The Influence of Leadership in Teachers' Practice
in Bedouin High Schools

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Abstract
The purpose of this paper is to explore the Bedouin educational system from the leadership context and its influence in the teachers practice mediation by motivation and professional development. The research relies on the theory of full range leadership model and intrinsic and extrinsic motivation and professional development. Design/methodology/approach - the questionnaires assessing the variables of interest were completed by 306 teachers in 22 Bedouin high schools in the Negev. The main finding of this research that charismatic leadership influenced positively intrinsic and extrinsic motivation while develops leadership influenced only the extrinsic motivation of teachers. In the other hand laissez- fair leadership influenced teacher's motivation negatively. The research finding also shows that is no relationships between leadership styles and professional development and that motivation and professional development have positive influence in teachers' practice. The conclusion of the research results is that charismatic leadership influenced positively the teacher's practice mediated by extrinsic and extrinsic motivation.

Keywords: *Bedouin, charismatic leadership, motivation, professional development, teachers practice.*

JEL classification: I21, I29, O15.

1. Introduction

Today the Bedouin society is in the transitional process from traditional social life to the life of a modern society, although about a half of them lived in unrecognized villages (Alksaalh 2008). In modern life, the education is one of the main and essential aspects for the cultural design, personal and group development, social and economic and stratification and politics in any society.

There are three main factors that influence effective education; the first main aspect in school management is leadership, this because leadership is a major factor which contributes immensely to the general wellbeing of organizations and nations

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(Robbins et al, 2007). The second main factor dedicated for school productivity is motivation. Motivated workers have job satisfaction and as a result of this, they work more productively (Osterloh, et al, 2001). The third important factor is teacher's professional development. School effectiveness and professional development are "inextricably" linked (Moswela, 2006).

It is within this context that the importance of leadership in improving the quality of schools is identified as a crucial element. Therefore, there is a place to explore the educational system from leadership context and it's relation with motivation and professional development and their impact in teachers practice.

2. Literature review

The purpose of this research is to examine the relationship between the **leadership style** and the **motivation** and **professional development** and to examine the impact of leadership style on motivation and professionalism in teachers practice in Bedouin secondary school secondary schools.

2.1. Leadership styles
2.1.1. Charismatic leadership

Leaders with charismatic qualities act in a unique way with special effects in their followers. These features include: leader's ability to control followers, strong desire to influence others, self-confidence and a strong sense of Self- moral values. There are several influences that are the direct result of charismatic leadership, they include the trust of the followers in the ideology of the leader, the similarity between the beliefs of followers and the beliefs of the leaders, the acceptance of the leader and the emotional feeling towards him, the subordination of the followers, the similarity with him, the emotional participation in his goals and the trust of the followers in achieve these goals (House, 1976).

2.1.2. Develops leadership

The developer leader is the one that takes into account the personal interests of the individual. These qualities represent the leaders who provide the supportive climate in which they carefully address the private needs of their followers. These leaders behave like a trainer and a guide when he tries to help his followers to fulfill their private achievements. This leader may use authorization as a means to help their followers' growth through personal challenges. An example of this type of leadership is the manager who spends time dealing with each staff member with special attention. For some employees the leader may give strong feelings while others get a high degree of specific guidance (Bass and Avolio, 1990).

2.1.3. Lassies-faire leadership

The most prominent characteristic of this leader's behavior is avoidance from taking a stand, from decisions making and actually from any action. Laissez- fair style defined by Luthans (2005) as "Abdicates responsibilities avoid making decisions". This is not an active leadership which reflects each attempt not to affect. The subordinates of this leader don't receive guidance or support and typically show indifference and carelessness and will tend to focus on achieving their personal goals, even if they are in conflict with the objectives of the organization or the group (Bass, 1985).

2.2. Motivation

2.2.1. Intrinsic motivation

Internal motivation is defined as the action of an activity that is more satisfying than an indivisible result. When inner motivation works for the person to act for the fun or challenge, it entails and not because of external pressures or rewards.

Intrinsic motivation comes from motives within the person associated with pleasure, a sense of ability and control of the situation. It includes exploration and the search for challenges; it is accompanied by a sense of free choice, which related to the inner enjoyment by the act and not necessarily from its actual results. When a person acts from internal motivation he feels that the action is necessary, important and that it has a personal and moral meaning that is clear to him (Deci and Ryan, 2000).

2.1.2. Extrinsic motivation

External motivation is a structure that refers to the activities that are done in order to achieve a separable outcome, Activities are associated with verbal or tangible rewards, so the satisfaction and the pleasure do not come as a result of the activity itself, but the external motives leads to activity. External motivation thus contradicts internal motivation, which refers to a simple action to enjoy the activity itself, rather than to its instrumental value (Deci and Ryan, 2000). External motivation behavior is not performed in its favor, but rather to obtain reward or to avoid punishment which is likely after completion of the behavior (Pelletier et al., 1997).

2.3. Professional development

Professional development is defined as "an ongoing process of development which occurs in constant interaction between the individual and the environment in which he functions" (Hassel, 1999). The teachers' professional development is a process based on constant interaction between three dimensions: personal, professional and ecological. The personal dimension refers to the teacher's self-

concept, that is, the meaning he gives to the label "I am a teacher". The dimension of knowledge and skills includes knowledge, pedagogical content, classroom management skills and teaching skills. The ecological dimension refers to the process of socialization undergone by the teacher and more specifically to the acquisition of new commitments, the study of the school environment and adaptation to it and coping with the expectations of others towards the teacher (Carter, 1993).

Methodology

The results of this research conducted in a sample which consists of 306 teachers from 22 schools in Bedouin region in the Negev south of Israel as a part of P.H.D study. For data collection tree existing and validated questionnaires had been used, which relied on tree previous research works. The first, "Multi-Facto Leadership Questionnaire", is based on a previous research work by Kurland (2006). The second, "Teacher Motivation Questionnaire", is based on the research made by McKinney (2000) and the third is professional development questionnaire which based on a previous research by Aminudin (2012). Multivariate regression analysis and t test has been used to analyze the effect of the leadership styles on teachers' practice mediation by extrinsic and extrinsic motivation and professional development.

The research hypotheses

H1. There is a positive relationship between charismatic leadership and intrinsic motivation

H2. There is a positive relationship between develops leadership and intrinsic motivation

H3. There is a negative relationship between laissez-fair leadership and intrinsic motivation

H4. There is positive relationship between charismatic leadership and extrinsic motivation

H5. There is positive relationship between develops leadership and extrinsic motivation

H6. There is a positive relationship between charismatic leadership and the professional development of teachers.

H7. There is a positive relationship between develops leadership and the professional development of teachers.

H8. There is no relationship between laissez-fair leadership and the professional development of teachers.

H9. There is a positive relationship between professional development and teaching practice.

H10. There is positive relationship between motivation and teaching practice of teachers.

3. Findings

The study tests the relationship between leadership styles and teachers practice mediation by motivation and professional development. The study showed important results of a positive influence of leadership style in teachers' practice mediation by intrinsic and extrinsic motivation.

To achieve the study results hypotheses below had been tested:

3.1. Leadership and intrinsic motivation

Hypothesis one: There is a positive relationship between charismatic leadership and intrinsic motivation

Hypothesis two: There is a positive relationship between develops leadership and intrinsic motivation

Hypothesis tree: There is a negative relationship between laissez-fair leadership and intrinsic motivation

By dropping out insignificant predictors, Table 1 shows that the coefficients sign of the charismatic leadership is positive, which means that more charismatic leader has more intrinsically motivated teachers, while more laissez fair leader has less intrinsically motivated teachers.

Table 1. Statistics for the Regression of intrinsic motivation on the leadership styles and background characteristics

Variables	B	Standard error	T	P-value
Constant	3.422	.246	13.919	.000
School(recognize or not	-.044	.058	-.750	.454
Gender	.017	.051	.329	.742
Academic Degree	.010	.035	.278	.781
Original Domicile Place	.066	.051	1.294	.197
Age	-.019	.042	-.467	.640
Seniority in Education	.050	.055	.910	.364
Position at school	-7.8015	.000	-.264	.792
Develops leadership	-.042	.053	-.796	.427
Charismatic leadership	.240	.055	4.340	.000
Laissez-fair leadership	-.126	.037	-3.367	.001

With reference to Table 1, the model equation is: Intrinsic motivation = 3.557+ 0.208 charismatic -- 0.137 laissez fair.

3.2. Leadership and extrinsic motivation

Hypothesis four: There is positive relationship between charismatic leadership and extrinsic motivation.

Hypothesis five: There is positive relationship between develops leadership and extrinsic motivation.

Table 2 outlines the coefficients of the predictor variables after the regression was formed on significant variables only. Based on the table the formula that helps to predict the value of the extrinsic motivation is: Extrinsic motivation = 2.562+ 0.134 seniority of education + 0.206 develops leadership + 0.132 charismatic leadership.

Table 2. Statistics for the Regression of Extrinsic Motivation on the leadership styles and background characteristics

Variables	B	Standard error	T	P-value
Constant	2.470	.247	10.000	.000
School (recognize or not)	-.012	.059	-.209	.835
Gender	.049	.051	.968	.334
Academic Degree	.014	.035	.404	.686
Original Domicile Place	.048	.051	.944	.346
Age	.034	.042	.815	.416
Seniority in Education	.114	.055	2.073	.039
Position at school	.000	.000	-.360	.719
Develops leadership	.220	.053	4.129	.000
Charismatic leadership	.111	.055	1.996	.047
Laissez-fair leadership	-.025	.038	-.670	.503

The positive coefficients above indicates a positive relationship between develops leadership, charismatic leadership, seniority of education and the extrinsic motivation.

3.3. Leadership and professional development

Hypothesis six: There is a positive relationship between charismatic leadership and the professional development of teachers.

Hypothesis seven: There is a positive relationship between develops leadership and the professional development of teachers.

Hypothesis eight: There is no relationship between laissez-fair leadership and the professional development of teachers.

To assess the effects of the various leadership styles and other variable on professionalism of teachers, the multivariate regression was performed. The results presented in Table 3 indicate that various leadership styles do not affect professional development of teachers.

Table 3. Statistics for the Regression of professionalism on the leadership styles and background characteristics

Variables	B	Standard error	t	P-value
Constant	8.115	3.142	2.583	.010
School(recognize or not)	-1.510	.778	-1.940	.054
Gender	.086	.667	.129	.898
Academic Degree	-.425	.475	-.894	.372
Original Domicile Place	.647	.681	.950	.343
Age	.657	.527	1.246	.214
Seniority in Education	-.246	.689	-.356	.722
Position at school	-.004	.005	-.769	.443
Develops leadership	1.112	.747	1.488	.138
Charismatic leadership	-1.042	.743	-1.403	.162
Laissez-fair leadership	.434	.489	.886	.377

3.4. Professional development and teachers' practice

Hypothesis nine: There is a positive relationship between the professional development and the teaching practice in Bedouin secondary schools.

Testing was done using one-sample t test at (0.05) level of significance and the testing value was three, which reflects the neutral perspective.

From Table 4, t= 19.755, P-value = 0.000, given that ∞ = 0.05. Since P-value <0.05, the result is statistically significant and we conclude that there is a significant relationship between the professional development and the teaching practice, and since the mean is high and equal 3.91, we can conclude that the professional development has a positive relationship with the teaching practice of the teachers.

Table 4. One-Sample t test on professional development experiences have some influence teachers' practice (test value =3)

t	n	Mean	S.D	P-value
19.755	257	3.9070	.73746	.000

3.5. Motivation and teachers' practice

Hypothesis ten: There is a positive relationship between the motivation and the teaching practice of the teachers.

Testing was done using one-sample t test at (0.05) level of significance and the testing value was three, which reflects the neutral perspective.

From Table 5, t= 22.109, P-value = 0.000, given that ∞ = 0.05. Since P-value <0.05, the result is statistically significant and we can conclude that there is a relationship between the motivation and the teaching practice of the teachers. And since the mean is high and equal 4.07, we can conclude that there is a positive relationship between the motivation and the teaching practice of the teachers.

Table 5. One-Sample t test on teachers motivated to practice the skills and knowledge they learned (test value =3).

T	n	Mean	S. D	P-value
22.109	255	4.0664	.772	.000

4. Discussion

4.1. Leadership and motivation

The first hypothesis expected that there is a positive relationship between charismatic leadership and intrinsic motivation has been accepted. The results show that the coefficients sign of the charismatic leadership is positive, which means that more charismatic leader has more intrinsically motivated teachers.

House (1976) points those leaders with charismatic qualities act in a unique way with special charismatic effects in their followers. The characteristics of the charismatic leader include the ability of leader to control followers, strong desire to influence others, self-confidence and a strong sense of Self- moral values. There are several influences that are the direct result of charismatic leadership which include the trust of the followers in the ideology of the leader, the similarity between the beliefs of followers and the beliefs of the leaders. These qualities have strong effect in teacher's intrinsic motivation; therefore this leadership style influenced positively the teachers' intrinsic motivation in in Bedouin high schools. This result supported by previous researches which found that charismatic leadership has consistently significant relationships with follower trust, effort and commitment (Howell & Frost, 1989; Lowe et al., 1996).

The second hypothesis expected a positive relationship between develops leadership and intrinsic motivation has been rejected.

The develops leader is the one that takes into account the personal interests of the individual. This characteristic represents the leaders who provide the supportive climate in which they carefully address the private needs of their followers (Bass and Avilio, 1994). Despite that the previous research find a relationship between transformational leadership (which develops is one component of it) and intrinsic motivation (Eyal et al, 2011; Kurland et al, 2010). In this research no relation was found between develops leadership and intrinsic motivation probably because this this school principal in this case addressed the private needs of the teacher and this not effected the intrinsic motivation of work in Bedouin high schools.

The third hypothesis which expected that there is a negative relationship between laissez-fair leadership and intrinsic motivation has been accepted. The results show that the coefficients sign of the laissez fair is negative, which means that more laissez fair leader has less intrinsically motivated teachers.

Teachers in high schools in the Bedouin sector face many challenges and difficulties in their work especially that they teach teenage students, besides the challenges which belong to the traditional society and the lack of infrastructure. The social environments surrounding the teachers also influence the self-motivation of the teachers in high school. These conditions can frustrate the Bedouin teachers' motivations therefore the principal support is essential in teachers' work. Previous research shows a strong links between self-motivation and satisfaction with the need for self-government and efficiency. Some works suggest that satisfying the need for interdependence, at least in a far-reaching sense, may also have an impact on the teacher's own motivation. The laissez-faire style leader is not an active one; he/she does not support or help subordinates (Deci and Ryan, 2000). The laissez-faire' leader`s subordinates don't receive guidance or support (Bass, 1985), these behaviors explain the results of the study that the laissez-faire leadership affects the intrinsic motivation negatively, this leadership style reduces the intrinsic motivation of the teachers in the Bedouin secondary schools.

These results are consistent with the findings of previous researches that the laissez-faire style has a negative correlation with the motivation (Gopal et al, 2014; Kurland et al, 2010; Chaudhry et al, 2012)

The forth hypothesis expected positive relationship that there is positive relationship between charismatic leadership and extrinsic motivation has been accepted. The positive coefficients of the regression indicate the positive relationship charismatic leadership and extrinsic leadership.

The salient leadership style of the principals in the Bedouin secondary schools, according to the data, is the charismatic leadership. This leadership style influenced the Bedouin teacher's motivation positively. This is finding is constants with previous Lowe et al., (1996) and Howell and Frost, (1989) who found that charismatic leadership has consistently significant relationships with the teachers trust, effort, and commitment. The charismatic leader has the ability to get people excited, to work hard and do things that are "above and beyond", sometimes to the point of endangering their lives. It can be concluded that the charismatic leadership

creates a climate that can influence the extrinsic motivation of teachers. According to the results of this study, in the Bedouin case the charismatic's subtype of transformational leader has glided toward the transactional leadership, especially the punishment element. The charismatic principal can intimidate teachers and raise their concern from punishment disciplinary action despite the role limitation of the principal. The Bedouin principal, who is supported by his clan, sometimes uses measures that are inconsistent with the usual measures that are used in school management. Sometimes they use Bedouin law to punish teachers who do not comply with their provisions, or teachers who act against their attitudes. These actions probably affect the extrinsic motivation. The result of the charismatic leadership affects positively the extrinsic motivation, it is surprising because they not consistent with the findings of Eyal et all (2011) that there is no significant connection between the transformational leadership and the controlled motivation (external motivation).

The fifth hypostasis which expected that there is positive relationship between develops leadership and extrinsic motivation has been accepted. The positive coefficients of the regression indicate the positive relationship develops leadership and extrinsic leadership.

The develops leader also handles with his/ her subordinates individually to nourishes, their feelings and their personal needs and develops their growth and self-realization.

The develops leadership helps teachers to solve the problems that they face in their work; he/she supports them as they struggle daily with difficulties and problems with adolescent students. These types of principals help and support teachers to increase and enhance their self-motivation through unique properties and transformational procedures (Bass, 1985).

The teachers in the Bedouins schools face many problems that are related to the specialty of the Bedouin society. The Bedouin community comprises of clans, conflicts between those clans affect deeply the relationship between students themselves, between students and teachers from other clans, and teachers from the north. Most teachers are aged below 40 years old, this affects the teachers' experience and teachers' seniority in education negatively, therefore the principal must be transformative to deal with these challenges, he/she should support and guide teachers staff and should improve teaching practice. The develops leadership has the ability to inspire enthusiasm, emotional involvement and commitment of subordinates to the principal and to the organization (Bass, 1985). This is very important for a successful teaching process in the Bedouin secondary schools and for raising the intrinsic motivation of teachers.

4.2. Leadership and professional development

The sixth hypothesis which expected a positive relationship between charismatic leadership and professional development of teachers and seventh hypothesis which expected a positive relationship between develops leadership and

the professional development of teachers has been rejected and the eighth hypothesis which expected There is no relationship between laissez-fair leadership and the professional development of teachers has been accepted. The results indicate that various leadership styles do not affect professionalism.

Professional development is administered by the Ministry of Education in all aspects. Teachers get bonuses in wages only for professional development studies into educational Institutions recognized by the Ministry of Education (Kin, 2008), therefore, there is no role for the principals in the professional development programs and there is no relationship between leadership styles and professional development in Bedouin high schools.

4.3. Professional development and teachers' practice

The ninth hypothesis which expected a positive relationship between professional development and teaching practice has been accepted. According to the data, the teachers' professional development in Bedouin schools affects the teachers' practice. The result is statistically significant and the professional development influenced the teaching practice in Bedouin high schools positively.

The participation of teachers in professional development improves their knowledge and gives them an opportunity to keep abreast of innovations and changes in the syllabus. It's also provided them with skills and tools to deal with the difficulties of teaching in Bedouin high Schools. Provided Bedouin teachers with knowledge and skills and tool is very important because Bedouin schools suffered from a wide variety of problems, including the low achievement of the pupils, the pupils' dropout, shortages in classrooms, defects in the learning environment, lack of technological aids, computer and labs, and the pupils' low socioeconomic status and the lack of family's support. The teacher in Bedouin secondary school in some cases needs to function as a teacher and a parent at the same time. So, improving knowledge and acquiring tools and skills will deal with these situations and improved the teaching practice and students achievements in Bedouin high schools.

This result is consistent with the findings of Borko and Putnam (1995) who offer evidence which supports the" suggestion that a relationship exists between the professional development and the changing teaching practice and that for teachers to change their teaching practice, they would need to expand and elaborate their knowledge systems".

4.4. Motivation and teachers' practice

The tenth Hypothesis that expects that there is a positive relationship between the motivation and the teaching practice has been accepted. The result is statistically significant and the conclusion was that there is a positive correlation between the motivation and the teaching practice.

This result has been supported by the theoretical literature. Osterloh, et al., (2001) indicates that "Motivated workers are more dedicated to the organization.

They have job satisfaction and as a result of this, they work more productively". Motivation is also considered as an essential element for success in various situations at work. In view of the recognition of the impact that the motivation of employees has on the quality of their work and their feelings, many organizations see their employees' high motivation part of the organization's strategy. Motivation is very important for enhancing the teachers' practice in Bedouin high school and it is very important to the teachers in order to apply the knowledge, the skills and the tools they have obtained from professional development courses. We can conclude that high motivation affects positively the teaching practice in Bedouin secondary schools.

5. Conclusion

The main finding of this research that charismatic leadership influenced positively intrinsic and extrinsic motivation while develops leadership influenced only the extrinsic motivation of teachers in Bedouin high schools. In the other hand laissez- fair leadership influenced teacher's motivation negatively.

The research finding also shows that there is no relationship between leadership styles and professional development in Bedouin high schools because of the intervention of the ministry of education in planning, implementation and rewarding teachers.

The results also show important finding that motivation and professional development have positive influence in teachers practice.

We can conclude that charismatic leadership affected teacher's practice positively mediated by extrinsic and extrinsic motivation, Develops leadership affected teachers practice mediation by extrinsic motivation and professional and motivation are important factors in improving teachers' practice.

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