colleagues,

The aim of this questionnaire is to investigate your attitudes towards Components of principal effectiveness and kinds of leadership.

B- Components of principal effectiveness and kinds of leadership.

No	Statement	Agree	Strongly agree	Disagree	Strongly disagree	Neutral
1	An Effective principal should have thorough knowledge about the curriculum.					
2	An Effective principal should have thorough knowledge about the teaching methodologies.					
3	An Effective principal has operative communication skills to interact competently with teachers and students.					
4	An Effective principal is the one who makes sure that the staff follows the regulations strictly.					
5	An Effective principal is one who involves the staff in decision making.					
6	An Effective principal only passes the instructions and supervises the work.					
7	An Effective principal sets clear objectives for the staff and shoulders the responsibility.					
8	An Effective principal cares about the needs of the staff and listens to their problems.					
9	An Effective principal plans well for the different situations.					
10	An Effective leader cares mostly about the results of the work to be done.					
11	An Effective principal uses the staff and the available resources to the fullest.					

Appendix C: A model of principals' questionnaire
Research Title: ″The effectiveness of school leadership on teachers' performance and student achievement in Palestine"
Dear colleagues,
The aim of this questionnaire is to investigate your attitudes towards Principals' viewpoints concerning accountability for students' achievement.

A: Principals' viewpoints concerning accountability for students' achievement

No	Statement	Agree	Strongly agree	Disagree	Strongly disagree	Neutral
1	Teachers are the only ones who are responsible for students' achievement.					
2	Principals play the most crucial role in students' achievement.					
3	Teachers and principals share the responsibility for students' achievement.					
4	Principals' responsibility is limited to observing the students' achievement as they appear in teachers' reports.					
5	Principals are to make continuous follow ups and confer with teachers concerning students' achievement					
6	Principals are responsible for ensuring quality learning and teaching.					
7	Principals are responsible for teachers' professional growth.					
8	Principals discuss with the teachers the achievement problems students have.					
9	Principals only keep records of the teachers' failure.					
10	It's a part of the principals' duty to get involved in the teachers-parents communication concerning achievement.					

Appendix D: A model of teachers' questionnaire
Research Title: ″**The effectiveness of school leadership on teachers' performance and student achievement in Palestine"**

Dear colleagues,

The aim of this questionnaire is to investigate your attitudes towards Principals' practices in the school.

C- Principals' practices (To be answered by teachers)

C 1 : **Communication**

No	Statement	Agree	Strongly agree	Disagree	Strongly disagree	Neutral
1	My principal keeps the teachers informed of school matters that are important to him.					
2	My principal provides me with clear instructions.					
3	My principal maintains direct and effective communication with the teachers					
4	My principal creates chances for the teachers to share ideas and experiences					
5	My principal helps me in communicating with parents concerning achievement.					
6	My principal provides me with clear and helpful feedback about my practices.					
7	My principal provides me with the information I need about the students with special cases.					
8	My principal holds regular formal meetings with the teachers, concerning achievement.					
9	My principal occasionally holds informal regular meetings with the teachers.					
10	My principal listens to my concerns.					

Appendix E: A model of teachers' questionnaire
Research Title: "The effectiveness of school leadership on teachers' performance and student achievement in Palestine"
Dear colleagues,
The aim of this questionnaire is to investigate your attitudes towards Principals' practices in the school.
C- Principals' practices (To be answered by teachers)
C2 Students' achievement

No	Statement	Agree	Strongly agree	Disagree	Strongly disagree	Neutral
1	My principal regularly visits the classrooms to observe the teaching.					
2	My principal provides me with helpful advice concerning achievement.					
3	My principal encourages extra academic activities					
4	My principal gives importance to measuring students achievement systematically.					
5	My principal encourages innovations.					
6	My principal reinforces competitions and celebrates outstanding achievement.					
7	My principal provides me with advice concerning unsatisfactory achievement.					
8	My principal discusses my remedial plans and gives me feedback .					
9	My principal helps me with class management problems.					
10	My principal holds regular meetings with the teachers to discuss the students' results.					
11	My principal involves parents in discussing the students' results in regular meetings.					
12	My principal encourages and supports teachers who help students achieve better results.					

Appendix F: A model of teachers' questionnaire
Research Title: ˝**The effectiveness of school leadership on teachers' performance and student achievement in Palestine"**
Dear colleagues,
The aim of this questionnaire is to investigate your attitudes towards Principals' practices in the school.
C- **Principals' practices (To be answered by teachers)**

C3 : Teachers' professional growth

No	Statement	Agree	Strongly agree	Disagree	Strongly disagree	Neutral
1	My principal provides teachers with chances to grow professionally.					
2	My principal encourages teachers to experiment with new methods.					
3	My principal answers my professional questions or directs me to where I can get the answers.					
4	My principal inquires about the professional needs of teachers.					
5	My principal arranges sufficient opportunities for professional growth through courses and workshops.					
6	My principal provides the school with magazines and other resources that help professional growth.					
7	My principal encourages teachers to share their experiences through the school or the social website.					
8	My principal arranges peer visits for the teachers to benefit from each other.					
9	My principal arranges visits for the teachers to and from other schools to benefit from their experiences.					
10	My principal invites experts in education to the schools.					
11	My principal communicates with other educational institutions to fulfill the teachers' professional development.					

Appendix G: A model of teachers' questionnaire
Research Title: ʺThe effectiveness of school leadership on teachers' performance and student achievement in Palestine"

Dear colleagues,

The aim of this questionnaire is to investigate your attitudes towards Principals' practices in the school.

C- **Principals' practices (To be answered by teachers)**

D: Teachers' responses to the principals' practices

No	Statement	Agree	Strongly Agree	Disagree	Strongly disagree	Neutral
1	Teachers work more actively when the principal cooperates with them.					
2	Teachers work more actively when they are given the chance to take part in planning.					
3	Teachers tend to mislead the principals who are strict and rigid.					
4	Teachers are more active when their professional needs are fulfilled.					
5	Teachers tend to work harder with principals who highly appreciate and positively reinforce their efforts.					
6	Teachers tend to give more effort and accurate data on student achievement to principals who maintain close relationships.					
7	Teachers benefit from peer visits and participate in them actively.					
8	Teachers do not concentrate in meetings when they are held in the end of the school day.					
9	Teachers benefit mostly from the visits to other schools and share the problems they face frankly and truthfully .					
10	Teachers hesitate to share their professional problems on the school or social websites.					

Appendix H: A model of principals' and teachers' questionnaire
Research Title: "The effectiveness of school leadership on teachers' performance and student achievement in Palestine"

Dear colleagues,

The aim of this questionnaire is to investigate your attitudes towards the effect of teachers'-principals' relationships on achievement

E: The effect of teachers'-principals' relationships on achievement

No	Statement	Agree	Strongly Agree	Disagree	Strongly disagree	Neutral
1	Student achievement is higher in schools where principals and teachers cooperate in planning					
2	Student achievement is higher in schools where principals are strict with teachers and students.					
3	Student achievement is higher in schools where principals and teachers share the responsibility for achievement.					
4	Student achievement is higher in schools where principals and teachers follow up with the achievement problems of students as individuals.					
5	Student achievement is higher in schools where principals and teachers use positive reinforcement strategies.					
6	Students achievement is higher in schools where principals keep the parents fully and regularly informed about their results.					
7	Students achievement is higher in schools where principals involve the local society in reinforcing outstanding achievement.					
8	Students achievement is higher in schools where principals visit the classes regularly.					
9	Students achievement is higher in schools where principals and teachers arrange competitions between classes.					
10	Students achievement is higher in schools where principals and teachers encourage students to cooperate and work in groups.					