Democratic Leadership of Private School Principals in Ain Al-Basha District and its Relationship to Motivating Teachers from their Point of View

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Abstract

The study aimed at identifying the extent to which private school principals apply democratic leadership in Ain Al-Basha district and its relationship to motivating teachers from their point of view. The sample of the study was selected using the simple random sample method, and the research adopted the descriptive analytical method. The study sample was (270) teachers who work in the private schools in the Directorate of Education of Ain Al-Basha district in Al-Balqa' governorate for the academic year (2021-2022). The results of the research showed that all field, in terms of the degree of applying democratic leadership by private school principals in Ain Al-Basha district, and its relationship to motivating teachers from their point of view, obtained medium degrees except for material incentives, which were low. The results also showed that there were no statistically significant differences due to the effect of gender and experience on the degree of democratic leadership application among private school principals in Ain Al-Basha District. And there was a positive, statistically significant correlation between Democratic leadership and motivating teachers among private school principals in Ain Al-Basha district. The arithmetic average of the degree of application of democratic leadership among the principals of private schools in Ain Al-Basha District from the point of view of teachers, as a whole, amounted to (3.47) and with an average degree, and that the values of the arithmetic averages ranged between (3.47-3.57), where human relations came in first place with the highest arithmetic average of (3.57), and participation in decision-making came in last place with an arithmetic average of (3.38). The results indicated that the arithmetic average of the degree of motivation of private school principals in the Ain Al-Basha Brigade for teachers from the point of view of the teachers themselves amounted to (2.49) and with an average degree as a whole, where social incentives came in first place with the highest arithmetic average of (2.90), and with an average degree, while material incentives came in last place with an arithmetic average of (1.99), with a low score. The researcher recommended to encourage principals to apply the democratic leadership style because of its great impact on raising the morale of teachers and improving the educational process, also

it recommended the need to pay attention to the application of incentives of all kinds and to provide more material incentives to push teachers to make more efforts to achieve the desired goals.

Keywords: Democratic Leadership, Motivating, School Principals, Teachers, Ain Albasha, Jordan

Introduction

The progress of societies in the scientific and civilized fields is linked to educational systems governed by a purposeful educational philosophy with a sophisticated thought aimed at building a creative personality, and the formation of societies that seek progress and advancement, and the belief of all members of society that educational work is not integrated without preparing the human element capable of bringing about change, and to bring about the development process and push it forward efficiently and effectively, thus highlighting the importance of education and its role in developing personality and contributing to the progress of society, and leadership is one of the important things in developing The educational process, as the school administration has been widely affected by scientific and cognitive progress, which led to many changes in the style and policy of school administration. Hence the role of democratic leadership in developing and modernizing administrative work, making it a process commensurate with technical development, increasing the productivity of workers, and encouraging them to develop and innovate, making them happier and more satisfied with their performance.

One of the most prominent results of recent scientific and administrative developments is the increased interest in the human element and its capabilities, as it represents the intellectual capital of various institutions, and the practical tool to achieve their goals, and the importance of human resources has become one of the most prominent and important activities in institutions (Al-Dosari, 2012). The success of educational institutions is linked to the leader who is able to bring about radical change in the work environment, and who is able to strengthen human relations between workers, motivate them to work together, and help them develop their skills and experience by providing them with continuous support in a way that achieves the goals of the educational process with high efficiency and effectiveness (Ashour and Al-Shaqran, 2015).

Leadership is the art of influencing others and directing their efforts to achieve what the leader aspires to, as leadership represents the process of influencing the individual and the group to guide them towards achieving the goals and objectives of the institution. Leadership focuses on the human element, and is based on the assumption that the effectiveness of the organization depends mainly on motivating working individuals and on their concerted efforts and investment in their capabilities (Al-Amyan, 2018). Democratic leadership is based on continuous participation and consultation between the leader and the group, as he presents them with problems and discusses them as one team, and therefore the leader does not issue his orders and decisions related to the institution, except after consulting the group, relying on discussion and persuasion, as he involves them in how to solve the problems facing the institution, and polling their opinions on planning topics, and drawing up the institution's policies, which leads to the spread of feelings of satisfaction, satisfaction, sincerity, demand for work, cooperation and stability, and raising the morale of workers, Training them and developing their abilities, and spreading a positive spirit while increasing production without direct control (Rashwan, 2010). The democratic leadership style is considered the most suitable and best leadership style in the management and direction of the school in particular

and institutions in general, especially educational institutions, as opportunities for exchange of opinion yield mature and thoughtful decisions that may not be achieved in the presence of other leadership styles, and that democratic leadership in the educational field is the most capable leadership that achieves the objectives of the institution because of its proximity to the hearts of employees in this institution and their association with it and pushing them towards creativity (Hassan and Al-Ajmi, 2013).

The democratic leader facilitates communication between himself and employees, believes that his primary duty is to create a work environment that helps working individuals perform their duties through their own initiatives, relying on their creative efforts, and takes the role of observer or supervisor from afar unless it requires intervention in work (Abdeen, 2001).

Motivation is to push a person to achieve better behavior, either by saying, doing or signaling, provided that this movement is as much as the motivation, and the motivating leader is required to provide confidence, tranquility, security and respect for his work conditions honestly and realistically, and you must acknowledge that your recognition of the effort of others and your praise for their success does not affect your success, so initiate it either directly to those who deserve it, or in front of others by promoting their achievement (Al-Nakhleh, 2015).

There is no doubt that incentives, both moral and material, have a significant impact on the performance of a large segment of teachers, as well as a social and economic impact on these teachers. The functional effect is that the teacher who has received one of the different incentives will make every effort to preserve the images taken from him, in addition to doing the same, by providing efforts equal to the amount of incentive he was given (El-Feki, 2011).

Study Objectives

1- Identifying the degree of application of democratic leadership among the principals of private schools in the Ain Al-Basha District from the teachers' point of view.

2- Identifying the degree of application of the motivation method among the principals of private schools in Ain Al-Basha District from the teachers' point of view.

3- Knowing whether there is a relationship between the degree of application of democratic leadership among the principals of private schools in the Ain al-Basha district, and its relationship to motivating teachers from their point of view.

4- Finding out if there are statistically significant differences (a ≤ 0.05) in the degree of application of democratic leadership among the principals of private schools in Ain Al-Basha District due to variables (gender, experience, and educational qualification).

5- Knowing whether there are statistically significant differences (a ≤ 0.05) in the degree of application of the motivation method among the principals of private schools in Ain Al-Basha District due to variables (gender, experience, and academic qualification).

Study Problem

Democratic leadership has become an important topic in educational systems, as many schools suffer from the absence of a democratic leader who motivates teachers and helps them develop and develop themselves, and the absence of a motivational method has contributed to lowering teachers' morale, and reducing their performance, harmony and cohesion in the work environment.

Democratic leadership is one of the leadership styles that improve production and increase the effectiveness of the educational institution, and in the event that this style of leadership is not applied, it will be reflected on the performance of its employees as a result of their lack

of motivation, as motivation is one of the main elements to increase performance and motivate teachers and increase their productivity and effectiveness towards the teaching and learning process, and for this it is appropriate that leadership in schools is based on the democratic pattern that encourages and motivates teachers to perform the work as required and the necessary quality, as leadership affects Strong schooling in education has a clear impact.

Through the work of the researcher as a school principal and her sense of the importance of applying democratic leadership and motivation in school administration, she noticed that there is a disparity in school principals' use of the democratic style and motivation method, and that school management needs to reconsider the administrative method used, because the effectiveness of school administration depends on the administrative method in which it is managed to reach a high level that suits the needs and developments and get rid of traditional methods, as schools that have adopted the application of the democratic leadership style have achieved improvement in Performance as recommended by the study of Al-Deri (2020), and motivation contributed to the development of teachers' performance as recommended by the study of Abu Sneineh 2020). Hence this study came to research and reach to know the degree of application of democratic leadership among the principals of private schools in Ain Al-Basha District and its relationship to motivating teachers from their point of view.

Theoretical Background
Democratic Leadership
The style of democratic leadership is leadership that depends on human relations, participation, and delegation of authority, it depends mainly on sound human relations between the leader and workers that are based on satisfying their needs, finding cooperation among them and solving their problems, and also depends on involving workers in some leadership tasks such as solving some problems and making decisions, and therefore it depends on delegating authority to workers who it believes are able, by virtue of their competence and experience, to exercise it, which allows the democratic leader time and effort to accomplish tasks Decisions in this style are determined as a result of group discussion, and there is greater freedom of communication between group members and their interaction with each other (Yousfi and Bakhasha, 2018).

This type of leadership is also called: (consultative, humanitarian, cooperative leadership) and the leadership style aims to create a kind of responsibility among employees, and try to participate in decision-making, the democratic leader works on the basis of participation, delegation of authority, interacts with employees in the institution, gives them confidence, encourages them to express an opinion in a way that serves and benefits the group, respects their ideas, and appreciates their feelings" (Al-Qahtani, 2008: 81). "The origin of the word Greek democrat, consisting of two words: Deimos, which means: the people, and Kratos (critic) and its meaning: power, and this pattern is based on three pillars, namely: human relations, participation in decision-making, and delegation of authority, where the leader shares with workers in setting goals, plans, and work procedures, and takes into account individual differences when distributing tasks, and tends to motivate workers by granting them powers, and consulting them with decisions" (Hunaidi, 2009: 74 .)

Democratic leadership contributes many benefits to educational institutions that help achieve their educational goals, and achieve a suitable work environment for work, as it works to help with an atmosphere of sound human relations within the work in the school, and

contributes to raising the morale of teachers and school workers, and the motivation of teachers and administrators to work is largely subjective (Al-Massad, 2005).

The democratic leader is characterized by several features that distinguish him from others, as the democratic leader takes into account the individual differences between employees when determining responsibilities and duties, and is distinguished by his respect for them, and his interest in their personal problems to help them find appropriate solutions, and he accepts criticism, gives an opportunity to express an opinion, and is characterized by strength of personality (Fleh and Abdul Majeed, 2005).

Democratic leadership consists of three dimensions, of which the following is an explanation:

1- Human relations: It means the integration of individuals working in a situation, and their cooperation in work and satisfying their economic, psychological, and social needs (Kanaan, 2007), where human relations contribute to providing a healthy social atmosphere in which individuals feel belonging to the family of administrative organization, and feel that the work he does contributes to satisfying his needs and desires, and these needs and desires can only be achieved if the social life within the institution involves an atmosphere of mutual trust and respect among all individuals, as sound human relations help to Creating an atmosphere of intimacy, love and harmony among employees, and this atmosphere is considered a suitable atmosphere for work and effort with perfection and sincerity (Ayasrah and Al-Fadil, 2000).

The democratic leader takes into account the interests of employees, tries to bring their goals closer to those of management, maximizes common points between them to reach common goals, and takes into account their needs and seeks to meet them, whether material or social, using positive motivation methods that move the motivations of individuals (Ayasrah and Al-Fadil, 2000).

The democratic leader understands the human personality of workers, which requires him to be sensitive to the feelings of workers, and anticipate their reaction to his actions, and seeks to understand their problems and work to address them in a way that leads to raising their morale without provoking hostile responses, so the leader's care for each employee in his department through his individual meetings, which allows him to listen to their suggestions, objections, difficulties and problems facing them at work, and notifying them that his interest is not limited to work and production, but also concerns the worker and his health And his satisfaction, knowing his problems and trying to solve them, as it has been proven in practice that all of this is an important dimension for establishing sound human relations between the leader and his workers (Kanaan, 2007).

2- Participation in decision-making: It means the participation of the leader to his employees by discussing the administrative problems facing them to reach the best possible solutions (Al-Khatib, 2006), which helps to make rational decisions and creates confidence in them, and helps them to accept decisions without opposition because they contributed their ideas to this decision and stood on the circumstances and reasons for taking it, and the participation of employees in the institution to reveal all the opinions provided by the owners of mature minds and experiences (Ayasrah and Al-Fadil, 2000).

3- Delegation of authority: The administrative function consists of three main elements: the duties and responsibilities that represent the obligations of the incumbent to accomplish the tasks of his job, and the authority vested in the incumbent to perform the duties of his job (Kanaan, 2007).

One of the advantages of the delegation of authority, as explained by Ayasrah and Al-Fadil (2000), is that it provides an opportunity for self-development of workers, especially leaders at the middle and direct levels, qualifying them for promotion to higher positions and forming

a reserve of individuals to fill positions in the future, and works to achieve flexibility in administrative work, move away from centralization, and speed up transactions, which leads to the continuation of administrative activity at the same pace in all circumstances, and employees feel self-confidence and pride in the confidence of the leader, which increases cooperation and respect among all, teamwork, and strengthening A sense of belonging and commitment to the organization, as well as helping the leader to devote himself to important and strategic matters in the organization by saving time.

The researcher believes that the democratic leadership style has a great impact on the performance of teachers and raise their morale, because the democratic leadership style is based on employing positive practices that make teachers feel their value and importance and that they are not just subordinate to the school principal, but they are an essential part of the leadership process and school management, teamwork and participation in decision-making and providing an atmosphere of trust and mutual respect is one of the steps to the success and progress of the school, through its availability increases loyalty and belonging to the school, and productivity and effectiveness rise in Teachers, which leads to the practice of their teaching profession with love and mastery, and thus improves the quality of the educational process, which reflects positively on students, if the school leader practices the democratic style and uses the motivation method will benefit the school as a whole and positively, enabling it to survive and continue towards progress and prosperity.

Motivating

Incentives are defined as: "a tool for directing and encouraging investments in accordance with and achieving the economic and social goals of society" (Bachrach & Bendoly, 2014: 53). Judeh (2016) defined it as: a set of factors and influences that push workers, whatever their position, towards making an effort to implement their tasks diligently and efficiently to raise the level of work in quantity and quality. Balmer (2017: 7) defined it as: "the process of activating the reality of individuals (workers) in positive or negative ways with the aim of increasing production rates and improving performance". Incentives were also defined as: a set of external factors and influences that provoke the worker and push him to perform the work entrusted to him in the best way by satisfying his material and moral needs and desires and with the aim of achieving the required effectiveness, taking into account the surrounding environmental conditions (Azzun and Issa, 2021).

The institution seeks through the development of the incentive system to increase production and work to accelerate it according to objective plans, and in addition to improving production, incentives are often used for the purpose of encouraging workers to save costs, and material incentives work especially to encourage innovations and inventions among workers, and develop their creative energies, which leads to raising production rates, improving it and reducing its costs, and incentives aim in terms of their impact on the worker himself, to achieve his satisfaction and satisfy his necessary needs, And psychological, and social, and this is by improving the standard of living and creating appropriate working conditions, by creating the appropriate atmosphere for that, which leads to raising the morale of the working individual (Hadef and Bahli, 2020).

The process of motivating employees must also be linked to outstanding performance, and achieving the desired results, and workers must not be motivated without a clear reason or goal until the objectives of the motivation process are achieved, as the individual receives the reward he deserves according to the results he achieved compared to what was targeted (Hofstede, 2014).

One of the forms of negative incentives is also as pointed out by Al-Fiqi (2011) warning or drawing attention and is one of the mildest negative incentives "disciplinary sanctions", in order to draw the attention of the worker to leave certain behaviors, or directed towards a certain behavior, or a certain behavior, warning and is directed to the worker as a result of violating the internal regulations of the institution in which he works, which is a negative incentive of a moral nature, and these penalties are often taken not for punishment as much as they are intended to motivate workers and correct their behavior and performance. Incentives consist of three dimensions, and the following is an explanation of these dimensions:

-**Material incentives**: They are incentives that are provided to workers in cash or in kind in order to increase production rates, and are provided directly or indirectly, and bonuses, profit sharing, job and social insurance are all material incentives, while wages are the most important material incentives and at the forefront of the needs that the worker seeks to achieve from behind his work (Idris and La Marsa, 2015). This type of incentives aims to raise efficiency and improve performance, an incentive of a financial, monetary or economic nature, and is represented in the benefits and rights that the individual receives such as salaries, bonuses, financial allowances, compensation, pensions, and participation in profits (Mondy & Noe, 2005).

-**Moral incentives**: incentives that satisfy the social and self-needs of individuals, which are related to the psychological and behavioral needs of individuals, and aim to raise their morale (Marei, 2013).
It also leads to the worker's sense of sophistication at work, which reflects positively on the worker's sense of satisfaction with his work, loyalty to him, cooperation between him and his colleagues, choosing the ideal worker, and submitting letters of thanks (Al-Bahadli, 2018) .
It refers to incentives that do not rely on money to raise the motivation of employees to work, and that rely on moral means based on respect for the individual who possesses feelings, feelings and social aspirations that he seeks to achieve through his work in the organization (Shawish, 2007).

-**Social incentives**: They are also called indirect incentives, because workers get them without work, meaning that providing them is not related to the level of performance or achievement of workers, and they are provided to all workers without regard to the amount of their activity or achievement, and they feel that the administration takes care of their personal feelings, helps them solve their own problems, and includes services provided by the institution to workers free of charge, or for a small fee (Ataya, 2016). Shawish (2007) and Aqili (1982) pointed out that social incentives are the establishment of a savings fund, to which employees and the institution contribute, and this fund provides loans and subsidies to workers on various social occasions such as illness, marriage or childbirth, and the transfer of workers to the institution and from there to their places of residence, by means of transportation owned by the institution.

Literature Review
Bhatte (2012) conducted a study aimed at identifying the relationship of the democratic and autocratic style with the job satisfaction of teachers, and the study was conducted on a sample consisting of (205) teachers from private and government schools in the city of Lahore, India, and the study tools included two questionnaires, and the researcher used the descriptive correlational approach, and one of its most prominent results was a positive

relationship between leadership style and job satisfaction, and this relationship was strong between the democratic style and job satisfaction .

In the Wippie study (2015) that sought to reveal the relationship between the managerial style of the school principal and the ability to solve school problems. The researcher used the descriptive approach, and the study sample consisted of (45) managers from the city of Phoenix in the United States, and the data was collected through a questionnaire. The most important results were that the authority of the school principal, whenever it is based on consultation, helps to overcome the problems imposed by the material or human reality that may not be at the desired level. And that the democratic style increases job satisfaction among faculty members.

The study aimed at Wirba Wirba (2015) to identify the administrative leadership patterns of secondary school principals in Cameroon and to identify transformational leadership styles, the study discussed the leadership styles followed and ways to improve and develop them, and the study methodology was represented in the descriptive correlational approach, and the researcher used the interview as a means to collect data and information on the study, and the study sample consisted of (10) principals, (10) teachers and (10) students, and the most important findings of the study were that there is a need for techniques for leadership and administrative skills for school principals Governmental and private for their continuous development and improvement.

Falokun's study (2016) aimed to identify the nature of the relationship between the leadership styles followed by school principals, and its relationship to job satisfaction among teachers in Phoenix, Arizona in the United States. The study sample consisted of (67) teachers, and the study tools included a job satisfaction scale, and a leadership style questionnaire, representing the study methodology in the correlational approach, and one of the most important results of the study is the existence of a statistically significant correlation between the leadership style followed by the manager, and satisfaction.

The study of Shepard Joans and Salisbury Glennon (Shepherd et al., 2018) aimed to identify the relationship between teacher motivation and the main leadership styles, the study was conducted in Alabama, and used the descriptive analytical approach, as the study sample consisted of (136) teachers of all stages from two regions in the southeastern United States, and a questionnaire was developed to collect study data, and the results of the study found that the leadership styles of managers were significantly related to the independent variables combined represented in teacher independence, and correlation, Teachers who had high levels of independence, engagement, and competence, were working with a principal who used a democratic leadership style.

The study of Mwenda & Mgomezulu (2018) aimed to identify the impact of incentives on the performance of teachers in basic schools and their orientation towards education in rural areas, the study was conducted in Mozambique, and the study sample consisted of (333) school teachers in villages and the city of Malawi, and the descriptive survey approach was used to achieve the objective of the study through the use of the questionnaire as a tool for data collection. The most important finding was a negative and non-statistically significant correlation between incentives and teachers' transition to teaching in village primary schools.

Al-Tamimi's study (2019) aimed to identify the reality of the material incentives provided to the leaders of public education schools in Hotat Bani Tamim Governorate and Al-Hariq and their impact on raising the level of performance and their continuity, and to achieve the goal of the study, the researcher used the descriptive analytical approach, and used the questionnaire as a tool to collect data, and the study sample consisted of (26) female leaders,

and the most important results of the study: The material incentives provided to school leaders in Bani Tamim Governorate and Al-Harar were weak.

As for the study of Abu Oshiba and Hijazi (2019), it aimed to reveal the degree of use of motivation management and its relationship to the job performance of teachers in schools in the Negev region in Palestine from the point of view of its principals, and the study sample consisted of (85) principals, the correlational descriptive approach was used, and the questionnaire was used as a tool to collect data, and the results of the study showed that the degree of use of motivational management in the Negev schools from the point of view of school principals was high.

The study of Al-Ameri (2020) aimed to identify the degree of availability of incentives among primary school teachers in Al-Kharj Governorate in the Kingdom of Saudi Arabia, and the researcher used the descriptive analytical approach as the appropriate approach to the nature of the study, and the study tool used was the questionnaire, and the study sample consisted of a random sample of primary school teachers in Al-Kharj Governorate and amounted to (200) teachers, and the most important results of the study were: The degree of availability of material incentives for primary school teachers was low to non-existent, and the degree of availability of moral incentives was low to non-existent.

The study of Abu Sneineh (2020) aimed to identify the degree of motivational leadership practice among the principals of government secondary schools in the governorate of the capital, Amman, and its relationship to the morale of teachers, and to achieve the objective of the study, the researcher used the descriptive correlational approach, and the questionnaire was developed as a tool for collecting data, and the study sample consisted of (327) teachers in government secondary schools from three brigades of the Capital Governorate (Amman) and they were selected by random stratified method. The results of the study indicated that the degree of motivational leadership practice among the principals of government secondary schools in the Capital Governorate (Amman) was high, and that the level of morale among public school teachers in the Capital Governorate (Amman) was high.

Ismail's study (2021) also aimed to find out the degree to which basic school principals in Ajloun Governorate practice the skill of motivating teachers from the teachers' point of view, and the researcher worked to follow the descriptive analytical approach, and a questionnaire was designed to collect data, and the research community was represented by all teachers and teachers working in basic schools in Ajloun Governorate in Jordan, and one of the most important results was that the degree of practice of basic school principals in Ajloun Governorate The skill of motivating teachers from the teachers' point of view is high, but it was found that the degree of Targeted principals offer low prizes to outstanding teachers.

Study Hypotheses
Based on the question of the study and their objectives, the following hypothesis can be determined:
There is an impact of democratic leadership among private school principals in Ain al-Basha district by motivating teachers from their point of view.

Study Importance
The importance of the study comes in two aspects:

The Scientific Aspect

- It contributes to enriching the educational scientific content regarding the issue of (democratic leadership, motivation) and the factors associated with it, and highlighting international experiences in this field.
- This study may contribute to adding some knowledge to researchers, practitioners and students in the field of education based on its findings and recommendations.
- Researchers can benefit from the way research tools and data are developed or used.

The Practical Aspect

 It is hoped that this study will contribute to clarifying the vision of private school principals, owners of institutions and workers in the educational field, towards democratic leadership and the embodiment of its role on the ground in motivating teachers in it.

Methodology

Population and Sample

The study included all male and female teachers working in private schools in Ain Al-Basha District in Al-Balqa Governorate in Jordan who are on the job for the academic year (2021-2022), and their number reached (864) teachers, according to the statistics of the Ministry of Education (2021-2022). A representative sample was selected from the study population by simple random sample method, and the sample consisted of (270) teachers.

Study Tool

The researcher developed a questionnaire to identify the degree of application of democratic leadership among private school principals in Ain Al-Basha District and its relationship to motivating teachers from their point of view, after reviewing the study literature, and a number of previous studies such as Al-Dihani's study (2021); Al-Dari study (2020)l Maani study (2015); Abu Oshiba and Hijazi study (2018), and the questionnaire in its initial form consisted of ((56 items as shown in Appendix No. (1), while the questionnaire in its final form included (53) A paragraph as shown in Appendix (3), divided into six areas: human relations, participation in decision-making, delegation of authority, material incentives, moral incentives, and social incentives.

The Likert pentagonal scale was adopted to correct the study tools, giving each of its paragraphs one of its five degrees (always, often, sometimes, rarely, little) and representing numerically (1, 2, 3, 4, 5) respectively.

Results

Table (1) shows the demographic characteristics of teachers in private schools in Ain Al-Basha District, where the number of male teachers reached (65), (24.1), the number of females (205), and (75.9), and the largest number of bachelor's degree holders (231) (85.6), and postgraduate holders (39), and (14.4), while the number of teachers who participated in the response whose experience exceeded 10 years or more (95), in the number of teachers with less than 10 years of experience (175).

Table (1)
The personal and functional characteristics of study sample managers

Variable	Frequency	Percentage
sex		
male	65	24.1
female	205	75.9
Degree		
Bachelor's	231	85.6
Master's	39	14.4
Experience (years		
less than 10	175	64.4
10 and more	95	35.2

The results of the statistical analysis in Table (2) indicate the existence of medium levels for the dimensions of the independent variable (democratic leadership), ranging between 3.38 - 3.57), while it was found that there were also medium levels for the dependent variable (motivation), where the values ranged between (1.99-2.88).

Table (2)
Descriptive statistics

#	Variable	Items	Alpha	Mean	Std.
1	Human relations	10	0.83	3.57	.895
2	Participation in decision-making	13	0.84	3.50	.916
3	Delegation of authority	9	0.86	3.38	.972
4	Financial incentives	9	0.84	2.90	1.121
5	Moral incentives	4	0.86	2.88	1.162
6	Social incentives	7	0.83	1.99	1.406

Table (3) indicates a statistically significant positive relationship between the application of democratic leadership among private school principals in Ain al-Basha district and the motivation of teachers from the teachers' point of view themselves.
Table (3)
The impact of democratic leadership on motivation

Variable	B	T	Sig.
Human relations	0.09	1.14	0.00
Participation in decision-making	0.38	4.44	0.00
Delegation of authority	0.39	4.22	0.00
Financial incentives	0.75	14.68	0.00
Moral incentives	0.44	5.68	0.00
Social incentives	0.40	4.83	0.00

Discussion

The results indicated that there were no statistically significant differences in the degree of application of democratic leadership among the principals of private schools in Ain Al-Basha District from the teachers' point of view due to the gender variable in all fields, and there were no statistically significant differences due to the variable of scientific qualification in all fields except (participation in decision-making) and the differences came in favor of less than (10) years, and that there are statistically significant differences attributed to the variable of scientific qualification in all fields and the differences came in favor of postgraduate studies.

The existence of a statistically significant positive relationship between the application of democratic leadership among the principals of private schools in the Ain Al-Basha district and the motivation of teachers from the point of view of the teachers themselves, and the researcher attributes this result to the fact that principals who practice a democratic leadership style believe in the importance of incentives and their effectiveness in improving the performance of teachers and thus improving the quality of the educational process, and its role in raising the efficiency and effectiveness of decision-making, they encourage teachers and leave them a space of freedom to make decisions and propose alternatives, and they also take into account the desires and needs of teachers and their demands Which leads to good human relations within the work environment and raise their morale .

Recommendations

1- Following the democratic leadership style in educational institutions, and urging officials to follow it, because of its positive impact on the educational process.

2- Ensuring the availability of an atmosphere of good human relations linking the leadership of educational institutions with teachers, enhancing mutual trust between them, and spreading the values of love and tolerance within the institution.

3- Working to involve teachers in the decision-making process in the educational institution, and accept their suggestions and ideas, which contributes to the formation of positive attitudes towards the decision.

4- Attention to the development of a system of incentives of all kinds, and that it is characterized by justice, equality and efficiency.

5- The incentives should be linked to the objectives of teachers and the administration together, and the incentive should be commensurate with the motivations of teachers.

6- Paying attention to material incentives, reviewing the wage and salary scale, and providing rewards commensurate with the amount of effort.

7- Increasing moral and social incentives to encourage teachers to innovate and develop.

8- Conducting research studies related to democratic leadership and linking it to other variables such as (organizational commitment, organizational loyalty)

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