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The Impact of the Management and Leadership Style on the Staff's Organizational Citizen Behavior (OCB) at Higher Education Institutions in Israel.

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Abstract

The aim of this study is to explore the impact of the management and leadership style on the staff's organizational citizen behavior (OCB) at higher education institutions in Israel. In the educational area, leadership plays an important role in increasing the staff's organisational citizen behviour. According to this perspective, principal leadership conduct may influence staff's confidence in and contentment with the organization, and employees' acts of organisational citizenship strengthen the connection between leadership style and loyalty to the organization. The mixed method approach was used to access to phenomenon in which questionnaire surveys and interviews were conducted. From the results, it was evaluated that a principal leadership style with a positive organizational culture can contribute to staff engagement, satisfaction, and OCB. It is also linked with organisational culture that is used to define the voluntary acts and behaviours of teachers that go above and beyond the formal job duties and have a positive impact on the organizational aims and objectives of the school. OCB can significantly influence the formulation and application of the institution's improvement plans with an effective organizational culture. Organizational culture increases the performance of students. To meet the institution's improvement objectives, teachers who show OCB are more motivated to collaborate and work together as a team. They do everything they can to help their co-workers and share their wisdom, which enhances problem-solving and decision-making. Teachers who display OCB are more likely to help the leadership of the institution in putting their improvement plans into action.

Keywords: principal's management, leadership style, organizational citizen behavior, Arab sector, Israel, school culture

1.Introduction

1.1 Background

Israeli Arabs are a national minority, accounting for around 20% of the country's population. Most Arab societies are still patriarchal, male-dominated, collectivist, and unequal. Arab inhabitants do not have full civil rights equality, confront difficulties accessing public resources, and their nation is still at war with Israel. As a result, 49 % of Arabs are considered impoverished. The Arab minority has been unable to use its demographic advantage for political gain; economically, 53% of the inhabitants live in poverty, and their average income level is 60% lower than that of the Jewish majority.

Arabs try to compensate for around 20% of Israel's population, making them a national minority. The Arab community diverged from the Jewish majority regarding jobs, housing, and social and cultural structure. The Arab population is continually discriminated against by Israeli administrations, particularly regarding resource allocation and the distribution of land and infrastructure (Arar, 2019).

The Arab educational system in Israel, the Israeli education system distinguishes against Arab education. According to the administration, the present plan is not intended to improve flexibility but rather to replicate the distinctions between Arab and Jewish students in demand to set up management across the Arab minority. Furthermore, educational texts lack an overview of Arab history, and recruiting practices for administration and instructors are biased. Compared to the Jewish educational system, the Arab educational system performs dismally on national and international examinations (such as GEMS, Matriculation, and Psychometric) (e.g., TIMSS and PISA). Compared to the Jewish system, where 79.5% of pupils qualify for matriculation, Arab students' eligibility %ages remain at 64.2% (Arar and Nasra, 2020).

Corresponding to the National Association for Examination and Appraisal, the difference between the two educational systems in 2017 was 92 times (580 matched to 488 correspondingly). Arab students' access to academic institutions of greater learning in common, particularly to top educational specialties, is hindered by their lower matriculation eligibility and deficient performance on the Psychometric Entrance Tests. Several factors contribute to these low academic achievements, to begin with, in comparison to the Israeli education system, the Arab education system is hampered by inequitable administration policies shown in restricted educational and financial supplies. Inequality may be shown in the lack of expansion in informal and special education, the insufficient number of instructors per student, and the limited number of school hours (Waked and Mohel, 2022). Second, administrators and teachers are chosen based on political or familial relationships. Furthermore, the difficulty Arab academics faced in getting work in the Jewish labour market, as well as the relative scarcity of job prospects in the regional Arab marketplace, prompted a considerable part of academics to unwillingly accept posts as instructors in the Arab educational system. This trend results in great

2

exposure for teachers in Arab education and negative public feeling about their work area, if not alienation from it.

Because of the traditional, patriarchal, and communal basis of Arab culture, the "Hamule" (extended families) influence decisions at all phases of life, including schooling. By prescribing plans to school staff, strong "hamulus" can inhibit teacher removal regardless of qualified concerns. According to an assessment of Arab society's characteristics and educational system, Arab instructors in Israel are likely to face three types of challenges: those caused by the school environment, those caused by Arab culture, and those caused by the government's centralised educational strategy. These difficulties have a detrimental influence on the performance and motivation of Arab teachers (Abu Nasra, 2020).

In comparison to the Jewish educational system, the Arab educational system performs dismally on both national and international assessments (such as the GEMS, Matriculation, and Psychometric exams) (e.g., PISA and TIMSS). Several factors contribute to these low academic achievements, including First, in comparison to the Jewish school system, the Arab education system deteriorates from inequitable regime strategies shown in a lack of financial and instructional resources. Inequality may be shown in the lack of expansion in informal and special education, the insufficient number of instructors per student, and the limited number of school hours. Second, administrators and teachers are chosen based on political or familial relationships (Massray et al., 2019).

Furthermore, the difficulty Arab academics faced in getting work in the Jewish labour market, as well as the relative scarcity of job chances in the resident Arab marketplace, prompted a considerable part of academics to unwillingly accept posts as instructors in the Arab educational system (Arar & Taysum, 2020). On the other side, this trend results in an elevated level of importance for teachers in Arab education, but on the hand, it harms the profession's reputation and still causes hostility. Organisational citizenship behaviour (OCB) is sometimes characterised as employee-initiated behaviour that goes beyond the scope of their occupations and may or may not result in direct pay but assist the organisation by increasing its efficiency and effectiveness. This concept of instructors' OCB emphasises three crucial elements: To begin, the behaviour must be

3

optional, which means it cannot be essential for the function or be part of the official job duties.

Second, acts directed at or seen as useful to an organisation are prioritised over actions that occur within an organisation. Third, according to this concept, OCB is multidimensional by definition. Although most scholars believe this idea is multidimensional, a literature review reveals a dispute over how multifaceted it is. Nearly 30 potentially unique types of OCB have been discovered. They have also stated that the constructs extensively overlap, allowing for the usage of five common dimensions to define them: Helping an overburdened coworker is an example of selfless behaviour. Conscientiousness is defined as organisation-focused behaviour, especially commitment and loyalty. Sportsmanship is organisational behaviour that describes circumstances in which a worker receives unpleasant situations without critique or complaint (Arar & Masry, 2019).

The head of the educational institute, including schools, acts as the leader for the staff. Likewise, to organisation's school staff also need a proper leadership style to manage a school function. Scholars have recognised transactional and transformational leadership in the organisational environment to explain how leaders affect employee performance, inspire people, and attract their supporters' ideals and feelings. The transactional leadership style of principals motivates employees to work hard by implementing an incentive system. The transactional leader emphasises goal adjusting, explaining the connection between performing and incentives, and offering advice to maintain workers concentrating on completing tasks. As a result, employees' behaviour is corrected to fit the anticipated incentives (Feldman & Setiawan, 2020).

The transactional leadership style of the principal is motivated by trade rather than making an effort to achieve a planned goal or create a certain organisational result. Although this leadership style is more limited than transformational leadership, it may result in a more successful and productive workplace. In contrast to transactional leaders, transformational leaders encourage supporters by prioritising and internalising the organisation's interests over personal ones. Genuinely driven employees may be more ready to contribute to the firm's goals without waiting for quick satisfaction (Blass, 2020).

4

As a result, they are willing to take on responsibilities that go much beyond what their formal organisational position report indicates. A key element of transactional-transformational leadership is the enlargement assumption, which claims that transformational leadership is built on top of transactional leadership. Nonetheless, the reality that "transformational leadership does not replace transactional leadership" was made clear. In their meta-evaluation of transactional and transformational leadership, the intensification assumption analysed the different relevance of every one of the two dimensions in expecting critical consequences like execution, happiness, and efficiency.

Transformational leadership, in addition to the effects of transactional leadership, accounted for variance (Abu Saad, 2019). Transactional leaders, for example, depend on the above positional strength to train impact, whereas transformational leaders rely more on referent and personal power to inspire followers. While transformational leaders emphasise the community stage of individuality, transactional leaders emphasise followers' specific amount of self-identification. Effectiveness, happiness, and organisational commitment are just a few outcomes of transactional and transformational leadership. Many professional behaviour and ideas of vocational development are highly influenced by how people see their jobs. Although various educations have investigated the associations between optimistic professional discernments and incomplete occasions that have forced workers to remain in their current occupation, undesirable professional discernments and teacher authorisation have been linked to a propensity amongst teachers to extract from nationality behaviour (Gindi, 2019).

Furthermore, the degree to which teachers are obliged to stay in their existing employment and their willingly declared desire to quit them are inversely associated. The Arab education system in Israel discovered a good association between those who were forced to remain in their jobs and those who left freely. These occupational judgements were generally negative but were seldom influenced by social desirability response bias. Leadership style is one of the most critical aspects affecting occupational perspective and job happiness. The result of principals' leadership style (transactional or transformational), principal's administrative policy, teacher's professional discernments, and occupation approval, Coyne discovered that transformational leadership style arbitrated amongst the

5

characteristics of teachers' occupation fulfilment and their approaches of optimistic job gratification (Paul, 2019). The transformative leadership of principals influenced teachers' gratification both immediately and incidentally via their experiences of their employment.

Consequently, if the main reasons are met in the framework of employment and profession, then occupation gratification would be a purpose of the gap among particular requirements and the apparent capacity of the profession to meet demands. This is especially true for people for whom employment is a key resource of fulfilment (i.e., males instead of women) and for occupationally related needs such as need attainment. It's worth noting that work complexity has a constructive impact on job relevance and, eventually, job experience. Learning, life experience, and organisational variables like principals' management style and the school atmosphere impact their future occupational outlook (Arar et al., 2019).

According to research, OCB is seen positively by schools, and instructors' unfavourable occupational attitudes are unfavourable. The two features of transactional behaviour are constant incentives and managing by exclusion. Conditional incentives supply a link between the goal and the incentives, clarify opportunities, support sufficient resources, define acceptable objectives for both parties, and provide a choice of prizes for good performance. Setting SMART (specific, realistic, measurable, attainable, and time-bound) intentions for their team members. The leader actively participates in completing the job and provides constructive comments. Active and passive exception handling are both possible.

Leaders who practice effective supervision by exception actively oversee their employees' jobs, keep an eye out for policy and procedure infractions, and take remedial action as needed to avoid errors (Binahs, 2019). Leaders who practice passive management only act when performance falls short of expectations or when standards are not met. When a kid does poorly, they may even be penalised. Subordinates are primarily motivated by a fear of reprisal since they are neither encouraged nor overseen. As a result, they often act indifferently and priorities their own goals, even when they contradict the companies or communities. OCB and transactional leadership have been discovered to be connected (Sinai, 2019). Changes in educational system administration and the dynamic between the

6

principal and faculty can be ascribed to the absence of influence of leadership style on OCB. There have lately been differences in the educational system addressing the function of the teacher and the principal, as well as their relationship, with the practical application of different responsibility changes that constrain the principal's judgment- and activity space.

The transition from the old to the new public management and other educational improvements increase teacher autonomy and clearly define the teacher's work, reducing the principal's commitment to the teacher's instructional interests. Equally, the Israeli educational system in common, and the Arab educational system instance, have implemented several educational changes, including the "New Horizon," which grants teachers professional autonomy and autonomous managerial abilities (Pinson, 2020). This was done assuming that it would increase the teacher's effectiveness and hence aid in improving the educational consequences and environment. Changes in the school's organisational structure have altered the association between a teacher and a principal and the principal's ability to influence the teaching staff. As a result of this, as well as the principal's ability to influence the teaching staff. As a result, whether the principal uses transactional or transformational leadership, the immediate impact on teacher execution is negligible (Masry, 2021).

1.2 Significance of the Study

This study is important in the Arab education system in Israel and the impact of principals on organisational citizenship behaviour (OCB) because OCB has become a topmost issue in the education system, specifically and out of the education system in Israel. There is research regarding this topic, so this research is significant in both ways that it highlighted the issue and provided specific information related to the role of the principal in managing ignition citizenship behaviour among the staff.

1.3 Statement of Problem

Employees at higher education institutions in Israel face specific organisational citizenship behaviour (OCB) in the Israeli education system. This problem has become the biggest challenge for global education experts. The principal of the relevant institute plays a key role in OCB or in overcoming the discrimination Arab staff face based on their

nationality in Israel. Experts and researchers need to analyse the impact of the principal on the school staff about OCB and which leadership style is effective and positively impacts organisational citizenship behaviour in the Arab Israel education system to overcome these issues.

2. Materials and Methods

The study methodology was based on a mixed method, which involves both qualitative and quantitative parts. Qualitative research focuses on inductive reasoning and subjective data collection by asking open-ended research questions (broad and general) to obtain participants' insights (views, attitudes, and perceptions) on various aspects of the research study (Mason, 2017). On the other hand, the quantitative research method deductive reasoning to examine the variable association with objective information as it interacts minimally with participants of the study (Disman et al., 2017).

3. Results
3.1 The Quantitative Results:

Pearson correlation

The Pearson correlation coefficient is a statistical measure that deals with the direction and association between the research variables. It is basically the statistical measure that indicates the correlation between the datasets and describes how strong or weak these are.

Table 1: Pearson correlation Organisational behaviour& staff satisfaction behaviour

Correlations		Organisational behaviour	Student satisfaction behaviour
Organisational behaviour	Pearson Correlation	1	.067
	Sig. (2-tailed)		.179
	Sum of Squares and Cross-products	7914.310	500.550
	Covariance	19.835	1.255
	N	400	400
staff satisfaction behaviour	Pearson Correlation	.067	1
	Sig. (2-tailed)	.179	
	Sum of Squares and Cross-products	500.550	6979.750
	Covariance	1.255	17.493
	N	400	400

This table shows the correlation and indicates a positive correlation between organisational behaviour and staff satisfaction behaviour which is 0.067. The covariance values between organisational behaviour and staff satisfaction behaviour are also moderately small, indicating that there is not much-shared variability between these two variables. organisational behaviour shows how individuals behave within an organisation and how their performance affects the overall performance of the organisation. This table comprises topics such as communication, motivation, group dynamics, and leadership.

Table 2: Pearson correlation: Management practice& educational leadership characteristics

Correlations		Management practice	School leadership characteristics
Management practice	Pearson Correlation	1	.017
	Sig. (2-tailed)		.784
	Sum of Squares and Cross-products	38008.728	438.302
	Covariance	142.355	1.660
	N	268	265
educational leadership characteristics	Pearson Correlation	.017	1
	Sig. (2-tailed)	.784	
	Sum of Squares and Cross-products	438.302	22580.977
	Covariance	1.660	57.167
	N	265	396

Based on the correlation table provided, there is a weak and non-significant positive correlation between management practice and educational leadership features (r = 0.017, p = 0.784). The correlation coefficient for educational leadership characteristics and management practice is also 0.017, which suggests that there is a positive correlation between these variables. It indicates that educational leadership characteristics and management practices are two different but related concepts that are very significant in the field of education. The table indicates that management practices refer to the policies, procedures, and strategies that are input to ensure the efficient and effective operation of the institution and organisation. School leadership refers to the behaviour and traits that are shown by effective school leaders. They may have things like strategic planning and vision with communication skills, capacities, and abilities to inspire and motivate others. This commitment leads to continuous improvement and learning. In addition to more, school leadership characteristics and management practices are essential for the success of educational institutions.

9

Table 3: Pearson correlation: Leadership style practices & Management practice

Correlations		Leadership style practices	Management practice
Leadership style practices	Pearson Correlation	1	-.113
	Sig. (2-tailed)		.065
	Sum of Squares and Cross-products	6684.790	-1405.037
	Covariance	16.754	-5.262
	N	400	268
Management practice	Pearson Correlation	-.113	1
	Sig. (2-tailed)	.065	
	Sum of Squares and Cross-products	-1405.037	38008.728
	Covariance	-5.262	142.355
	N	268	268

The table of correlation indicated there is a non-significant and weak negative correlation between management practices and leadership style practices (r = -0.113, p = 0.065). This shows that there may be a slight leaning for those who exhibit certain leadership styles to have lower levels of efficient management practices, but this association is not statistically significant. The correlation coefficient for leadership style practices and management practice is also -0.113, which proposes that there is a weak negative association between these variables. The covariance between management practice and leadership style practices is 16.754, and the covariance between leadership style practices and management practice is -5.262.

Table 4: Pearson correlation

Correlations		Leadership style practices	Student satisfaction behaviour
Leadership style practices	Pearson Correlation	1	.114[*]
	Sig. (2-tailed)		.022
	Sum of Squares and Cross-products	6684.790	781.150
	Covariance	16.754	1.958
	N	400	400
Student satisfaction behaviour	Pearson Correlation	.114[*]	1
	Sig. (2-tailed)	.022	
	Sum of Squares and Cross-products	781.150	6979.750
	Covariance	1.958	17.493
	N	400	400
*. Correlation is significant at the 0.05 level (2-tailed).			

Based on the correlation table provided, there is a significant positive correlation between student satisfaction behaviour and leadership style (r = 0.114, p = 0.022). This proposes that there may be a considerable inclination for certain leadership styles to be associated with higher levels of student satisfaction behaviour. The correlation coefficient

10

for student satisfaction behaviour and leadership style applies is also 0.114, which proposes that there is a weak positive correlation among these variables.

3.2 The Qualitative Results:

Thematic Analysis

In this section, a thematic analysis of the interview data is presented, focusing on the impact of the principal's management and leadership style on the staff's organizational citizenship behavior (OCB) at higher education institutions in Israel. The analysis aims to provide a comprehensive understanding of the various factors and elements that influence staff members' engagement in OCB and how the principal's leadership style plays a crucial role in shaping these factors. The thematic analysis table below presents a summary of the key themes and subthemes identified in the interview data, offering insights into the relationship between the principal's leadership style and OCB in higher education institutions. This analysis will further contribute to answering the research questions and providing a deeper understanding of the study's objectives.

Table 4: Thematic Analysis

Theme	Sub-Theme	Description	Interview Questions
Principal's Leadership Style	Transformational	The impact of the principal's transformational leadership on staff and OCB in Arab-Israel schools.	2. How does the principal's leadership style impact the relationship between staff members in the Arab sector in Israel?
	Transactional	The impact of the principal's transactional leadership on staff and OCB in Arab-Israel schools.	3. How does the principal communicate with staff and how does this impact the engagement in OCB in the school in the Arab sector in Israel?
School Culture	Organizational Values and Beliefs	The influence of the principal's leadership style on the organizational values and beliefs.	4. How does the principal's leadership style influence the culture of the school in the Arab sector in Israel?
	Staff Collaboration and Communication	The influence of the principal's leadership style on staff collaboration and communication.	
Organizational Citizenship Behavior (OCB)	Factors affecting OCB	Identifying factors that affect staff members' OCB in Arab-Israel schools.	5. What do you think that how the leadership style of the principal increases the organisational citizen behaviour of staff members?
	Benefits and Challenges of OCB	Exploring the benefits and challenges of OCB in the context of Arab-Israel schools.	
Leadership Qualities	Essential Qualities	The essential qualities a principal should have to encourage staff engagement in OCB.	6. In your opinion, what leadership qualities do you think the principal should personify to encourage staff to engage in OCB in the school in the Arab sector in Israel?
	Personal Traits	Personal traits of the principal that contribute to effective leadership and OCB.	
Communication and Decision-Making	Communication Styles and Channels	The principal's communication styles and channels and their impact on OCB.	
	Decision-Making Process	The role of the principal in decision-making and how it influences OCB.	

11

Staff Motivation and Engagement	Strategies and Techniques	The principal's strategies and techniques for motivating and engaging staff in OCB.
	Staff Empowerment	The principal's role in empowering staff and fostering OCB.
School Performance and OCB	Performance Metrics	The relationship between OCB and school performance metrics.
	Improvement Strategies	How OCB contributes to the development and implementation of school improvement strategies.

4. Discussion

The results of quantitative analysis show that there is a significant impact of the principal's management and leadership style on the staff organizational citizen behavior at the schools. It specifies that management practices refer to the policies, procedures, and strategies that are input to ensure the efficient and effective operation of the institution and organisation. School leadership refers to the behaviour and traits that are shown by effective school leaders (Zahed-Babelan, 2019). They may have things like strategic planning and vision with communication skills, capacities, and capabilities to inspire and inspire others. This commitment leads to continuous improvement and learning. In addition to more, educational leadership characteristics and management practices are essential for the success of educational institutions (Kalkan et al, 2020). The findings of this study are similar to the previous findings which reflect that it takes a leader to motivate and direct followers towards a single objective or vision. It includes offering a feeling of direction, inspiring a sense of purpose, and inspiring individuals to cooperate in order to achieve common goals. Qualities like personality, vision, and strategic thinking are frequently linked to effective leadership. On the other hand, management involves planning and coordinating efforts to accomplish set goals (Liu et al, 2021). It involves organising, directing, and controlling the actions of a group of individuals in order to get the desired outcomes. Delegation, decision-making, and problem-solving are common features of management.

The correlation analysis also explored that there is positive correlation between the staff satisfaction behaviour and leadership style. It takes a leader to motivate and direct followers towards a single objective or vision. It includes offering a feeling of direction, inspiring a sense of purpose, and inspiring individuals to cooperate in order to achieve common goals (Abdullah, 2019). Qualities like personality, vision, and strategic thinking

12

are frequently linked to effective leadership. On the other hand, management involves planning and coordinating efforts to accomplish set goals. It involves organising, directing, and controlling the actions of a group of individuals in order to get the desired outcomes (Ambrose, 2021). Delegation, decision-making, and problem-solving are common features of management. These findings are consistent with the previous findings and state that a number of variables, particularly the leadership style used by the school or university, may impact student satisfaction. The institution's leadership style has a direct effect on how students behave, which ultimately impacts student satisfaction. Autocratic, democratic, transformative, and laissez-faire are a few instances of various approaches to leadership (Ye, 2022).

The results of regression analysis revealed that the principal's management and leadership may have a positive effect on the staff's readiness to go above and beyond the call of responsibility and contribute to the success of the organization, according to the regression analysis, which shows a significant positive relationship between the principal's leadership style and the staff's organisational citizenship behavior. These findings are consistent with the previous findings which explained that a strategic plan that defines the goals, priorities, and steps the school is going to take to achieve those goals must be created by the principal (Karakose et al, 2021). The

The results of qualitative results indicated that transformational leadership is characterized by leaders who inspire and motivate their followers to achieve higher levels of performance and commitment to the organization. This style is particularly relevant in the context of schools, as it fosters a positive working environment and encourages staff to engage in OCB. This leadership style increases the performance level of staff and development of teachers. The developed teacher increases the outcomes of students in the school (Sandwick et al, 2019). Transformational leadership style is used by principals who have a captivating goal for their school that motivates and encourages all those involved. They constantly and regularly share this goal with their team. These findings are consistent with the previous findings which indicates that leaders that are transformational motivate and encourage their team members and pupils to reach their maximum potential. Together with the staff, they develop a shared vision for the school and interact to make it happen.

13

Organisational citizenship behaviour is associated with organisational culture that is used to define the voluntary acts and behaviours of teachers that go above and beyond the formal job duties and have a positive impact on organizational aims and objectives of the school. Organisational citizenship behaviour significantly affects the formulation and application of school improvement plans with effective school culture (Mirsultan, and Marimuthu, 2021). School culture increases the performance of students. To meet the school's improvement objectives, teachers who show organisational citizenship behaviour are more inclined to collaborate and work together as a team. They do everything they can to help their co-workers and share their wisdom, which enhances problem-solving and decision-making (Sunarsi et al, 2021). Teachers who display organisational citizenship behaviour are more likely to help the leadership of the school in putting their improvement plans into action. They offer opinions, ideas, and suggestions that can help refine and improve these strategies and ensure their adoption.

These findings are consistent with the previous findings and the results explained that Organisational culture is often related to organisational citizenship behaviour (OCB). The term "OCB" refers to actions taken by employees that are not specifically stated in their job descriptions but yet help the organisation run well. Examples include offering to do extra work or lending a hand to a co-worker without being asked (Jacobsen et al, 2022). The collective values, assumptions, and opinions of an organisation act as a behavioural framework. Employees are more inclined to participate in these behaviours when OCB is given recognition and appreciation in an organisation.

5. Conclusion

The job of principal includes the content, technological, and political understanding and this role fosters the continuous learning environment. The leadership style of the principal has a significant impact on the beliefs and values that form the basis of the culture of the educational institution. A positive culture can promote to adoption the values and beliefs which increase the organisational citizenship behaviour of staff.

14

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15

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