**Table 1:**

**Descriptive Statistics and Reliability (Cronbach's alpha) for the school principal leadership questionnaire.**

|  |  |  |  |
| --- | --- | --- | --- |
| **α** | **SD** | **Mean** | **Factors** |
| 95. | 0.97 | 3.709 | Transformational leadership |
| 68. | 0.66 | 3.030 | Transactional leadership |
| 71. | 0.79 | 1.972 | Non-leadership  |

**Table 2: Loading Pattern.**

|  |  |  |  |
| --- | --- | --- | --- |
| **Loading pattern** | **Question** | **Items** | **Factors** |
| \*\*0.539 | His behavior radiates powerfully | A2 | Transformational leadership |
| \*\*0.511 | Indicates the importance of having a strong sense of purpose | A14 |
| \*\*0.350 | Acting in ways that build my appreciation for him | A19 |
| \*\*0.678 | Treat each of us as an individual with different needs, abilities and aspirations than others | A25 |
| \*\*0.503 | Helps me develop my strong sides | A27 |
| \*\*0.410 | Makes me do more than I thought I could do | A34 |
| \*\*0.653 | His actions enhance his power | A36 |
| \*\*0.551 | Helps me in return for my efforts | A1 | Transactional leadership |
| \*\*0.474 | gives me pride for being in touch with him | A10 |  |
| \*\*0.829 | Investing time in my training and mentoring | A15 |  |
| \*\*0.354 | Works with me satisfactorily | A35 |  |
| \*\*1.053 | Avoid intervening until problems become serious | A3 | Non-leadership  |
| \*\*0.486 | Avoid intervening when important issues arise | A4 |  |
| \*\*0.562 | He is not there when he is needed  | A6 |  |
| \*\*0.636 | Avoid making decisions | A24 |  |

**Table 3:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Properties | N | Variables | Values | Frequency  | Mean(SD) |
| Student’s characteristics | 239 | Immigrant | Israel ~~=~~ 0 | 198 (93.4%) | 0(0) |
|  |  |  | Other ~~=~~ 1 | 14 (6.6.%) |  |
|  |  |  |  |  |  |
|  |  | SES | Low 1-3Middle 4-7High 8-10No Response | (1.7%) 4 110 (46%)124 (51.8%)1 (0.4%) | 6.845(1.457) |
|  |  |  |  |  |  |
|  |  | Class level | 4th grade = 4 | 59 (24.6%) | 6.268 (2.034) |
|  |  |  | 5th grade = 5 | 41 (17.1%) |  |
|  |  |  | 6th grade = 6 | 40 (16.7%) |  |
|  |  |  | 7th grade = 7 | 42 (17.5%) |  |
|  |  |  | 8th grade = 8 | 28 (11.7%) |  |
|  |  |  | 9th grade = 9 | 7 (2.9%) |  |
|  |  |  | 10th grade = 10 | 12 (5%) |  |
|  |  |  | 11th grade = 11  | 4 (1.6%) |  |
|  |  |  | 12th grade = 12 | 6 (2.5%) |  |
|  |  |  |  |  |  |
| Teacher profiles  | 92 | Gender | Male = 0 | 17 (19.3%) | 0.765(0.426) |
|  |  |  | Female = 1 | 60 (68.2%) |  |
|  |  |  | No response | 11 (12.5%) |  |
|  |  |  |  |  |  |
|  |  | Education | Senior Certified = 0 | 13 (14.8%) | 1.264(0.691) |
|  |  |  | B.A1 =. | 32 (36.4%) |  |
|  |  |  | M.A.= 2 | 28 (31.8%) |  |
|  |  |  | No response | 15 (17%) |  |
|  |  |  |  |  |  |
| School features | 5 |  | Primary | 3 (60%) | 0.761 (0.428) |
|  |  |  | Secondary | 2 (40%) |  |

**Distribution of student’s characteristics, teacher profiles and school features.**

|  |
| --- |
| **Table 4:****Multilevel Mixed-Effects Linear Regression.**   |
|  | (1)ª | (2)° | (3)¹ |
|  | Score\_2 | Score\_2 | Score\_2 |
| main |  |  |  |
| Score\_1 | 0.714\*\*\*(13.62) | 0.714\*\*\*(14.16) | 0.714\*\*\*(7.26) |
| SES | 1.324\*\*(2.27) | 1.324\*\*(2.36) | 1.324\*\*(1.62) |
| Immigrant | 6.665\*\*(2.39) | 6.665\*\*(2.48) | 6.665\*(1.86) |
| Class Level | 0.114(0.28) | 0.114(0.30) | 0.114(0.30) |
| BA | 1.235(0.36) | 1.235(0.38) | 1.235(0.40) |
| MA | 3.372(1.06) | 3.372(1.10) | 3.372\*\*(1.97) |
| Primary | -8.906\*\*\*(-4.04) | -8.906\*\*\*(-4.20) | -8.906\*\*\*(-8.54) |
| Transformational | 4.106\*(1.92) | 4.106\*\*(2.00) | 4.106\*\*(2.23) |
| Transactional | -3.603\*(-1.93) | -3.603\*\*(-2.01) | -3.603\*\*(-2.58) |
| Non-Leader | 2.219(1.62) | 2.219\*(1.69) | 2.219(1.38) |
| Constant | 16.69(1.61) | 16.69\*(1.68) | 16.69(0.97) |
| lns1\_1\_1 |  |  |  |
| Constant |  | -15.71\*(-1.75) | -15.71(-0.16) |
| lnsig\_e |  |  |  |
| Constant |  | 2.172\*\*\*(40.64) | 2.172\*\*\*(18.46) |
| N | 175 | 175 | 175 |
| R-Squared | 0.60 |  |  |

*t* statistics in parentheses

\* *p* < 0.10, \*\* *p* < 0.05, \*\*\* *p* < 0.01

• ª OLS regression.

• °Hierarchical regression in which students are clustered in schools.

• ¹Hierarchical regression in which students are clustered in classes and classes are clustered in schools.