

BAR-ILAN UNIVERSITY

The Relation between the Headmaster's Administrative Style
and Communication Characteristics with his Staff, and the Trust
of the Teachers and their Organizational Citizenship Behavior.

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Submitted in partial fulfillment of the requirements for the Master's
Degree in the School of Education, Bar-Ilan University

Ramat Gan, Israel

2017

Abstract

1. Background

Teachers' organizational citizenship *behavior* within the school setting is a significant factor affected by the trust teachers have in the principal and his management style. The management style of the principal dictates the rhythm of the school occurrences. It serves as a guide for the school personnel. In accordance with the principal's management style, teachers evaluate their communication with the principal as positive, passive, or negative. Although many studies have dealt with principal-teachers relationship and communication, studies which deal with teachers' subjective views regarding their relationships with the principal, are lacking, a lack which will be dealt with in the present study.

2. The Goals of the Study and its Hypothesis

The present study has two main goals:

- a. To validate a tool for examining teachers' views regarding their communication pattern with the principal.
- b. To validate a model which describes the relation between the principal's management style and his communication patterns with teachers, teachers' trust in the principal and their organizational citizenship behavior.

The hypothesis of the study is: the principal's management style, perceived principal-teachers communication pattern, and teachers' trust in the principal, all explain the variability in teachers' organizational citizenship behavior.

3. Study Tools and Procedure

Each participant has been asked to fill a short questionnaire composed of four parts: the Multifactor Leadership Questionnaire (MLQ); The Communication Pattern Characterization between the Principal and the Teachers; the Direct / Indirect Communication Inventory; Trust Inventory; and Organizational Citizenship Behavior Inventory. The participants were asked to fill the questionnaires anonymously. A quantitative analysis for examination of the validity of the proposed model, has been taken.

4. The Participants

326 teachers, 146 elementary school teachers (45%), 55 Middle School teachers (17%), 92 High School teachers (28%), and 26 comprehensive school teachers (8%), served as participants. 273 of them were women (84%) and 50 were men (15%). 39 teachers work in Jerusalem District (12%), 22 in the North District (7%), 24 in Haifa District (7%), 72 in the Central District (22%), 106 in Tel-Aviv District (33%), 26 in the South District (8%) and 23 in the Settlement Districts (7%).

5. The Results

The overall model describing the relation between the principal's management style and teachers' view of their communication pattern with the principal, as positive, passive or negative, has been validated. Yet, the relations between some of the variables in the model were partially confirmed. Direct and statistically significant relations have been found between the principal's management style and principal-teachers communication patterns, as seen by the teachers. In addition, a relation between the formative management style and teachers' trust, has been found. A relation between the direct / indirect communication pattern and teachers' organizational citizenship behavior was also found. The direct / indirect communication pattern is a mediating variable which mediates between the formative management style and the organizational citizenship behavior: a principal who uses the formative management style, does so through direct / indirect communication, which in turn encourages teachers to volunteer.

Unexpectedly, no relation has been found between the trust variable and the organizational citizenship behavior variable. A negative relation has been found between the formative management style and the negative and passive communication patterns. That is, the formative management style is seen by teachers as encouraging positive communication. Accordingly, the communication with a principal who doesn't use this style very often, is seen by teachers as negative or passive. The Laissez faire management style was found as negatively related to the positive communication pattern and as positively related to the direct / indirect communication. That is, the more the principal uses the Laissez faire management style, so his communication channels with teachers decrease and his communication pattern is seen by them as passive.

6. The Theoretical and Practical Contributions of the Study

The primary contribution of the present study is related to the communication patterns between the principal and the teachers. According to the results, four patterns of such communication were found: positive, passive, negative and direct/indirect. Another main contribution of the present study is the relations which were found between the different management styles and the communication patterns. It seems that different management styles of the principal are expressed through different communication patterns with teachers. The present study offers a new angle regarding the principal-teachers relations and teachers' view of their communication patterns with the principal. The present study also supports the benefits of using the formative management style by school principals.