

Dr. Djamila Younes¹

The impact of the leadership style of school principals from the point of view of secondary education teachers on their professional satisfaction and motivation for achievement

The impact of the leadership style of school principals from the point of view of secondary education teachers on their professional satisfaction and motivation for achievement

Dr. Djamila Younes¹

¹University of Ibn Khaldoun Tiaret (Algeria)

Received: 03/2023, Published: 03/2023

Abstract:

The current study aims to verify the impact of the leadership style of school principals from the point of view of secondary education teachers on their professional satisfaction and motivation for achievement, and to achieve this the descriptive approach was used, and the study was applied to a sample of (384) teachers of secondary education in the state of Djelfa, and through the application of standards the following results were reached:

- **There are differences in the degree of professional satisfaction according to the different leadership style of school principals from the point of view of secondary education teachers in favor of the democratic style.**
- **There are no differences in the degree of motivation for achievement according to the different leadership style of school principals from the point of view of secondary education teachers in favor of the dictatorial and democratic styles.**
- **There are no differences in the degree of professional satisfaction according to the variable of the leadership style of school principals from the point of view of secondary education teachers according to their professional status.**
- **There are no differences in the degree of motivation for achievement according to the variable of the leadership style of school principals from the point of view of secondary education teachers according to their professional status.**

Keywords: leadership style, secondary headmaster, professional satisfaction, motivation for achievement, secondary education teacher.

Author Email: djamila.younes@univ-tiaret.dz

Tob Regul Sci.™ 2023;9(1): 1025-1041

DOI: doi.org/10.18001/TRS.9.1.70

1- Introduction:

Dr. Djamila Younes¹

The impact of the leadership style of school principals from the point of view of secondary education teachers on their professional satisfaction and motivation for achievement

The world is witnessing many transformations and changes, in the composition of societies and organizations, represented by rapid economic growth, tremendous technological acceleration, privatization, globalization, and the adoption of the method of development and development towards a better future, and these changes did not occur as a result of increasing capital, or the use of technology in organizations only, but primarily through the manpower working in these organizations, the qualified, trained and efficient human element is the most important element of production, so it has been taken care of since the beginning of its educational career, so the teaching profession is considered one of the finest professions. (Ayasrah, 2006: 15).

Education is one of the pillars of the renaissance of nations, the countries that have advanced have paid attention to human development, which is based on reforming the education and training system, its plans, objectives and curricula, so the Arab countries in general have placed education at the top of their priorities as the locomotive that crosses us in the twenty-first century, which is the century of globalization, and in order to be able to keep pace with developed countries, we must pay attention to educational institutions, especially the school.

The school is the bearer of the nation's message, the protector of its civilization, the maker of its generations and the custodian of them, it is the tool of the organized state to achieve its mission and goals, and turn them into living models, and it is imperative for the state to strengthen the role of the school, and to work to strengthen its roots and foundations, in order to stand on a firm and firm ground of values, ideals and principles to perform its mission in preparing creative generations, so it must initially pay attention to officials such as: Inspectors and principals as representatives of educational leadership.

Leadership is the first pillar on which any process is built in various fields, and since the academic and administrative field of education is the focus of attention, it constitutes the main dimension in the educational process, where it is noted that the great emphasis by thinkers on the role of the leader, and the educational process, and this importance appears in the result reached by Hawkinz (in his study, as it was found that the general climate of the school is affected by the leadership behavior of the school principal. (Ayasrah and Fadel, 2006: 178).

In this context, the study of Abdul Rahim (1996) found the prevalence of eight patterns of leadership behavior, the most frequent of which was the pattern that relies heavily on both work, authority, and legal, and the least frequent of which is the pattern that relies on authority more than work and legal. (Ayasrah, 2006: 137)

Choucair's study (1999) also found a positive relationship between the democratic leadership style of school principals and the attitude of teachers towards their teaching profession.

Caring for the teacher and giving him the appropriate social status would increase his satisfaction with his profession, and it has been shown from various studies that professional satisfaction is one of the main factors in the success of the teacher in his work, whenever the conditions are

Dr. Djamila Younes¹

The impact of the leadership style of school principals from the point of view of secondary education teachers on their professional satisfaction and motivation for achievement appropriate the teacher can face the obstacles that hinder him to perform his tasks, as the results of Johnson's study (1955) on professional satisfaction among teachers in general revealed the satisfaction of the majority of respondents with certain professional aspects of work and their dissatisfaction with other aspects. (Urban, 1982: 81)

To increase the teacher's professional satisfaction, the principle of involving the teacher in the school administration must be adopted, as it is considered an effective factor, and this is confirmed by the study of Hupburn Brown, in that flexibility, cooperation and encouragement have a clear positive impact on teacher satisfaction, and that the involvement of the teacher in school management makes him feel an actual sense towards the school, and achieves the need for belonging, which causes the emergence of his role and influence at work. (Hupburn Brown, 2001 :691).

The basic and significant role played by the teacher in the educational process pushes researchers to study the factors that affect his satisfaction with his profession, and his motivation for achievement, the appearance of signs of dissatisfaction among teachers indicates that there are needs they have not been satisfied, and when these needs are satisfied, the teacher generates a motivation for work and achievement.

The results of the study of Smith (2000) showed that the level of motivation of teachers increases as the leadership style of the principal becomes more democratic, and this result was confirmed by another study by Pennington (1998) to investigate the relationship between teachers' perceptions of the manager's leadership style and teachers' motivation towards their profession as teachers, in public secondary schools and found that there is an important relationship between teachers' motivation and the principal's leadership behavior from the teachers' point of view. Ayasrah and Fadel, 2006: 178).

Based on the above, we decided to ask the following questions:

Are there statistically significant differences in the degree of professional satisfaction according to the different leadership style of school principals from the point of view of secondary education teachers?

- Are there statistically significant differences in the degree of motivation for achievement according to the different leadership style of school principals from the point of view of secondary education teachers?

Are there differences in the degree of professional satisfaction due to the variable of the leadership style of school principals from the point of view of secondary education teachers according to their professional status?

Dr. Djamila Younes¹

The impact of the leadership style of school principals from the point of view of secondary education teachers on their professional satisfaction and motivation for achievement

- Are there differences in the degree of motivation for achievement due to the variable of the leadership style of school principals from the point of view of secondary education teachers according to their professional status?

2- Hypotheses of the study:

- There are statistically significant differences in the degree of professional satisfaction according to the different leadership style of school principals from the point of view of secondary education teachers.
- There are statistically significant differences in the degree of motivation for achievement according to the different leadership style of school principals from the point of view of secondary education teachers.
- There are differences in the degree of professional satisfaction due to the variable of the leadership style of school principals from the point of view of secondary education teachers according to their professional status.
- There are differences in the degree of motivation for achievement due to the variable of the leadership style of school principals from the point of view of secondary education teachers according to their professional status.

3- Define the terms of the study:

Procedural definitions are of great importance in any scientific research, as they enable researchers to measure variables and are a link between the hypothetical theoretical level and the level of observation and its objective, and they accurately clarify the researcher's perception of the basic concepts in his study. (Abu Allam, 2004: 49).

Therefore, we will try to identify the basic terms of the study: leadership style, professional satisfaction, motivation for achievement.

3-1 Leadership style:

It is the behavior practiced by the leader to effectively influence the members of the group working with him, with the aim of improving the quality of work and production in the school. (Ayasrah, 2006: 159).

It is defined procedurally as the predominant behavior practiced by secondary school principals in their dealings with secondary education teachers, measured by the scale of describing the leadership styles of school principals from the point of view of secondary education teachers, and

Dr. Djamila Younes¹

The impact of the leadership style of school principals from the point of view of secondary education teachers on their professional satisfaction and motivation for achievement we say that the style is democratic, dictatorial or Tzipi by comparing the results of the secondary education teacher in each style.

3-2 Professional satisfaction:

It is the psychological feeling of contentment, satisfaction and happiness to satisfy desires, needs and expectations with the work itself, the content of the work environment, with trust, loyalty and belonging to the work, and with other relevant factors and indicators." (Al-Adaili, 1986: 52).

It is defined procedurally as a psychological state that expresses a feeling carried by the professor towards his profession, as a result of self-realization in his profession, social acceptance within the scope of work, and his material stability, and is measured by the degree taken by the secondary education teacher in the professional satisfaction scale prepared by the researcher.

3-3 Motivation to achieve:

It means the desire of an individual to make the maximum possible effort to achieve organizational goals.

It is defined procedurally as the positive feeling by the secondary education teacher towards his job, and is measured by his score in the scale of motivation for achievement for secondary education teachers prepared by Abdul Latif Muhammad Khalifa.

4- Field Study Procedures:

4-1 Approach:

The researcher determines the type of approach that he will follow based on the nature of his study, so we have relied on the descriptive approach, which is based on accurate monitoring and follow-up of the phenomenon in a quantitative manner in order to study the current conditions of phenomena in terms of their characteristics, relationship and factors affecting it, which does not only describe the phenomenon, but enables us to know the interrelationships between the facts, which facilitates their understanding. (Alyan, 2000: 43).

4-2 Study sample:

The cluster random sample was relied on, and this was done in one stage, by selecting a simple random sample of clusters, which represent secondary schools, as 25 secondary schools were selected from 63 secondary schools using the lottery method, and then studying the units of these clusters, where the scales were distributed to the teachers of the selected secondary schools, and their number reached 482 professors, while the number of measures that were retrieved amounted to 388 scales, meaning that the number of members of the study sample amounted to 388 teachers in secondary education.

To highlight the characteristics of the study sample, the following tables were developed:

Dr. Djamila Younes¹

The impact of the leadership style of school principals from the point of view of secondary education teachers on their professional satisfaction and motivation for achievement

Table (01): The distribution of secondary education teachers from their point of view shows the leadership style followed by their principals.

Manager leadership style	Number of people	Percentage
Dictatorial style	132	34.02%
Democratic style	252	64.95%
Loose style	04	1.03%
Total	388	100%

Most of the professors, according to their view, considered that their managers follow the democratic and dictatorial patterns, as the number of professors who consider that their managers follow the democratic pattern reached 252, while the number of professors who consider that their managers follow the dictatorial pattern is 132, while we find that the number of professors who consider that their managers follow the depraved pattern was very small, reaching only 04 professors, and it represented 1.03% of the sample members, due to the small number of professors, we decided to delete these individuals so as not to affect the results of the study. The differences in the large difference between the number of sample members, and therefore this large difference may be the cause of non-existent differences, so we only study the differences between professors affiliated with managers who follow the democratic and dictatorial patterns. Thus, the number of sample members to verify the hypotheses of the study becomes $388 - 4 = 384$ teachers in secondary education, and this number represents 25% of the members of the study population.

Table (02): Distribution of secondary education teachers in terms of professional status variable

Professional Status	Iteration	Percentage
studio	212	55.21%
Unpainted	172	44.79%
Total	384	100%

4-3 Data collection tools:

4-3-1 Scale for describing the leadership styles of secondary school principals from the teachers' point of view:

The Ali Ahmed Abdel Rahman Ayasrah scale was adopted, which consists of three dimensions, in which each dimension represents a style of leadership, each dimension contains 20 items that describe in their entirety the qualities and characteristics of that leadership style, and thus the total paragraphs of the scale became 60 items. The dimensions included in the scale are:

1. Autocratic dictatorship

2. Democratic style

Dr. Djamila Younes¹

The impact of the leadership style of school principals from the point of view of secondary education teachers on their professional satisfaction and motivation for achievement

3. Laissez style

It has been verified for its authenticity and stability.

4-3-2 Occupational Satisfaction Scale:

Description of the Scale of Professional Satisfaction of Secondary Education Teachers:

The scale consists of 39 items distributed on five dimensions: work environment, material and moral incentives, relationship with colleagues, relationship with management, satisfaction with the profession.

It has been verified for its authenticity and stability.

4-3-3 Achievement Motivation Scale:

The Abdul Latif Mohammed Khalifa Achievement Motivation Scale was adopted and included 50 items distributed over five dimensions.

1* Sense of responsibility

2* Striving for excellence to achieve a high level of ambition

3* Perseverance

4* Feeling the importance of time

5* Planning for the future

It has been verified for its authenticity and stability.

5- Present, analyze and discuss the results of the study:

After we have collected the data by applying the study tools, in this chapter we will present the results reached and analyze them by appropriate statistical methods, in order to verify the hypotheses of the study, and then we will interpret and discuss them by comparing the findings of the current study with the findings of scientists and researchers.

5-1 Presentation and analysis of the results of the study:

5-1-1 Presentation and analysis of the results of the first hypothesis:

- There are statistically significant differences in the degree of professional satisfaction according to the different leadership style of secondary school principals from the point of view of secondary education teachers.

To verify this hypothesis, we applied the T test for two unequal samples, and the results are highlighted in the following table:

Table (03) shows the results of the T test to test the differences between the average scores of professional satisfaction according to the leadership style of school principals from the point of view of secondary education teachers.

Leadership style	Number of respondents	Arithmetic mean	Standard deviation	F	Level of significance	T	Statistical significance
democratic	252	99.87	15.19	1.09	0.29	6.12	0.00
Dictatorial	132	90.21	13.63				

We can see through the table that there are differences between the arithmetic averages of the values of professional satisfaction according to the practice of the leadership styles of secondary school principals from the point of view of secondary education teachers, as teachers affiliated with democratic principals obtained the highest average in professional satisfaction (99.87), followed by teachers affiliated with dictatorial principals with an average of (90.21).

We also note through the table that the value of Levine for homogeneity F is not a function, that is, the values are homogeneous, and therefore we applied the T test for two homogeneous independent samples, and we note through the table that the value of T is a function at the significance level 0.01, and therefore we conclude that there are statistically significant differences between the averages of professional satisfaction scores due to the variable of the leadership style of school principals from the point of view of secondary education teachers. Thus we say that the first hypothesis has been fulfilled.

5-1-2 Presentation and analysis of the results of the second hypothesis:

There are statistically significant differences in the degree of motivation for achievement according to the different leadership style of secondary school principals from the point of view of secondary education teachers.

To verify this hypothesis, we applied the T test for two unequal samples, and the results are highlighted in the following table:

Dr. Djamila Younes¹

The impact of the leadership style of school principals from the point of view of secondary education teachers on their professional satisfaction and motivation for achievement

Table (04) shows the results of the T test to test the differences between the average scores of motivation for achievement according to the leadership style of school principals from the point of view of secondary education teachers.

Leadership style	Number of respondents	Arithmetic mean	Standard deviation	F	Level of significance	T	Statistical significance
democratic	252	185.25	20.08	0.036	0.84	1.51	0.132
Dictatorial	132	188.42	18.47				

We note through the table that there is a discrepancy between the arithmetic averages of the values of motivation for achievement according to the practice of leadership styles of secondary school principals from the point of view of secondary education teachers, as teachers affiliated with dictatorial principals obtained the highest average in motivation, equal to (188.42), followed by professors affiliated with democratic principals, with an average of (185.25).

We note through the table also that the value of Levine for homogeneity F is not significant, that is, the values are homogeneous and therefore the T test was chosen for two homogeneous independent samples, and we note through the table that the value of T is not a function at the level of significance 0.05, to conclude that there are no statistically significant differences between the average degrees of motivation for achievement due to the variable of the leadership style of school principals from the point of view of secondary education teachers. The second hypothesis was thus denied.

5-1-3 Presentation and analysis of the results of the third hypothesis:

- There are statistically significant differences between the average scores of professional satisfaction according to the variable of the leadership style of managers from the point of view of secondary education teachers according to their professional status.

The arithmetic averages of the degree of professional satisfaction were calculated according to the leadership style of the school principal from the point of view of secondary education teachers and their professional status, and Table (05) shows this:

Table (05): Shows the arithmetic averages and standard deviations of the degree of professional satisfaction according to the leadership style of the school principal from the point of view of secondary education teachers according to their professional status.

Professional Status	Leadership style	Number of respondents	Arithmetic mean	Standard deviation
---------------------	------------------	-----------------------	-----------------	--------------------

The impact of the leadership style of school principals from the point of view of secondary education teachers on their professional satisfaction and motivation for achievement

studio	Dictatorial	60	94.866	12.680
	democratic	152	102.473	15.189
	Total	212	100.320	14.895
Unpainted	Dictatorial	72	86.333	13.266
	democratic	100	95.920	14.402
	Total	172	91.907	14.685

We note through the table that there is a discrepancy between the arithmetic averages of the values of professional satisfaction according to the practice of leadership styles of secondary school principals from the point of view of secondary education teachers attributed to the variable of professional status, as the ordained professors affiliated with democratic managers obtained the highest average satisfaction equal to (102.47), followed by the non-ordained professors affiliated with democratic directors with an average degree of satisfaction that reached (95.92), and finally the average professional satisfaction came among the unordained professors affiliated with a director who follows the dictatorial style With an arithmetic average of (94.86).

To determine whether the differences between the averages are statistically significant, we have to calculate homogeneity to choose the appropriate statistical method, and we obtained the results shown in the following table:

Table 06: Results of Levine Homogenization Test

F	Degree of Freedom 1	Degree of Freedom 2	Statistical significance
2.279	3	380	0.790

We can see from the homogeneity table that the value is not a function at 0.05, from which we can say that the values are homogeneous, and therefore we apply the binary analysis of variance test, and the following table shows us the results of applying the test:

Table (07): The results of the bilateral variance analysis test to find out the differences between the average scores of professional satisfaction according to the variable of the leadership style of school principals from the point of view of secondary education teachers and according to their professional status

Source of contrast	squares	Mean of squares	F	Statistical significance
Professional Status	4829.118	4829.118	58.081	0.083
Leadership style	6271.898	6271.898	75.433	0.073
Total	83.145	83.145	0.408	0.523

We conclude from the results of the table that the values are not significant at the level of significance 0.05, and from it we can say that there are no statistically significant differences

Dr. Djamila Younes¹

The impact of the leadership style of school principals from the point of view of secondary education teachers on their professional satisfaction and motivation for achievement between the averages of professional satisfaction according to the variable of the leadership style of school principals from the point of view of secondary education teachers according to their professional status.

5-1-4 Presentation and analysis of the results of the fourth hypothesis:

- There are statistically significant differences between the average degrees of motivation for achievement according to the variable of the leadership style of managers from the point of view of secondary education teachers according to their professional status.

The arithmetic averages of the degree of motivation for achievement were calculated according to the leadership style of the school principal from the point of view of secondary education teachers according to their professional status, and Table (08) shows that:

Table (08): Shows the arithmetic averages and standard deviations of the degree of motivation for achievement according to the leadership style of the school principal from the point of view of secondary education teachers and according to their professional status.

Professional Status	Leadership style	Number of respondents	Arithmetic mean	Standard deviation
studio	Dictatorial	60	188.133	19.546
	democratic	152	186.500	20.148
	Total	212	186.962	19.947
Unpainted	Dictatorial	72	188.667	17.673
	democratic	100	183.360	19.930
	Total	172	185.581	19.145

We note through the table that there is a discrepancy between the arithmetic averages of the values of motivation for achievement according to the practice of leadership styles of secondary school principals from the point of view of secondary education teachers attributed to the variable of professional status, as the non-ordained professors affiliated with dictatorial directors obtained the highest average in motivation for achievement and is equal to (188.66), and after them came the ordained professors affiliated with dictatorial directors with an average degree of motivation for achievement that reached (188.13), and in the end the average motivation for achievement came when the non-ordained professors affiliated with managers who follow Democratic style with an arithmetic average of (183.36).

To determine whether the differences between the averages are statistically significant, we have to calculate homogeneity to choose the appropriate statistical method, and we obtained the results shown in the following table:

Table (09): Results of Levine Homogeneity Test

The impact of the leadership style of school principals from the point of view of secondary education teachers on their professional satisfaction and motivation for achievement

F	Degree of Freedom 1	Degree of Freedom 2	Statistical significance
3.990	3	380	0.754

We can see from the table that the value is not statistically significant, so we say that the values are homogeneous, and therefore we apply the binary variance analysis test, and the following table shows us the results of this test:

Table (10): The results of the bilateral variance analysis test to find out the differences in the degree of motivation for achievement according to the leadership style of the school principal from the point of view of secondary education teachers according to their professional status

Source of contrast	squares	Mean of squares	F	Statistical significance
Professional Status	144.156	144.156	0.504	0.607
Leadership style	1021.833	1021.833	3.569	0.310
Total	289.274	289.274	0.748	0.388

We can see from the table:

- There are no statistically significant differences in motivation for achievement due to the variable of leadership style followed by school principals from the point of view of secondary education teachers.
- There are no statistically significant differences in the degree of motivation for achievement due to the variable of the professional status of the secondary education teacher.
- There are no statistically significant differences in the degree of motivation for achievement according to the leadership style of the school principal from the point of view of secondary education teachers according to their professional status.

5-2 Interpretation of the results of the study:

5-2-1 Interpretation of the results of the first hypothesis:

Dr. Djamila Younes¹

The impact of the leadership style of school principals from the point of view of secondary education teachers on their professional satisfaction and motivation for achievement

- The first hypothesis stated that there are statistically significant differences in the degree of professional satisfaction according to the difference in the leadership style of secondary school principals from the point of view of secondary education teachers.

This hypothesis was validated by applying the T-test and (Table 03) showed us the results of this test, and we found that there are statistically significant differences between professors of dictatorial managers and professors of democratic managers in the degree of professional satisfaction in favor of professors of managers who follow the democratic style, Thus, the hypothesis of the study was achieved, and we can interpret this result by considering the social relations in the work environment as one of the determinants of occupational satisfaction in the individual's professional life, as these relations make him feel belonging and satisfied inside and outside the institution. Specifically, the democratic leadership style is considered one of the positive and effective indicators in the management of institutions. He has, through his participation with his employees in their various occasions, and their feeling that their relationship with him is not dependent on the limits of official work, increases their professional satisfaction, and this in itself is one of the objectives of effective leadership. In light of this pattern, the director strives to make every professor or employee of his staff feel the importance of his positive and effective contribution to the affairs of the institution and defining its common goals. He encourages intellectual communication between the members of the institution, and he is keen to remove differences, conflicts, and class privileges, and this allows to increase the level of professional satisfaction. They have it. (Al-Sayed, 2001: 153)

As for the principal who follows a dictatorial leadership pattern, he carries out his duties in the name of the authority entrusted to him as a means of pressure and control over the professors. Therefore, he concentrates all the powers in his hand and reserves for himself to do everything small and large, and issues his orders and instructions that deal with all the details. He focuses his attention on completing the work and maintaining his status (Ayasra, 2006: 38).

In addition, the contact between the principal and the professors is often a vertical communication from top to bottom, as they do not have the right to escalate their opinions to the director, and due to the passivity of the members of the group, the goals are often unclear or unknown to them, and the director seeks to keep his relationship with his group weak. So that no bloc against him occurs, and this method results in the teachers' aversion from the school principal and their attempt to avoid him and follow the laws, but this is not a desire from them, but rather an avoidance of confrontation between them and him.

5-2-2 Interpretation of the results of the second hypothesis:

- The hypothesis stated that there are statistically significant differences in the degree of achievement motivation according to the difference in the leadership style of secondary school principals from the point of view of secondary education teachers.

Dr. Djamila Younes¹

The impact of the leadership style of school principals from the point of view of secondary education teachers on their professional satisfaction and motivation for achievement

To verify this hypothesis, the T-test was applied and (Table 04) shows the results of this test, and it was concluded that there were no statistically significant differences in the degree of motivation for achievement due to the leadership style of school principals from the point of view of secondary education teachers, and therefore the second hypothesis was not fulfilled. For the study, as we notice from Table No. (05) that all professors are motivated to achieve, whether professors are employed by democratic managers or dictators, and the result of our study is consistent with the nature of the democratic pattern, which is based on the development of good human relations in order to provide a healthy social atmosphere in which he feels Each professor belongs to the family of the institution, and this increases their desire to work and their motivation to achieve the goals of this institution, which are the goals of all members of the educational team.

On the other hand, we find that teachers have high achievement motivation despite the leadership style that their managers follow, which is the dictatorial style. Increasing their motivation does not mean their preference for the authoritarian dictatorship, but rather their preference for the democratic dictatorial leader, and to link both the dictatorial and the democratic style, we find the benevolent or good dictatorial style, in which the principal is distinguished by persuasion in the treatment of teachers in addition to good treatment in providing orders without creating resentment in them, but it He resorts to cruelty and coercion when he sees that his teachers have not done their job properly. He believes in participating in decision-making at times, and one of the most important characteristics of this manager: ambition, as well as his accomplishment of his work with efficiency and sincerity. (Ayasra, 2006: 40)

This result can also be explained by the fact that the dictatorial leadership style has positive aspects that allow for an increase in the motivation of the teachers' achievement, as Max Wiber believes that the dictatorial style is the most successful style for leading the work team because of the strength of the personality that the leader possesses, and thus good control over the reins of affairs, which forces the teachers to To work, discipline and make an effort so as not to expose themselves to embarrassing situations with the manager.

5-2-3 Interpretation of the results of the third hypothesis:

The hypothesis stated that there are statistically significant differences in the degree of professional satisfaction, according to the variable of leadership style of school principals from the point of view of secondary education teachers, according to their professional status.

To verify this hypothesis, the two-way analysis of variance test was applied (Table No. 07), and its results showed us that there were no statistically significant differences in the degree of professional satisfaction according to the variable of the leadership style of school principals from the point of view of secondary education teachers according to their professional status.

Dr. Djamila Younes¹

The impact of the leadership style of school principals from the point of view of secondary education teachers on their professional satisfaction and motivation for achievement

The reason can be traced back to the feeling of fairness in all professors' dealings with managers, and this will increase their professional satisfaction, and this is according to Adams' fairness theory. They have similar properties.

The workers are keen to feel the fairness and appropriateness of the returns for the bid they have made, as they make comparisons between themselves and their peers or colleagues with whom they work. The individual feels the existence of justice only when he “compares himself with the individuals close to him in working conditions, and judges the degree of similarity of the treatment he receives from the institution to the treatment received by these individuals. His work (Gellerman, s.w., 1971, 157)

5-2-4 Interpretation of the results of the fourth hypothesis:

The hypothesis stated that there are statistically significant differences in the degree of achievement motivation due to the interaction of each of the variables of the leadership style of school principals from the viewpoint of secondary education teachers and their professional status.

To verify this hypothesis, the two-way analysis of variance test was applied (Table 10), and it showed us that there were no statistically significant differences in achievement motivation due to the leadership style variable of school principals from the perspective of secondary education teachers according to their professional status. The denial of the hypothesis of the study, and the absence of differences may be due to the high motivation and desire of the informal teachers to provide the best in order to improve their level, and improve the outlook of those responsible for them, so that they can remain in their positions, as they now consider themselves in a better position than their previous position, as they were suffering from unemployment on the Despite obtaining a university degree, when he entered work, he had several needs, including:

- Carrying out his social activity.
- Economic security (fixed wage availability)
- Occupation of free time.

All of these lead to a kind of psychological stability, reassurance, and self-compatibility.

And we can explain the lack of differences in motivation for achievement according to the leadership style of school principals from the point of view of secondary education teachers according to their professional status according to Herzberg's theory. Despite all the difficulties you may face.

McClelland also offers us in his theory that the motivation to work differs from one person to another and the main needs according to his opinion are the need for achievement and achievement in order to excel in work and excellence in performance, as well as the need for

Dr. Djamila Younes¹

The impact of the leadership style of school principals from the point of view of secondary education teachers on their professional satisfaction and motivation for achievement affiliation as the desire of the individual to be loved and accepted by others, which helps him to adapt within the institution, Thus, the spirit of cooperation prevails among the workers more than the spirit of competition, and this is what helps non-professionals to increase their motivation to work.

And we find that the painted teachers have high achievement motivation, in order to achieve psychological, social and economic stability, in addition to their professional compatibility within the institution and their familiarity with its conditions, whether with their colleagues or with their supervisor (the director).

All professors strive to provide the best out of their desire to improve their conditions, despite the type of pattern that the managers follow. Every professor works to please his Lord first and comfort his conscience second.

6. Conclusion

This study dealt with the topic: The impact of the leadership style of school principals from the point of view of secondary education teachers on their professional satisfaction and motivation for achievement.

The descriptive approach was adopted due to its suitability for the subject. As for the study sample, it consisted of 384 teachers of secondary education in the state of Djelfa, who were selected using the cluster sample method. To collect data, three scales were used: the scale of describing leadership styles, authored by Ali Abd al-Rahman Ayasrah, and the professional satisfaction scale prepared by the researcher. A measure of motivation for achievement by Abdul Latif Mohammed Khalifa. The study reached the following results:

- There are differences in the degree of professional satisfaction according to the difference in the leadership style of school principals from the viewpoint of secondary education teachers in favor of the democratic style.
- There are no differences in the degree of achievement motivation according to the difference in the leadership style of school principals from the viewpoint of secondary education teachers in favor of the dictatorial and democratic styles.
- There are no differences in the degree of professional satisfaction according to the leadership style variable of school principals from the viewpoint of secondary education teachers according to their professional status.

Dr. Djamila Younes¹

The impact of the leadership style of school principals from the point of view of secondary education teachers on their professional satisfaction and motivation for achievement

• There are no differences in the degree of achievement motivation according to the leadership style variable of school principals from the point of view of secondary education teachers according to their professional status.

7. List of references:

- 1- Raja Mahmoud Abu Allam, Research Methods in Psychological and Educational Sciences, Universities Publishing House, (Egypt: Universities Publishing House, 2004).
- 2- Suleiman Al-Sheikh Al-Hadari, Professional Satisfaction among Teachers in the State of Qatar, Journal of Gulf and Arabian Peninsula Studies, (Issue 30, 1982)
- 3- Abdul Latif Muhammad Khalifa, Achievement Motivation, Dar Al-Gharib, (Cairo: Dar Al-Gharib, 2000).
- 4- Abdel Aziz Al-Sayed Al-Shakhs, Social Psychology, Cairo Book House, (Cairo, Cairo Book House, 2001).
- 5- Nasser Ali Al-Adeili, Motives of Employees in Governmental Agencies in the Kingdom of Saudi Arabia, Institute of Public Administration, (Riyadh, Institute of Public Administration, 1986)
- 6- Rebhi Mustafa Elyan and Othman Muhammad Ghoneim, Methods and Methods of Scientific Research, Dar Safaa, (Amman, Dar Safaa, 2000).
- 7- Ali Ahmed Abd al-Rahman Ayasrah, Leadership and Motivation in Educational Administration, Dar Hamed, (Amman, Dar Hamid, 1st edition, 2006)
- 8- Ali Ahmed Abd al-Rahman Ayasrah and Muhammad Mahmoud al-Awda Fadel, Administrative Communication and Administrative Leadership Methods in Educational Institutions, Dar Hamid, (Amman, Dar Hamid, 2006).
- 9- Bandura, A.(1986): The Explanatory and Predictive Scope of Self-Efficacy Theory. Journal of Clinical and Social Psychology. 4 (3).
- 10- Hupburn, B. (2001): teacher stress and the management of accountability. human relations .vo 154-nob.
- 11- Gellermen,S.W.(1971): les motivation clefs d'une gestion efficace, traduit par serge cagnalari ,paris ,dunot