

SCHOOL LEADERS' PRACTICES AND THEIR INFLUENCE ON TEACHERS'
PERFORMANCE DURING THE LEBANESE ECONOMIC CRISIS

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Master of Arts in Education-Emphasis School Management and Educational Leadership

by
MAGGIE HODROJ

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by

Maguy Hodroj

Department of Psychology, Education and Physical Education
Notre Dame University – Louaize
Lebanon

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Thesis Committee:

Harvey Oueijan
Thesis Advisor, Academic Title


Signature of Approval

30/5/2023
Date

Joseph Tannous (Fr.) Ass. Prof.
1st Reader, Academic Title


Signature of Approval

30/5/2023
Date

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Abstract

The entire world has been dealing with strange events, problems, and situations. Unfortunately, the state of education is quickly impacted by external events. The way education is delivered, and schools are run has changed as a result of these instances. Because of the political, health, and economic crises, Lebanon has been going through a very difficult time, which has made the educational sector more and more unstable. The financial status of most Lebanese families has been impacted by the Lebanese pound's loss of more than 90% of its value without a rise in wages. As a result, many people, particularly teachers, have made the decision to look for better employment possibilities in Lebanon or overseas.

The leadership philosophies that school principals can employ in times of crisis were the focus of this thesis. Burnout among teachers is a result of Lebanon's ongoing difficulties, which could have a negative impact on learning environments and education. In times of crisis, Lebanon's Ministry of Education and Higher Education (MEHE) offers relatively little assistance to schools. At the same time, the majority of Lebanon's schools don't have an emergency plan in place for peculiar circumstances. As a result, it is the responsibility of the school's leader to lead the entire institution and ensure that students continue to receive an excellent education despite all obstacles. To determine the leadership stances taken by Lebanese school principals in times of crisis and their connection to teachers' work satisfaction, a mixed-methods approach was used. Research around this area is gaining more and more importance recently due to the elevating number of crises worldwide and not only in Lebanon.

Face-to-face interviews with school principals served as the initial source of the data. Four school principals were subjected to semi-structured interviews. Additionally, surveys were distributed to 174 teachers who worked in these schools.

Results from interviews and surveys first illuminated the reasons why some teachers continue to work in the classroom despite the meager pay, followed by insights into how principals' leadership philosophies and crisis management strategies affect teachers' job satisfaction. Additionally, the principals of the schools have expressed their worries about preventing teacher burnout and maintaining teacher satisfaction.

While being researched, the thesis was limited in one important way. Four school principals from four separate schools made up the research's sampling, which was quite limited because many principals declined to participate out of concern that the interviews may be utilized as a means of evaluation.

Despite these drawbacks, the study has produced useful information and made a few recommendations for principals of schools, educational leaders, and decision-makers in the field of education who are dedicated to preserving a high standard of instruction and a supportive learning environment for teachers in the face of potential crises.

Chapter One: Introduction

Statement of the problem

This study focuses on the leadership styles and practices applied in Lebanon's schools during times of crisis. The concept for this study came from the need to enhance school principals' crisis management abilities, since recent years have shown how much the educational sector is suffering and how important true leaders are in dire circumstances. Since the beginning of the national protests in October 2019, Lebanon has been suffering from multiple lockdowns caused by the COVID-19 outbreak, the blast at the Beirut port in 2020, and finally the economic collapse. The workers in the education sector suffered as a result.

Due to their low wages, rising costs, and particularly the rise in fuel prices that impacted their ability to get to and from work, teachers have been suffering. Because of this, many teachers looked for professions with higher pay; in addition, Lebanon has seen a significant increase in immigration over the past few years.

MEHE has stepped in to find alternatives to the typical face-to-face classes during lockdowns. To deal with this transition or to help their instructors, however, no instructions were given to school administrators. Each school had to make a personal effort to handle that unusual circumstance.

This research is placed in the context of leadership during crises taking teachers as the major component for enhancing teaching and learning processes. The following section presents the objectives, the hypotheses, and the research questions on which this research is based.

Objectives

The purpose of this study is to analyze the leadership styles that school leaders in Lebanon employed amid the various crises. It will examine the leadership styles employed and teachers' perception about the principals' decisions. In order to better motivate their staff during the most trying moments, educational leaders and professionals will benefit from developing their leadership abilities and skills.

Research questions

The research questions that were tackled in this study are:

- Are teachers satisfied with their jobs?
 - What keeps some teachers in their jobs despite the very low income?
 - Are teachers still giving the same quality of instruction as before the economic crisis?
- Is there any significant difference between schools in the teachers' job level of satisfaction?
- Is there any significant difference between schools in the level of leadership style agreement?
- Is the job satisfaction of teachers related to the leadership style of their principal?

Hypotheses

The hypotheses of the research are:

H1: Transformational level of agreement is positively associated with Teachers'

Performance & School environment.

H2: Transactional level of agreement is negatively associated with Teachers'

Performance & School Environment.

H3: There is significant difference between schools in job level satisfaction.

H4: There is a significant difference between schools in the level of agreement.

H5: Demographic variables are not associated with job satisfaction.

H6: The level of agreement sub-dimensions is associated with job satisfaction.

In terms of structure, the research is divided into five chapters.

Chapter one summarizes all the elements and steps taken to conduct this research.

Chapter two contains the literature review which sheds the light on the educational leadership including: leadership frames, six educational leadership styles with their effect on the school and their pros and cons, the relationship between job satisfaction and leadership styles, and leadership during crisis. In addition to that, this chapter presents a general overview of the educational sector in Lebanon.

Chapter three discusses the methodology and the research design used to conduct the research. It will present the qualitative tool, semi- structured interview, and the quantitative tool, surveys.

Chapter four will present the findings retrieved from the study and the discussion part.

Chapter five will present a conclusion with the recommendations deprived from this research.

Chapter Two: Literature Review

Definition of Leadership

Depending on the context, different definitions of leadership are employed;

nonetheless, the process of influence is a key component of most definitions.

According to the psychologist Yukl, most leadership definitions reflect a sort of communication among people in which a person exerts in an intentional way, an influence over other people to reach a specific target (Pont et al., 2008).

The word "leadership" is frequently used in a variety of contexts, including business, politics, and education. Important figures from a variety of fields have written about it because of its effects on businesses, organizations, and institutions. For example, Max Well described it as "Leadership is influence, nothing more, nothing less.", Bill Gates said that "As we look ahead into the next century, leaders will be those who empower others.", and Warren Bennis described it as "Leadership is the capacity to translate vision into reality." (Kruse, 2013). Thus, in general, leadership is the act of inspiring and motivating employees to exert their maximum effort in order to attain a shared objective. An effective leader must be able to recognize and implement the best strategies for utilizing the assets and skills present inside the business or organization to achieve the goal. To achieve their goals, leaders usually give importance to communication and innovation to reach all what is within the vision and mission (Ward, 2020). Due to the relevance of leadership in all fields, it is still being studied, debated, and evolved. Recently, managerial success and the performance of any company organization have been directly correlated with leadership. The individual in charge must possess a certain set of abilities to complete all the requirements necessary to meet the organization's aims and goals. Effective leaders should be able to communicate with the employees to present to them a clear direction of the

workflow and the vision, create trust and bonds among the team members, come up with a culture of collaboration, understanding, and unity, and motivate team members for effective work productivity (Emeritus, 2022).

When practicing leadership in any business, there are four factors that should be taken into consideration: the led, the leader, the situation, and the communication. An effective leader should be able to determine how these are affected by each other and to take them all into consideration when taking certain actions. According to Albertusnow (2015), the leadership's factors are defined as the following:

- The led: They are the people that are working with the leader for a common goal. The leader is responsible for them. Albertusnow (2015) mentioned that the lead should get to know each member of the team; know what really motivates them and how much committed are they in their work. This will help the leader create bonds with the led, a step that will facilitate the work.
- The leader: This person is the one in charge of leading others in the business. The leader must be able to identify his/her personal weaknesses and strengths and have the needed skills for this position. In addition to that, the leader should be aware of the way he/she is leading. Because at the end, the leader will receive what he/she has given.
- The situation: Situations differ from one to another. Therefore, the leader must evaluate the situation to know how to act. Since situations differ, then the leadership actions should change to match the situation.
- The communication: In this case, effective communication is meant. The lead should understand what the leader is telling them. The step of communication is essential because through it the leader will be presenting to the led their requirements, duties, responsibilities, and many others. At the same time, the

led will be able to express their thoughts, emotions, concerns, etc. And the way of communicating is affected by the situation that is present (Ibid).

It is crucial to define leadership as it is utilized in this study before moving on to the topic of leadership challenges. There are numerous definitions, as was already indicated. This study, however, is focused on educational leadership while keeping in mind that definitions also include related concepts and aspects in leadership through sectors from non-educational domains. The idea of leadership in the field of education contains everything previously mentioned but is more precise in the requirements and needs of a school or educational institution (Pont, et al., 2008).

Educational leadership is basically the responsibility of any individual who aims to manage a group to reach the vision of the school. Usually, such leaders are school administrators and principals, but this does not mean that other members, such as educators who influence others, are not considered as leaders as well (Cornell Law School, n.d.). They work along with teachers and other stakeholders at the school to improve the educational process by making positive changes in the educational policy and process. The Organization for Economic Co-operation and Development (OECD) has put a lot of efforts in doing studies, research, publications, and many documents that could help in enhancing the leadership styles used in the school. Educational leadership has gained importance worldwide since it plays a major role in enhancing school outcomes & environment which all affect the quality of instruction. As Pont et al. (2008) mentioned in their study that educational leadership is gaining more and more importance as an attempt to improve the quality of instruction that is being presented to learners. In addition to that, currently the needs of contemporary society are changing, and educational leaders should be prepared to adapt to these changes. Educational leaders should motivate teachers as much as they can to maximize

teachers' capacity in teaching. Leaders will be working on creating a positive school climate and environment that helps in forming well-educated and well-developed generations. All these steps will be taken under what is mentioned in the school's vision and mission.

Most institutions and organizations are built on hierarchical structures that assign certain individuals to positions of leadership. The potential, abilities, interpersonal strengths, and leadership philosophies of managers, administrators, principals, and leaders differ greatly (Ibid).

Leadership Frames

Leadership specialists Lee Bolman and Terrence Deal have suggested four alternative frames—or ways of looking at leadership—that might be used. Since these frames demonstrate how leaders think and act, they were of the opinion that they would aid in completely comprehending the concept of leadership (Mannix et al., 2019).

These frames influence how we see problems occurring in institutions or organizations and help us come up with answers or take appropriate action. Bolman and Deal present four frames: the structural, human resource, political, and symbolic frames. Table 1 describes the four frames as follows:

Table 1: The four leadership frames:

Frame	Leader thoughts	Leader acts
Structural frame	Focuses on strategy, procedure, commands, clear tasks and responsibilities and measurable goals. Aims to prioritize issues, and set policies, roles, and duties.	Emphases on logic, efficiency, facts, data, and rationality.

Human Resources frame	<p>Focuses on individual, individual's needs, and values.</p> <p>Tends to align individual needs with the organizational needs to get results.</p> <p>Gives importance to collective action, teamwork, team empowerment, and personal growth.</p>	<p>Concentrates on interpersonal skills, motivation, coaching, guidance, encouraging staff in decision-making, solving problems and commitment.</p>
Political frame	<p>Focuses on conflict resolution.</p> <p>Uses all assets for the benefit of the organization.</p> <p>Bases the organization's work on competition and competing groups.</p>	<p>Tries to advance his/her own agenda.</p> <p>Needs advocacy, networking, and negotiation skills.</p>
Symbolic frame	<p>Bases the work on shared meaning among members.</p> <p>Every step implemented aims to reach the vision.</p> <p>Creates an inspiring environment.</p>	<p>Acts as a catalyst to create culture based on common meaning.</p> <p>Recognizes superb performance among the team members.</p> <p>Charismatic.</p>

(Mannix et al., 2019), (Vuori, n.d.) & (Sasnett & Ross, 2007)

Following a discussion of the four leadership frames, the next section will outline the six leadership philosophies that appeared most frequently in the research. In the documents and articles obtained for this work, the following six leadership styles received the most attention:

Leadership Styles

Any business' management and leadership style distinguish it from others. Everybody leads a group of people in a different way. Many people decide to lead according to certain theories or styles that are previously studied and verified to be effective. Many psychologists have conducted several studies showing the difference in styles used.

One of the first psychologists was Kurt Lewin who worked along with other

psychologists in 1930s to create his Leadership Styles framework. The framework of Lewin has identified only three leadership styles then, and it became the basis of many other studies created by other psychologists (Leadership & Performance Partners, 2022).

Education aims to teach learners academic goals; however, it is not only about that. It is about enriching generations with confidence and inspiration to encourage them to be active members in their community, to maintain a sense of humanity and to build positive relations with their environment. Thus, a leader should be able to create a positive environment in the school to provide an effective learning experience to the learners. There are various effective leadership styles that are used worldwide at schools to reach goals.

The key components of six various leadership styles will be covered in this section: Transformational, transactional, instructional, strategic, democratic, and distributive.

Transformational Leadership

The first leadership style tackled is transformational leadership. James MacGregor Burns, an American historian and political scientist, was the first to describe such a leadership style. He described this style as a process in which "leaders and followers help each other to advance to a higher level of morale and motivation." In this style, the leader tends to work along with others to reach a higher level of motivation and morality to reach the goals (Cherry, 2022b).

After Burns, the American psychologist, Bernard M. Bass has described further transformational leadership. In particular, he has discussed the influence of transformational leaders on their followers. Such leaders provide motivation, support, and guidance. And in return the followers will feel the sense of loyalty, trust,

admiration, and respect towards their leader. This will motivate them to put all their efforts into what they are doing (Langston, n.d.).

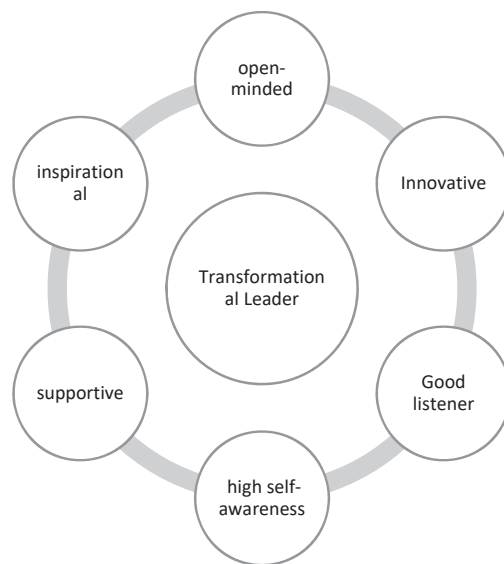
In addition to that, Bass has illustrated that transformational leadership includes four different components, and they are:

- 1- Intellectual stimulation: Creativity and innovation are encouraged a lot in this leadership style. Such leaders motivate and nurture others working with him/her to discover innovative methods of doing things and learn new things to apply in the workplace. They also tend to work on the followers to become independent and innovative thinkers.
- 2- Individualized consideration: In transformational leadership there is no distance between the leader and the followers; lines of communication are always open between them. The leader maintains a supportive relation and acts as a mentor or a coach and listens to the needs and concerns of each team member. In this way, all members will work more on self-development and will receive intrinsic motivation.
- 3- Inspirational motivation: This component illustrates how the leader presents the targeted vision in an inspiring and appealing way to the followers. The leader tends to communicate with the followers to make the vision understandable, crystal clear and precise. Providing meaning and purpose to the vision will motivate followers to invest more and more effort in achieving common goals.
- 4- Idealized influence: Since the followers usually respect and trust the leaders who act as transformational leaders, they tend to look up to such leaders and view them as role models (Ibid).

Groups that are led by such leaders tend to give all their potential to achieve their goals and do not face turnovers much because the leaders are always ready to guide and act.

Each leader has specific characteristics that define which leadership style he/she adopts. The following graph shows couple of common traits of transformational leaders:

Graph 1: Transformational leaders' traits



(Cherry, 2022b)

Transactional Leadership

The second leadership style that will be discussed is the transactional leadership style.

Max Weber, the German sociologist, was the first to discuss this style of leadership.

When he first started tackling the concept of leadership, he described three different categories, and one of them was the “legal rational authority”, that was later dubbed as transactional leadership. According to Weber, some followers need a well-structured and more oppressive method of managing to get motivated. Therefore, this style is based more on structure and order and less on creativity and innovation.

Followers in this case tend to be more self-motivated people or are motivated through reward-penalty system since the leader might not motivate them in other ways.

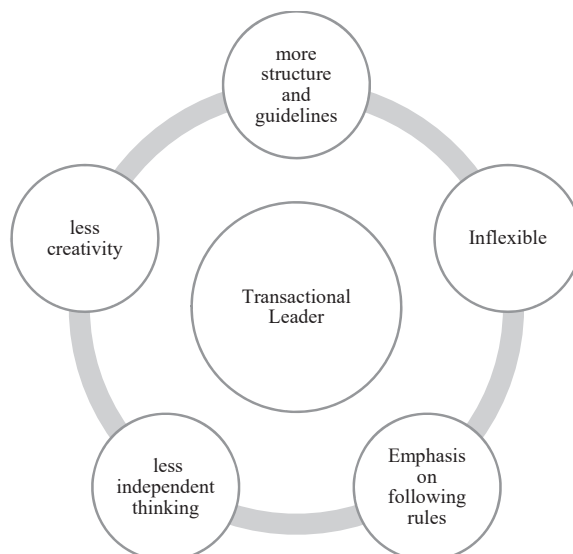
Followers are given here long-term goals and short-term ones to accomplish within a strict deadline and their work will be checked frequently by the leader.

Upon more research on this style of leadership, researchers have illustrated three dimensions for transactional leadership as following:

- Contingent reward: It is the process in which expectations are set, and the worker who reaches it will get rewarded for that.
- Passive management by exception: This is when the leader does not interfere in the worker's work unless a problem is faced.
- Active management by exception: This is when the leader tends to expect things before happening. The leader will be expecting the problems that might arise, the progress that should take place and the corrective steps that should be taken (STU Online, 2014).

The following graph shows couple of common traits of transactional leaders:

Graph 2: Transactional leaders' traits



(Western Governors University, 2021).

Instructional Leadership

After tackling the transactional leadership style, the following section will discuss the third leadership style, the instructional leadership style. Each leadership style puts emphasis on a specific area such as managerial goals or social interactions. Yet the purpose of instructional leadership is the improvement of teaching and learning. This leadership style focuses on enhancing the learning process for learners. It supports the formation of teaching processes that improve learners' performance at school. Therefore, this style encompasses other terms such as learning-centered leadership, pedagogical leadership, learners-centered leadership, and leadership for learning (Le Fevre, 2021).

Many researchers in the United States have classified the following elements as major elements in the instructional leadership style:

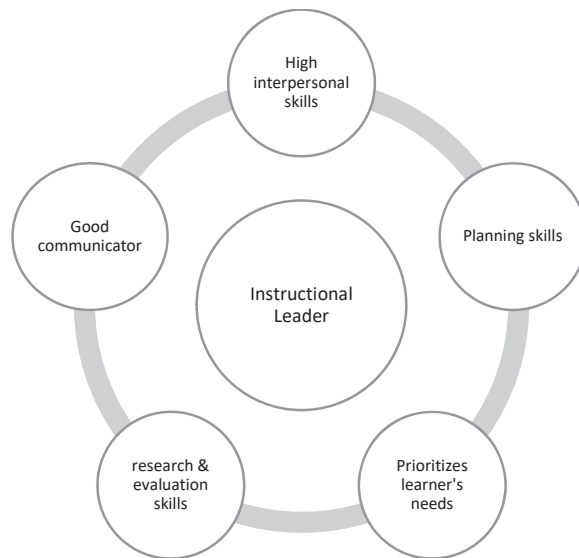
- a. **Prioritization:** Leadership contains a sort of balance between basic managerial tasks and long-term goals. However, in this style the priority is for teaching and learning. This does not mean leaders will abandon other duties, yet most of their efforts and time will be put on this specific area.
- b. **Scientifically based reading research (SBRR):** Instructional leaders should be aware of SBRR and be skilled in effective reading to be able to take part in choosing the most suitable instructional material. This issue will help as well in monitoring the process of implementation.
- c. **Alignment of curriculum, standards, assessments, and instruction.** Since learners' achievement and performance are the target in this case, this will be measured through assessments. And assessments in its turn are interconnected with the curriculum and instruction; and all these elements are connected to a

certain standard. Thus, the learner's achievement and improvement will be evident when there is a strong alignment and connection among all these four elements.

- d. Data analysis: Multiple sources of assessments should be retrieved to assess the effectiveness of what is going on at the school. A specific staff could be assigned to gather data at all levels to help in decision making. This step will help in decision making concerning curriculum and policy, progress of teachers, and instructional focus. In addition to that, it will help in determining how effective are the instructional methods and where interventions should be implemented based on learners' needs.
- e. Nonstop learning for adults: To reach effective teaching, teachers should never stop learning to improve their instructional skills. Instructional leaders usually provide all needed support and time for teachers to attend training. They will also monitor the teachers' performance to provide any additional support that will lead to additional beneficial learning (SEDL, 2005).

The following graph shows couple of common traits of Instructional leaders:

Graph 3: Instructional leaders' traits



(Education Improvement Research Centre, 2022).

Strategic Leadership

The fourth leadership style that was mentioned frequently during research is strategic leadership. Strategic leadership is the process through which leaders put their efforts in developing a vision. Leaders will also work on motivating the employees by creating the sense of unity to make a change in the school. Therefore, the focus in this style is on the vision of the school. Leaders motivate and encourage the employees to be productive and creative while finding ways that will help in reaching the goals.

Strategic leadership focuses as well on other stages of reaching the vision such as the development of the plan, the implementation, evaluation, and monitoring (Carvalho et al., 2021).

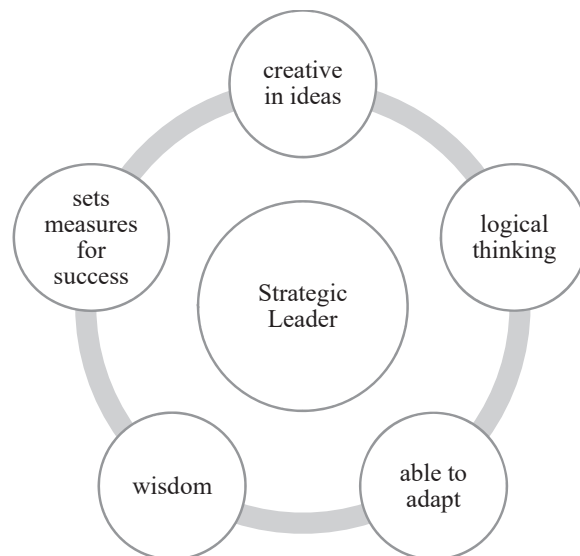
So, for implementing this style of leadership in a school, the leaders should have a clear vision for the school and be able to present it to the school staff in a way that ensures their commitment and motivates them to work for it. The leader should also discuss with his/her staff the vision and take their opinions into consideration.

While implementing this style, leaders do not only look at what is happening in the present; but they also establish an image of the school that they want to create in the future. In brief, the work of a strategic leader could be summarized by, but not limited to the following:

- Identifying the direction of the school.
- Always working toward changing the situation of the present.
- Putting the strategy and the vision into action.
- Giving high importance for their strategic learning and thinking.
- Always ready to take the right actions at the right time.

Not any person is able to implement such a style at work. Thus, the person should be qualified by the following to be able to implement the strategic leadership style:

Graph 4: Strategic leaders' traits



(Sales & Holak, 2018) and (Carvalho et al., 2021)

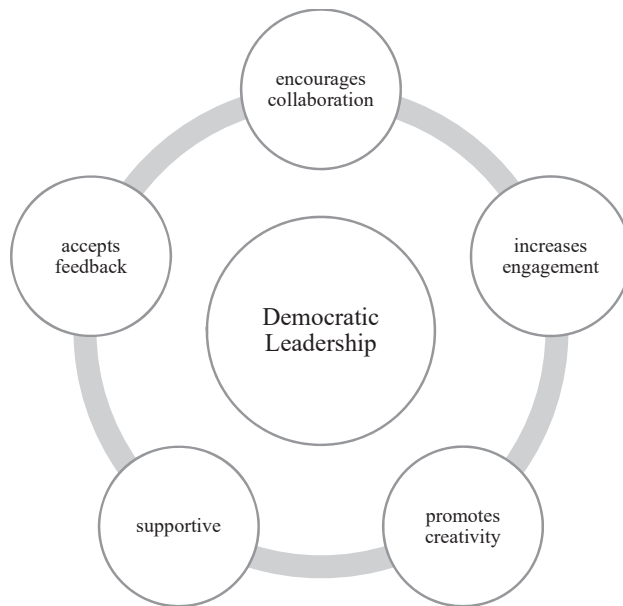
Democratic Leadership

Another leadership style that is being used at schools is the democratic leadership style. This leadership style is also known as shared leadership or participative leadership since members of the team take a part in the process of decision-making. The leader in this case is always there to provide control and guidance, yet all team members are exchanging ideas freely and expressing their thoughts and concerns. Before taking a final decision regarding any issue, the leader seeks input and feedback from other members to take into consideration (Srivastava, 2022).

This leadership style is one of the oldest leadership styles. In the 1930s, a group of researchers led by the psychologist Kurt Lewin, have illustrated a leadership framework that includes three different styles including the democratic leadership, authoritarian leadership, and laissez-faire leadership. Lewin has described the democratic style as the “most effective leadership style”, since members are given importance which boosts the sense of commitment. (Lindberg, n.d.)

So, what characterizes a democratic leader? The following graph includes couple of characteristics that are needed in a leader to be democratic one:

Graph 5: Democratic leaders' traits



(Cherry, 2022a)

Distributive Leadership

Finally, the distributive leadership is going to be discussed in this section. Leaders who apply this style tend to work on creating new leaders and not followers.

Distributive leaders are prepared to help in developing others not only themselves.

Distributive leadership is implemented first by forming a team that includes educators having different backgrounds, working all together to form a positive change in the school. When using this style of leadership, the leader will focus his/her work on the following:

- Engaging teachers. Taking and giving feedback, monitoring their performance in the classroom, and guiding them to conduct self-assessment.
- Evaluating learners' data. Keeping a track on learners' performance, whether they are meeting the goals or not.
- Taking decisions that are based on content, especially regarding instructional strategies and professional development.

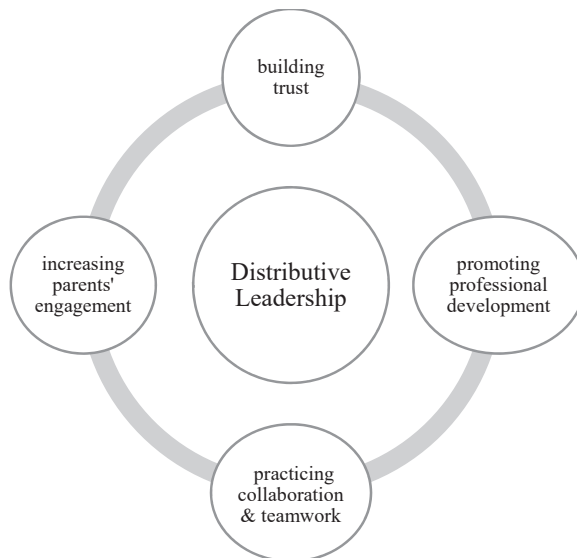
- Committing to non-stop improvement (CSAS, 2021).

When implementing this style, teachers are given a voice in making decisions. This strategy will let teachers feel that they are heard and that they are supported, which motivates them to use all their potential, energy, and knowledge in their work.

Distributing tasks does not mean that the leader gets others to do the work for him/her and it does not mean as well giving commands and orders. It means distributing the tasks in a way in which each person has a task to accomplish to reach the common goal. This leadership approach leads to making the school a more effective institution for learning (Solly, 2018).

In order to implement this style, the school principal should be able to develop the below traits:

Graph 6: Distributive leaders' traits



(CSAS, 2021)

What are the positive effects of each leadership style on the school?

Changes in education are used nowadays for the “development and strengthening of the intellectual potential of the nation, as well as its independence and international

competitiveness” (Abdallah & Alkharbsheh, 2019). Leadership is an essential element because it has an impact on several aspects in a school. Because of that, leadership tends to determine how much successful the school is (Ar Rashid, 2023). One of the elements affected by the leadership is the school’s environment. As mentioned previously in this paper, the leader tends to create healthy bonds among the team members and boosts trust and cooperation among them; that creates a healthy relationship among the teachers. In addition to that, to enhance the environment of the school, the leader encourages change and innovation and is always ready to take new initiatives that will make the entire work easier and more effective (Soundtrap, 2019). Another element affected by the leadership style used in the school is students’ performance. Several studies have shown that schools having effective leadership had better results in standardized tests with respect to school having ineffective leadership. One of the studies conducted by Leithwood and Jantzi in 2015 has shown as well that schools with effective leadership had lower students’ dropout rates (Ar Rashid, 2023). In the same token, Ar Rashid (2023) has mentioned in his study several aspects that a leader implements to enhance students’ performance. The aspects are:

- Creating and implementing a vision and a mission that aims to increase learner success, align with the needs of the school surrounding, helps to reach the full potential of the learner.
- Implementing instructional leadership “by setting high expectations for teaching and learning, promoting professional development, and providing feedback and support to teachers.” In addition to that, leaders help teachers to develop and utilize new techniques and learning strategies.
- Creating a positive school culture that embraces collaboration, respect, trust, innovation, and learning.

- Providing effective resource management by which the leader ensures that teachers have the resources needed to enhance students' achievement. These resources could include technology, trainings, seminars, etc. (Ibid).

Furthermore, Abdallah & Alkharbsheh (2019) showed in their study that there is a direct relation between the leadership style used in a school and the quality of instruction provided for learners. In this same token, it is worth mentioning that a survey was conducted in 180 schools to check how students' achievement records were improved. The results have shown that 179 schools have reached this achievement through "effective school leadership" (Soundtrap, 2019). Therefore, the leaders are responsible for inspiring the entire system by positively affecting the actions, feelings, and thoughts of the staff. Regardless of the strategy used by the leader, all the work is being accomplished to reach the school's vision. And to be able to affect the quality of learning, the first thing the leader should work on is the teacher.

Each leader adopts a certain style of leadership. The leadership style used is based on the school's policy, how much flexibility and freedom the principal allows and the principal's preferred leadership style. The leadership style used affects in its turn several aspects of the school such as the school environment, the relation between the teachers and the principal, teachers' performance, and learners' performance.

This section is going to tackle the third element affected by the leadership style used which is teachers' performance. In this regard, a study was conducted in Pakistan to determine whether there is a relation between the leadership style used and teachers' performance. Questionnaires were distributed to around 300 teachers in Faisalabad District. The results of this study have shown that there is a "significant and strong

positive relationship” between the leadership style and teachers’ performance. In addition to that, it was shown that when teachers are engaging in decision-making, communicating well with the leader, and seeing that work is divided evenly, their performance is enhanced (Sarwar et al., 2022).

Teachers are one of the essential determinants of the attainment of learning and learning outcomes. That is because teachers are in direct contact with the learners and play a major role in providing them with values, skills, knowledge and principles in life; thus, they have a great influence on learners’ performance and development. All this is related to how the leader of the school deals with the staff members and specifically, the teachers.

When the leader is using the transformational leadership style, the staff members are not only encouraged to take part in decisions, but also in becoming leaders themselves. Leaders applying this style are responsive to staff’s needs and empowering. This style of behavior leads to a better performance because teachers will feel more satisfied. In addition to that, teachers tend to feel a sense of empowerment and belonging in the school, which increases the level of satisfaction (Cherry, 2022b). So, when having a high level of satisfaction and empowerment at work, you will put all your efforts and potential to accomplish your work. Teachers in this case will be more creative in using different teaching methods to reach the needs of every learner in their classroom.

When it comes to transactional leadership, the focus of the transactional leader is to get the work done and as planned. The leader tends to accomplish the work in a limited frame of rules and regulations related to the school’s policy. Teachers have a set of guidelines and instructions to follow which limits their creativity and flexibility

in teaching. Yet, this style motivates teachers to be more productive through the reward system that the leader uses (Lalupanda, n.d.). But on the other side, the reward system that will be used might be unfair at certain points which will lead to dissatisfaction for some teachers.

Whereas instructional leadership that is based on developing teaching and learning, is one of the most effective leadership styles because it is directly related to the improvement of the learners. And to reach learners' improvement, leaders tend to support the teacher's empowerment and development through training and capacity building. This will have a positive reflection on teachers' work in the classroom, the pedagogy used, the teaching tools and the assessment methods. Above all, this will create a healthy culture for teachers that helps improve their job performance and boost learners' academic and social performance (Le Fevre, 2021).

Strategic leadership has to do with re-imagining the future of the school through the vision, the mission, and the school's goals. Leaders at the school predict what are the problems that might be faced in the future and try to come up with measures to prevent such problems or solutions. Such action creates a safe environment for teachers to work in. When having a clear vision with a clear plan for implementation, teachers will feel pleased since they know how to act when they face any problem (Carvalho et al., 2021).

Democratic leadership has an impact on teacher's performance as well. This style gives the sense of belonging to teachers. Teachers can freely give their opinion and might contribute as well to decision-making. Teachers will feel more valued at work, and this will increase their potential and they will put more effort into work.

Improving their engagement, boosting their morale, brainstorming, collaborating, and

strengthening workplace relations, all increase teachers' productivity at the school (Srivastava, 2022).

Finally, the distributive leadership style does affect the productivity of teachers at school. This style is said to “give a voice and choice in decision” for teachers. When teachers feel that they are supported and heard, this positively affects their performance. Therefore, teachers will be given the chance to play an essential role in making a positive change at the school (CSAS, 2021).

When talking about teachers' performance and productivity at the school, we also talk about measurable influence on learners' performance and achievements. Teachers are in more contact with the learners, so they can identify their needs more than a school principal or leader. Therefore, when they are given the chance to be heard or participate in decision-making, they will be able to identify what is really needed for a positive change. In addition to that, there are other elements that could affect teachers' performance such as being satisfied, happy, motivated, appreciated... Consequently, learners' knowledge, discipline and behavior will be improved.

Pros and cons of previously mentioned leadership styles

Although each leadership style was previously described in this paper with praise, it was also condemned for a cause. For instance, when using the transformational style, leaders often prioritize encouraging others, which can cause them to lose sight of the important factors. This type of leadership typically ignores the tiny steps that need to be taken in favor of the big picture objective and the desired outcome. This style does not rely on motivating the employees based on outside rewards, therefore at certain points the employees might feel underappreciated (Indeed Editorial Team, 2022a).

Transactional leadership, on the other side, tends to focus on motivating the employees most of the time through materialistic things. In this way non-materialistic

employees will not be satisfied. Yet, any personal development or initiative is not appreciated in this style. In addition to that, innovation and creativity are strictly limited to the previously set goals (STU Online, 2014). Instructional leadership style focuses on teacher collaboration which tends to increase the workload and responsibilities on them. This might have a negative impact on teachers that could be shown in their performance (Le Fevre, 2021). The strategic leadership style emphasizes issues related to the future and issues that might arise. Leaders always try to look forward to expecting obstacles that might occur and opportunities that might come. Therefore, the focus in this style is shifted from issues happening in the present. However, it is important to keep in mind that not everything could be expected (Carvalho et., al, 2021). Furthermore, the democratic leadership style that encourages teachers' engagement in decision making does have disadvantages as well. When teachers get engaged in such issues the leader will be kept in front of various options, opinions, and perspectives. Thus, decision making will take time and will be difficult when dealing with unskilled teachers (Srivastava, 2022). Finally, the distributive leadership style aims to distribute the tasks among team members. Nevertheless, the presence of the leader might be devalued by others with time. And since every person will have a certain task to do, each person should have a clear explanation of what is needed from them; otherwise, the workflow will be affected. In addition to that, an internal problem might arise among the team members as a competition for having the leading position (CSAS, 2021).

There isn't a single ideal leadership approach that can be used at school at any given time. Each leadership approach works well with particular people and at particular times. The advantages and disadvantages of each leadership style previously stated in this study are summarized in the table Table 2 that follows.

Table 2: Leadership styles pros and cons

LEADERSHIP STYLE	PROS	CONS
TRANSFORMATIONAL	Common cause, decreased turnover costs, aims for change, highly recommends communication, uses inspiration for motivation, and provides freedom for employees.	Employee burnout, disruptive at certain point, and a leader might lose control (Indeed Editorial Team, 2022a).
TRANSACTIONAL	Appreciates hard work, presents a clear reward and punishment system for the employees, and achieves short-term goals quickly.	Creativity, innovation, and reward systems are limited, and personal initiatives are not rewarded (STU Online, 2014).
INSTRUCTIONAL	Enhances teacher collaboration, provides structure and guidelines, focuses on learner learning goals, and forms unity and consistency.	Work, duties and responsibilities are added this might have negative impact on employees, and pressure/stress levels are increased (Le Fevre, 2021).
STRATEGIC	Targets the work for a collective goal, focuses on	Future is full of surprises, not everything

	<p>accountability and productivity, commitment, and encourages higher achievers.</p>	<p>can be planned for, attention on the present issues is diminished (Carvalho et., al, 2021).</p>
DEMOCRATIC	<p>Boosts employee engagement and morale, values employees, builds trust, and increases job satisfaction and work productivity.</p>	<p>Problems arise while working with unskilled employees, lost when keeping employees with several options, and decision-making process might take time (Srivastava, 2022).</p>
DISTRIBUTIVE	<p>“Inclusive culture of trust”, appreciates personal development, encourages ownership at work, provides a chance to everyone to prove themselves, and encourages honesty, and mutual learning,</p>	<p>Decision-making process takes time, difficulty in maintain accountability, and uncertainty and arguments are reached (CSAS, 2021).</p>

Job Satisfaction and Leadership

It is important to shed light on the importance of job satisfaction and its impact on the productivity of the teachers at the school. Leaders always try their best to create a healthy environment for teachers to teach and learners to learn. Teachers should be satisfied, well-treated and comfortable with what they are doing to put all their efforts in the right place and for the benefit of the school and the learners. In this way the school's reputation and learners' achievements will be positively affected. The concept of job satisfaction is about inner fulfillment, sense of satisfaction, pride, appreciation, and content at work or how much you feel exhausted physically or mentally, unappreciated, and unengaged in what you are doing (Saleem, 2015). In this paper, job satisfaction is measured based on how much teachers are satisfied with the school environment, their financial status, and their own performance. The environment surrounding you at work and how your leader deals with you influences how much satisfied you feel at work. In the US, for example, around 74% of the US employees have expressed that the environment and the culture inside the company they are working in are "of the most important contributing factors to job satisfaction" (Reclaimai, 2022). Much research has been conducted to determine the connection between job satisfaction and job performance. When teachers are satisfied at the school, this will boost their performance, enhance their productivity, and increase their commitment towards the schools' goals and vision. Teachers' tasks will be accomplished easily, which will reflect positively on the school's success. Another factor that is affected by the teachers' satisfaction at the school is the vision of the school. Teachers' satisfaction will affect learners' performance and the quality of education presented to the learners as well. For instance, teachers in California, Southern Tulare County, have high levels of satisfaction which was found to have an impact on "teacher retention, instructional performance, positive school climate and,

increased learner achievement.” (Baluyos et al., 2019). And for example, in Pakistan, a study was conducted to examine the connection and the impact of the leadership style and the teachers’ performance and satisfaction at the school. The study was focused on three different leadership styles that are used in Pakistan. The results have shown that the leadership style used in the school had “meaningfully and significantly affected teachers’ job performance” (Parveen et al., 2022).

One of the most important components of job satisfaction is financial satisfaction. When employees receive a good salary, they feel that this issue adds value to their role in the organization. In addition to that, when they perceive their salary as fair, they tend to have better employee experience leading to better productivity. Santana (n.d.) described a “happy employee” as a “loyal employee”. Whereas unhappy employees are more likely to quit their job. Another component of job satisfaction is the school environment. A healthy and safe environment leads to “personal comfort”. Such an environment includes healthy connections among the employees, embracing respect, collaboration, communication, creativity, positive energy, engagement, and many other elements (iEdunote, n.d.). When these elements are present, productivity will be affected. For example, when employees are engaged, productivity is increased by 12%. Thus, a good work environment is “an excellent determinant of productivity” in an organization (Santana, n.d.).

Teacher shortage is becoming more and more an obstacle internationally. Several reasons are behind this issue, yet, as mentioned in the research of Toropova et al., (2020) job satisfaction is a major one. There might be negative issues in a school that could lead to teacher turnover. And teacher turnover will have a negative impact on the school itself. When teachers are not feeling satisfied in their job, a negative impact will be obvious on the learner’s learning and motivation. When job satisfaction is not

present, the school will lose its institutional knowledge that is essential in school success. On the contrary, when teachers are satisfied in their job, they feel stress-free and present advanced teaching quality and more learning support to their learners. Furthermore, satisfied teachers tend to be more committed to their work and are less likely to quit their job even during difficult or unusual situations. In the research conducted by Toropova et al. in Sweden regarding job satisfaction, results have shown that more experienced teachers and female teachers had higher level of satisfaction. Thus, this has shown that difference in gender and level of experience has an impact on the level of job satisfaction.

From the foregoing, it can be concluded that a leader's leadership style affects how satisfied teachers are with their jobs. Saleem (2015) asserts that one of a leader's primary duties is to foster an atmosphere that helps to meet the requirements and expectations of the organization's employees. Maintaining "a balanced and fair relationship between leaders and employees" is crucial to achieving the corporate objectives. The politics of a school can occasionally impose pressure on the instructors while they are at work. Maintaining a positive social relationship between the leader and the teachers will lessen this stress. Job satisfaction will thus be positively impacted. Thus, teachers' satisfaction, productivity, commitment, and performance will be boosted (Ibid).

Leadership during crisis

Regardless of the crisis's nature i.e., natural, economic, political, health..., organizations get affected by it and must confront it to continue working towards the vision and mission. At this point, crisis leadership should be implemented to overcome these obstacles. Crisis is any incidence that affects the normal operations of the organization. The impact of these incidences depends on how severe the incidence

is. Thus, the leader must be ready to respond to it in the relevant way. Effective leaders will be ready to act by communicating with the employees, meeting their needs, identifying the concerns, and at the end assess the entire process and learn from it to create plans for any common incidences in the future (Indeed Editorial Team, 2022b).

The educational sector around the world is a crucial one because it can be negatively affected by incidences happening inside the schools, on the country level or worldwide. This paper is tackling the issue of crisis that occur because of incidences happening in the country or worldwide such as economic crises, pandemics, natural disasters, wars, and many other crises that reflect negatively on all stakeholders in the educational field including teachers. Recently, education around the world has been disrupted, for example, because of the spread of COVID-19. The crisis did not end here, yet it was just the start. Countries have reacted to the spread of this pandemic by implementing lockdowns and shifting everything to become virtual. Even the education system has shifted to distance learning instead of the face-to-face setting. However, this attempt was not so successful because the economic situation has been affected as well, keeping the educational sector with additional challenges. The obstacles and challenges have varied worldwide depending on several factors such as the socioeconomic state of the country, the pedagogy used in learning, how well developed the country is, was distance learning used previously... (Crompton et al., 2023). Teachers' lives were disrupted as well and were negatively affected by the school closures during Covid-19. Teachers are part of society and have the same challenges as other people (i.e., parents and students). Teachers suffered from the problems resulting from Covid-19 spread and other problems such as the bad economic situation (Saavedra, 2020). Teachers were not ready nor prepared for this

shift in learning. To implement distance education, teachers should have certain skills to adapt their teaching methods. In addition to that, we cannot ignore the fact that not all teachers do have the digital literacy that was highly needed in online learning to facilitate the process of teaching and learning (Crompton et al., 2023).

Certain countries put more effort into improving the educational sector than other countries. During crisis situations, governments and especially the ministry of education tend to take actions to respond to the challenges being faced and to recover from any crisis. Sometimes, the country is classified as a developing country and lacks the financial resources, thus it receives support from international organizations, NGOs, institution... For example, in Kosovo, the Ministry of Education, Science and Technology has made collaboration and partnerships with several NGOs and international organizations to help school principals and teachers in dealing with the health crisis, the spread of COVID-19, during the crisis and in the recovery stage. For example, UNICEF, USAID, and World Health Organizations have provided guidelines, trainings for instructions, equipment for schools, and even financial support. By these measures the crisis's negative impact was minimized as much as possible (Aliu, 2020).

In difficult times like this, a real leader is needed to save the sinking boat and the people on board. Leadership during normal circumstances differs from leadership during crisis. During crises, exceptional leadership is needed to maintain the quality of instruction offered to learners. To make sure that the learning process is going well, leaders should support teachers' wellbeing since it will lead to teachers' satisfaction and better performance. Teachers' wellbeing is important because it influences learners' wellbeing and academic performance. If teachers' wellbeing is affected, this will lead to negative consequences on education. Teachers could simply stop

teaching; a step that negatively affects the school and the learners; in brief, the entire educational system. During normal situations, teachers tend to feel stressed by having to provide the best education quality to learners; and things get even worse during crisis.

Leaders during such situations should be able to take actions to ensure education continuation while minimizing learning loss as much as possible. To take such steps, leaders should ensure a healthy, motivating, and empowering environment for teachers because they are suffering as well from everything happening around them. Leaders during such situations are expected to support and motivate their teachers more than before the crisis, and to reduce as much as possible the influence of the crisis on themselves, teachers, learners, and the entire school environment. Leaders are expected to do all this while “maintaining a sense of normality” (Kwatubana & Molaodi, 2021). It is true that during such situations, responsibilities and obstacles are more complex and different than during normal situations. Effective leaders, therefore, should be able to stand out, act and be prepared for such unforeseen situations.

Crises have been arising recently around the world on several levels. The main crisis that happened was the spread of COVID-19 that has caused other crises in the field of education and the economic world. Some countries were negatively affected more than others depending on how well the country is developed and prepared to face crises.

Crises have also occurred previously as well before the spread of COVID-19. For example, the economic crisis that happened in Venezuela. The economic crisis started in 2010 and has affected all sectors in the country including the educational one.

Because of the crisis, school days were sometimes cancelled for the lack of water, food, and electricity; dropout rates have increased; teacher absence have increased as well; The schools were not able to print documents due to the lack of resources and it witnessed an increase in violence. In Greece, for example, they have suffered from economic and political crises in 2009. This crisis has reflected negatively on the educational sector just like what happened in Venezuela. Educational inequality has increased. And teachers started working in temporary contracts which led to instability (James, 2018). Several countries have faced a crisis in a specific sector that has affected the education system. The effects are extreme and have a negative impact on teachers and on an entire generation. Here comes the importance of an effective leader who can carry responsibility and take the right action to minimize as much as possible the negative impact.

So, what are the leadership styles that are effective during crisis?

During a normal school day, the leader knows the job that he/she will be doing from guiding, leading, coaching, and going through several roles based on the demands. But when any type of crisis arises, effective leaders should be able to adapt and start using the skills and tactics that are required based on the context. Regardless of whether the effects of the crisis are acute or severe, leaders should act and act upon the crisis. Leaders should be familiar with different tools, skills, approaches, and styles; and learn how to use them for the common benefit of the school.

Several leadership styles or ways are described as effective during crises. However, there is no one specific way to behave during a crisis. This issue depends on many factors such as the crisis itself, the leaders' skills, the type of employees dealing with it, the learners' situation and many other.

One of the ways to confront a crisis is to use adaptive leadership. This style of leadership includes the following steps:

- Have a bigger image of what is happening.
- Identify the challenges.
- Control stress.
- Keep focusing on what should be done.
- Motivate the team and get work done collaboratively.
- Receive feedback from others (AITSL, 2020).

Another method used to confront crisis is to empower leaders to be mentors and coaches to make a positive change in teaching learners. In addition to that, leaders tend to create a sort of communication with teachers, learners, and other stakeholders to receive their feedback and unite their efforts for the benefit of the educational sector. In this method, learner leadership is enhanced in which learners themselves are encouraged to provide solutions for problems faced at the school or in the teaching process. In this way, learners will engage in beneficial activities that enhance their academic performance and help at the same time in decision making. Thus, this step will facilitate the work of the leaders regarding certain issues and pave the way for them to focus on more major issues during crisis (Al Najjar, n.d.).

Another way to deal with crisis in schools was discussed by Brion (2021). Brion has conducted a study related to practices taken during crisis especially during the spread of COVID-19. One of the ways is to take into consideration Maslow's hierarchy of needs. During unusual times, it is important to make sure that students are meeting the first three levels of Maslow (physiological, safety, and sense of belonging) to move forward to the learning process. Another way that was discussed is to use invitational

education. The major point related to this type is the development of a positive self-concept via school environment that reflects positively on productivity. In this case the leaders tend to identify and take into consideration the 4Ps “People, Places, Programs, and Policies” (Ibid).

From the leadership styles that were previously discussed in this research, Abdallah and Alkhrabsheh found out from a study that transformational style is effective style even to be used before crisis, as a preparatory measure for any crisis. Results of their study have shown that transformational leadership style is one of the most used styles. Using this style, leaders set directions, maintain a strategic vision, communicate with the staff, and ensure the presence of positive vibes in the school environment.

Teachers are encouraged to be creative and innovative and to work on self-development. Thus, leaders really take into consideration the needs of the staff and the entire society (Abdallah and Alkhrabsheh, 2019). And even during the crisis, leaders will be able to communicate easily with the teachers to identify their concerns and act accordingly.

An essential element that should be present when dealing with crisis is communication. That is why transformational leadership has a positive effect when used during crisis. When adopting this style, leaders do create strong bonds with teachers and learners that helps in identifying the needs and concerns of both. Therefore, a better level of achievement could be reached through a list of morals, skills, values, and a high level of motivation. Leaders will be using a variety of strategies and mechanisms to provide support, meet the needs, and be resilient and adaptive to any sort of crisis (Purnomo et al., 2021). When communication is present, the emotional factor is taken into consideration. Thus, the process of confronting the crisis will be easier on the entire team working together.

Among the leadership styles discussed previously in this paper, one of the least recommended styles to be used during crisis is transactional. This leadership style was found to be less effective while dealing with crises since it lacks the elements needed to be present to overcome challenging times. As mentioned previously in this paper, Lalupanda (n.d.) mentioned that transactional leadership style focuses on supervisory action and is based on reward punishing system. However, during crisis flexibility is needed to deal with issues. And during such situations, the principal might have nothing to reward the team members with, especially that this style focuses less on inspiring actions. This style does not promote communication and strong bonds between the leader and the teachers. It is worth mentioning at this point that motivation is a key factor during crisis because teachers should be encouraged to keep up their efforts and stay committed to their work despite the crisis they are passing through (Dwiedienawati et al., 2020).

Education in Lebanon

Since the focus of this research is about leadership styles used in Lebanon during crisis, this section is going to present a general overview of the education system in Lebanon. In addition to that, this section will present a couple of examples regarding the leadership styles used in the Lebanese schools.

Education in Lebanon is structured and controlled by the Ministry of Education and Higher Education (MEHE). The education system is divided into five levels: elementary, intermediate, general secondary, tertiary and the vocational and technical sector. Learners conduct national exams at the end of grade 9 and then at the end of grade 12. Based on their grades, learners tend to choose which path they will follow in high school: math track, sciences, socio-economic, humanities, or they choose to shift to vocational/technical studies. Schools in Lebanon are mainly either public or

private. Basically, the education system in Lebanon influenced by the French system since the French mandate in Lebanon. Before that, education was the responsibility of the religious sector. That is why most of the schools in Lebanon follow the authorities of specific religions such as the Catholic schools, Islamic schools, Orthodox schools, and others (State University, 2023). These things do have a certain impact on the school's environment and on the principal's leadership style. As mentioned in the study of Al Chibani¹ & Al Chibani (2013), school principals in the public schools usually do not have any degree in school management and administration. And regarding the principals in private schools, the hiring process of the principals is not so clear. It is worth mentioning that the entourage of the school and where it is located also influence how the principal manages the school. Thus, in other words, regardless of the leadership style a principal adopts, he/she does not have the full say in the decision making.

The Educational sector in Lebanon suffers from many issues; as previously mentioned, the absence of a clear employment and performance appraisal system is one major issue. In addition to that, the Lebanese curriculum is very outdated. Lebanon is currently using the curriculum that was formed in 1997. This curriculum has not been updated or modified officially since then. The teaching methods promoted in this curriculum emphasize lectures, teacher superiority, and limited technology use. As a step to start modifying and improving the education level, Lebanon has been participating in international assessments such as TIMSS and PISA to pinpoint the areas of improvement. In addition to that, efforts are currently being put together to come up with a new curriculum that matches the needs of the 21st century more.

Al Chibani¹ & Al Chibani have conducted a study regarding the leadership styles of principals in Lebanon. They used in their study the Leadership Orientations Questionnaire (LOQ) and based their research on the four frames of leadership that were developed by Bolam and Deal. Information was retrieved from teachers and school principals. Most of the teachers mentioned that their principals follow the structural frame and described them as “strict, aware of details, and fair in distributing responsibilities.” However, from the other side, principals have framed themselves as human resource (Al Chibani¹ & Al Chibani, 2013). This difference in the findings raises questions regarding the relation between the school principal and teachers, and how the school principal is really dealing with teachers.

The educational sector in Lebanon has been suffering not only because of the spread of COVID-19, but also due to the instabilities in the country. Lebanon has been recently suffering from an economic crisis since 2018. Lebanon witnessed protests and blocked roads everywhere, protests for several cases including the enhancement of the educational sector and the improvement of the teachers’ salaries. Unfortunately, these protests did not really provide the teachers with their rights. Since then, teachers at certain schools were forced to teach subjects different than their majors due to the teacher shortage, and they had to tolerate low wages or fly abroad for better living conditions. In addition to that, due to the shortage of staff, teachers sometimes had to cater to overcrowded classrooms. For all the previously mentioned reasons, teachers have conducted strikes several times, but unfortunately, this step has negatively affected the schools as students missed their classes for months and Lebanon witnessed higher dropout rates and lower students’ academic results. This increase in dropouts is very dangerous as it usually leads to child labor (Ramadan, 2022).

In addition to all the above-mentioned challenges, the education sector suffered from the three waves of the COVID-19 pandemic, the national protests in October 2019, the Beirut port blast in August 2020, and the financial collapse. The Lebanese pound rate has dramatically dropped, and the gasoline prices have increase.

Lebanese people's economic situation has been affected badly in which around 55% of the Lebanese population is living in poverty (Save the Children, 2021), which left negative effects on the educational sector. Due to the economic situation, 13% of the families are asking their children to work to be able to provide the minimal vital income; UNICEF warned as well of an increase in this percentage within the coming years. On one side, private school are struggling and barely going through the academic year. On the other hand, public schools "are on the verge of collapse". Yet, between 2020 and 2021 around 55,000 learners have moved from private schools to the public sector. As for governmental support, the public resources have always been very low. In 2020, for example, only 2% of the country's GDP was dedicated to education. Another factor has added the burden to this sector, in 2019 around 365,000 Syrian refugee children were registered in Lebanese schools (Bahous et al., 2022).

Teachers are a part of the Lebanese community, and they are struggling as well with this devastating situation. Many teachers left their jobs, others are still teaching. However, not all teachers can bear these circumstances. In 2021 more than 15% of the teachers in the private sector have left their job looking for better opportunities in Lebanon or abroad. It is worth mentioning at this point that teachers who are still teaching in Lebanon are suffering from more responsibilities due to the shortage in staff and to the economic situation (Ibid).

Chapter Three: Methodology

After the literature review, this chapter is going to present the methodology of this study. A mixed methodology was adopted in this research to gather data from people directly affected by the issue being tackled. Both qualitative and quantitative data were used to retrieve a unique type of information regarding the leadership styles used during crisis in the private Lebanese schools. Moreover, this chapter discusses all the steps taken to gather data. It will be divided into the following sections: research design, research questions, hypotheses, data collection, the interview, and the survey.

Research design

The design of this research is a mixed research method. This design combines both quantitative and qualitative methods. In this case, both qualitative data and quantitative data will be retrieved and interpreted to better understand the situation and answer the research questions. It is worth mentioning that by using mixed methods research, researchers will be able to benefit the most from the strengths of the tools used and avoid their weaknesses. This design is usually used to broaden the evidence related to the problem, boost credibility of gathered data, and clarify the data of one method by using the results of the other (Delve, n.d.).

Mixed research design includes three different core mixed methods, each having a different process in gathering and analyzing the data. These three core methods are as following:

- Convergent design is when the researcher gathers data, qualitative and quantitative, simultaneously and analyzes them each one by itself. Then, all the data is combined or compared to be interpreted. In this way, the researcher is validating both qualitative and quantitative findings.

- Explanatory sequential design is when the researcher gathers and analyzes the quantitative data first. Then based on the results, the qualitative data will be retrieved. In this way, the researcher explains in depth the findings of the quantitative findings via qualitative data.
- Exploratory sequential design is when the researcher gathers and analyzes the qualitative data first. Then based on the results, the quantitative data will be retrieved. In this way, the researcher will be able to examine the phenomenon before identifying the variables that will be measured quantitatively (Ibid).

And since the mixed method includes both qualitative and quantitative, this section is going to present a general overview of each method.

Qualitative method

Qualitative method is used to come up with an interpretation explaining a specific phenomenon that happened. By using this method, the researcher will be able to reveal information about a specific situation within a certain context. The purpose is not to predict anything related to the future, but to provide an interpretation regarding the nature of the issue tackled. Thus, data gathered is usually attained from participants who provide details of their experiences, understandings, and meanings (Patton, 1985). Thus, researchers tend to interact with participants giving them the opportunity to express their thoughts regarding what has happened.

According to Merriam and Tisdell (2009), researchers can achieve such data by several tools such as questionnaires, interviews, observation, and document analysis and even surveys. Each one of these tools could help in obtaining a unique type of data according to the issue tackled.

Quantitative method

The quantitative method is used to tackle issues related to people's behaviors and attitudes according to numerical, mathematical, or statistical evidence. It comprises several strategies and techniques. Researchers tend to use this method to gain knowledge and understanding regarding a specific population using scientific inquiry.

Quantitative data could be collected using several tools such as surveys, online surveys, polls, graphs, and statistics. Researchers can use gathered data in several ways such as predicting for the future, demonstrating connections among the data, or comparing the results (Interaction Design Foundation, n.d.).

Quantitative design has four different types: descriptive research, correlational research, causal comparative/quasi-experimental research, and experimental research.

Each type has different characteristics as following:

- Descriptive research: systematic collection of data regarding a phenomenon is used to identify the position of the variables that will be used in the research.
- Correlational research: trends and patterns in information gathered are presented by showing the connection between and among the variables of the research.
- Causal-comparative/quasi-experimental research demonstrates the cause-effect relationship between the variables. The independent variable is identified and its effects on the dependent variable is studied.
- Experimental research: scientific techniques are used to present the cause-effect connection among the variables. This is made to identify the independent variable and determine the effects on the dependent ones (WSSU, n.d.).

Research questions

This section is going to present the research questions that are aimed to be answered through this study. The questions are:

- Are teachers satisfied with their jobs?
 - What keeps some teachers in their jobs despite the very low income?
 - Are teachers still giving the same quality of instruction as before the economic crisis?
- Is there any significant difference between schools in the teachers' job level of satisfaction?
- Is there any significant difference between schools in the level of leadership style agreement?
- Is the job satisfaction of teachers related to the leadership style of their principal?

Hypotheses

After going through the research questions of this study, this section is going to present the hypotheses that are being tackled in this research. The hypotheses are:

H1: Transformational level of agreement is positively associated with Teachers' Performance & School environment.

Performance & School environment.

H2: Transactional level of agreement is negatively associated with Teachers' Performance & School Environment.

Performance & School Environment.

H3: There is significant difference between schools in job level satisfaction.

H4: There is a significant difference between schools in the level of agreement.

H5: Demographic variables are not associated with job satisfaction.

H6: Level of agreement sub-dimensions are associated with job satisfaction

Data Collection

Data collection in this research was conducted using two tools, one to gather qualitative data and the other to gather quantitative data. The two tools that were used are surveys and semi- structured interviews.

The quantitative research tool that was used for this research is online surveys. This tool is one of the ideal tools to be used in research in the field of education. This tool paves the way for research to gather information related to a population's insights, thoughts, experiences, opinions, characteristics, and attitude. Recently, due to technology, researchers can conduct online surveys that help in reaching a larger number of population (Gaille, 2020).

Conducting surveys as a quantitative tool provides researchers with several benefits and limitations. The following table 3 demonstrates a few pros and cons of surveys:

Table 3: Surveys' strengths and weaknesses

Surveys	
Strengths	Weaknesses
Practical, inexpensive, fast, population could be from any size, populations could be from any country, and information could stay anonymous.	Dishonest answers, questions might be misunderstood, no clarification could be provided, random answers could be provided, and may not be valid.

(Ibid).

The qualitative tool used for this research was the interview. It is one of the most popular tools in gathering qualitative data. This tool consists of a conversation regarding a specific topic between the interviewer and the interviewee(s). Interviews conducted could either be structured, semi-structured, or unstructured (Fauvelle, 2020).

In this research, a semi- structured interview was conducted with the participants. The use of this type of interviews has both strengths and weaknesses.; as mentioned in the following table 4:

Table 4: Semi-Structured interviews' strengths and weaknesses

Semi-structured Interviews	
Strengths	Weaknesses
<p>Direct contact between the interviewer and interviewee(s), body language could be detected, facilitates the process of interview, can expand the research, and provides a comprehensive vision of the topic being tackled.</p> <p>Combines elements of both structured and unstructured interviews.</p> <p>Allow more detail due to the open-ended questions.</p> <p>The thematic framework is prepared before the interview.</p>	<p>It makes it hard to compare responses between participants.</p> <p>temptation to ask leading questions, leading to <u>observer bias</u>.</p> <p>It is difficult to conduct properly due to their delicate balance of prior planning and spontaneous asides.</p>

(Leaving School, 2020).

The researcher has chosen to use two different tools to gather different types of information to be able to answer the questions of this research.

The type of mixed research design used in this research is convergent. Surveys and interviews were conducted simultaneously. To better understand the situation tackled, data of each tool is analyzed separately. After that, data from both tools are compared and combined to be interpreted.

The Interview

The semi- structured interview conducted for this study aimed to gather information from participants who have a major role in leading teachers during crisis. The

participants were four school principals. These schools are in three different governorates in Lebanon: North, South, and Mount Lebanon. The principals interviewed were three males and one female. They had different background information and work experience. The least experienced principal has three years of experience in the same school. Whereas the most experienced one has a total of 17 years of experience in managing a school. And regarding their education, only one of the principals has a PHD degree in School Management and Educational Leadership. The others are educated but not specialized in school management.

The interviews were conducted face-to-face. Before starting the interview, the principals were introduced briefly to the research and the importance of it. They were also informed that their participation is important and will be anonymous.

The interview started with a question asking the principals regarding their experience in their position. After that a list of ten open-ended and closed questions were asked to reach valuable data related to the principals' experience in managing schools and leading teachers during crises. The following section presents the interview schedule.

Interview schedule: Leadership during crisis.

Background information:

How many years have you been the principal of this school?

Questions:

- 1- What are the main challenges you are facing as a school principal in times of crisis?
- 2- What is the percentage of teachers who left the school in the past two years? How much was this percentage before the crisis? What were the reasons for leaving?

- 3- Are your teachers' performances still the same as before the crisis despite all the challenges they are facing? If yes, what are you doing as a school principal to maintain this level of quality of instruction?
- 4- In response to this ongoing crisis, did you support your teachers? If yes, what did you do to support them? (Financially, emotionally, on a professional level...)? Do you think it was effective?
- 5- In your opinion, what are a school principal's best qualities/practices when it comes to dealing with teachers?
- 6- In your opinion, name the best quality a school principal should develop in times of crisis to successfully lead teachers?
- 7- Are you familiar with any leadership styles? If yes which one(s)? Can you elaborate?
- 8- What are the main lessons learned?

After conducting the interviews, all information was gathered in excel sheets and clustered into specific themes.

The survey

As a quantitative tool to gather data for this study, surveys were sent to teachers working in the four schools that are managed by the interviewed principals. In this way the research was able to gather additional information and then compare the findings from both tools. The sample of this tool was 174 teachers, of whom only 112 teachers answered the survey questions.

The survey consisted of 32 questions (items) in total, as mentioned in (Appendix A). The survey's questions were divided as following: five Sociodemographic items (First Section), five close-ended questions (Second Section), 18 close-ended questions (Third Section) and four variable based questions (Fourth Section). In the second and

the third sections, all participants had to answer based on a 5-point Likert scale where each number was allocated an ordinal data with two ends: 1=strongly disagree and 5=strongly agree, or 1=very dissatisfied and 5= very satisfied (Appendix B). Details as follow:

1. The first section:

It is a collection of demographic data to clarify the characteristics of the research sample, including gender, age, education, School location and teaching experience.

2. The second section:

It includes information that measures the participant's level of job satisfaction and consists of three sub-dimensions (axes) being:

- ❖ Financial Satisfaction
- ❖ Own Performance Satisfaction
- ❖ School Environment Satisfaction

3. The third section, consisting of six sub-dimensions, measures the participant's level of Agreement with the principal leadership practices. Details are described as follow:

- ❖ Transformational level of agreement (Three Items).
- ❖ Transactional level of agreement (Three Items).
- ❖ Instructional level of agreement (Three Items).
- ❖ Strategic level of agreement (Three Items).

- ❖ Democratic level of agreement (Three Items).

- ❖ Distributive level of agreement (Three Items).

4. The fourth section, consisting of three items, measures the teachers' work motivation including the Internal personal motivation, work social features and financial motivation.

Reliability

Before sending the survey to the whole targeted sample, the survey was sent to a pilot sample of 30 participants including the same data to check whether the questions make the participants uncomfortable or not, and to see whether changes in the questions are required or not.

The data was analyzed with the aim of showing the reliability as well as proving whether there is a relationship between the items in each sub-dimension through the calculation of the Spearman correlation test for the Likert scale-based questions survey measured as ordinal scale.

Cronbach's alpha, the most common measure of internal consistency ("reliability") used when we have multiple Likert questions in a survey and "Spearman" correlation tests were considered for each of the two axes and their relative sub-scales. The Cronbach's Alpha, which is greater than 0.7 is considered reasonable and good, indicating a strong and good reliability (Field, 2005).

Results of Cronbach's alpha scales and subscales showed that we have a high reliability as all the Cronbach's alpha values varied between .814 and .976. These figures are illustrated as follow:

Table 5: Dimensions Reliability

Dimensions	Sub-Dimensions	Sub-Sub-Dimensions	# of Items	α
The Whole Questionnaire			23	.976
Job Level Satisfaction			5	.901
	Financial Satisfaction		3	.900
Level of Agreement			18	.969
	Transformational level of		3	.899
	Transactional level of agreement		3	.814
	Instructional level of agreement		3	.878
	Strategic level of agreement		3	.866
	Democratic level of agreement		3	.878
	Distributed level of agreement		3	.830

Correlation Test

Appendix C indicated that the correlations inter-items in the entire seven sub-dimensions were significant. We had a strong positive significant relationship between all the variables at 0.01 level and only one case at 0.05 level between two items "I have opportunities for advancement & promotion" and "I take part with the principal in his/her work".

After All the Likert scale recommending tests were satisfied; The questionnaire was sent to all participants.

Data presentation

The output was presented in tables and graphical forms, and conclusions drawn from the data were presented. These presentation tools are easy to read and interpret.

Conclusion

Creswell (2009) argues that using a combination of quantitative and qualitative methods to collect the data can improve the evaluation by ensuring that the limitations of one type of data are balanced by the strengths of another. This is why the researcher used a quasi-approach to answer the research questions. Finally, analyzing the data quantitatively and qualitatively helped the researcher in handling the problem from more than one angle.

Chapter Four: Results and Discussion

This section presents the results of the current study, which answers the research questions and hypotheses. It includes tables and graphs that evaluate the teachers' job satisfaction and their level of agreement based on the behavior and support of their schools' principals during the on-going country crises.

Findings from Questionnaire

Survey Participation

Descriptive frequency analysis of the digitized responses of the participants was carried out and the results are shown in the below tables and graphs.

Table 6: Teachers' Demographic Information

Demographic Variables		Frequency	%
		112	
Gender	Male	18	16.1
	Female	94	83.9
Age	Less than 25 years	17	15.2
	Between 26 and 35 years	28	25.0
	Between 36 and 45 years	31	27.7
	Between 46 and 55 years	22	19.6
	Between 56 and 70 years	14	12.5
School	School 1	12	10.7
	School 2	55	49.1
	School 3	15	13.4
	School 4	30	26.8
Education Level	Secondary education	14	12.5
	Bachelor's degree	50	44.7
	Master's degree	34	30.3
	Doctoral degree	2	1.8
	Teaching Diploma	12	10.7
Teaching experience	0 to 5 years	33	29.5
	6 to 10 years	33	29.5
	more than 10 years	46	41.1

One Hundred twelve participants provided complete responses to the survey. Among them 83.9% were female and 16.1% were male, 27.7% aged between 36 and 45 years, 25% aged between 26 and 35 years, 32.1% were more than 46 years old, while 15.2% were aged less than 26 years.

As for the education level of the participants, almost half of the participants held a bachelor's degree and only 12% had a teaching diploma and what is surprising is that 12% did not have any university degree.

Job level satisfaction

As mentioned previously, this dimension consisted of three sub-dimensions detailed as follow:

- Financial Satisfaction
- Own Performance Satisfaction
- School Environment Satisfaction

Financial Satisfaction

A summary of all the responses related to the "Teachers' Financial Satisfaction" as well as the mean score is described in the table below.

Table 7: Descriptive Statistics of the teachers' responses related to their Financial Satisfaction

	very Dissatisfied	Somewhat Dissatisfied	Neutral	Somewhat Satisfied	Very Satisfied	<i>M</i>	<i>SD</i>
Financial Satisfaction	13 11.9	25 22.6	34 30.1	29 26.2	10 9.2	2.9 8	0.989

M=Mean; SD=Standard Deviation

The above table revealed that around third of the participants' responses (34 respondents; 30.1%) were "Neutral", 35.4% were either "Somewhat Satisfied" (29 respondents; 26.2%) or "Very Satisfied" (10 respondents; 9.2%), while 22.6% of them were "Somewhat Dissatisfied" and 11.9% were "Very Dissatisfied".

According to 5-point Likert scale interval (*Appendix B*), the average value of the responses (2.98) lies in the moderate-level interval [2.60→3.39]; thus, the teachers were moderately satisfied from the benefits they received.

Own Performance

The following table presents the teachers' responses mean value of their own performance; this helps in understanding their trend in evaluating their own performance.

Table 8: Teachers' evaluation of their own performance

	Very Dissatisfied	Somewhat Dissatisfied	Neutral	Somewhat Satisfied	Very Satisfied	Mean	Standard Deviation
My current performance.	0 0.0	3 2.7	13 11.6	39 34.8	57 50.9	4.34	0.789
Mean Own Performance Satisfaction						4.34	0.789

The above table revealed that most of the participants (85.7%) were satisfied with their performance; 50.9% of the responses were for "Very Satisfied", 34.8% were for "Somewhat Satisfied", 11.6% were for "Neutral", while 2.7% of the responses were for "Somewhat Dissatisfied".

Moreover, the general trend of the participants was their high satisfaction with their own-performance since the mean value of the entire responses ($M = 4.34$, $SD = 0.789$) fell within the very high-level range [4.20–5.00].

School Environment

The following table presents the teachers responses' mean value of the school environment satisfaction; this helps in understanding their trend in evaluating their schools' environment.

Table 9: Teachers' evaluation of their schools' environment

	Very Dissatisfied	Somewhat Dissatisfied	Neutral	Somewhat Satisfied	Very Satisfied	Mean	Standard Deviation
The work ambiance in general.	2 1.8	6 5.4	20 17.9	38 33.9	46 41.1	4.07	0.984
Mean School Environment Satisfaction						4.07	0.984

According to table 5, the participants rated well the school environments in which they work since the mean value of the entire responses ($M = 4.07$, $SD = 0.984$) fell within the high-level range [3.40–4.19].

Level of leadership style Agreement

As mentioned previously, this dimension consisted of six sub-dimensions detailed as follow:

- Transformational level of agreement.
- Transactional level of agreement.
- Instructional level of agreement.
- Strategic level of agreement.
- Democratic level of agreement.
- Distributed level of agreement.

Transformational level of agreement.

A summary of all the responses related to the "Teachers' Transformational level of agreement" as well as the mean and ranking score of each item is described in the table below.

Table 10: Teachers' evaluation of their transformational level of agreement

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	Standard Deviation	Rank
9.1. I can easily communicate with the school principal.	2	9	18	51	32	3.91	0.964	3
9.2. The school principal shows trust in my work.	2	3	10	52	45	4.21	0.850	1
9.3. I feel supported by the school principal.	2	3	15	50	42	4.13	0.875	2
Mean Transformational level of agreement						4.08	0.710	

The weighted average mean of this section ($M=4.08$, $SD=0.710$) lies in the high-level interval [3.40→4.19]; hence, the teachers' transformational level of agreement was high and satisfactory.

Transactional level of agreement.

Similarly, a descriptive analysis was performed and the summary of all the responses related to the "Teachers' Transactional level of agreement" as well as the mean and ranking score of each item is described in the table below.

Table 11: Teachers' evaluation of their transactional level of agreement

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	Standard Deviation	Rank
10.1. The school principal sets a lot of rules and guidelines.	23	57	25	6	1	2.15	0.841	3
	20.5	50.9	22.3	5.4	0.9			
10.2. The school principal is not flexible.	23	52	26	11	0	2.22	0.887	2
	20.5	46.4	23.2	9.8	0			
10.3. My opinion is not taken into consideration.	22	49	28	12	1	2.29	0.936	1
	19.6	43.8	25.0	10.7	0.9			
Mean Transactional level of agreement						2.22	0.670	

The trend was that the teachers do not agree on the contents of the above items as all the mean responses got at a low-level means.

The weighted average mean of this section ($M=2.22$, $SD=0.670$) lie in the high-level interval [1.80→2.59]; we can conclude that the teachers' transactional level of agreement was low, and the school principals do not focus on adapting the transactional leadership style.

Instructional level of agreement.

A summary of all the responses related to the participants' "Instructional level of agreement" frequency as well as their relative ranking score of each question content are displayed.

Table 12: Teachers' evaluation of their instructional level of agreement

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	Standard Deviation	Rank
11.1. I am encouraged to improve my performance at school.	3	3	15	45	46	4.14	0.938	2
	2.7	2.7	13.4	40.2	41.1			
11.2. I am trained to develop new teaching and learning styles.	2	1	15	56	38	4.13	0.811	3
	1.8	0.9	13.4	50.0	33.9			
11.3 The school principal does a lot of tests and statistics to measure improvement.	2	1	10	57	42	4.21	0.788	1
	1.8	0.9	8.9	50.9	37.5			
Mean Instructional level of agreement						4.16	0.726	

Similarly, the teachers accepted all the criteria mentioned in the above items as all the mean responses were at a high-level means.

The weighted average mean of this section ($M=4.16$, $SD=0.726$) lie in the high-level interval [3.40→4.19]; we can conclude that the teachers were well trained and got the suitable support to improve their performance and improve the quality of instruction as a result.

Strategic level of agreement.

A summary of all the responses related to the participants' "Strategic level of agreement" frequency as well as their relative ranking score of each question content are displayed.

Table 13: Teachers' evaluation of the strategic level of agreement

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	Standard Deviation	Rank
12.1. The management decisions and instructions are clear and transparent.	3	1	11	56	41	4.17	0.848	1
	2.7	0.9	9.8	50.0	36.6			
12.2. I am prepared for certain situations in the future.	3	7	22	54	26	3.83	0.948	3
	2.7	6.3	19.6	48.2	23.2			
12.3. We have a fixed plan to work on.	1	4	8	61	38	4.17	0.781	1
	0.9	3.6	7.1	54.5	33.9			
Mean Strategic level of agreement						4.06	0.686	

The above table revealed that the teachers accepted all the criteria mentioned in the above items as all the mean responses were at a high-level means.

The weighted average mean of this section ($M=4.06$, $SD=0.686$) lies in the high-level interval [3.40→4.19]; thus, the school principals have long-term plans and objectives, and they gave clear instructions to their teachers to be able to work toward the future goals.

Democratic level of agreement.

A descriptive analysis was performed and the summary of all the responses related to the "Teachers' Democratic level of agreement" as well as the mean and ranking score of each item is described in the table below.

Table 14: Teachers' evaluation of the democratic level of agreement

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	Standard Deviation	Rank
13.1. My feedback is taken into consideration.	2	5	18	60	27	3.94	0.862	3
13.2. I feel encouraged to use creativity in my work.	4	4	13	46	45	4.11	0.990	2
13.3. We are encouraged to work collaboratively.	1	2	5	36	68	4.50	0.747	1
Mean Democratic level of agreement						4.18	0.690	

The above table revealed that the teachers accepted all the criteria mentioned in the above items as all the mean responses were at a high-level means.

The weighted average mean of this section ($M=4.06$, $SD=0.686$) lie in the high-level interval [3.40→4.19]; thus, the teachers had affiliation with the institutions in which they work, they felt encouraged to use creativity in their work and their feedbacks were taken into consideration.

Distributive level of agreement.

A summary of all the responses related to the participants' "Distributive level of agreement" frequency as well as their relative ranking score regarding the mean of each question content are displayed.

Table 15: Teachers' evaluation of the distributive level of agreement

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	Standard Deviation	Rank
	N	N	N	N	N			
	%	%	%	%	%			
14.1. I take part with the principal in his/her work.	11 9.8	21 18.8	38 33.9	28 25.0	14 12.5	3.12	1.153	3
14.2. The principal acts as a role model for us.	1 0.9	3 2.7	22 19.6	48 42.9	38 33.9	4.06	0.852	1
14.3. I have opportunities for advancement & promotion.	4 3.6	9 8.0	26 23.2	53 47.3	20 17.9	3.68	0.979	2
Mean Distributive level of agreement						3.62	0.762	

The weighted average mean of this section ($M=3.62$, $SD=0.762$) lies in the high-level interval [3.40→4.19]; hence, the teachers agreed on the content of the items related to the distributional level in their schools.

All the above tables show that all school principals are adopting different leadership styles and approaches with their teachers, and they are not sticking to a unique style.

Select the actions/measures the school principal adopted to support you during the crisis.

This item is based on multiple responses; each participant can choose 1 or more from the four possibilities mentioned by the researcher, the answers were grouped in a variable set named "Principal Actions".

A descriptive frequency analysis of the digitized responses of the participants was carried out and the results are shown in the below table.

Table 16: Principals' actions done to support the teachers during crisis.

Multiple Response

<i>School Name*\$Principal Actions Crosstabulation</i>					
	15.1. Financial support	15.2. Professional development to improve your skills	15.3. More independency in your work	15.4. More communication with your principal	Total
School 1	12 100.0%	10 83.3%	9 75.0%	9 75.0%	12
School 2	45 83.3%	39 72.2%	41 75.9%	22 40.7%	54
School 3	9 69.2%	10 76.9%	7 53.8%	6 46.2%	13
School 4	15 51.7%	24 82.8%	25 86.2%	13 44.8%	29
Total	81	83	75	44	
Percentages and totals are based on respondents.					
a. Dichotomy group tabulated at value 1.					

The tables revealed the following:

- All the school 1 teachers (100%) declared that their principals supported them financially during the crisis, while this percentage was 83.3% with school 2 teachers, 69.2% with school 3 teachers and 51.7% with school 4 teachers.
- For 83.3% of school 1 teachers, the principals encouraged them to improve their skills, while this percentage was 82.8% with school 4 teachers, 76.9% with school 3 teachers and 72.2% with school 2 teachers, which shows a somehow similar results between the four schools.

- School 4 teachers had more independency in their work (86.2%) comparing to school 2 teachers (75.9%) and school 1 teachers (75.0%) and school 3 teachers (53.8%)
- School 1 principals relied significantly more on internal communication with the teachers (75.0%) comparing to school 3 principals (46.2%) and school 4 principals (44.8%) and school 2 principals (40.7%).

Name one action/measure the school principal can take to support you during this crisis:

Descriptive frequency analysis of the digitized responses of the participants was carried out and the results are shown in the below table.

Table 17: Participants' responses related to one action to be done by their principals.

Action to do Frequencies

		Responses		Percent of Cases
		N	Percent	
Action to be done ^a	16.1. Financial support	42	46.7%	47.7%
	16.2. Encouragement & Motivation	20	22.2%	22.7%
	16.3. Flexibility	17	18.9%	19.3%
	16.4. Communication	11	12.2%	12.5%
Total		90	100.0%	102.3%

a. Dichotomy group tabulated at value 1.

Why are you still teaching?

This item is based on multiple responses; each participant can choose 1 or more from the four possibilities mentioned by the researcher, the answers were grouped in a variable set named " Reasons to still teaching".

Descriptive frequency analysis of the digitized responses of the participants was carried out and the results are shown in the below table.

Table 18: Reasons to still teach.

		Responses		Percent of Cases
		N	Percent	
Reasons to still teach	17.1. Internal Personal Motivation	89	35.9%	79.5%
	17.2. Work Social Features	87	35.1%	77.7%
	17.3. Financial Motivation	72	29.0%	64.3%
Total		248	100.0%	221.4%

The table revealed that we got 248 responses. Internal Personal Motivation got the highest factor to sill teaching by 35.9%, followed by Work Social Features with 35.1% and Financial Motivation with 29.0%.

Do you see yourself still working at the same school in one year?

Descriptive frequency analysis of the digitized responses of the participants based on school name were carried out and the results are shown in the below table.

Table 19: Participants' perception of the possibility of working in the same school

*School * 18. Do you see yourself working at the same school in one year? Crosstabulation*

			18. Do you see yourself working at the same school in one year?			
			No	Maybe	Yes	Total
School	School 1	Count	0	2	10	12
		% within School	0.0%	16.7%	83.3%	100.0%
	School 2	Count	1	11	43	55
		% within School	1.8%	20.0%	78.2%	100.0%
	School 3	Count	0	3	12	15
		% within School	0.0%	20.0%	80.0%	100.0%
	School 4	Count	0	13	17	30
		% within School	0.0%	43.3%	56.7%	100.0%
Total		Count	1	29	82	112
		% within School	0.9%	25.9%	73.2%	100.0%

Through the above table, we recognize that the school 1 teachers were satisfied, 83.3% of them would like to stay teaching in the same school and 16.7% did not take any decision yet, while around half of school 4 teachers (56.7%) would like to stay teaching in the same school and 43.3% did not take any decision yet.

Test of Normality

Normality tests were carried out for each sub-dimension mean value in order to be able to specify the type of tests that should be considered in this section (either a parametric or a non-parametric test) in order to explore and investigate our data (*Tables shown in Appendix D*).

Based on the results and in terms of the Shapiro-Wilk's results ($p < .05$), the data was not normally distributed. Thus, non-parametric tests were considered in this section. Mann-Whitney and Kruskal-Wallis tests were used for this purpose (equivalent to the parametric Independent Sample T- tests and ANOVA).

Hypotheses Testing

The following hypotheses were studied in this research and a conclusion regarding their approval or rejection was reached based on the research findings.

Table 20: Hypotheses of the research questions

<i>H1: Transformational level of agreement is positively associated with Teachers' Performance & School environment.</i>
<i>H2: Transactional level of agreement is negatively associated with Teachers' Performance & School Environment.</i>
<i>H3: There is significant difference between schools in job level satisfaction.</i>
<i>H4: There is a significant difference between schools in the level of agreement.</i>
<i>H5: Demographic variables are not associated with job satisfaction.</i>
<i>H6: Level of agreement sub-dimensions are associated with job satisfaction</i>

Hypotheses testing findings.

Hypotheses H1 to H2 Findings

As our data was not normally distributed, the bivariate Spearman correlation test was performed for the items subject of each hypothesis. The correlation refers to a statistical measure that determines the relationship between two variables and depicts the degree to which those variables are correlated. Accordingly, the following table reports on the findings of the mentioned hypotheses testing.

Table 21: Hypotheses testing findings.

Hypotheses	Spearman correlation	Result
<i>H1a: Transformational level of agreement is positively associated with Teachers' performance.</i>	$r(110) = .421^{**}, p < .001$	There was a significant weak positive association
<i>H1b: Transformational level of agreement is positively associated with School Environment</i>	$r(110) = .245^{**}, p < .001$	There was a significant weak positive association
<i>H2a: Transactional level of agreement is negatively associated with Teachers' performance.</i>	$r(110) = -.309^{**}, p < .001$	There was a significant weak negative association
<i>H2b: Transactional level of agreement is negatively associated with School Environment</i>	$r(110) = -.393^{**}, p < .001$	There was a significant weak negative association

The statistical analysis shows that there is indeed a significant positive correlation between variables of hypotheses 1 items (**. Correlation is significant at the 0.01 level (2-tailed).

Thus, when the value of one variable increases, the value of the other variable increases in a similar fashion. And a significant negative correlation between the variables of

hypothesis 2 Thus, when the value of one variable increases, the value of the other

decreases. The statistical evidence supports the research hypotheses H1 to H2 and subsequently rejects their respective null hypotheses.

Hypotheses H3 & H4 Findings (Job Satisfaction)

As mentioned previously, Job Level Satisfaction consists of three sub-dimensions.

The following tables present the teachers' responses mean value of said rubric by gender and schools; this helps in understanding their trend in evaluating the three mentioned criteria.

Table 22
Participants' Job Level' Satisfaction by Gender

Gender		Financial Satisfaction	Own Performance Satisfaction	School Environment Satisfaction	Job Level Satisfaction
Male	N	18	18	18	18
	Mean	2.28	3.44	3.28	3.00
	Std. Deviation	0.958	0.856	1.227	0.881
Female	N	94	94	94	94
	Mean	3.12	4.51	4.22	3.95
	Std. Deviation	0.941	0.652	0.857	0.604
Total	N	112	112	112	112
	Mean	2.98	4.34	4.07	3.80
	Std. Deviation	0.989	0.789	0.984	0.740

The table revealed the following:

- Own Performance Satisfaction ($M= 4.34$, $SD= 0.789$) got the highest approval of the participants, followed by School Environment Satisfaction ($M= 4.07$, $SD= 0.984$), while Financial Satisfaction ($M= 2.98$, $SD= 0.989$); thus, the teachers were satisfied from their own performance as well as their schools' environment and they were moderately satisfied from their financial situation.
- The job Level satisfaction ($M= 3.80$, $SD= 0.740$) lie in the high-level interval [3.40→4.19]; hence, the trend was that the teachers were satisfied from their job.

- Female job satisfaction ($M= 3.95$, $SD= 0.604$) was higher than the male satisfaction ($M= 3.00$, $SD= 0.881$) by 26.7%, and their evaluation in the all sub-dimensions were higher than the males' evaluation.

Table 23

Participants' Job Level' Satisfaction by School

School		Financial Satisfaction	Own Performance Satisfaction	School Environment Satisfaction	Job Level Satisfaction
School 1	N	12	12	12	12
	Mean	4.08	4.58	4.75	4.47
	Std. Deviation	0.683	0.515	0.452	0.364
School 2	N	55	55	55	55
	Mean	2.88	4.40	4.04	3.77
	Std. Deviation	0.926	0.807	1.036	0.730
School 3	N	15	15	15	15
	Mean	2.84	4.27	3.93	3.68
	Std. Deviation	0.805	0.799	1.033	0.762
School 4	N	30	30	30	30
	Mean	2.79	4.17	3.93	3.63
	Std. Deviation	1.045	0.834	0.944	0.738
Total	N	112	112	112	112
	Mean	2.98	4.34	4.07	3.80
	Std. Deviation	0.989	0.789	0.984	0.740

The table revealed the following:

- School 1 teachers' job satisfaction ($M= 4.47$, $SD= 0.364$) was higher than School 2 teachers' job satisfaction ($M= 3.77$, $SD= 0.730$), School 3 teachers' job satisfaction ($M= 3.68$, $SD= 0.762$) and School 4 teachers' job satisfaction ($M= 3.63$, $SD= 0.738$),

Non-Parametric Mann-Whitney and Kruskal Wallis tests were performed to locate statistically significant differences in the teachers' mean scores based on gender and schools. Results are described in the following tables:

Table 24.
Mann-Whitney Test (Teachers' Job Satisfaction)

	Gender	N	Mean Rank	Sum of Ranks
Financial Satisfaction	Male	18	35.28	635.00
	Female	94	60.56	5693.00
Own Performance Satisfaction	Male	18	26.00	468.00
	Female	94	62.34	5860.00
School Environment Satisfaction	Male	18	35.06	631.00
	Female	94	60.61	5697.00
Job Level Satisfaction	Male	18	27.69	498.50
	Female	94	62.02	5829.50

<i>Report</i>				
Median				
Gender	Financial Satisfaction	Own Performance Satisfaction	School Environment Satisfaction	Job Level Satisfaction
Male	2.1667	3.0000	3.0000	3.0000
Female	3.0000	5.0000	4.0000	4.0000
Total	3.0000	5.0000	4.0000	3.9444

<i>Test Statistics^a</i>				
	Financial Satisfaction	Own Performance Satisfaction	School Environment Satisfaction	Job Level Satisfaction
Mann-Whitney U	464.000	297.000	460.000	327.500
Wilcoxon W	635.000	468.000	631.000	498.500
Z	-3.048	-4.790	-3.249	-4.116
Asymp. Sig. (2-tailed)	.002	.000	.001	.000

a. Grouping Variable: Gender

The Mann-Whitney U tests carried out revealed that female satisfaction scores were significantly higher ($Mdn = 4.00$, $n = 94$) compared to the male satisfaction scores ($Mdn = 3.00$, $n = 181$), $U = 327.500$, $z = -4.12$, $p < .001$, with a medium effect size $r = \frac{z}{\sqrt{n}} = \frac{4.12}{\sqrt{112}} = \frac{4.12}{10.58} = .39$. Thus, hypothesis H5 is rejected, and the female job satisfaction is significantly higher than the males' satisfaction.

Table 25
Kruskal-Wallis Test (Teachers' Job Satisfaction*School)

<i>Descriptive Statistics</i>									
						Percentiles			
		N	Mean	Std. Deviation	Minimum	Maximum	25th	50th (Median)	75th
Job Level Satisfaction		112	3.7976	.73977	1.44	5.00	3.3333	3.9444	4.3333
School		112	2.56	1.003	1	4	2.00	2.00	4.00

				<i>Ranks</i>		<i>Test Statistics^{a,b}</i>				
		School	N	Mean Rank	Job Level Satisfaction					
Job Level Satisfaction		School 1 "J"	12	89.38	Kruskal-Wallis H	14.763	Df	3		
		School 2 "K"	55	55.22						
		School 3 "G"	15	51.53					Asymp. Sig.	.002
		School 4 "P"	30	48.18					a. Kruskal Wallis Test	
		Total	112		b. Grouping Variable: School					

A Kruskal-Wallis's test revealed a statistically significant difference in Job satisfaction between the four schools $\chi^2(3, N = 112) = 14.76, p = .002$. Teachers' Job Level Satisfaction was higher in School 1 ($Mdn = 89.38$) compared to those in school 2 ($Mdn = 55.22$), school 3 ($Mdn = 51.53$) and school 4 ($Mdn = 48.18$).

It can be concluded that the average scores vary significantly between at least two of the four schools, and to be able to specify which ones, non-parametric Mann-Whitney tests were carried out between each two of the four schools and the results are shown in the following table:

Table 26
Mann-Whitney Test (Teachers' Job Satisfaction*school)

					<i>Test Statistics^a</i>		
		School	N	Mean Rank	Sum of Ranks	Job Level Satisfaction	
Job Level Satisfaction		School 1	12	50.63	607.50	Mann-Whitney U	130.500
		School 2	55	30.37	1670.50	Wilcoxon W	1670.500
		Total	67			Z	-3.274
						Asymp. Sig. (2-tailed)	0.001

a. Grouping Variable: School

		Ranks		
		School	N	Sum of Ranks
Job Level Satisfaction		School 1	12	230.00
		School 3	15	148.00
		Total	27	

		Test Statistics ^a
		Job Level Satisfaction
	Mann-Whitney U	28.000
	Wilcoxon W	148.000
	Z	-3.038
	Asymp. Sig. (2-tailed)	0.002

a. Grouping Variable: School

		Ranks		
		School	N	Sum of Ranks
Job Level Satisfaction		School 1	12	391.00
		School 4	30	512.00
		Total	42	

		Test Statistics ^a
		Job Level Satisfaction
	Mann-Whitney U	47.000
	Wilcoxon W	512.500
	Z	-3.713
	Asymp. Sig. (2-tailed)	0.000

a. Grouping Variable: School

		Ranks		
		School	N	Sum of Ranks
Job Level Satisfaction		School 2	55	34502.50
		School 3	15	11857.50
		Total	70	

		Test Statistics ^a
		Job Level Satisfaction
	Mann-Whitney U	1977.00
	Wilcoxon W	508.00
	Z	-.352
	Asymp. Sig. (2-tailed)	0.725

a. Grouping Variable: School

		Ranks		
		School	N	Sum of Ranks
Job Level Satisfaction		School 2	55	2469.50
		School 4	30	1185.50
		Total	85	

		Test Statistics ^a
		Job Level Satisfaction
	Mann-Whitney U	720.500
	Wilcoxon W	1185.500
	Z	-.963
	Asymp. Sig. (2-tailed)	0.336

a. Grouping Variable: School

		Ranks		
		School	N	Sum of Ranks
Job Level Satisfaction		School 3	15	357.00
		School 4	30	678.00
		Total	45	

		Test Statistics ^a
		Job Level Satisfaction
	Mann-Whitney U	213.000
	Wilcoxon W	678.000
	Z	-.290
	Asymp. Sig. (2-tailed)	0.772

a. Grouping Variable: School

The Mann-Whitney U tests carried out revealed the following:

- School 1 teachers' job satisfaction scores were significantly higher ($Mdn = 89.38$, $n = 12$) compared to School 2 teachers' job satisfaction scores ($Mdn = 55.22$, $n = 55$), $U = 130.50$, $z = -3.27$, $p = .001$, with a medium effect size $r = .40$

- School 1 teachers' job satisfaction scores were significantly higher ($Mdn = 89.38, n = 12$) compared to School 3 teachers' job satisfaction scores ($Mdn = 51.53, n = 15$), $U = 28.00, z = -3.04, p = .002$, with a large effect size $r = .60$
- School 1 teachers' job satisfaction scores were significantly higher ($Mdn = 89.38, n = 12$) compared to School 4 teachers' job satisfaction scores ($Mdn = 48.18, n = 30$), $U = 47.00, z = -3.71, p < .000$, with a large effect size $r = .57$
- School 2 teachers' job satisfaction scores were not significantly higher ($Mdn = 55.22, n = 55$) compared to School 3 teachers' job satisfaction scores ($Mdn = 51.53, n = 15$), $U = 1977.00, z = -.35, p = .725 > .05$
- School 2 teachers' job satisfaction scores were not significantly higher ($Mdn = 55.22, n = 55$) compared to School 4 teachers' job satisfaction scores ($Mdn = 48.18, n = 30$), $U = 720.50, z = -.96, p = .336 > .05$
- School 3 teachers' job satisfaction scores were not significantly higher ($Mdn = 51.53, n = 15$) compared to School 4 teachers' job satisfaction scores ($Mdn = 48.18, n = 30$), $U = 213.00, z = -.29, p = .772 > .05$

Based on the above-mentioned results, we accept the hypothesis H3; School 1 teacher's job satisfaction was significantly higher than teachers' job satisfaction in the remaining three schools.

Hypotheses H4 Findings (Level of Agreement*School)

As mentioned previously, the leadership style level of agreement consisted of six sub-dimensions. The following tables present the teachers' responses mean value of said rubric by schools; this helps in understanding their trend in evaluating the mentioned criteria.

Table 27: Participants' Level of Agreement by School

School		Transformational level of agreement	Transactional level of agreement	Instructional level of agreement	Strategic level of agreement	Democratic level of agreement	Distributive level of agreement	Level of Agreement
School 1	N	12	12	12	12	12	12	12
	M	4.64	1.89	4.33	4.22	4.28	3.92	3.88
	SD	0.413	0.457	0.62	0.538	0.763	0.638	0.398
School 2	N	55	55	55	55	55	55	55
	M	4.01	2.39	4.19	4.15	4.16	3.65	3.76
	SD	0.707	0.678	0.71	0.644	0.748	0.721	0.433
School 3	N	15	15	15	15	15	15	15
	M	4.07	2.27	4.27	3.96	4.24	3.58	3.73
	SD	0.669	0.726	0.59	0.502	0.427	0.831	0.355
School 4	N	30	30	30	30	30	30	30
	M	4.01	2.03	3.99	3.88	4.16	3.47	3.59
	SD	0.755	0.627	0.83	0.855	0.682	0.838	0.532
Total	N	112	112	112	112	112	112	112
	M	4.08	2.22	4.16	4.06	4.18	3.62	3.72
	SD	0.710	0.670	0.72	0.686	0.690	0.762	0.452

To test whether the difference in Level of Agreement means between the four mentioned schools were statistically significant, a Kruskal-Wallis's test was performed and results are illustrated as follow:

*Table 28: Kruskal-Wallis Test (Teachers' Level of Agreement*School)*

<i>Ranks</i>			
	School	N	Mean Rank
Transformational level of agreement	School 1	12	84.92
	School 2	55	52.47
	School 3	15	54.23
	School 4	30	53.65
Transactional level of agreement	School 1	12	39.92
	School 2	55	64.47
	School 3	15	59.03
	School 4	30	47.25
Instructional level of agreement	School 1	12	65.29
	School 2	55	58.35
	School 3	15	59.10
	School 4	30	48.28

Ranks

	School	N	Mean Rank
Strategic level of agreement	School 1	12	62.63
	School 2	55	62.47
	School 3	15	47.37
	School 4	30	47.67
Democratic level of agreement	School 1	12	64.00
	School 2	55	56.06
	School 3	15	56.10
	School 4	30	54.50
Distributive level of agreement	School 1	12	69.50
	School 2	55	58.28
	School 3	15	53.77
	School 4	30	49.40
Level of Agreement	School 1	12	70.71
	School 2	55	58.72
	School 3	15	54.83
	School 4	30	47.58

Test Statistics^{a,b}

	Transformati onal level of agreement	Transactional level of agreement	Instructional level of agreement	Strategic level of agreement	Democratic level of agreement	Distributive level of agreement	Level of Agreement
Kruskal- Wallis H	10.708	9.222	3.188	6.024	.791	3.718	4.869
df	3	3	3	3	3	3	3
Asymp. Sig.	.013	.026	.363	.110	.852	.294	.182

a. Kruskal Wallis Test

b. Grouping Variable: School

A Kruskal-Wallis test revealed a non-statistically significant difference in Level of Agreement between the four schools $\chi^2(3, N = 112) = 4.87, p = .182 > .05$. Hence, the statistical evidence did not support the research hypotheses H4, and the difference in mean between the teachers in the four schools' level of agreement was not significant.

Despite this result, there is a significant difference in the transformational Level of Agreement $\chi^2(3, N = 112) = 10.71, \rho = .013$ as well as the existence of a significant difference in the transactional Level of Agreement $\chi^2(3, N = 112) = 9.22, \rho = .026$

It can be concluded that the average scores vary significantly between at least two of the four schools in each of the transformational Level of Agreement and the transactional Level of Agreement sub-scales. To be able to specify which ones, non-parametric Mann-Whitney tests were carried out for both sub-scales between each two of the four schools and the results are shown in the following table:

*Table 29: Mann-Whitney Test (Teachers' Transformational Level of Agreement*school)*

Median

School	Transformational level of agreement
School 1	4.6667
School 2	4.0000
School 3	4.0000
School 4	4.0000
Total	4.0000

Ranks				Test Statistics ^a	
School		N	Mean Rank	Sum of Ranks	Transformational Level of Agreement
Transformational Level of Agreement	School 1	12	49.54	594.50	Mann-Whitney U
	School 2	55	30.61	1683.50	Wilcoxon W
	Total	67			Z
					Asymp. Sig. (2-tailed)
					0.002

a. Grouping Variable: School

Ranks				Test Statistics ^a	
School		N	Mean Rank	Sum of Ranks	Transformational Level of Agreement
Transformational Level of Agreement	School 1	12	18.08	217.00	Mann-Whitney U
	School 3	15	10.73	161.00	Wilcoxon W
					41.000
					161.000

Level of Agreement	Total	27
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Z	-2.475
Asymp. Sig. (2-tailed)	0.013

a. Grouping Variable: School

Ranks

School	N	Mean Rank	Sum of Ranks
Transformational Level of Agreement			
School 1	12	30.29	363.50
School 4	30	17.98	539.50
Total	42		

Test Statistics^a

	Transformational Level of Agreement
Mann-Whitney U	74.500
Wilcoxon W	539.500
Z	-3.004
Asymp. Sig. (2-tailed)	0.003

a. Grouping Variable: School

Ranks

School	N	Mean Rank	Sum of Ranks
Transformational Level of Agreement			
School 2	55	35.32	1942.50
School 3	15	36.17	542.50
Total	70		

Test Statistics^a

	Transformational Level of Agreement
Mann-Whitney U	402.500
Wilcoxon W	1942.500
Z	-.145
Asymp. Sig. (2-tailed)	0.884

a. Grouping Variable: School

Ranks

School	N	Mean Rank	Sum of Ranks
Transformational Level of Agreement			
School 2	55	42.55	2340.00
School 4	30	43.83	1315.00
Total	85		

Test Statistics^a

	Transformational Level of Agreement
Mann-Whitney U	800.500
Wilcoxon W	2340.000
Z	-.234
Asymp. Sig. (2-tailed)	0.815

b. Grouping Variable: School

<i>Ranks</i>				<i>Test Statistics^a</i>		
		Mean	Sum of	Transformational Level		
School	N	Rank	Ranks	of Agreement		
Transformational Level of Agreement	School 3	15	23.33	350.00	Mann-Whitney U	220.000
	School 4	30	22.83	685.00	Wilcoxon W	685.000
	Total	45			Z	-.123
					Asymp. Sig. (2-tailed)	0.902

a. Grouping Variable: School

The Mann-Whitney U tests carried out revealed the following:

- School 1 teachers' Transformational Level of Agreement scores were significantly higher ($Mdn = 4.67, n = 12$) compared to School 2 teachers' Transformational Level of Agreement scores ($Mdn = 4.00, n = 55$), $U = 143.50, z = -3.11, p = .002$, with a medium effect size $r = .38$
- School 1 teachers' Transformational Level of Agreement scores were significantly higher ($Mdn = 4.67, n = 12$) compared to School 3 teachers' Transformational Level of Agreement scores ($Mdn = 4.00, n = 15$), $U = 41.00, z = -2.48, p = .013$, with a large effect size $r = .47$
- School 1 teachers' Transformational Level of Agreement scores were significantly higher ($Mdn = 4.67, n = 12$) compared to School 4 teachers' Transformational Level of Agreement scores ($Mdn = 4.00, n = 30$), $U = 74.50, z = -3.00, p < .003$, with a large effect size $r = .46$
- School 2 teachers' Transformational Level of Agreement scores were not significantly higher ($Mdn = 55.22, n = 55$) compared to School 3 teachers' Transformational Level of Agreement scores ($Mdn = 51.53, n = 15$), $U = 1977.00, z = -.35, p = .725 > .05$. Similarly, all the remain differences in mean were not significant.

Based on the above-mentioned results, School 1 teacher's Transformational Level of Agreement were significantly higher than teachers' Transformational Level of Agreement in the remaining three schools.

*Table 30: Mann-Whitney Test (Teachers' Transactional Level of Agreement*school)*

Median

School	Transactional level of agreement
School 1	1.8333
School 2	2.3333
School 3	2.3333
School 4	2.0000
Total	2.3333

School		N	Mean Rank	Sum of Ranks	Transactional Level of Agreement	
Transactiona	School 1	12	21.58	259.00	Mann-Whitney U	181.000
l Level of	School 2	55	36.71	2019.00	Wilcoxon W	259.000
Agreement	Total	67			Z	-2.475
					Asymp. Sig. (2-tailed)	0.013

a. Grouping Variable: School

School		N	Mean Rank	Sum of Ranks	Transactional Level of Agreement	
Transactiona	School 1	12	11.58	139.00	Mann-Whitney U	61.000
l Level of	School 3	15	15.93	239.00	Wilcoxon W	139.000
Agreement	Total	27			Z	-1.433
					Asymp. Sig. (2-tailed)	0.167

a. Grouping Variable: School

Ranks

Test Statistics^a

School	N	Mean Rank	Sum of Ranks	
Transactional Level of Agreement	School 1	12	19.75	237.00
	School 4	30	22.20	666.00
	Total	42		

Transactional Level of Agreement	
Mann-Whitney U	159.000
Wilcoxon W	237.000
Z	-.599
Asymp. Sig. (2-tailed)	0.549

a. Grouping Variable: School

Ranks

School	N	Mean Rank	Sum of Ranks	
Transactional Level of Agreement	School 2	55	36.12	1986.50
	School 3	15	33.23	498.50
	Total	70		

Test Statistics^a

Transactional Level of Agreement	
Mann-Whitney U	378.500
Wilcoxon W	498.500
Z	-.494
Asymp. Sig. (2-tailed)	0.622

a. Grouping Variable: School

Ranks

School	N	Mean Rank	Sum of Ranks	
Transactional Level of Agreement	School 2	55	47.65	2620.50
	School 4	30	34.48	1034.50
	Total	85		

Transactional Level of Agreement	
Mann-Whitney U	569.500
Wilcoxon W	1034.500
Z	-2.385
Asymp. Sig. (2-tailed)	0.017

c. Grouping Variable: School

Ranks

School	N	Mean Rank	Sum of Ranks	
	School 3	15	25.87	388.00

Test Statistics^a

Transactional Level of Agreement	
Mann-Whitney U	182.000

Transactiona	School 4	30	21.57	647.00	Wilcoxon W	647.000
l Level of	-----				Z	-1.052
Agreement	Total	45			Asymp. Sig. (2-tailed)	0.293

a. Grouping Variable: School

The Mann-Whitney U tests carried out revealed the following:

- School 1 teachers' Transactional Level of Agreement scores were significantly lower ($Mdn = 1.83, n = 12$) compared to School 2 teachers' Transactional Level of Agreement scores ($Mdn = 2.33, n = 55$), $U = 181.00, z = -2.47, p = .013$, with a medium effect size $r = .30$
- School 2 teachers' Transactional Level of Agreement scores were significantly higher ($Mdn = 2.33, n = 12$) compared to School 4 teachers' Transactional Level of Agreement scores ($Mdn = 2.00, n = 15$), $U = 569.50, z = -2.39, p = .017$, with a large effect size $r = .45$
- School 1 teachers' Transactional Level of Agreement scores were not significantly lower ($Mdn = 1.83, n = 55$) compared to School 3 teachers' Transactional Level of Agreement scores ($Mdn = 2.33, n = 15$), $U = 61.00, z = -1.43, p = .167 > .05$. Similarly, all remaining sub-scales differences in mean were not significant.

Based on the above-mentioned results, School 1 teacher's Transactional Level of Agreement were significantly lower than School 2 teachers' Transactional Level of Agreement, and School 4 teacher's Transactional Level of Agreement were significantly lower than School 2 teachers' Transactional Level of Agreement.

Hypotheses H5 & H6 Findings (Impact of level of agreement and socio demographic data on Job Satisfaction)

The existence of a strong correlation does not imply a causal link between the variables; thus, despite the proved correlation, we cannot imply that "Job Level Satisfaction" causes the "level of agreement" and vice versa. In statistics, linear regression models are used to quantify the relationship between one or more predictor variables and a response variable.

A multiple linear regression (MLR) was performed to examine how multiple independent variables are related to one dependent variable and to create an accurate prediction on the level of effect each independent variable has on the outcome variable.

MLR stepwise method was conducted to assess whether; "Job Satisfaction" is affected and can be significantly predicted by "Gender", "School", "Education", "Experience" and "Level of agreement sub-dimensions".

The stepwise method excludes all the non-statistically significant predictors. Accordingly, the following tables report on the findings of the mentioned hypothesis testing.

Table 31: Multiple Linear Regression Results (Job Satisfaction)

Model Summary Report ^a									
Dependent (outcome) Variable	Independent Variables (Predictor)	R	R ²	F	Sig (F)	Beta	T	Sig (t)	Collinearity Statistics (VIF)
Job Satisfaction	Gender					.946	7.027	0.000	1.055
	Transformational level of agreement	.745 ^d	0.556	18.579	.000 ^d	.144	1.720	0.048	1.515
	School					-.226	-4.366	0.000	1.153

Model Summary Report ^a

Transactional level of agreement	-.219	-2.545	0.012	1.424
Age	.322	3.789	0.000	1.695
Teaching Experience	-.237	-2.834	.006	1.631
Distributive level of agreement	.172	2.367	.020	1.239

a. Dependent Variable: Level of job satisfaction

d. Predictors: (Constant), Gender, transformational level of agreement, transactional level of agreement, age, teaching experience, distributive level of agreement

df (Regression)=7, df (Residual) = 104

Durbin-Watson=1.744

As shown in table 30, the model was significant, $F(7,104) = 18.58, p < .001$, explaining 55.6% ($R^2 = .556$) of the variance in the outcome variable. "Gender" ($B = .95, t = 7.027, p = .000$); "Transformational level of agreement" ($B = .14, t = 1.720, p = .048$); "School" ($B = -.23, t = -4.366, p = .000$); "Transactional level of agreement" ($B = -.22, t = -2.545, p = .012$); "Age" ($B = .32, t = 3.789, p = .000$); "Teaching Experience" ($B = -.24, t = -2.834, p = .006$), and "Distributive level of agreement" ($B = .17, t = 2.367, p = .020$) contributed significantly to the model.

The analysis shows that Strategic and Democratic levels of Agreement did not significantly predict job satisfaction as they were excluded from the above table.

Hence, the statistical evidence supports the research hypotheses H5 and rejects the H6.

Gender (female), Transformational level of agreement, Age and Distributive level of agreement, predicts positively the teachers' Job Satisfaction. However, Schools' names (1

to 4), Transactional level of agreement and Teaching Experience negatively predicts the teachers' Job Satisfaction (e.g.: for each one-unit decrease of the transactional level of agreement, we'll have an increase of 22% unit in the job satisfaction level; And for each one-unit decrease in Teaching Experience, we'll have an increase of 24% unit in the job satisfaction level.

Findings & Discussions

During this semi- structured interview, participants have expressed their thoughts freely regarding how things are going during the crisis. They have shared their experiences and discussed their concerns with the researcher. After conducting the interview, data were gathered, written and clustered into common themes.

Principals' concerns

When asked about their concerns, all interviewed principals expressed their concerns regarding several issues, however the common one was the economic factor. The principal of School 4, for instance, has mentioned that he started with this factor because it is an essential factor in each organization and not only in schools. Due to the multiple crises Lebanon is passing through, interviewed principals have discussed several issues under the economic factor as the following:

- Collapse of the Lebanese Lira
- High transportation fees
- Lack of governmental support
- Health crisis
- Loss of professional staff members
- Lack of connection between the Lebanese national curriculum and today's needs

It is obvious for school principals to take into consideration at first the financial support, especially during economic crisis. However, the data retrieved from the surveys has shown

that teachers have mentioned other needs that should be fulfilled and not only the financial one. For example, there are some teachers who have mentioned the importance of moral support in different ways is needed to stay motivated during any type of crisis.

Shortage in Staff

The issue of losing professional staff members is an important issue to tackle because the principals have mentioned relatively high percentages of teachers leaving the school since the beginning of the crisis in 2018. Every year several teachers are leaving for a specific reason. The participants have mentioned some reasons such as difficulty of teaching during Covid-19, looking for better opportunities, leaving the country...

Teachers have expressed their thoughts regarding this issue when asked in the survey if they are willing to continue teaching in the same school. The percentages of teachers answering “yes” was quite high, but at the same time a relatively high percentage of teachers answered “maybe”. For example, in the findings of teachers teaching in School 4, 43.4% of the respondents answered “maybe”. This high percentage of uncertainty should be taken into consideration in this school to avoid staff shortage.

Teachers’ answers were related to how much satisfied they were. The level of satisfaction in this paper was tackled based on financial, own performance and school environment.

The following table 31 shows the level of satisfaction on each level:

Table 32: Percentage of teachers’ satisfaction

	Percentage of “somewhat satisfied”	Percentage of “very satisfied”
Financial	26.2%	9.2%
Own Performance	34.8%	50.9%
School environment	33.9%	41.1%

Teachers are least satisfied with the financials that they are receiving. Which is a crucial factor that any employee takes into consideration when thinking of staying in the job or looking for better opportunities. Other factors that are the own performance and the school environment had made the change in keeping the present teachers teaching during such times. But the question in this situation is: till when teachers will be able to bear the financial dissatisfaction? And if this factor is hard to improve, why principals do not focus on the other two factors that are the self-performance and the school environment, especially that when asked about the reason they are still teaching, the majority of teachers did not focus on the financial benefits, they focused on the internal motivation and the work social features which can be directly related to their satisfaction of school climate (social features) and their own-performance (intrinsic motivation).

As mentioned previously in Chapter two in this research, in Sweden female teachers were more satisfied than male teachers. And this was the case as well in Lebanon. Female teachers were more satisfied than male teachers. This might be related to the idea that usually females depend on their spouses financially and that they get the chance to have holidays and vacations with their children. Whereas male teachers might be struggling more for a better living for his family.

Teachers' performance during crisis

Regarding the teachers who are still working in the school, the researcher asked the participants about the quality of the teachers' performance. All principals assured us that teachers' performance was not highly affected by the situation happening, but this was because of various reasons.

This was evident as well during the survey when around half of the teachers marked "very satisfied" for own performance satisfaction. It is a high percentage of satisfaction regardless of the difficult circumstances they are passing through.

For example, the principal of School 1 has mentioned “Since we believe that teaching is a message, our teachers were still teaching and putting efforts like before”. And teachers’ good performance was reflected in the results of students’ achievements in the national exams which was 100% passing; brevet (97%) and terminals (75%) have received very good grades. The answer of this principal shows how much he tends to put emphasize on the school vision and the mission of teaching, and this can also be interpreted by the type of support he provided to teachers which was aside the financial support, the communication skills.

The principal of School 2 mentioned that yes teachers’ performance has been affected slightly but she made efforts to support them in various ways to keep a certain quality of education. She said, “I can assure that the performance is still of the same quality, due to the high professionalism of our instructors and staff, up-to-date trainings, sense of belonging to the school which is considered as their home.”

Measures taken by principals during crisis.

To maintain a good quality of education and good teachers’ performance, the principals have taken several measures to motivate teachers and encourage them to preserve their efforts in educating students effectively and efficiently. The measures taken in all four schools are summarized and categorized as following:

Table 33: Measures taken by school principals

Measures taken by school principals		
Financial support	More Flexibility	Emotional Support
School principals tried to provide funding, supermarket discounts, diesel vouchers, and other	Administrative work was no longer assigned to teachers. In this way workload was	Some school principals insisted on keeping a strong bond with the teachers by presenting to them a full and

<p>things that could help in decreasing teachers' expenses.</p> <p>Some schools made some changes to teachers' salaries whereas teachers were given a small percentage of their salary in fresh dollars.</p> <p>Teachers who have their children at the same school had the chance to teach their children for free. And even the school could help in providing their books and stationery.</p>	<p>minimized, leading to less stress and effort.</p> <p>Principals tried to be more flexible with the teachers.</p>	<p>clear overview of the school's situation.</p> <p>Teachers were told that they do deserve more but due to the hard situation the school cannot provide more than that. Therefore, some principals made efforts in creating a glimpse of hope in a way or another.</p>
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When compared to the findings of the surveys, many teachers have mentioned that the school principals have made a lot of effort to afford financial support for them. Whereas teachers who decided to answer "neutral" formed 35.4% of them. However, lower percentages were given to the emotional support.

Qualities a leader should have.

Moving forward in the interview, school principals were asked about the best qualities a leader should have when it comes to dealing with teachers. Principals have provided several qualities as following:

- No superiority
- Supportive on all levels

- Good listener
- Clear in instructions
- Self-confident
- Wise

A common trait that was mentioned by all principals is to be supportive, showing teachers how much they are an essential element in the teaching process. Other qualities were mentioned as well but not all of them were matching. For example, some principals mentioned that they should be positive, create bonds with teachers and deal with them as colleagues without superiority. Whereas one of the principals had the focus on managing and instructional measures and focused on being confident and being able to define priorities. Additional qualities were mentioned such as being humanitarian and credible, encouraging teamwork, distributing work on team members, having financial management skills, and knowing the concerns of teachers. We can here notice that some principals tend to focus more on their managerial role and tend to be more instructional, others tend to focus on the human resources and on the school environment.

Qualities leaders should have during crisis.

When asked about the qualities needed to lead teachers effectively during crisis the answers were various. Principals have provided a variety of qualities that are needed from them during crisis such as the following:

- Flexible
- Humanitarian
- Good in financial management
- Cooperative
- Be prepared for crisis.

School 1 for instance, has mentioned the idea of giving the teachers the freedom of taking decisions when needed. In addition to that, the principal has encouraged teachers to be creative and to help each other to find solutions for obstacles they have. On the other hand, the principal of School 2 did not dig deep into the measures needed to be taken, however, she has focused on supporting teachers in every possible way. Whereas the answer of the principal of School 3 was unique. School 3 discussed the idea of having a plan B in the school and preparing the school logistically to confront any obstacle or even a crisis that might happen. Finally, School 4 has focused on the idea of leading teachers based on instructional way and being confident and having financial skills.

Different types of leadership styles

All principals have expressed that there are different leadership styles and that not all principals lead and manage the school the same way. All principals were able to at least mention three different styles. All principals have focused through their answers on the idea of teamwork, however one of the principals has said “but practically speaking I cannot implement it with all types of teachers” mentioning that not all the staff members have similar level of education, experience, readiness for work and productivity. Whereas another principal has mentioned that it is difficult to apply one leadership style only and that this might not be effective for the school. Thus, this principal prefers harmonizing different leadership styles to have a successful administration and management system.

If we go back to the literature review, the best leadership style to be adopted depends on the people (the led) and the situation. We can also notice that the principals did not stick to one style, they mixed between all the leadership styles discussed in this paper.

Lessons learned.

All principals have learned from the situation that they have passed through. School principals have learned to listen to teachers’ needs and concerns before taking final

decisions. They have learned as well to be creative in finding suitable, appropriate, and effective solutions. The principal of School 4 focused on the idea of setting an emergency plan for different types of crises that might be encountered and creating a shadow team, fully equipped and ready for such situations. It is important to shed the light here on what one of the principals has mentioned “not to depend on the governmental sector in Lebanon because it does not provide any sort of support”. Knowing that, all principals have mentioned that their schools do not have any emergency plan to confront any sort of crisis.

Conclusion and discussion

The education sector in Lebanon has been affected for years and years by several incidences happening in other sectors such as the health, political, and economic. Due to several crises occurring recently, the education sector is becoming more and more fragile. Therefore, the concept of leadership during crisis should be studied more and more to minimize as much as possible the negative effects of the crises and learn for future crises. The school’s role in confronting any type of crisis is very important for students. Teachers in this case should be prepared and trained in dealing with students during difficult times. However, it was interesting to see that from the 112 teachers who participated in the survey, only 12 of them have a teaching diploma. And as mentioned previously in the literature review chapter that there are no clear criteria for hiring school principals in private schools. Therefore, this should ring a bell for the ministry of education to set minimum and clear standards for hiring both teachers and principals, and to make sure that they are implemented. And regarding teachers who are already teaching without a teaching diploma, the principal should be aware of that and make sure to provide the trainings needed for them.

In addition to that, 83.9% from the teachers who filled the survey are females. This issue is obvious in most of the Lebanese schools, the female figure dominates the male’s one at

schools in both public and private ones. As mentioned in the literature review chapter as well, females tend to be more satisfied than males in their work as teachers. Therefore, this issue has affected the percentages of level of satisfaction retrieved from the survey.

Furthermore, most of the teachers in the survey are aged between 36 and 46, showing that they already have an experience in what they are presenting, and they are still young to learn and get trained to use advanced and innovative ways of teaching learners.

When it comes to leadership styles used in the schools, as retrieved from the survey, it was evident that all leadership styles tackled in this paper were present in the schools. Each school had a mixture of elements from each leadership style but the overall style tends to shift more to a specific one. This shows that principals are not sticking to one specific style and teachers are in general satisfied with that. And when it comes to the leadership styles used during crisis, it was clear that the three styles: transformational, transactional, and distributive had an effect on teachers' satisfaction. And since in general the satisfaction is somehow high, it reflected positively on their performance.

School principals have presented a variety of ways to help in keeping high levels of job satisfaction for teachers. Teachers at the same time have answered through the survey that they are satisfied. Yet, one of the important components of job satisfaction was the financial satisfaction. Therefore, school principals should find ways to increase job satisfaction, by focusing more on the financial one or other component such as the moral one or school environment. In this way the principal will ensure good performance for teachers and avoid teacher burnout. The option of focusing on other components as well of job satisfaction is very important since reaching high levels of financial satisfaction is difficult especially during economic crisis.

Limitations

While conducting this research, several limitations were encountered and should be taken into consideration. First of all, the sample participated in the reach was limited and small. The researcher has tried to contact several school principals, however, many refused to participate because they considered this as an assessment for their work. Furthermore, the survey was passed to the teachers via the school principal; so maybe the principal has chosen to whom to send it. In addition to that, the school principals had different language background, and since the interview and the surveys are in English, some participants had difficulty in expressing their thoughts. That's why translation was conducted and some participants have decided to skip some questions from the survey.

Chapter five: Conclusion and Recommendations

Recently, we have been passing through many ups and downs, and unusual situations that are affecting our daily life routines. School leaders should be able to adapt and do the changes needed to minimize as much as possible the negative impact of any incidence. Educating students is definitely a major and complicated issue to take into consideration. But this does not mean to disregard teachers' situations, because no education could happen without teachers. Therefore, school leaders should know how to deal with teachers

to boost their potentials and invest in them for developing a well-educated generation on all levels (educational, social, and emotional). Several recommendations could be provided from this research that could help in boosting the effectiveness of school principals.

Recommendations

It was interesting to see how interviewed school principals have different experiences and educational levels. However, it is very important for the Ministry of Education and Higher Education to set some clear criteria for choosing the school principal. In addition to that, the MEHE should be providing some sort of training to these principals to help them in their day-to-day job routines and preparations for any crisis. **And as a principal, it is important as well to set clear requirements from teachers and ask them what makes them committed to their work. In this case, the principal will be able to identify whether the teacher is capable to fulfill the position and stay committed despite obstacles or difficult situations.**

As concluded from this research, there is no one perfect leadership style to be used. Whereas, I strongly believe to be able to deal and manage a school effectively during crisis, the leader should know his/her teachers well. The leader should know the teachers' potentials, needs, concerns, level of experience and education, and motivational points. In this way the leaders will be able to create a general overview of the current staff before setting the needed strategy to rescue the school from any crisis. For principals to know more about their teachers, it is very important to conduct communication with them. It was evident through the survey, that many teachers do need more communication especially during crisis. In this way, teachers will have more sense of belonging and the principal will be able to identify their needs and concerns. In addition to that, during the interviews, school principals have focused mostly on financial support; whereas data from surveys have shown that teachers are also in need of moral support. Therefore, school principals

should not predict or assume what teachers are asking for. They should communicate with them and know what they want to fulfill their needs. Especially that different crisis could lead to different needs. Thus, the school principal should keep a safe and effective bond with the teachers to have common grounds to work accordingly.

To keep a healthy communication between the school principal and the teachers, as a principal try to connect with individual team members through frequent group meetings and one-on one meetings to discuss concerns and personal issues. Make sure to keep this measure as a routine to keep up-to-date with the situation of your teachers.

One essential element in communication is to have a clear and honest conversation. As a school principal, be honest with the teachers and tell them what is going on in the school and what are the measures that are going to be taken. Tell teachers what will happen to their salaries, health insurance, and working conditions. Tell them what is expected from them and ensure your support for them. But do not give promises which you know you cannot achieve.

Each school has a specific vision and mission. It would be a smart measure for the school principal to always discuss the vision and mission of the school with the teachers. In this way, the teachers will know what is expected from them and towards what they are working. Not only that, but also teachers will feel involved and that they have an essential role in reaching the goal; consequently, they will be motivated to put more efforts in their work. Whatever is the vision, it can give direction and hope and make people follow. And maybe this is an important element to take into consideration when deciding whether to employ a teacher or not. If they do not share with you the same vision, even if they are very qualified, they will leave at the first better paying opportunity.

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Appendices

Appendix A. Questionnaire

	DEMOGRAPHICS
1	School Location <ul style="list-style-type: none"> - Beirut - Mount Lebanon - South Lebanon - Nabatiyeh - Bekaa - North Lebanon
2	Age <ul style="list-style-type: none"> - Less than 25 years - Between 26 and 35 years - Between 36 and 45 years - Between 46 and 55 years - Between 56 and 70 years
3	Gender <ul style="list-style-type: none"> - Male - Female
4	Education Level <ul style="list-style-type: none"> - Secondary education - Bachelor's degree

	<ul style="list-style-type: none"> - Master's degree - Doctoral degree - Teaching Diploma <p>How many years have you been teaching at this school?</p> <ul style="list-style-type: none"> - 0 to 5 years - 6 to 10 years - more than 10 years
5	

	<p>All Questions are rated from a scale of 1 to 5</p> <p>1= Very Dissatisfied, 2= Somewhat Dissatisfied, 3= Neutral, 4 Somewhat Satisfied, 5= Very Satisfied</p>
<i>Job Satisfaction</i>	
6	<i>Please indicate your level of satisfaction with each of the following areas</i>
	<i>Financial Satisfaction</i>
6	<ul style="list-style-type: none"> - The Salary I earn. - The benefits I receive. - The workload compared to the salary I earn.
	<i>Own Performance Satisfaction</i>
7.	<ul style="list-style-type: none"> - My current performance.

	<p>All Questions are rated from a scale of 1 to 5</p> <p>1= Very Dissatisfied, 2= Somewhat Dissatisfied, 3= Neutral, 4 Somewhat Satisfied, 5= Very Satisfied</p>
	<i>School Environment Satisfaction</i>
8.	- The work ambiance in general.
	<i>Principal Leadership Practice</i>
	<i>Please indicate your level of agreement with the following statements:</i>
	<i>Level of Agreement</i>
	<i>Transformational level of agreement</i>
9.1.	- I can easily communicate with the school principal.
9.2.	- The school principal shows trust in my work.
9.3.	- I feel supported by the school principal.
	<i>Transactional level of agreement</i>
10.1	- The school principal is not flexible.
10.2	- My opinion is not taken into consideration.
10.3	- The school principal sets a lot of rules and guidelines.
	<i>Instructional level of agreement</i>
11.1	- I am encouraged to improve my performance at school.
11.2	- I am trained to develop new teaching and learning styles.
11.3	- The school principal does a lot of tests and statistics to measure improvement.
	<i>Strategic level of agreement</i>

	<p>All Questions are rated from a scale of 1 to 5</p> <p>1= Very Dissatisfied, 2= Somewhat Dissatisfied, 3= Neutral, 4 Somewhat Satisfied, 5= Very Satisfied</p>
12.1.	- The management decisions and instructions are clear and transparent.
12.2.	- I am prepared for certain situations in the future.
12.3.	- We have a fixed plan to work on.
	<i>Democratic level of agreement</i>
13.1	- Democratic level of agreement.
13.2	- I feel encouraged to use creativity in my work.
13.3	- We are encouraged to work collaboratively.
	<i>Distributive level of agreement</i>
14.1	- I take part with the principal in his/her work.
14.2	- The principal acts as a role model for us.
14.3	- I have opportunities for advancement & promotion.

15.	<i>Select the actions/measures the school principal adopted to support you during</i>
15.1	- Financial support.
15.2	- Professional development to improve your skills.
15.3	- More independency in your work
15.4	- More communication with your principal (meetings, supportive messages, announcing decisions.).
16.	<i>Name one action/measure the school principal can take to support you during</i>

15.1	- Financial support.
15.2	- Encouragement & Motivation.
15.3	- Flexibility
15.4	- Communication
17.	<i>Why are you still teaching? (Check all that apply)</i>
14.1	- Internal Personal Motivation
14.2	- Work Social Features.
14.3	- Financial Motivation.
18.	<i>Do you see yourself working at the same school in one year?</i>
	- No
	- Maybe
	- Yes.

Appendix B. Estimated balance according to the five-dimensional Likert scale

Degree	Responses	Weighted average mean Interval	Level
1	Strongly Disagree	1→1.79	Very Low
2	Disagree	1.80→2.59	Low
3	Neither Agree or Disagree	2.60→3.39	Moderate
4	Agree	3.40→4.19	High
5	Strongly Agree	4.20→5.00	Very High

We will rely on this table to determine the degree and level of participant response means that were digitized as they were coded in SPSS.

Appendix C. Pilot Sample Spearman Correlations

Dimension: Job Level Satisfaction

Correlations Teacher's Level Satisfaction

Please indicate your level of

satisfaction with each of the following 1 2 3 4

areas:

[The Salary I earn.]				
[The benefits I receive]	.625**			
[The workload compared to the salary]	.697**	.703*		
[My current performance.]	.527**	.597*	.638**	
[The work ambiance in general.]	.362*	.531*	.463*	.587**

** P < 0.01 (2-tailed); N =30

Dimension: Level of Agreement

Correlations Transformational level of agreement

	1	2
I can easily communicate with the school principal.		
The school principal shows trust in my work.	.707**	
We work as a team.	.665**	.727**

** P < 0.01 (2-tailed); N =30

Correlations Transactional level of agreement

	1	2
The school principal takes the right decision.		
The school principal is not flexible.	.705**	
My opinion is not taken into consideration.	.417*	.533**

** P < 0.01 (2-tailed); * P < 0.05 (2-tailed); N =30

Correlations Instructional level of agreement

	1	2
I am encouraged to improve my performance at		
I am trained to develop new teaching and learning	.645**	
We all work together towards the vision presented	.538**	.786**

** P < 0.01 (2-tailed); N =30

Correlations Strategic level of agreement

	1	2
The management decisions and instructions are		
I am prepared for certain situations in the future.	.485**	
We have a fixed plan to work on.	.610**	.760**

** P < 0.01 (2-tailed); N =30

Correlations Democratic level of agreement

	1	2
My feedback is taken into consideration.		
I feel encouraged to use creativity in my work.	.541**	
I have a sense of belonging to the school.	.842**	.527**

** P < 0.01 (2-tailed); N =30

Correlations Distributive level of agreement

	1	2
I take part with the principal in his/her work.		
The principal acts as a role model for us.	.638**	
I have opportunities for advancement & promotion.	.463**	.587**

** P < 0.01 (2-tailed); N =30

Appendix D. Test of Normality

Descriptives

		Statistic	Std. Error
Transformational level of agreement	Mean	4.0833	0.06705
	95% Confidence	Lower Bound	3.9505
		Upper Bound	4.2162
	5% Trimmed Mean	4.1356	
	Median	4.0000	
	Variance	0.504	
	Std. Deviation	0.70958	
	Minimum	1.00	
	Maximum	5.00	
	Range	4.00	
	Interquartile Range	1.00	
	Skewness	-1.389	0.228
	Kurtosis	3.683	0.453
Transactional level of agreement	Mean	3.9643	0.06582
	95% Confidence	Lower Bound	3.8339
		Upper Bound	4.0947
	5% Trimmed Mean	3.9854	
	Median	4.0000	
	Variance	0.485	
	Std. Deviation	0.69656	
	Minimum	2.33	
	Maximum	5.00	
	Range	2.67	
	Interquartile Range	0.67	
	Skewness	-0.374	0.228
	Kurtosis	-0.543	0.453
Instructional level of agreement	Mean	4.1637	0.06856
	95% Confidence	Lower Bound	4.0278
		Upper Bound	4.2996
	5% Trimmed Mean	4.2282	
	Median	4.3333	
	Variance	0.527	
	Std. Deviation	0.72562	
	Minimum	1.00	
	Maximum	5.00	
	Range	4.00	
	Interquartile Range	0.67	
	Skewness	-1.596	0.228
	Kurtosis	4.911	0.453
Mean	4.0565	0.06480	

	95% Confidence	Lower Bound	3.9281	
		Upper Bound	4.1849	
	5% Trimmed Mean		4.1091	
	Median		4.0000	
Strategic level of	Variance		0.470	
agreement	Std. Deviation		0.68575	
	Minimum		1.00	
	Maximum		5.00	
	Range		4.00	
	Interquartile Range		0.67	
	Skewness		-1.377	0.228
	Kurtosis		4.457	0.453
Democratic level	Mean		4.1815	0.06521
of agreement	95% Confidence	Lower Bound	4.0523	
		Upper Bound	4.3108	
	5% Trimmed Mean		4.2414	
	Median		4.3333	
	Variance		0.476	
	Std. Deviation		0.69011	
	Minimum		1.00	
	Maximum		5.00	
	Range		4.00	
	Interquartile Range		0.67	
	Skewness		-1.534	0.228
	Kurtosis		4.231	0.453
Distributive level	Mean		3.6190	0.07198
of agreement	95% Confidence	Lower Bound	3.4764	
		Upper Bound	3.7617	
	5% Trimmed Mean		3.6336	
	Median		3.6667	
	Variance		0.580	
	Std. Deviation		0.76177	
	Minimum		1.67	
	Maximum		5.00	
	Range		3.33	
	Interquartile Range		0.67	
	Skewness		-0.172	0.228
	Kurtosis		-0.079	0.453
Level of	Mean		4.0114	0.05196
Agreement	95% Confidence	Lower Bound	3.9084	
		Upper Bound	4.1144	
	5% Trimmed Mean		4.0422	
	Median		4.0556	
	Variance		0.302	
	Std. Deviation		0.54988	
	Minimum		1.56	
	Maximum		5.00	
	Range		3.44	
	Interquartile Range		0.67	

Skewness	-1.171	0.228
Kurtosis	3.304	0.453

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Transformational level of	0.176	112	0.000	0.879	112	0.000
Transactional level of agreement	0.148	112	0.000	0.945	112	0.000
Instructional level of agreement	0.188	112	0.000	0.855	112	0.000
Strategic level of agreement	0.208	112	0.000	0.863	112	0.000
Democratic level of agreement	0.173	112	0.000	0.871	112	0.000
Distributive level of agreement	0.121	112	0.000	0.962	112	0.003
Level of Agreement	0.130	112	0.000	0.934	112	0.000

a. Lilliefors Significance Correction

Based on Shapiro Wilk's output, the significance value (p) for each of Transformational level of agreement, Transactional level of agreement, Instructional level of agreement, Strategic level of agreement, Democratic level of agreement, Democratic level of agreement, Distributive level of agreement and Level of Agreement was less than .001.

In terms of the Shapiro-Wilk's results ($p < .05$), (Shapiro & Wilk, 1965; Razali & Wah, 2011), we can assume that our data was not normally distributed. The skewness of each of Transformational level of agreement, Transactional level of agreement, Instructional level of agreement, Strategic level of agreement, Democratic level of agreement, Democratic level of agreement, Distributive level of agreement and Level of Agreement was -1.389, -0.374, -1.596, -1.377, -1.534, -0.172, -1.171 (SE = 0.228) with a kurtosis of 3.683, -0.543, 4.911, 4.457, 4.231, -0.179, 3.304 (SE = 0.453) respectively (Cramer, 1998; Cramer & Howitt, 2004; Doane & Seward, 201).

