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How Do Israeli Students in Higher Education Institutions Perceive the Impact of the Principal Management & Leadership Style on Building Teachers & Students as Leaders

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Abstract

The sole purpose of this discussion is to make people aware of how a great leader can have a positive impact on society and also associate with different aspects such as cultural, political, etc. This idea needs to be implemented by especially the principal of a school in such a way that it leads its teachers and students toward a better future. The upper management of an educational institution should heed this concept and follow it. Therefore, the following study was aimed at determining the impact of principal management and leadership style on built teachers and students as leaders and how their performance is affected. For this purpose, a mixed methods study was conducted in which 400 Israeli students in higher education institutions were recruited for the survey and 50 students for interviews. Meanwhile, the analysis was conducted through thematic analysis by identifying the patterns and themes from the study, and for quantitative analysis, various statistical tests were conducted that including; normality, spearman's correlation, Mann-Whitney U Test, Kruskal-Wallis Test, factor loadings, discriminant validity, variance inflation factor (VIF) and Path analysis. The findings of the study suggests that the Autocratic, democratic, and Laissez-Faire style has a positive and significant impact on the teachers' and students' leadership skills and performance as well. Hence, based on the key findings of the study key recommendations and future implications are provided.

Keywords: educational leadership, leadership style, autocratic leadership style, democratic leadership style, Laissez-Faire style leadership style

1. Introduction:

Every educational institution aspires to become the best in its era as the administrators, staff, principals, teachers, and students try their best to make it prosper. The main objective of achieving success is providing the latest education to the students so they can succeed in their careers. This is where good educational leadership comes into play (Poturak et al., 2020). Based on the following goal and aim of educational institutions, one can easily understand the concept of critical and productive leadership style as quoted in "Applied Critical Leadership in Education" by Lorri J. Santa Maria. (Santamaría &

Santamaría, 2013) stated that the dean of Chicana School relies on her social networks and leadership qualities to make her school prosper in every way possible compared to an African or Jamaican school where the principal is there just for his physical presence. We can add more research, such as in one of the articles written by Monica F . Cox. (Cox, Cekic, & Adams, 2010) Stated that in one of the engineering institutions, it was decided by the higher authorities and the faculty members that courses regarding leadership should be introduced in the curriculum, and not only that but also teamwork should be practiced along with the leader to build skills. This led to a better relationship between the different departments and the teachers and made them achieve victory (Cox, Cekic, & Adams, 2010). The current study will bring a retrospective study of principal management and leadership styles and their impact on developing leadership among students if the working authority proves to be a leader, from the perspective of Arab students in higher educational institutions.

Principal management is a typical leadership theory. Good leadership has proven to be advantageous in every aspect of life. Leadership is a very broad term that constitutes a person or a group of people who encompass the ability to guide or influence other people under them to achieve a particular goal (Jenkins, 2012). Leaders develop people for the future. There are many concepts regarding a leader's role; one is that a leader can drive the whole process toward victory with the help of his fellows who work under them. There are five key elements listed below that need to be made effective as soon as possible:

1. Ability to delegate tasks according to the capabilities of the people (Mingaine, 2013).

2. Excellent communication is vital to explain the different tasks and avoiding misunderstandings among the group (Apsorn, Sisan, & Tungkunanan, 2019).

3. Being honest is one of the major factors that allow the whole unit to work as one to achieve the desired goal (Meskelis & Whittington, 2020).

4. Confidence makes one bold and more outspoken regarding any problems faced in the process (Meskelis & Whittington, 2020).

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5. Creativity (Al-Husseini, El Beltagi, & Moizer, 2021) is needed to make it more effective and advantageous for people, whether it's a project or a school curriculum (mentioned in detail below).

Educational leadership is of prime importance when it comes to guaranteeing academic success with process, training, and improvements which are crucial for the benefits and prosperity of the educational system. The principal plays a central role in practicing the values and educational tactics required to put forward or impart the best of knowledge. Hence, structuring principal management as per (Ahyani & Eddy, 2021), "Principal management is an act of carrying out its duties and functions in an organization owned by the leadership. The leader referred to in this research is the principal, who regulates and leads an educational institution or school. Leadership is the beginning of a new structure or procedure to achieve organizational goals and objectives or to change organizational goals and objectives." (Ahyani & Eddy, 2021, p, 7)Yet, with subtle principal management comes strong leadership traits, which can be implied to strengthen teacher-student effectiveness and educational prosperity (Haglund & Glaés-Coutts, 2023).

To solve the discrepancies within an educational system, the principal of the school can act as a leader and make use of the effective qualities of leadership, which in this case can be to introduce a new and advanced curriculum in the school with different and smart teaching methods that can broaden the minds of the students (Leithwood, et al., 2020). It also involves career counseling that will allow the students to search for their potential and choose the right pathway. The principal, the head, can easily observe the staff and the students and facilitate them to improve their teaching and study. Different public and business opportunities and circles have not turned a blind eye toward the educational system (Alasiri, & Alkubaisy, 2022). They are closely observing the following aspects: the graduation rates, the student turnover, the student's performance in the exams and different curricular activities, their level of knowledge, and last but not the least, how the students are prepared for their careers. To stand up to the expectations of these highly concerned circles, the school principal should devise new ways of thinking and put down a different

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approach to solve various problems of life in the future that will make them specifically outshine others in different aspects of life (Haglund & Coutts, 2022).

Creating leaders at school: Providing students with chances to take on leadership roles is essential to effective principal leadership. The formation of student leaders is something principals may facilitate by creating an environment at school that is encouraging and empowering for students, as well as by creating chances for students to have their voices heard and participate in decision-making. According to a study by Murphy and Lick (2018), the presence of principal leadership behaviours that were positively connected with student leadership development included the provision of chances for student participation and decision-making.

In conclusion, to develop teachers and students into leaders, it is vital to have an effective principal management and leadership system. Principals can create a positive and empowering environment for their schools by fostering a positive school culture, setting clear academic goals, providing leadership opportunities, and promoting effective communication. This environment can then lead to the development of teacher and student leaders who can positively impact the school community (Carswell, 2021).

1.1 Statement Problem

Success and development of any society depends on strong leadership, which is essential. On the other hand, there is no magic formula that can produce a successful leader and ensure success. This is due to the fact that a variety of factors affect how an effective leader in higher education develops and performs. Moreover, building a leader is not a sudden even, it is a process that starts from the early years of the individual life (Merentek, et al., 2023). Furthermore, Leadership in education must be able to combine local culture with contemporary educational tenets. In order to create a learning environment that is suitable to learning and focused on the interests of the community, effective educational leadership must also establish and maintain solid connections with the community. So, in this thesis, the researcher sought to examine the effectiveness of the educational system in the Arab sector in Israel, regarding creating students as leaders.

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1.2 Significance of Study

The significant of this study stims not only from the issue it addressing but also due to the context the research is conducted in. Regarding the issue of the research which is creating leader, through imparting the best education to the students so that they are crystal clear regarding their future and have information that will prove useful for them to reap benefits. Moreover, when a principal puts forward effective and useful ways to impart education, it will be fruitful in many ways (Al-shahrani, 2022). In addition to that, it will open up many opportunities and chances for aspiring students. In addition, it enhances the students' problem-solving abilities and increases literacy development. Especially that the students of today are the adults of tomorrow, and they are supposed to be the leaders in the future.

Regarding the special context in which the research was conducted in, we are talking about the Israeli Arab population, which is a very unique one, that doesn't resemble to any other Arab population in the whole world. Israeli Arabs are a national minority that make up around 20% of the country's total population. The majority of Arab society is still patriarchal, male-dominated, collectivist, and less equal in everything (Arar & Nasra, 2019). They live under a western governance which looks at them as a hostile minority. Moreover, there are huge differences between the Arabs minority and the Jewish majority on every level, such as values, religion, language and lifestyle. Consequently, this study tries to understand how the balance is made by the educational system in the Arab sector in Israel, between implanting new modern values of equality, freedom and leadership and preserving the cultural values.

2. Materials and Methods

The use of mixed methodologies study design has been made in the meantime for a number of reasons. It is a complicated phenomenon that takes into account a variety of aspects and viewpoints how the management and leadership style of the principal affect the development of teachers and students as leaders. By combining qualitative and quantitative data to examine many facets of the phenomenon, a mixed method design

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enables you to more fully capture the complexity of the research issue. Additionally, it's possible that the research topic touches on a number of aspects of the principal management and leadership style, including communication style, decision-making procedures, and interpersonal dynamics. You can thoroughly examine these aspects using qualitative methods and quantify and analyse their effects on instructors and students using quantitative approaches by utilising a mixed method design (Saunder& Bristow, 2023).

3. Results:

The intensity and direction of the associations between the variables Teachers' and Students' Performance, Teachers' and Students' Leadership Skills, Autocratic Style, Democratic Style, Laissez-Faire Style, and Teachers' and Students' Leadership Skills are indicated by the Spearman's correlation coefficients. Autocratic Style and Democratic Style have a positive and sluggishly correlated relationship ($r = 0.281$, p 0.01). This indicates that there may be a slight correlation between these two leadership philosophies. This result is consistent with earlier research suggesting that certain leaders may mix authoritarian and democratic behaviours (De Winter, Gosling, & Potter, 2016). It suggests that principals may combine components of both leadership philosophies into their management style, changing how they act depending on the circumstances. The link between autocratic style and laissez-faire style has also been discovered to be favourable and only mildly weak ($r = 0.293$, p 0.01). This suggests a tenuous connection between these two leadership philosophies. It implies that certain principals might combine a top-down strategy with a hands-off or passive leadership style, exhibiting both autocratic and laissez-faire behaviours. This result lends credence to the idea that different contexts and dimensions call for diverse leadership approaches. Additionally, there is a significant and positive association between teachers' performance and their autocratic style ($r = 0.601$, p 0.01). This suggests a strong correlation between teachers' and students' performance and authoritarian leadership style (Yu and Hutson, 2022). The association between teacher effectiveness and authoritarian leadership appears to be beneficial, according to the positive correlation. It's crucial to remember that a connection does not necessarily indicate a cause and effect. To fully comprehend the underlying mechanisms and environmental variables that contribute to this link, more research is required.

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Table 1 Spearman Correlation

	Autocratic Style	Democratic Style	Laissez-Faire Style	Teachers' Performance	Teachers' and Students' Leadership Skills
Democratic Style	1.000	.281**	.293**	.601**	.548**
Autocratic Style	.281**	1.000	.369**	.247**	.295**
Laissez-Faire Style	.293**	.369**	1.000	.393**	.285**
Teachers' and Students' Performance	.601**	.247**	.393**	1.000	.491**
Teachers' and Students' Leadership Skills	.548**	.295**	.385**	.491**	1.000

In contrast, there is a significant and positive link between teachers' and students' leadership abilities and democratic style (r = 0.548, p 0.01). This suggests a strong correlation between the growth of instructors' and students' leadership capacities and democratic leadership style. The association between teacher and student leadership abilities and democratic leadership style appears to be beneficial, according to the positive correlation. This result is consistent with earlier studies that highlighted the influence of leadership style on the growth of leaders in educational settings. The association between Autocratic Style and Laissez-Faire Style is positive and only marginally weak (r = 0.369, p 0.01). This implies a slender correlation between these two leadership philosophies. According to Schober, Boer, and Schwarte (2018), some principals may adopt both democratic and laissez-faire behaviours, combining participatory decision-making while also granting teachers' independence and autonomy. The diversity of leadership styles and the possibility of overlap or the blending of several strategies are reflected in this finding.

Autocratic Style and Teachers' and Students' Performance: Autocratic Style and Teachers' and Students' Performance have a positive and sluggishly correlated relationship (r = 0.247, p 0.01). This suggests a slight correlation between teachers' and students' effectiveness and autocratic leadership style. According to Schober, Boer, and Schwarte (2018), the positive association shows that greater democratic leadership is linked to better teachers' and students' effectiveness. This result is consistent with earlier studies that have

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shown that inclusive and participative leadership styles have a beneficial impact on worker performance. Finally, there is a positive and marginally weak link between teachers' and students' leadership abilities and Laissez-Faire style (r = 0.285, p 0.01). This shows a tenuous link between the growth of instructors' and students' leadership abilities and Laissez-Faire leadership style. The strong association indicates that there is a higher.

Qualitative Results:

In the qualitative part, thematic analysis methods were used and a number of themes emerged:

Theme 1: Role of Principal Leader, according to the interviews the principal role is very complex, one of the main tasks of the principal as a leader is to create an environment where staff and students are motivated to do their work and are happy to face the challenges of learning and growth. In addition, the principal leaders' main areas of responsibility are: developing an educational development strategy; business organization (forming an effective structure and management technologies) and working with teachers and other staff members.

Theme 2: Influence of Leadership of Principals on Students and Teachers: According to the participants: In this environment, principal leaders need more than ever leaders who show the way and set the path, who have a vision, who listen and support their teachers and students. In this way, the leaders influence students by directing and delegating them while showing them significant opportunities to excel in their careers.

Theme 3: Principal Leadership and Achievement of the Society: From the interview, it was clear that a principal leader primarily affects the teachers and students and through their efforts also affects the society as a whole.

Theme 4: Portrayal of Principal Leaders amongst Teachers and Students: from the answers of the participants there was an agreement that it is very important for principal leaders not to lose sight of the goal, to help make decisions, to show others what is most important at a given moment, and how to prioritize other important tasks. Principal leaders

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must portray that they are able to create an environment where teachers and students are motivated to do their work and are happy to face the challenges of learning and growth.

Theme 5: Principal Leaders and Success of Education System: We can summarize the results under this theme that it is the principal leader of the school must have certain personal qualities that ensure the success of educational activities. These are tolerance, tact, education, inner harmony, and optimism. One of the basic personality traits of a leader is self-confidence which they are able to portray in front of teachers and students.

Theme 6: Interaction and Communication between Principals, Teachers, and Students: According to the interviews analysis, the principal as a leader must organise a communication forum for both teachers and students. This will further help with curbing the miscommunication amongst leaders teachers and students.

4. Discussion:

Several education researchers hold conflicting views about the effects of leadership styles on students' achievement in schools. For instance, a study by Bello et al. (2016) revealed that there was no significant relationship between the three leadership styles and students' achievement in English Language and Mathematics.

According to this study, principals who use democratic leadership philosophies have a good effect on the staff members and students in their institutions. Developing a common vision, inspiring and encouraging followers to achieve their objectives, and offering assistance and resources to enable people to realize their potential are all aspects of democratic leadership. According to the study, principals who employ democratic leadership practices are more likely to foster a welcoming and encouraging learning atmosphere, foster teamwork and trust among their employees, and motivate workers to go above and beyond the call of duty.

This finding is in conformity with the findings of Adeyemi and Bolariwa (2013), Ogalo (2013), Speciosa (2013), and Obama et al. (2016) who affirmed that schools administered by democratic principles, achieve higher academic outcomes than schools with authoritarian Laissez-affair principals.

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However, the finding of this study is at variance with the finding of Waveru and Orondho (2014) and Igwe et al. (2017) who found that autocratic leadership style was positively correlated with students' academic performance.

Moreover, building teachers and students as leaders can be significantly impacted by the management and leadership style of the principal. According to the study, teachers' and students' leadership development was positively benefited by the democratic leadership style. Teachers and students may improve their leadership skills with the support and resources offered by principals who used a democratic leadership style. These principals also effectively communicated their vision. Teachers and students reported feeling more satisfied and motivated at work, which helped them develop as a leader

Furthermore, the study discovered that the students have distinct perceptions of the principal management style. Students had favorable perceptions of principals who adopted a transformational leadership approach. They were regarded as being encouraging, motivating, and capable of clearly communicating their ideas. However, students had an unfavorable opinion of the Autocratic leadership style. This result matches the results of Weli & Eguzoroibe (2022), who revealed that there is no significant difference in the mean ratings of teachers and students on the extent to which principals' use of autocratic leadership style influences students' academic performance in public senior secondary schools in Port Harcourt metropolis

An additional interesting result was that a weak correlation was found between teachers' and students' leadership abilities and Laissez-Faire style. This result is in line with results from previous studies, such as the study of Achimugu & Obaka (2019), who found that there was no significant correlation between principals who used a laissez-faire leadership style and students' achievement in chemistry. The finding further revealed that there was a significant positive correlation in chemistry students' achievement when they were administered by principals who practiced a democratic leadership style.

Last but not least, by creating a safe and encouraging learning environment, clearly conveying the vision, and providing the necessary support and resources, the

management and leadership style of the principal can encourage teachers and students to develop as leaders. Teachers and students are more likely to feel respected, encouraged, and inspired to develop their leadership skills in an atmosphere that is fostered by principals who use a democratic leadership style. This strategy has the potential to motivate both teachers and students to assume leadership roles, pick up new skills, and support the success of the school community. Principals can also create possibilities for leadership development projects and programmes, like mentoring and workshops for professional development, which can improve teachers' and students' leadership abilities. Overall, the management and leadership style of the school's principle can have a big impact on how well instructors and students become leaders and how well the school community functions.

5. Conclusion

The study revealed that students administered by principals who used a democratic leadership style achieved higher than those administered by authoritarian and laissez-affair leadership styles.

The study noted that different principals adopt different leadership styles at different schools, and each leadership style has an effect on the students' and teachers' performance and also on the teachers' and students' leadership characteristics.

the democratic leadership style had a significant favorable influence on the leadership abilities and academic performance of both teachers and students.

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