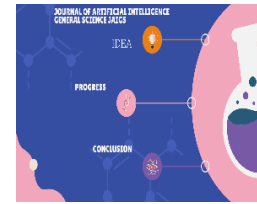




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The Impact of Principal on Teacher Motivation in Secondary Schools

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ABSTRACT

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This research investigates the influence of school principals' motivation on teachers, recognizing motivation as a complex process driving human behavior towards goals. Motivation's significance lies in its role in energizing individuals towards their aspirations. The study highlights two key motivations: the critical role of motivated teachers in education and the principal's leadership impact on teacher motivation. Literature underscores motivation's multifaceted nature and its link to organizational climate, rewards, and management practices. Challenges include establishing causality between principal actions and teacher motivation amid diverse educational contexts. Despite hurdles, insights gleaned shed light on the principal's influence and teacher motivation levels.

Introduction

Motivating teachers is a critical aspect in improving educational outcomes and creating a positive learning environment. The role of school principals in shaping teacher motivation has received significant attention in educational research. This literature review seeks to explore the impact of management styles on teacher motivation, based on a comprehensive examination of relevant research. The management styles and practices employed by school principals have been found to have a profound impact on the level of motivation of teachers in schools (Arar & Masri-Harzallah, 2016). Understanding the relationship between management styles and teacher motivation is vital to fostering a supportive and empowering work environment that can positively impact both teachers and students.

The review begins by examining the conceptual framework of management styles and teacher motivation, highlighting the connection between these two variables. It then presents a synthesis of empirical research that investigated the impact of different management styles on teacher motivation. By analyzing the findings of these studies, this review aims to provide important insights into the strategies and approaches that can effectively enhance teacher motivation. The implications of this research are significant for education leaders, policymakers and practitioners. Understanding the influence of management styles on teacher motivation can assist in developing effective leadership methods and policies that promote a positive educational climate. Ultimately, this can lead to improved student outcomes and more successful teacher instruction.

Literature Review

In this chapter, research and scientific literature dealing with the impact of school principals on teacher motivation will be presented, with a focus on middle and high schools.

Motivation

Work Motivation

In recent decades, the issue of work motivation has been on the research agenda and has expanded to the level of international research in many areas in the private and public business world. The research field of work motivation has been studied in the research areas of social psychology and management sciences. Work motivation is of great and significant importance as a factor influencing employee performance outputs. Highly motivated employees will be involved and strive to produce high outputs and productivity for the organization, while employees with low motivation will not invest in it. Research literature shows that employee work motivation has many significant implications and emphasizes the needs of organizations to re-examine and periodically re-evaluate the motivation level of employees and accordingly relate to decision making, as well as generate management methods to use marketing strategies in order to gain competitive advantages over competitors. These will increase outputs and productivity for organizational success (Deci, Olafsen & Ryan, 2017).

The motivating action related to an individual's behavior, feelings and emotions is the driving force at work and in other activities, out of a desire and without coercion, to invest physical, mental, emotional and psychological effort. It is a personal and internal process (Bar-Haim, 2016). Work motivation is channeled into investing effort in order to achieve organizational goals, when the individual responds to it during working hours as a personal need to provide outputs and products. Therefore, motivation is a vital factor in the success of employing organizations (Robbins 2000; Ryan & Deci, 2011 cited by: Arar & Masri-Harzallah, 2016).

From the results of a study published in the Human Resources Monthly (2012), it appears that in order for organizations to achieve a high level of work motivation and achieve business objectives, they must invest in working conditions that will meet basic conditions such as wages and status at work, so that they can provide comfortable and safe working conditions in terms of mental well-being and economic well-being. The organization is responsible for fulfilling the needs and desires of its employees so that the level of motivation is high and provides the products and

outputs of the organization.

Motivation in the Education System

The education system is an organization for all intents and purposes, characterized by its unique nature of teaching and learning, so that the concept of motivation in its description and scientific meaning does not differ from any other organization.

Motivating employees is an issue on the agenda in the field of organizational behavior. The issue of motivation has been studied for many years in aspects of organization and management (Lazaroiu, 2015; Kaspi-Baruch, 2016). In this area, research focuses on identifying the driving and influencing factors on employee behavior, in order to predict their willingness to invest effort and find new ways to increase work motivation (Opletka & Studni, 2022; Shah & Sarangi, 2015; Hur, 2017).

Additional means of motivating employees, employed by managers in various organizations, constitute a significant factor shaping the systems of reciprocity between employees and the organization due to their influence on employees' feelings (Opletka & Studni, 2022).

These methods relate to two focuses:

- a. The organization's orientation to create an optimal organizational climate, fostering positive feelings such as: belonging, personal and professional security and protection (Smith, Johnson & Stevens, 2016; Butts Wallace).
- b. Role design with motivation orientation - which assumes that when the occupation itself leads to feelings of satisfaction, self-efficacy, recognition, promotion and personal growth - performing the role and the work itself constitute a source of intrinsic motivation and effective performance of the role (Güntert, Deci & Olafsen, 2015; Forest, 2015 Halvari, Opletka & Studni, 2022).

Teacher Motivation Level

Motivation is an inner psychological entity of the individual characterized by varying levels of attributes, such as verbal conversations, behavioral expressions, investment of time and effort in activities, perseverance and continuity, responsiveness to challenges and meeting commitments (Assor, 2001).

Examining the level of motivation among teachers checks the factors that motivate them to achieve high levels of functioning. Because the teachers' level of motivation is influenced by the context of the organizational climate, the nature of the role, and the system of rewards that they do or do not receive (Perry & Shapka, 2012; Collie, 2012 in: Opletka & Studni, 2022).

In the area of climate, there is motivation to perform roles among teachers much more effectively by shaping positive interactions between management and teachers, personal attention, consideration of personal needs, recognition of expertise, inclusion in decision-making processes, building organizational mechanisms to encourage professional development, setting goals oriented towards satisfying intrinsic needs and a sense of excellence (Thoonen et al., 2011; Perry et al., 2012 in: Opletka & Studni, 2022).

The motivation level of teachers is also examined in the area of job design. Managers who motivate teachers to positive action through job design as a source of satisfying intrinsic needs by including them in shaping the role, defining

goals, adapting to the teacher's training, setting a high, challenging and meaningful level of expectations, granting authorities and autonomy to execute them, building feedback and evaluation processes that increase the motivation level of teachers (Van den Berghe et al., 2013 in: Oplatka & Studni, 2022).

The motivation level of teachers is very important as it is one of the factors influencing the advancement of the education system (Harpaz, 2011 in: Oplatka & Studni, 2022). The higher the level of self-efficacy, the greater the motivation to perform tasks.

Research shows that teacher motivation is evident from the teamwork practiced in the school. Teachers working in teams enhances motivation, satisfaction, commitment, enthusiasm, sense of self-efficacy, job satisfaction, and improves interpersonal communication in the teachers' lounge, trust in colleagues, student achievement and school climate (Bükki & Fehérvári, 2021; Suparno, Sutjipto & Suryadi, 2020).

A high level of motivation among teachers stemming from teamwork is manifested mainly in sharing information, teaching materials, ideas and opinions and providing feedback on work and assistance as needed. Teamwork varies according to teacher characteristics and according to the culture prevailing in the educational framework in which they work. Often teamwork is for short periods around short-term tasks, such as organizing an end-of-year party (Jong et al., 2019).

Bandura (1997 in: Kass, 2000) argues that the higher the perception of self-efficacy, the greater the motivation to perform tasks. Kass (2012) argues that the employee's self-efficacy is related to the teacher's perception of organizational components and the school climate, and a sense of professional affiliation will lead to a high level of motivation among teachers.

Studies on motivation among teachers indicate that teachers choose the teaching profession for three main considerations: both intrinsic considerations related to the beneficial aspects of activity in the role, such as personal development; extrinsic considerations related to the beneficial aspects of teaching, such as vacations, working conditions, job security and social status and the perception of teaching as a socially valued profession and altruistic considerations such as the desire to work with children and contribute to the community will contribute to raising the motivation level of teachers (Richardson & Watt, 2014; Beltman & Mansfield in: Arar & Masri-Harzallah, 2016).

Motivation in Management

Manager as Motivator and Influencer of his Team

The success of an educational organization is a macro-level task shared by many. Therefore, managers of organizations, including schools and educational organizations, have the responsibility and obligation to lead and develop them into learning communities driven by compelling needs. As part of this, nurture commitment and joint authority to improve learning and distribute work among teams and work groups (4 M's, 2011).

Motivating employees, including work teams, is very important for work productivity and output productivity, whether services or products. Against the background of the phenomenon of low production productivity in factories at the beginning of the twentieth century, it constituted the background for the recognition and research of motivation in the workplace, recognizing the importance of the human factor at work as the significant factor shaping the

interrelationships between the organization and its employees, since the employee's output is related to his values, feelings and attitudes towards his work (Kaspi-Baruch, 2016).

A manager as a managerial role in an organization or team has the same commitment and responsibility to create a dynamic, productive, enriching and nurturing work environment for employees.

Following motivation research, intrinsic motivation influences much more than any kind of "stick and carrot" approach. Managers need to recognize that more substantial factors play a greater role in motivating employees and invest more effort in creating

values of a culture of respect, recognition, trust and autonomy as they adapt their management strategies to harness their feelings towards their colleagues. These intrinsic motivational factors are usually more important to the team than external

material factors such as money (Singh, 2016).

The principal's management style has an influence on the level of motivation of the teams and promotes an organizational, educational and social climate in the organization (Kutsyuruba & Walker, 2014). Much research literature has been written over the years to examine the impact of management styles of school principals just like in private and public business organizations on employee and team motivation levels and responses to delivering outputs and productivity.

The leadership style of the school principal has a great influence on teacher motivation (Osher & Harpaz, 2016; Kyriakides & Pashiardis, 2010, Kythreotis in: Arar & Masri-Harzallah, 2016).

Among teachers who have demonstrated high levels of motivation, the personal support of the school principal has been proven to be one of the most prominent factors in teacher motivation at the personal and school level, granting autonomy to teachers and partnership in decision-making at school and in the classroom, especially when new reforms are implemented in recent years in schools (Hopkins 2013, Ryan & Deci in: Arar & Masri-Harzallah, 2016).

The manager serves as a model for emulation and influence on the behavior of subordinates on their conduct and on their motivation in the organization (Arar & Masri-Harzallah, 2016).

In addition, there are management styles of school principals that influence the level of motivation of teachers in the school. The principal's personality and managerial approach serves as a basic component in the creation of a high level of motivation among the school's teachers, thereby contributing to the success of educational and social outputs and productivity and the school's human capital resources (Parveen et al., 2022).

From the results of a survey conducted in Chicago (Finnigan, 2010 in: Arar & Masri-Harzallah, 2016) to examine the relationship between principal leadership and teacher motivation in a school whose performance was defined as poor, it was found that the principal's transformative leadership, teacher involvement in making changes and supporting them increases teachers' motivation levels and their commitment to what is happening at school. And within this it rises that the motivation of teachers directly affects the motivation of students, their success in studies and their promotion (Harpaz, 2011; Assor, 2013 in: Arar & Masri-Harzallah, 2016).

From a research perspective of motivation in the context of school principals in schools, there is great importance to

the field of human capital in the educational and learning workforce. Research enables an understanding of needs and patterns of management styles and their impact on achievements and outcomes. The results of research in the field of motivation are important in creating teacher commitment to the school, which may have a positive effect on the level of motivation and success alike (Gahlawat & Kundu, 2016).

Research in the field of motivation - "motivating employees" examines all the ways and strategies used by managers to motivate employees to act to perform their duties efficiently. These ways have a direct effect on the quality of work and are an important vital foundation for the organization's success and efficiency, since they affect the feeling of job satisfaction and hence the willingness to invest effort and persist in performing the role (Deci & Gagne, 2005; Dur & Delfgaauw, 2007).

Arar and Masri-Harzallah(2016) raised in their research that school principals are responsible for building staff members' capabilities, developing them and sharpening their skills. This influence is expressed especially among principals with a transformative and decentralized leadership style. The leadership represents a model in which the influence of the principal's leadership style on building the teaching resources of teachers and improving work environments is emphasized, which in turn raises motivation among teachers, refines teaching styles and affects student achievement.

Arar and Masri-Harzallah (2016) present findings in their research that educational leadership improves teaching-learning processes and has a strong influence on teacher motivation, their commitment to teaching and the educational climate in the school.

Research Question

Does the motivation of school principals influence teachers?

The research question is intended to investigate the motivation of school principals and their influence on teachers within the school framework. The research seeks to investigate how the principals' motivation affects teachers and job satisfaction. By understanding the relationship between principals and teacher motivation, this research seeks to provide important insights to education managers, policy makers and professionals in fostering a positive and supportive work environment that enhances teacher motivation.

Therefore, by examining the different motivational styles and their influence on teachers, the purpose of the research is to provide insights for creating a supportive and empowering work environment. The findings of this research can inform education administrators and policy makers in implementing strategies that improve teacher motivation, job satisfaction, and ultimately, student outcomes in the personal aspect, as future managers to influence teachers' motivation.

Research Method

The research aims to understand the phenomenon of the influence of school principals' motivation on teachers, which includes a system of processes that arouse, direct and sustain human behavior towards achieving goals and objectives.

The research makes use of a qualitative research design to investigate the motivational processes between high school principals and teachers. This approach was chosen because it allows for an in-depth understanding of the subjective experiences and perceptions of the participants in their natural context. Also, this study involved 11 high school principals who were selected based on the criteria of 6 or more years of experience. Both male and female principals were included to ensure diversity among the participants. Data was collected through the use of interviews, guided by Google Forms questionnaires. The questionnaire included a series of questions designed to elicit information about the motivational strategies employed by principals and their impact on teachers. Ethical considerations were taken into account, with participants assured of confidentiality and anonymity.

To analyze the data collected, a statistical technique was applied. This approach allowed for the extraction of trends and patterns from the data, while providing insights into principals' motivational practices and their effectiveness. Informed consent was obtained from all participating principals, ensuring their voluntary involvement in the research. Confidentiality is maintained, and no identifying information is shared in the research. These measures were implemented to protect the privacy and well-being of the participants. This study faced certain limitations, mainly related to the timing of data collection, which occurred towards the end of the school year. As a result, it was challenging to find additional principals who have the time and availability to participate in the questionnaire. This limitation may impact the sample size and thereby the generalizability of the findings. Additionally, the data collection phase spanned over a period of three months, allowing for a comprehensive investigation of the research topic. In summary, this chapter presented the research methods employed to investigate the impact of school principals' motivation on teachers, through a qualitative design, interviews and statistical analysis. The aim of the research is to provide important insights into the processes that encourage motivation in the educational context.

Research Tools

The research tool was created using a questionnaire conducted through interviews that I compiled in order to examine my research question regarding the impact of principals on teacher motivation in schools.

Research Population

The research population is based on male and female, religious and secular principals from the Jewish sector only. With at least 4 years of seniority, aged 45-60. The socioeconomic status of the student populations of the principals' schools in the research is from all sectors of the population, both high and low status. Likewise, the principals in the research are from all parts of the country – south, north, center and settlements.

Findings

A questionnaire was conducted for school principals, as part of research I carried out. The goal is to examine the influence of principals on teacher motivation in schools.

The questionnaire included 9 questions, of which 8 were open-ended and 1 was a survey question.

A total of 11 principals answered the questionnaire

1. What are the important aspects in your perception as a principal in arousing teacher motivation in your school?

Most principals wrote responses about encouraging teachers to increase motivation, motivational conversations, lending an ear and providing assistance where needed. To create a good connection with teachers, to give teachers freedom to initiate, create and achieve, to make teachers want to come to school with enjoyment and motivation. To allow teachers to fulfill dreams and provide them with budgets for teachers who think outside the box. Motivation in the eyes of the principal is an important and necessary driving force to stimulate renewal. To make them come to work enthusiastically to self-actualize. To give expression to their skills, to create a good and pleasant atmosphere in educational activities, to give them freedom of action. It is important for school principals that teachers feel secure in their work and in this way teachers will feel a sense of belonging to their professional work, in personal aspects and in this way they will receive appreciation from the administration and parents and in this way teachers will increase motivation.

2. When during the year do you identify high motivation and when low motivation among the teaching staff? Please elaborate.

Most school principals wrote before Passover and towards the end of the year that teachers express difficulties due to declining student motivation, teachers express difficulties. At the beginning of the year there is high motivation at times when there are clear goals and objectives, when teachers aspire to matriculation exams, Meitzav tests or school initiatives. School principals report low motivation at the end of the semester and high motivation at the beginning of the semester. At the end of the year motivation is low, there are reasons for low motivation when directives and burdensome tasks arrive beyond what was planned, motivation decreases. When there are crises with students and parents, motivation decreases. When parents show appreciation to staff and students invest in learning, motivation rises.

3. How does an "open door" approach with the principal lead to increased motivation among the teaching staff



Graph Description: According to the questionnaire given to principals, 7 out of 11 principals (63.6%) agree that an open-door policy leads to higher motivation among teachers. An open door for teachers represents a relationship of trust. Teachers seek expression and discussion of their work. An open-door policy from principals conveys openness to teachers, calmness and belonging, all of which encourage and motivate teachers to succeed.

4. How and in what ways do you cause your teachers to have continuous motivation, during the year?

Principals report that in order to have continuous motivation there must be teamwork, continuous meetings, team building activities, lectures, trips, tours, spreading empathy, appreciation for the teachers' actions, words of encouragement and reinforcement in team meetings, providing a platform and publicity and marketing of their accomplishments. Principals report financial remuneration for overtime hours which causes motivation for teachers to work and get compensation.

5. How do you keep teachers on your team committed to fulfilling their roles over time, such as subject coordinator, social coordinator, grade coordinator etc.?

School principals make sure to meet with staff in roles and positions. Coordinators are budgeted and compensated at the beginning of the year. Principals give staff autonomy to initiate and create, thereby nurturing relationships among teachers through an attitude of respect, mutual trust, delegating authority and delegating responsibility. A demanding principal, is a principal who gets tit-for-tat, and thereby retains staff in roles over time.

6. Successes: What were the main successes of the teacher motivation process?

Successes are built on defined work for example: subject coordinators build periodic exams, principals are partners in the mappings that teachers give to students. Most principals wrote that successes are built on teamwork for success "increasing head" – developing initiatives, few absences, bringing innovation to the classroom and school.

7. Failures and difficulties - specify what were the difficulties and obstacles from your perspective in leading motivation promotion, and how did you deal with them?

Principals report: Teachers do not report concerns and failures in teams, teachers deal with difficulties alone, for all kinds of reasons, perhaps it will seem like a failure in the eyes of the principal. Dissatisfaction, failures and difficulties of lack of principal motivation may stem from teacher turnover. Veteran teachers versus new teachers or high workload on teachers, or unmotivated teachers who spread an unpleasant atmosphere in the team.

8. Knowledge and learning - what are the ways to encourage teacher motivation?

Ways to encourage motivation in knowledge and learning are to allow teachers professional development, to allow teachers to study for degrees, professional promotion to push teachers in skills that each teacher has, compliment teachers with

professional knowledge to develop in roles, lead coordinations, and grow teachers to encourage teachers to be partners in writing school programs.

9. Evaluation and feedback - How do you get feedback from teachers about their level of satisfaction, and what motivates them for professional growth and development?

School principals reported that they hold general and professional team meetings, conversations with fair teamwork, a questionnaire every half year regarding teacher satisfaction, observe lessons in teams with feedback from the principal and teachers.

Summary

The main factors by which motivation can be nurtured among school principals are attitude towards teachers, and giving meaning to the work the teacher does, delegating responsibility and giving feedback, evaluation and appreciation. The principal has tremendous importance in providing teachers with meaning and responsibility and connecting them to the team. Teacher motivation is an important condition for long-term resilience and success of the principal. Motivation is an ongoing process that requires the principal's attention and investment in the team. Employees who receive appreciation feel significant and take on responsibility, will have high motivation and will want to stay in their jobs, and will also motivate the principal to promote them

Discussion and Conclusions

The research question that was investigated is the influence of the principal on teacher motivation in the school. Through analysis of the existing literature, the purpose of the discussion is to examine the main findings and implications arising from the studies reviewed.

The literature consistently emphasizes the significant influence of school principals on teacher motivation. From the research I learned that employee motivation at work has many important implications. Motivation comes to empower the needs of organizations and raises the motivation level of employees, and accordingly influences decision making and creates management methods, how to use marketing strategies to achieve competitive advantages that will increase outputs and success of organizations (Deci, Olafsen & Ryan, 2017).

From the principal interviews I understood that principals who were an inspiration and motivated the team for their employees, set high expectations and also provided support and recognition, were found to positively influence teacher motivation. Principals working in this way create a sense of purpose, promote autonomy and

nurture a collaborative and empowering work environment, all of which contribute to increasing teacher motivation.

In addition, I understood from the interviews that interpersonal communication and effective support were identified as vital factors influencing teacher motivation. Principals with this style showed that principals with these traits of listening, inclusion, caring and concern for teachers, created in their school an environment of trust, personal security, protection, optimal climate, cooperation, increased motivation among teachers.

Most principals in the interview reported that providing opportunities and resources for professional development is essential in supporting teacher motivation. And this creates a culture of continuous improvement and enhances teacher motivation by providing the necessary support and resources, they empower teachers to improve their skills and effectively contribute to the school community.

From the hypotheses that arose from the research question, it appears that there are factors that allow school principals to set an example of motivation by:

- Personal social and emotional support of teachers.
- Role models of principals and creating a future vision.
- Public discourse in school that encourages motivation.
- Diversity and interest in teaching methods that influence motivation.
- Ministry of Education policy, an open system for cooperation, will cause an influence on motivation among school principals on teachers.

In summary, this discussion emphasizes the significant influence of the principal on teacher motivation within the school framework. Effective communication and support systems are key factors in enhancing teacher motivation and job satisfaction. By prioritizing these aspects, educational institutions can nurture a positive work environment, improve teaching methods, and ultimately improve student outcomes.

It is important to note that further research is needed to deepen my understanding of the complex dynamics between principals and teacher motivation. Longitudinal and mixed methods approaches can provide important insights into the long-term impacts of key influences on teacher motivation and their effect on student achievement.

Addressing the research question I investigated regarding the reinforcements and successes of school principals' motivation that causes self-regulation when there is meaningful feedback, emotional awareness for teachers,

collaborative learning, learning achievements all cause successes for teachers. Motivation causes an internal force that drives teachers to accomplish meaningful outcomes that provide rewards for teachers. The principal enables teacher motivation that begins with a goal, which leads to hard work, which is worth the success. By giving teachers autonomy and involvement in decision making in school and the classroom, especially when containing recent reforms in recent years in schools (2013, Hopkins 2010, Ryan & Deci from: Arar and Masri-Harzallah, 2016).

This research highlights the critical role of principals in shaping teacher motivation. By recognizing and addressing the impact of the principal on teacher motivation, educational institutions can create an environment that nurtures prof

Summary

In summary of the research, I understand that school principals whom I interviewed and questioned about their work, testify that motivation provides the energy and the desire to achieve goals and objectives. Motivation encourages teachers to be involved and influence students. A conclusion arising from the research findings is that principals have a good influence on teachers in school.

Through management style: listening, understanding, support, complimenting and good influence, causes teachers to function at a high level in their work and improves reciprocity between the principal and the teaching staff. This finding can be compared to the literature review, and see that it matches the types of motivation I surveyed in the literature review, where I saw that there are two main types of motivation, intrinsic and extrinsic. Intrinsic motivation is driven by satisfaction and internal gratification or by internal values and beliefs. Extrinsic motivation is driven by external factors, beyond the behavior whether these are positive factors, such as positive reinforcement or financial reward, or negative factors. The interviewees testified that there is a link between principal cooperation and teamwork of the principal to the influence on teacher motivation.

Following the interviews and literature review, I came to insights and conclusions that the principal has a role with significant influence in shaping the quality of education and this influence causes teachers to be motivated which influences the quality of education. I think that as future teachers and principals it was very important and useful for us to do this research work, because it gives us a broad perspective to think deeply about what I researched: the influence of school principals' motivation on teachers, and the future implications of teachers on students following the motivation.

I enjoyed researching the subject in cooperation and teamwork.

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