The Practice of Authoritarian Leadership by Principals in Public Schools of Kafr Qasim and its Impact on Teacher Performance from Teachers' Perspectives

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Abstract

Objectives: The study aimed to identify hhe practice of Aauthoritarian leadership by principals in public schools of Kafr Qasim and its impact on teacher performance from teachers' perspectives.

Methods: In order to achieve the objectives of the study, the researcher used the qualitative curriculum by conducting a research interview with a sample of Kafr Qassem government schools, and the community may be formed of 110 male and female teachers, and a sample was chosen in the purposeful way that amounted to15 teachers

Results: The results of the study showed that 60% of the teachers believe that their principals do not practice an authoritarian style, as the relationship between them and their principals is dominated by cooperation and participation and they practice a democratic style.They believe that authoritarian leadership cannot be an effective leadership, because it is an authoritarian leadership that does not trust and support teachers, as they see. The principal's authoritarianism and lack of trust in teachers lead to a decline in performance because the principal is the first supporter, and the absence of his support reduces the performance of teachers. In addition, the principal's lack of consideration for teachers' conditions and needs makes them feel hatred and resentment reflected on their performance. Teachers professionally and morally, and the importance of applying distributive justice in the quorum, organizational and corrective among teachers, and enhancing the organizational climate that stimulates collaborative work and creativity.

Recommendations: The study recommended the necessity of eliminating authoritarian practices and enhancing democratic practices for school administrators, due to its impact on the performance of teachers.

Keywords: Authoritarian leadership, Kafr Qassem schools, teachers' performance.

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" ممارسة مديري المدارس الحكومية في كفر قاسم للقيادة التسلطية وانعكاساتها على أداء المعلمين من وجهة نظر المعلمين"

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الملخص

الأهداف: هدفت الدراسة إلى التعرف إلى ممارسة مديري المدارس الحكومية في كفر قاسم للقيادة التسلطية، وانعكاساتها على أداء المعلمين من وجهة نظر المعلمين.

المنهجية: استعمل المنهج الوصفي والمقابلة كأداة بحثية مع عينة من معلمي مدارس كفر قاسم الحكومية، وقد تكون المجتمع من (110) معلماً ومعلمة، وتم اختيار عينة الدراسة بالطريقة القصدية بلغت(15) معلماً ومعلمة.

النتائج: تبين أن (60%) من المعلمين يرون أن مديريهم لا يمارسون نمطاً تسلطياً فالعلاقة بينهم وبين مديريهم يسودها التعاون والمشاركة ويمارسون نمطاً ديمقراطياً، وأنهم يرون أنه لا يمكن أن تكون القيادة التسلطية قيادة فاعلة؛ لأنها قيادة سلطوية لا تثق بالمعلمين ولا تدعمهم، كما يرون وأن استبدادية المدير وعدم ثقته بالمعلمين يؤدي إلى انخفاض الأداء؛ لأن المدير هو الداعم الأول، وغياب دعمه يقلل من أداء المعلمين، وعدم مراعاة المدير لظروف المعلمين، واحتياجاتهم يشعرهم بالبغض والاستياء ينعكس على أدائهم، وفيما يتعلق بدور القيادة المدرسية في تطوير أداء المعلمين أظهرت النتائج ضرورة تلبية احتياجات المعلمين مهنياً ومعنوياً، وأهمية تطبيق العدالة التوزيعية في النصاب والتنظيمية والتقويمية بين المعلمين، وتعزيز المناخ التنظيمي المحفز للعمل التعاوني والابداع.

التوصيات: أوصت الدراسة بضرورة الحرص على تخفيف الممارسات السلطوية، وتعزيز الممارسات الديمقراطية لدى مديري المدارس في كفر قاسم لما لها من أثر إيجابي على أداء المعلمين.

الكلمات المفتاحية: القيادة التسلطية، مدارس كفر قاسم، أداء المعلمين.

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Introduction

The educational system is one of the main and vital components of human societies, as it is responsible for preparing educated and qualified generations capable of leading the processes of development and progress, and of contributing effectively to the advancement of humanity. Therefore, the success or failure of this system significantly impacts all other systems within society, as well as the society's relationship with other societies, given that investing in human capital is the most valuable investment.

Investing in human capital requires a type of leadership that is capable of influencing individuals and increasing their enthusiasm to perform tasks Voluntary, with relegation on formal authority. Effective leadership derives its True Power from the leader's personality, experience, and ability to interact constructively with team members. This interaction fosters intrinsic motivation to work, which in turn leads to the achievement of organizational goals, Abu Al-Ela (2013). Al-Ma'aitah (2011) has pointed out in his study that the leader's style affects the behavior of the followers and their ability to achieve the required goals. Therefore, there are many factors that affect the selection process of the the appropriate leadership method. Thus, some of which are related to the organization and society, while other factors are related to the leader , employees, and the nature of the work.

Therefore, the role of the principal as an educational leader becomes evident through the leadership technique he adopts in his school, his interactions with staff, the challenges he faces, and his future vision. The leadership approach and the manner in which work is carried out vary depending on the personality of the school leader. There are multiple leadership styles, among which is the authoritarian style, characterized by strict adherence to centralization and rigid views. This style positions the leader as the sole authority responsible for the institution's goals, granting himself full control over decision-making and production, while issuing directives to staff without involving them or delegating authority. In this approach, the leader tends to focus on himself and his status at the expense of team members, attributing any failures to the disobedience of subordinates rather than to his own shortcomings or ineffective instructions (Al-Hur & Abd Elazez, 2017).

The authoritarian style expresses the head of the president from subordinates, ignoring their capabilities with reference to his alienation in his capabilities and experiences and his distinction from others by virtue of his job position, which is an incorrect view, as it increases the size of the gap between the two parties, the aversion of subordinates, and the weakness of their response to what the leader tends and imposes it (Abu Al-Saud, 2021).

Performance is an important axis in school, as an indication of measuring all activities for all individuals in the school, and the excellence of performance reflects the excellence of the school, and accordingly the educational and educational leaders sought to pay attention to educational systems and qualify teachers to advance the educational process (Sultan, 2019)

The development of teachers' professional performance directly affects community development. Teachers who improve themselves can have students who learn better and faster, and enjoy learning to achieve the desired balance. Additionally, the teachers' commitment and enthusiasm for learning will serve as a role model for their students and can pave the way for students to become self-improvers (Ozdemir, 2016).

Ilgan (2013) stated that school principals are the ones who organize the working environment for teachers, in addition to conducting budget assessments to determine the material conditions of the school. Principals also act as bridges between teachers, educational policies, parent-teacher associations, mothers, and other stakeholders in the school. Therefore, the attitudes of principals and their efforts to develop teachers' performance can enhance their motivation towards productive work. Teachers need the

support of their principals to experiment with the new teaching methods they have learned and to engage in different activities with students. Furthermore, principals' views on performance development, their belief in it, and the value they place on professional development may play a role in shaping teachers' attitudes.

Leadership is the element that links the group members, and encourages them to achieve the desired goals, which is the active element in educational institutions, and therefore the importance of leadership lies in being the link between employees and the institution's plans and future perceptions, and being the crucible that emerges from all concepts, strategies and policies, which support the positive forces in the institution, controls and solves the problems of educational work, addresses negative aspects, resolving the differences between opinions, in addition to developing, caring and training individuals as the most important resource for the educational institution while keeping pace with the surrounding changes and employing them to serve the educational institution (Tashtosh, 2008).

Abawi (2009) has defined leadership as the process of inspiring individuals to provide their best to achieve the desired results, and it relates to directing individuals to move in the right direction and obtain their commitment and motivate them to achieve their goals. In addition, Ghabayin (2009) defined it as a specialized activity practiced by a person aimed at influencing others and making them cooperate to achieve the desired goals.

The leadership of the school has a major role in the work to achieve the goals of education through the production of active individuals who are able to produce and give to their community and to enable them to face the challenges and obstacles they face in their living conditions, so that the principal of the school, with his administrative and leadership duties, must have distinguished characteristics as an educational leader that enable him to influence employees, change the school environment, network with the local community, realize the problems of the school environment, communicate with all elements of the educational process, and address the community (Al-Hadrami, 2019).

Al Sharafat, Amera (2022) defined it as the dominant administrative method for school leaders to follow in various practices of their behavior with teachers. In addition, Belabed, & Hezzam (2021) defined it as an administrative method that dominates the leader and distinguishes the way he dealt with his followers while leading them and moving them with the aim of improving the quality of performance and achieving the goals of the institution.

Proximal leadership: In this style, the leader has authoritarian behavior and takes his decisions without the participation of others and does not consult them, and he is the one who determines the methods and activities of the work, and considers himself alone responsible for the decisions. All employees are subject to him, and the authoritarian leader is often frankly, and this leadership was described as negative because it focuses on the negative warning based on threats and punishment. Moreover, the leader focuses on production in the first place and neglecting human relations, and on the principles of this pattern, including absolute centralization within the organization and the lack of authorization of the authorities, Focusing on work without paying attention to others, decision-making and implementation without taking into account others, building organizational relations on a personal basis, and taking centralization as a tool to impose laws, impose penalties, and pressure employees. (Ayasrah and Bin Ahmed, 2007).

According to Al-Ajmi (2008), the autocratic leader expects complete obedience and often relies on methods of deterrence and intimidation, which can generate feelings of resentment and hostility among employees, whether explicitly or implicitly. This leadership style is characterized by authoritarianism and coercion, with the leader frequently interfering directly, rarely acknowledging mistakes, and avoiding accountability. The application of this leadership style is more common in small and medium-sized organizations, and in some administrative units within larger institutions.

This leadership style is characterized by the arbitrary and authoritarian behavior of the leader, who relies on the authority granted to him. As a result, followers are compelled to perform their tasks according to his will and personal desires, using methods of intimidation and threats to achieve goals. This style does not pay attention to the ideas of the followers and disregards their preferences, leading to feelings of anxiety and psychological instability among them (Abbas, 2012). Despite the personality of the leader with discipline and firmness, and his interest in the results, he does not trust anyone and does not care about human relations. This leads to the destruction of the personality of the workers, the low morale and the level of their performance, the loss of contentment, and the poor spirit of innovation and creativity (Attia, 2012).

There are also features of the authoritarian pattern as described by Youssef (2020), where the leader is characterized by tyranny and coercion in conducting work affairs through central decisions. The leader sets a policy of work and defines the steps of this work without the use of workers with him and determining the steps of work, as well, the leader does not show interest or appreciation of those who work with him, and the leader does not care about the professional issues of his workers, and the leader usually depends on the leadership of the group on his authority as determined by laws and regulations instead by relying on his workers, the authority of the leader in his hand, takes decisions and takes responsibility for that.

Several negative aspects arise from using an authoritarian leadership style. These include the centralization of authority and decision-making based solely on directives from the Ministry, as well as unilateral decisions made without involving staff in the process or delegating any authority due to a lack of trust. Consequently, the leader does not consult employees on school-related issues and assumes full responsibility for them.

This approach fosters frustration among staff, lowers morale, and weakens their loyalty and sense of belonging to the school. Communication and dialogue between the leader and employees become limited, and the leader's tendency to make decisions alone—without delegation—further diminishes employees' confidence in their own abilities. As a result, relationships remain purely formal, stifling creativity and innovation among staff (Abu Al-Ela, Layla, 2013).Abu Zalta (2021) mentioned the elements of performance and is represented by the knowledge of the job requirements, which include skills, experiences, knowledge, specialization, and capabilities, the quality of work and the extent of the employee's awareness of his work that he does, the creations he possesses, the ability to organize, the completion of work without errors, the amount of work done or the amount of the work that the employee can accomplish in the normal conditions of the work, in addition to the perseverance that reflects the employee's commitment in his work, his diligence, and his ability to assume the responsibility of his work, his achievement for him on time, and the extent of his need for coaches or supervisors.

Al-Dahdoh (2015) believes that professional performance is influenced by a set of factors, the most important of which are:

- Information: This defines the expected performance and serves as clear and precise guidelines on how to perform the work, including continuous feedback related to the performance.

- Resources: These are tools, resources, and materials designed to meet the performance needs, and they should be available to leaders within the organization. Additionally, the workforce should be sufficient, with organized workflows in place.

- Incentives: These include adequate material incentives linked to performance, as well as non-material incentives, such as letters of appreciation and recognition.

Sheikh & et al. (2015) assert that enhancing the values of participation, motivating employees and technology, and improving working conditions are important factors in improving the work environment and professional performance and work to find a supportive culture of workers and is considered an effective way to improve the internal work environment by building bridges of confidence, training and qualifying workers, facilitating procedures, and rejecting direct control.

Professional development of teachers requires meeting their professional, psychological, and social needs, appreciating their achievements, and improving the incentives and salaries allocated to them monthly. This often does not align with the effort and nature of the work. In light of the global inflation affecting all commodities, there is no doubt that honoring teachers, both financially and morally, is essential. This is similar to the practices of developed countries that value teachers and work on developing their skills and expertise (Al -Dahdouh ,2015).

Al-Khatib (2018) emphasizes the importance of focusing on educational practices because of their positive influence on teachers' professional performance. A school principal who builds friendly relationships with teachers, motivates them, and fosters a culture of achievement can significantly support their professional growth. Moreover, empowering teachers within their schools, offering opportunities to attend conferences and research seminars, providing training—especially for new teachers—on modern teaching methods, and dedicating study days for developing various educational materials are all crucial steps in enhancing teachers' skills and effectiveness.

Among the factors influencing teachers' performance are the following:

- The Teacher: Considered a cornerstone in both the teaching and learning processes, the teacher's knowledge, experience, beliefs, teaching methods, thinking styles, and skills in the field of education all significantly contribute to their ability to effectively perform their duties and responsibilities.
- Students: By being given the opportunity to participate in the learning process, students play a role in influencing the teacher's performance.
- Instructional Materials: These include the content that the teacher and students engage with—its size, organization, and structure—all of which directly and indirectly affect the teacher's performance.
- Time and Place for Teaching: The amount of time available for instruction, the teaching location, and the nature of the allocated time for achieving learning objectives all influence teacher performance.
- The Surrounding Environment: Factors such as the family, community, and school environment also impact the teacher's performance, especially when the teacher seeks to utilize these environments in educational situations (Marwa, 2016)

Given the importance of the topic, numerous studies have addressed the significance of leadership practices and their direct impact on teachers' performance. For instance, Al-Azmi (2024) conducted a study to examine the prevalence of authoritarian practices among secondary school principals in Kuwait from the perspective of male and female teachers. Employing a descriptive approach and using a questionnaire administered to a random sample of 553 secondary school teachers, the study found that the level of authoritarian practices exhibited by school principals was moderate and had a corresponding moderate effect on teachers' motivation to complete tasks. Furthermore, the results revealed statistically significant differences in perceptions of authoritarian practices based on gender and nationality, favoring Kuwaiti female teachers.

Similarly, Parlar (2022) explored the relationship between authoritarian leadership, teacher commitment, and the mediating roles of organizational silence and trust in school principals. Using a cross-sectional design and path analysis, data were collected from 409 teachers across kindergarten to twelfth grade in the Afyon region of Türkiye. The findings indicated that authoritarian leadership indirectly affected teacher commitment through diminished trust in principals and increased organizational silence. Trust in school leadership was also found to partially mediate the relationship between authoritarian leadership

and defensive silence. The study concluded that authoritarian leadership behaviors reduce teachers' emotional commitment by lowering trust in principals and fostering organizational silence. Despite the extensive research on leadership and culture in recent years, authoritarian leadership—more prevalent in Eastern societies—remains underexplored in school contexts within the Middle East and Asia.

Additionally, Khavan, Goree, and Walsh (2021) investigated the benefits of professional development for primary school teachers. Using a mixed-method, quasi-experimental design, the researchers implemented two professional development sessions (90 minutes each) over two weeks, focusing on mindfulness strategies. The study involved 26 teachers in the intervention group (School A) and 25 voluntary participants who contributed through journals and interviews in the United States, achieving a 96.2% completion rate. A total of 21 teachers from the same school received email surveys, with 20 responses (95.2%). Quantitative comparisons between the intervention and control groups, alongside qualitative interviews, revealed that professional development training significantly improved teachers' use of mindfulness practices, reshaped daily interactions with students, and reduced stress levels. The study recommended incorporating mindfulness-based professional development to enhance teacher-student interactions and improve overall teaching effectiveness.Abu Samra, Awaitat, and Qafish (2020) conducted a study aimed at identifying the reality of professional performance of public schools in the North Hebron Directorate from the views of the teachers. To achieve the goals of this study, the researchers used the descriptive approach, and a random sample of male and female teachers was chosen. The researchers used the questionnaire as a tool for the study. The study concluded that the estimates of the study sample members of the reality of vocational performance for public school administrators in the North Hebron Directorate came in moderation, and the results also showed the existence of statistically significant differences between the average estimates of members of the study sample of the reality of vocational performance of public school administrators in the Directorate North of Hebron shows the results. There are statistically significant differences between the average estimates of the members of the study sample of the reality of performance due to the gender variable, while the results did not show the presence of statistically significant differences between the average estimates of the members of the study sample of the reality of vocational performance for public school directors in the North Hebron Directorate attributed to the variables of specialization and the stage.

Al-Khawaldeh and Al-Hajri (2019) conducted a study to examine authoritarian practices among middle school administrators in the Jahra Educational Zone in Kuwait and their relationship with teachers' motivation and performance. The study sample consisted of 391 teachers, and data were collected using a descriptive and analytical approach. The findings revealed that the level of authoritarian practices among school administrators was moderate. Additionally, the study found no statistically significant differences in authoritarian practices based on educational qualification, gender, or years of experience. Furthermore, teachers' motivation toward their work was reported to be high, with no significant differences attributed to gender, educational qualification, or experience. Importantly, the study identified a positive and direct correlation between authoritarian practices and teachers' motivation toward their work.

Peker, Inandi, and Giliç (2018) conducted a study to examine the relationship between democratic and authoritarian leadership styles of school administrators and teachers' experiences, as well as to determine whether these leadership styles predict teachers' performance levels. The study collected data from 395 primary school teachers (165 male and 230 female) in the central regions of Mersin, Türkiye, using a descriptive research design. The results revealed significant gender differences in the dimension of "interference in private life" among the five dimensions of workplace harassment, while seniority differences were significant in "work- and profession-related obstacles" and "commitment to work." Additionally, the study found a negative relationship between democratic leadership and all dimensions of workplace harassment (except commitment to work) and a positive relationship between authoritarian

leadership and these dimensions. The findings suggest that both democratic and authoritarian leadership styles of school administrators can predict various dimensions of workplace harassment experienced by teachers, except for commitment to work.

Al-Maliki (2018) conducted a study to identify the leadership styles of school leaders and their relationship with the job performance of teachers in schools for gifted female students in the Riyadh region. The study also examined whether leadership styles varied according to experience and educational qualification. The sample consisted of 106 female teachers working in schools for gifted students. Using a descriptive approach and a questionnaire as the study tool, the findings revealed that the democratic leadership style was the most prevalent among school leaders, with a mean score of 4.44 (rated "very high"). This was followed by the "delegative" (or laissez-faire) leadership style in second place with a mean score of 3.40 ("moderate"), while the authoritarian and traditional leadership styles ranked lower, both with mean scores of 2.46 ("weak").

The study further showed no statistically significant differences ($\alpha \geq 0.05$) in participants' perceptions of leadership styles based on experience or educational qualification. Additionally, the findings indicated a positive correlation between both the democratic and delegative leadership styles and teachers' job performance. Conversely, a negative correlation was found between both the traditional and authoritarian leadership styles and teachers' job performance in schools for gifted students.

The study of Mohaftha & Abu Awad (2015) aimed to reveal the degree of authoritarian practices for school principals and its relationship to the level of motivation for achievement and achievement among the teachers of the governmental basic schools in the Amman Directorate. The study community includes all teachers and teachers of the minimum basic stage, totalling 1400 male and female teachers. The study sample consisted of 310 male and female teachers, and the degree of authoritarian practices to which the male and female governmental school teachers were exposed was at an average level, the lack of statistically significant differences in the degree of authoritarian practices due to the gender variable, the educational qualification, and years of experience, and that there is a relationship between the degree of authoritarian practices and the level of motivation.

Abu Al-Hajj (2015) study also aimed to identify the prevailing leadership patterns (democratic, autocratic, and chaotic) among public school administrators in Ramallah and Al-Bireh Governorate from the point of view of teachers and explain the impact of variables (sex, years of experience) on the leadership style. The researcher used the descriptive curriculum, and the study population is public school teachers in Ramallah and Al-Bireh, who numbered (3310) male and female teachers. The study sample consisted of (330) male and female teachers who were chosen in a random way, and the study used a questionnaire as its primary data collection tool, the results showed that the democratic style is the prevailing pattern of public school administrators with a relative weight (74.4%), followed by the autocratic pattern with a relative weight (58.2%), then the chaotic pattern with a relative weight of 48.5%.

The results also showed that there are no statistically significant differences in the mathematical averages of the degree of teachers' evaluation of public school administrators to Leadership (democratic, ultravate, and chaotic) attributed to the gender variable. The results also showed that there are no statistically significant differences in the mathematical averages of the degree of teachers' evaluation of public school principals in using the democratic leadership pattern due to the variable of experience, while there were significant differences in the use of the two leadership and chaotic styles, and the difference between the two categories (less than 5 years) and category (5-10 years) in favor of the second category in the two leadership patterns.

Previous studies have consistently focused on the two main axes of this research: authoritarian leadership and teacher performance. For instance, the study by Al-Khawaldeh and Al-Hajri (2019) examined the relationship between authoritarian practices among middle school administrators in the Jahra Educational

Zone in Kuwait and teachers' motivation and performance. Similarly, the study by Peker, Inandi, and Giliç (2018) investigated the relationship between democratic and authoritarian leadership styles of school administrators and teachers' experiences, while also determining whether these leadership styles could predict teachers' performance levels. Moreover, the findings align with those of Al-Ghaban and Awwad (2015), who explored the extent of authoritarian practices among school administrators and their impact on teachers' motivation for achievement in government basic schools within the Amman Directorate.

The current study benefited from these previous works in several ways:

Reviewing theoretical literature related to authoritarian leadership and its impact on teachers' performance.

Examining the study instruments used and adapting them for the current research context.

Reviewing and applying relevant methodological approaches.

Comparing previous findings with those of the current study.

Identifying weaknesses in prior research and addressing them to improve the rigor and scope of the present study.

By drawing on prior studies, this research integrates relevant theoretical frameworks, methodologies, and tools while addressing gaps in earlier work. It also emphasizes the adverse effects of authoritarian leadership on teachers' performance, highlighting the importance of exploring this topic further.

Given the central role schools play in society and the critical responsibilities of school leaders—including planning, organizing, guiding, monitoring, and evaluating—effective leadership is essential. School principals not only bear administrative burdens but are also tasked with shaping a future vision for their schools, enhancing the educational process, making sound decisions in collaboration with staff, solving school-related problems, and improving teacher performance and support. Therefore, this study seeks to examine the extent to which principals in public schools in Kafr Qasim practice authoritarian leadership and how this leadership style impacts teachers' performance, as perceived by the teachers themselves. This focus on both the spatial and objective dimensions of the research provides a clear understanding of authoritarian leadership practices in Kafr Qasim and their consequences for teacher performance.

The problem of the study and its questions

The issue of leadership is an important topic that has prompted many educational researchers to address the field of organizational behavior to explain the behavior of educational leaders within educational institutions. They have concluded that leadership style has a significant and clear impact on teachers' performance and attitudes toward their schools. Among these studies is the study by Al-Shanti (2017).

Accordingly, leadership style is one of the most important variables influencing the behavior of individuals within an organization, especially in educational institutions, particularly schools. In this context, leadership style plays an effective and influential role in shaping job performance. There is consensus that there is a positive relationship between successful leadership in general and job performance, and this relationship is reflected in the quality and extent of performance. The more indicators of the work environment are available through leadership, the better the teacher's performance and dedication to work. There is no doubt that many principals' practices reflect an authoritarian management style, believing that this style preserves their powerful position in managing their schools and obligates teachers to perform their duties to the best of their ability. However, with modern management trends, this style is no longer effective in school administration. Indeed, the authoritarian

practices of principals may inhibit teachers' satisfaction with their profession and reduce their motivation to teach.

Al-Khalayleh's (2023) study revealed a high, positive, and direct relationship between the type of democratic leadership style and teachers' level of organizational affiliation, as well as a negative, inverse relationship between the authoritarian and laissez-faire (chaotic) styles and teachers' level of organizational affiliation, from the teachers' perspective.

Barlar and Amin's (2022) study also demonstrated that authoritarian leadership behaviors lead to a decrease in teachers' emotional commitment by reducing trust in the school principal and increasing organizational silence. As an educational supervisor and former school principal in Kafr Qasim, the researcher is aware of the importance of the leadership style practiced by the school principals, especially democratic methods. She noticed that the authoritarian leadership style has a negative impact on teachers' performance. Based on the practices of former school principals in Kafr Qasim who employed this style, she noticed significant teacher aversion, accompanied by feelings of frustration and dissatisfaction, which led some of them to leave the teaching profession. In order to verify the repercussions of the authoritarian style in the Arab society within the Green Line on the performance of teachers, this study came to investigate the following questions

1. What are the authoritarian leadership practices of public school principals in Kafr Qasim from the teachers' perspective?
2. What is your evaluation of authoritarian leadership practices from your perspective as a teacher?
3. What are the implications of authoritarian leadership on teachers' performance from the teachers' perspective?
4. How can school leadership develop teachers 'performance?

Study objectives: This study came to achieve the following goals
1. To identify the authoritarian leadership practices among public school principals in Kafr Qasim from the teachers' perspective..
2. Identifying the evaluation of authoritarian leadership practices from the teachers' perspective.
3. Exploring the implications of authoritarian leadership on teachers' performance from the teachers' perspective..
4. identifying the manner in which school leadership used in developing teachers' performance.

The importance of the study:
The current study derives its importance in terms of:

Theoretical importance: This importance comes in the importance of the subject of the study, which is one of the school indicators, and in enriching theoretical literature on authoritarian leadership and its impact on teachers 'performance, and enriching university and digital libraries, and this study will also contribute to focusing on authoritarian leadership as it is one of the prevailing patterns in some schools Which requires an influential leadership choice, which makes this study a distinguished reference that school leaders are aware of the leadership of the authoritarian leadership, its negatives and proposals for its development.

Applied importance: This study will benefit in drawing the attention of school educational leadership to the importance and reconsideration of the leadership style used in their schools and the role they can embody through their personal features, leadership practice and their behaviors in applying the leadership style in the educational process to improve teachers' performance and achieve education quality. This study will also benefit from standing on authoritarian driving negatives, and working to address them through a distinguished leadership selection, and their training in methods of employing modern leadership patterns according to the study results, and on the other hand this study will benefit

researchers, educators and managers in conducting similar research studies that deal with authoritarian leadership and measure their impact on the performance Teachers in different governorates of Palestine.

Study limits: The study was limited to the following limits:

The objective limit: The degree of school administrators practicing authoritarian leadership in Kafr Qasim schools from the point of view of teachers.

The human limit: teachers and teachers of Kafr Qasim schools. of Kafr Qasim schools and their number (110) is male and female teacher A sample was chosen in the intention and its strength (15) male and female teachers.

Spatial limit: It is from all schools of Kafr Qasim.

Time limit: the summer semester of the academic year 2023.

Concept limit: The study was limited to conceptual boundaries and definitions mentioned in the study, as well as procedure.

The procedural limit: These limits were limited to the methodology, society and eye of the study, how much it was determined by the study tool, its sincerity, its stability and the qualitative treatments used.

Study terms:

The study was limited to the following procedural definitions:

Leadership: "It is a science and art with the intention of guiding and influencing others in order to persuade them and embodies in power, guidance and laws to achieve ruler and joint goals between the leader and his followers(Fadial & Shafya, 2016: 10).

Authoritarian Leadership: A driving method that is characterized by a member of an individual on all decisions without the participation of the rest of the group. Upstate leaders usually make decisions based on their ideas and rulings and rarely accept advice from others. The autocratic leadership involves absolute control of workers (Al -Ajmi, 2008).

It is known procedurally: the dominant driving method that the teachers of Kafr Qasim schools realized and realize their negatives by responding to the interview tool.

Performance: "It is how the teacher performs and the duties and duties he entrusted with the profession efficiently and able" (Al -Hazmi, 2021: 55)

Teachers' performance: "That the teacher performs the various tasks that make up his work by making an effort of a certain quality and according to a specific performance pattern, which allows the transformation of inputs into specific and lowest specifications in light of a work environment that helps to do this effort" (Sultan, 2019: 26) "

It is defined procedurally: the level of what teachers in the West Bank schools make with the aim of upgrading the educational

process from the point of view of the principals, and this is evident through the responses of school teachers on the study tool.

Study methodology: The descriptive approach and interview used a research tool with a sample of Kafr Qasim government schools, and the community consisted of may be from (110) male and female teachers, and a sample was chosen in the intention and its strength (15) teachers.

Validity of the Judges: The relevance of the study questions to the topic and its limitations was verified. The questions were presented to three professors from Palestinian universities with expertise in the field to examine the linguistic formulation and their alignment with the study's objectives. After their review, two additional questions were added, thus the study questions consisted of four questions.

Validity of the tool of study: The appropriate study questions for their subject and determinants were verified. It was presented to (3) of the professors of Palestinian universities with specialization to examine the validity of the linguistic formulation, and the extent of their achievement of the study objectives, and after its control, two questions were added, and thus the study questions were formed from four questions.

Reliability of the Interview: To achieve reliability of the interview, the researcher used the method of verifying interview reliability through individuals. The researcher analyzed the responses of the sample of the qualitative study, and asked one of her colleagues to analyze the responses as well. Then, the Holsti equation was used to verify the reliability of the content analysis of the interviews. The equation states the following:

Holstity equation= Holst's Agreement $=2fa/n\_(1+n\_2)$

Table (1) results of the first and second analysis to verify the stability of the tool

The value of stability	Agreement points	The second analysis	First analysis
88.8	18	19	**21**

Table (2): Coding specific data on topics related to qualitative study questions:

Number	Coding
1. What are the authoritarian leadership practices of public school principals in Kafr Qasim from the teachers' perspective?	**Democratic Leadership , Authoritarian Leadership - Laissez-Faire Leadership Style .**
2. What is your evaluation of authoritarian leadership practices from your perspective as a teacher?	**-Not effective - Does not trust -Does not delegate - Implements policies -Follows instructions - Makes individual decisions - Does not promote relationships -Does not involve others- Unfair - Does not communicate - Does not engage in dialogue.**
3. What are the implications of authoritarian leadership on teachers' performance from the teachers' perspective? 4. How can school leadership develop teachers 'performance?	**Decreased performance, absence of support, absence of participation, reports, preventing creativity, absence of affiliation.** **Meeting needs, training, justice, incentives, participation, salaries, appreciation, conferences, stimulating climate, human relations, honor**

Study results：

Results related to the first question of the study: What are the authoritarian leadership practices of public school principals in Kafr Qasim from the teachers' perspective?

Nine teachers agreed that their school principals do not practice an authoritarian style, as the relationship between them and their principals is characterized by cooperation and participation, and they follow a

democratic leadership style. In contrast, five teachers mentioned that their school principals believe that authoritarian leadership is successful and that their decisions are correct without the involvement of teachers. One teacher pointed out that the leadership in his school is laissez-faire, where matters are left to the teachers, they are consulted, and their opinions are taken into account, but the principal is unable to manage the problems of the school. Table (3) shows the responses of the teachers to the first question of the study.

Table (3) Teachers' responses to the first question of the study (n = 15)

Number	Text	Repetition	The percentage
1	they do not practice an authoritarian style, as the relationship between them and their principals is characterized by cooperation and participation, and they follow a democratic leadership style.	9	**%60**
1.	Their school principals believe that authoritarian leadership is successful and that their decisions are correct without the participation of teachers.	5	**%33**
2.	The leadership is permissive, as the matter is left to the teachers; the principal consults them, takes their opinions into consideration, and is unable to manage the problems of the school..	1	**%7**

The table shows that the highest percentage (60%) indicates that the dominant style is democratic, not authoritarian, while (5%) support the authoritarian style, and (7%) support the permissive style. It is noteworthy that these views align with the results of Palestinian studies that favored the democratic style, such as the findings of Abu al-Haj's (2015) study, which also supported the democratic style.

Upon comparing these results with theoretical literature, it becomes clear that Belabed, & Hezzam (2021 sees the exercise of leadership is an administrative method that dominates the leader and distinguishes his way of dealing with his followers while leading them and moving them with the aim of improving the quality of performance and achieving the goals of the institution.

As a result of the study, the results of the study of Al -Maliki (2018) Which showed that the authoritarian leadership style came to a weak degree. he researcher attributes this result to the fact that school principals possess a high level of skill and knowledge in modern management methods, and the majority of them, if not all, hold a master's degree in educational administration. They understand the importance of friendly, cooperative, and participatory relationships with teachers, and recognize that authoritarian methods are no longer effective or beneficial for the development of the school.

Results related to the second question of the study:What is your evaluation of authoritarian leadership practices from your perspective as a teacher?

Fourteen teachers agreed that authoritarian leadership cannot be effective, as it is a domineering style that does not trust or support teachers. Thirteen of them pointed out that authoritarian leadership does not delegate authority to teachers nor involve them in solving school problems or decision-making. Twelve of them mentioned that authoritarian leadership does not prioritize strengthening human relationships with teachers, nor does it take their circumstances and needs into account. Ten of them emphasized that the authoritarian leader focuses on managing tasks and implementing policies and instructions, being unfair. Meanwhile, eight teachers believe that authoritarian leadership fails in communication and constructive dialogue with teachers. Table (4) shows the responses of the teachers to the first question of the study.

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Table (4): Teachers' Responses to the Second Question of the Study (n = 15)

Number	Text	Repetition	The percentage
1	Authoritarian leadership cannot be considered effective, as it is a controlling style that does not trust or support teachers.	14	**%93**
2	Authoritarian leadership does not delegate authority to teachers nor involve them in solving school problems or making decisions.	13	**%87**
3	Authoritarian leadership does not prioritize strengthening human relationships with teachers, nor does it consider their circumstances and needs.	12	**%80**
4	The authoritarian leader focuses on managing tasks and implementing policies and instructions, and is often perceived as unfair. Authoritarian leadership fails to communicate and engage in constructive dialogue with teachers.	10	**%67**
5		8	**%53**

Based on teachers' responses, it is evident that the highest percentage (93%) agreed that authoritarian leadership cannot be effective, as it is a controlling style that does not trust or support teachers. Additionally, 87% of respondents believe that authoritarian leadership does not delegate authority to teachers nor involve them in solving school problems and decision-making. Moreover, 80% indicated that this leadership style does not prioritize strengthening human relationships with teachers or consider their needs and circumstances. Meanwhile, 67% stated that the authoritarian leader focuses mainly on managing tasks, implementing policies and instructions, and is perceived as unfair. Lastly, 53% of the teachers believe that authoritarian leadership fails to communicate and engage in constructive dialogue with teachers.

When comparing these results with the Palestinian context, it becomes evident—through teachers' responses and the researcher's direct observations, whether for the purposes of this study or through collegial relationships with teachers—that most school administrations are relatively new, and a large percentage of school principals hold a Master's degree in Educational Administration. These principals tend to adopt either a democratic or autocratic leadership style, rather than an authoritarian one. This finding is supported by the study conducted by Khalayleh (2023), which revealed that the dominant leadership style among principals of private secondary schools in the Green Line area, from the teachers' perspective, is democratic and distant from authoritarianism.

The results of the second question aligned with the findings of the study by Barlar and Mohamed Amin (2022), which revealed that authoritarian leadership has a negative impact on teacher commitment and reduces emotional commitment by decreasing trust in the school principal and increasing organizational silence.

The researcher attributes this result to the fact that authoritarian leadership tends to close channels of communication and dialogue between the principal and teachers, as authoritarian principals often believe they alone are responsible for decision-making and problem-solving. They view teachers as untrustworthy, exclude them from consultation and participation, and treat them merely as executors of instructions.

The results related to the third question of the study: What are the implications of authoritarian leadership on teachers' performance from the teachers' perspective? (15) teachers indicated that the principal's tyranny and his lack of confidence in teachers leads to a decrease in performance because the principal is the first supporter, and the absence of his support reduces the performance of teachers, and (14) teachers stated that the principal's lack of consideration for the conditions of teachers and their needs makes them feel hatred and resentment, reflecting on their performance, (13) teachers stated that the principal is unique in decisions, solving problems, and submitting reports against teachers, preventing their distinction and creativity, and (12) spoke that the absence of the school climate that prevails in

human and friendly relations leads to the absence of affiliation with teachers and is reflected in the performance of teachers, and table (5) Teachers' responses to the second question of the study show:

Table (5) Teachers' responses to the third question of the study (n = 15)

Number	Text	Repetition	The percentage
1	The author of the director and his lack of confidence in teachers leads to a decrease in performance because the manager is the first supporter and the absence of his support reduces the performance of teachers.	15	**%100**
2	The principal's lack of consideration for the circumstances of the teachers and their needs makes them feel hatred and resentment reflects on their performance.	14	**%93**
3	The manager is unique to decisions, solving problems, and submitting reports against teachers, preventing their distinction and creativity.	13	**%87**
4	The absence of the school climate that prevails in human and friendly relations leads to the absence of affiliation with teachers and is reflected in the performance of teachers.	12	**%80**

It is clear through Table (5) that the highest percentage (100%) believes that the author's authorization and lack of confidence in teachers leads to a decrease in performance because the manager is the first supporter, and the absence of his support reduces the performance of teachers, and that by (93%) the principal does not observe the conditions of teachers and their needs. With hatred and resentment, it is reflected in their performance, And that by (87%) they see that the manager is unique in decisions, solving problems, and submitting reports against teachers that prevents their distinction and creativity, and that (80%) see the absence of the school climate that is dominated by human and friendly relations leads to the absence of affiliation with teachers and is reflected in the performance of teachers.

This result is consistent with the results of the study of Barlar and Mohamed Amin (2022), which revealed the results that the authoritarian leadership indirectly affected the teacher's commitment and that authoritarian leadership behaviors lead to a decrease in the commitment of emotional teachers by reducing confidence in the school principal and increasing organizational silence, when comparing this result with the Palestinian reality, it becomes clear that school principals are often keen to support their teachers, meet their needs, participate in planning, and solve problems, indicating that the majority of Palestinian research studies are that the prevailing pattern in schools is the democratic or participatory style, As a study of Abu Al-Hajj (2015), which showed that the results showed that the democratic style is the prevailing pattern of public school administrators in the Ramallah and Al-Bireh governorates with a relative weight (74.4%), upon comparing these results with theoretical literature, it turns out that Atiyah (2012) has stated that authoritarian leadership leads to the destruction of the personality of workers, their low morale and level of performance, loss of contentment and belonging, poor spirit of innovation and creativity, As a result of the study, the researcher attributes that the leadership that does not enhance the educational climate stimulates work and human relations and does not respect the personality of teachers, does not meet their needs, and does not feel dignity and confidence, because their motivation towards development and belonging to their schools will decrease.

The results related to the fourth question of the study": How can school leadership develop teachers 'performance?

(14) of the teachers pointed to the need to meet the needs of teachers professionally and morally, and (14) teachers agreed on the importance of applying distribution justice in quorum, organizational and evaluation between teachers, and (13) of them spoke about the organizational climate that stimulates cooperative work and creativity, (12) of them pointed to training and providing them with opportunities to participate in research conferences and provide them with educational means and computers, while (11) of them mentioned the issue of respect, honor and human relations because of its enhancement of

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affiliation and development of performance, and schedule (6) shows teachers 'responses to the question Fourth from the study:

Table (6) Teachers' responses to the fourth question of the study (n = 15)

Number	Text	Repetition	The percentage
1	The need to meet the needs of teachers professionally and morally.	14	**%93**
2	The importance of applying distribution justice in quorum, organizational and evaluation among teachers	14	**%93**
3	Enhancing the organizational climate that stimulates cooperative work and creativity.	13	**%87**
4	Training and providing them with opportunities to participate in research conferences and provide them with educational means and computers	12	**%80**
5	Respect, honor and human relations because of its enhancement of affiliation and the development of performance.	11	**%73**

It turns out that by (93%) they see the need to meet the needs of teachers professionally and morally and the importance of applying distribution justice in quorum, organization, and evaluation among teachers, and that (87%) see the importance of strengthening the organizational climate that stimulates cooperative work and creativity. And (80%) see the importance of training and providing them with opportunities to participate in research conferences and provide them with educational means and computers, and (73%) see the necessity of respect, honor, and human relations because of its enhancement of affiliation and the development of performance.

If we look at the reality of public schools in Palestine, and specifically the schools supervised by the Palestinian National Authority, it becomes clear that there is a protest by teachers over their professional conditions as teachers, whether in the absence of professional stability due to Because of the instability of salaries and the incentive system, and that there are authoritarian departments that reach randomly to manage schools, and this is what the researcher noticed by directly informing many schools that discuss them with many teachers. When comparing the results with theoretical literature, it turns out that Nasr (2007) indicated that interest in educational practices is because of their positive impact on the functional performance of teachers, as the school principal who is keen on friendly relationships with teachers and motivates them to work And he develops a culture of achievement in them that leads them to vocational development, and that enables teachers in their schools, providing opportunities for teachers to participate in the presence of conferences and scientific and research interviews, and work to train teachers, especially the grandfather on modern teaching methods, and allocate study days for them to train them in preparing various educational means.

The result of the study is consistent with the recommendations of the Abu Samra Awaitat, Qafishh (2020), which recommended the necessity of holding training workshops to develop the performance of teachers in the schools of the North Hebron Directorate and inform them of modern teaching methods. The researcher attributes this result to the fact that the practices of school principals affect the performance of teachers, and therefore the development of teachers 'performance requires the interest of principals in meeting the needs of teachers, honoring them and enhancing them, applying the principle of justice and professional stability, and consolidating human relations because of its role in increasing the motivation of teachers towards achievement and developing their performance.

Recommendations:
1. Continuously urge principals to reduce authoritarian practices, given their negative impact on human relations with teachers.
2. Address teachers' professional and social needs, as this plays a role in improving their performance.

3. Raise principals' awareness of the negative impact of authoritarian practices on teachers' performance and motivation.

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