

ABSTRACT

The purpose of the study is to investigate the relationship between school climate, leader behavior and teacher job satisfaction in government secondary schools for boys in Ramallah district.

The sample for the study consists of 230 teachers included in sixteen secondary schools in one district of the West Bank. Three instruments were used: The Organizational Climate Description Questionnaire , developed by Halpin and Croft; the Leader Behavior Description Questionnaire, developed by Hemphill and Coons; the Job Satisfaction Scale, developed for the purpose of the study. These instruments were used to identify the factors constituting school climate and leader (principal) behavior as well as the types of climate and the styles of leader behavior prevalent in schools of the Ramallah district .

The following null hypotheses were formulated :

- H_{01} : There are no statistically significant mean differences between organizational climate and teacher job satisfaction .
- H_{02} : There are no statistically significant mean differences between leader behavior and teacher job satisfaction .
- H_{03} : There are no statistically significant mean differences between the interaction of organizational climate and leader behavior with respect to teacher job satisfaction .

In order to achieve the aims of the study , it was necessary to identify the factors constituting school climate and leader behavior in a palestinian arab culture . For this purpose a factor analysis was performed . The hypotheses of the study were tested using analysis of variance and a multiple comparison technique (the Scheffe' method).

The conclusions of the study are:

1. The factors constituting organizational climate in the schools in the Ramallah district are:
 - a. Esprit, Sociability, Unprofessionalism, Pressure, Commitment and Work Support which reflect teacher behavior; and
 - b. Thrust, Aloofness, Supervision, and Facilities which reflect principal behavior.

These ten factors represent the major components of school climate on which basis open to closed climate is determined .

2. The factors constituting leader behavior in schools in the Ramallah district relate to two dimensions: Consideration and Initiating Structure .
3. Two main types of climate open and closed were identified.
4. The style of principal behavior prevalent in government secondary schools for boys in the Ramallah district tend to be oriented toward human relations (Consideration) more than task orientation (Initiating Structure).
5. School climate and style of leader behavior are related to teacher job satisfaction as follows:
 - a. There is a strong positive relationship between school climate and teacher job satisfaction. The more open the climate the higher the level of teacher job satisfaction, and the less open the climate the lower the level of teacher job satisfaction.
 - b. There is a strong positive relationship between leader behavior and teacher job satisfaction. The more the principal behavior is oriented towards human relations the higher the level of teacher job satisfaction, and the less the principal behavior is oriented towards human relations the lower the level of teacher job satisfaction .