

The Impact of the management style on the organizational climate at higher education institutions in Israel

Eman Saleh, Girne American University (GAU)

Co-Writer: Prof. Dr. Ali Tatar, Girne American University (GAU)

Abstract

This study's major objective is to analyze the ways in which the styles of leadership of respective administrators influence the organizational climate. The atmosphere of higher education institutions is one of the most essential contributors to the level of academic success that students attain, and administrators are the most critical influence in creating this atmosphere. Therefore, the leadership actions of administrators are worthy of investigation. The perspectives of, administrators, lecturers and students were used in this research to identify the various styles of leadership used by administrators. It was decided to conduct interactive interviews with a few of the administrators, students, and lecturers and distribute questionnaires. Their comments were evaluated, categorized, and classified so that a correlation could be drawn among the style of leadership of administrators and the atmosphere of the education institutions. These results may be included in leadership training in order to acquaint both present administrators and those who want to become administrators with leadership qualities that might have a good influence not only on the environment of the educational institutions but also on the academic performance of the students. Tests were also conducted to draw quantitative results relating to various aspects of administrators' leadership styles and their impacts on the atmosphere of institute.

Keywords: *leadership, administrator management, education institution climate, administrator leadership styles, administrator leadership characteristics and education institution climate*

1. Introduction

One of the most studied and examined issues in business and education, leadership has been an important factor to consider across institutions and companies for their success. One of the main issues for many educational institutions, especially in developing countries, is the importance of leading administrators in the educational institution atmosphere (Arar & Nasra, 2019). A manager uses their management style as a tool to carry out their goals and objectives. The techniques and values that managers plan and arrange together with their decision-making, workforce management, etc. are referred to as management styles (Kalkan, Aksal, Gazi, Atasoy, & Dağlı, 2020).

The research has shown that there are three primary categories of management styles. Various management and leadership philosophies, including authoritarian,

democratic, and laissez-faire management approaches, have been developed (Velarde, Ghani, Adams, & Cheah, 2020). The communication between managers and employees differentiates each of these management philosophies. The aforementioned management approach, which is tailored to the position of an administrator in education institution administration, has surrounded the present research. To be more precise, the principle of the education institution's responsibility entails providing guidance, effective leadership, and coordination inside the institution. The administrator's major goals should be to increase learning via effective teaching tactics and maintain and develop successful educational programs and strategies within the education institution environment.

The process of organizing, regulating, planning, and directing an institution's operations while utilizing its physical and human resources to successfully and efficiently carry out its instructional procedures, resources, and extension activity is referred to as management in education. The grouping of students and experienced education institution staff determines the education institution environment, which replicates norms, objectives, values, learning, practices, teaching, and organizational structures. As a result, the education institution climate indicates the quality and character of the institution. According to the study's issue statement, educational researchers tend to place more focus on the efficiency and efficacy of education institutions than on how education institutions are structured and designed, which is one of the key elements in student accomplishment.

This research, which evaluates the effect of the administrator's management style on the education institution atmosphere, is based on the portrayal of this. The administrator's management style has a key role in shaping the educational institution's environment in the direction of achieving the educational goals, which brings up the importance of the study. In accordance with the national educational policy, administrators are responsible for setting the tone for the whole educational institution, managing daily operations, and developing specialized concepts. The administrator's attitude and ability to achieve the intended goals, which may be used to influence a student's result and are important to stakeholders, are what mostly determines the education institution's atmosphere (Dursun, Yildiz, & Yüksel, 2022).

Public education institution administrators, both education institution administrators and managers are under increasing force to provide superior material

instruction. The demand to raise student performance has grown even more as a direct consequence of the State Education Law. The investigator thinks that a significant number of administrators might not be aware of what kind of management format affects an excellent quality learning climate. The manner of the leadership of an administrator ultimately determines the atmosphere of the educational institution, which may influence student success. According to (Shaked H. , 2021), the educational institution's management and atmosphere may have an impact on student success. In the end, all educational institutions should be centered on student accomplishment. Therefore, it's critical to recognize administrator leadership philosophies that foster a healthy education institution atmosphere if an administrator indirectly influences student accomplishment via educational institution climate.

In this research, 400 employees from different higher education institutions in Israel were surveyed using both interviews and questionnaires. The participants provided their opinions on the way their leadership models, the art of management, affect the culture of institutes in response to open-ended questions. To determine the administrator leadership styles that have an impact on the culture of the educational institutions, the data were evaluated using the qualitative technique. The study's results could serve as a teaching tool for administrators, instructors, and additional administrators who want to become administrators. The fundamentals of construction might also utilize all results to gauge and make an assessment of their influence on the environment of the institution.

The environment of an educational institution, or the "feel" (Berkovich, 2018) that permeates anything associated with occurrence there, greatly impacts both the effectiveness of the instructors and the academic attainment of the students. Pressure to raise student performance has considerably grown because of the fact that Compulsory Education Law. Good education institutions are typically linked to strong leadership, positive education institution culture, and effective education. Effective education institution leadership, according to (Arar & Massry-Herzllah, 2016), significantly raises student success. The capacity of a business to address all problems, such as the requirement to gain a competitive edge, promote ethical conduct, and fairly manage a varied and inclusive workforce equally, is increased by effective leadership (Berkovich, 2018).

Because of this, it is essential that fundamental precepts establish governance philosophies that improve the Institute's atmosphere. This ultimately led to aid in complying with State Educational Law's requirements. As a consequence, these leadership philosophies may eventually result in an improved atmosphere in education institutions, enhanced staff job satisfaction, and higher levels of student accomplishment in education institutions located in Israel (Arar & Nasra , 2019).

2. Problem Statement

Almost every education institution system in Israel discussed how administrators should lead. Their ability to lead is a key factor. There are a number of theoretical frameworks that give potential explanations for how administrators run their educational institutions (Shaked H. , 2022). Some of these ideas may not be discussed during leadership development programs in education institution systems. Therefore, research that carefully examines leadership ideas and patterns might show how administrators need to lead.

The educational institution's atmosphere is created by the administrator. (Arar & Bar-Am, 2016), who has worked as a teacher in a variety of settings including education institutions and nations, has occasionally seen a shift in an education institution's culture quickly after a new administrator has taken over. Some kids start to have a more positive attitude about the educational institution and their work, while some instructors strive harder to live up to the expectations and standards of the new administrator. By the end of the education institution year, pupils' conduct and the academic performance had significantly improved as a result of the new administrator's influence.

Leadership in administrators and the educational institution atmosphere are correlated. (Taun, Zagalaz-Sánchez, & Chacón-Cuberos , 2022) discovered that the manner in which an administrator exercises leadership has an effect on the institute's culture and is crucial to both staff and student happiness. Other studies have shown the leadership of the administrator has had the greatest impact on improving or modifying the environment of an educational institution (Skedsmo & Huber, 2021; Accariya & Khalil, 2016).

The instructors work hard to achieve the objectives of the educational institution, going above and beyond the norm of responsibility. In certain other circumstances, the

situation is just the reverse, to the point where parents and other stakeholders who are utterly unhappy with the way the education institution is performing demand that the administrator be replaced. According to research that supports this assertion, the administrator has the power to improve or demolish an education institution's culture (Arar, Haj, Abramovitz, & Oplatka, 2016). They note that the administrator's personality is reflected in numerous ways in the education institution atmosphere.

Although, rather than focusing on associate administrators, other research on the major sorts of leadership affect institute atmosphere instead mainly considers lecturers' perceptions. Studies by (Masry-Herzallah & Da'as, 2020) and (Arar & Bar-Am, 2016), for instance, discovered that instructors' views have been crucial within the context of determining those main leadership qualities that had an influence over the institute environment along with the motivation and contentment of the teaching staff.

The material that is currently available suggests that students are involved in a range of disciplinary issues. For instance, data indicates that a sizeable proportion of students experience bullying, hostility, or victimization (Zaborskis, Ilionsky, Tesler, & Heinz, 2018). Researchers and academics agree that aggressive behavior or any sort of violence in the classroom can hinder learning since it significantly impacts students' emotional well-being, lowers academic success, and raises dropout rates. In addition, several researchers have discovered that sexual assault occurs often in education institutions (Sigad & Tener, 2020). Additionally, research demonstrate that a significant number of adolescents report having been the victim of sexual harassment, either by classmates or education institution staff (Sigad & Tener, 2020).

3. Literature review

It is essential for administrators and administration members to get aware of different selections of leadership styles or actions that might improve the atmosphere at their respective education institutions. In addition, administrators should recognize and encourage the styles and actions that associate administrators consider to have a beneficial effect on the environment of the educational institution. These styles and behaviors are referred to as "best practices." It is crucial to evaluate the opinions of associate administrators since they are presented with comparable challenges as those administrators. This

The literature on management and organizations is replete with descriptions of many styles of leadership, (Sample & Bennis, 2003). When considering the qualities of effective leaders, there are a few traits that are universal, regardless of the leadership style: a deep sense of autonomy and individual beliefs, connection and empathy skills, the capacity to inspire and influence others, a feeling of ambition, the capacity to set objectives and plan, personality, effective communication skills (especially verbal and negotiation skills), and the capacity to inspire and influence others. These traits are all essential in order to be an effective leader (Nutov, Gilad-Hai, & Maskit, 2021).

In a survey of academic research on leadership, (Arar & Nasra , 2019) and (Masry-Herzallah & Da'as, 2020) found indicating the existence of a large diversity of alternative hypothetical methods to shed light on the intricacies of the manner of management. It is essential to determine whether or not leadership styles are only founded on theory, even though the primary emphasis of this research will be on how associate administrators see the ways in which the management sorts of administrators affect the atmosphere of the institute. In addition, prospective education institution leaders may use theoretical views as a roadmap to drive their professional development as they investigate the information and abilities necessary to manage an institute.

Conceptual presumptions and suppositions have the potential to influence management in reality. For instance, the Trait Theory (McCall & Lombardo, 1983) proposes that individuals possess from birth specific management abilities that cause them to be excellent representatives. This theory claims that these qualities are inherited. In addition, effective leaders are those who possess a certain set of characteristics that work well together. The Contingency Theory proposes that the capacity of a leader to lead is contingent on a range of situational elements, such as the chosen style of the leader, the behaviors and skills of followers, as well as a number of other situational factors, and that this ability varies from situation to scenario. Specifically, the theory suggests that a representative's ability to lead is contingent upon the following:

According to the theory of situational leadership, leaders may become successful in many different kinds of organizational contexts encompassing a broad range of organizational responsibilities and activities (Northouse, 2007).

The Path-Goal Theory is an essential tool for explaining how leaders may drive their subordinates to cultivate an appreciation for the job they do. Nevertheless, Path-Goal Theory is based on the compatibility between the follower's conduct and the qualities of the accomplices and the job, as stated by (Northouse, 2007).

One of the most contemporary theories of leadership is known as the Transformational Theory. This theory examines the factors that cause leaders to encourage and inspire the people they lead to do great things (Northouse, 2007, pp. 176-177). It requires representatives to modify themselves according to the requirements of the people who fall inside the area that falls under their sway.

Leaders who transform their organizations are believed to be movers and shakers of transformation because they have a distinct perception of the business and draw on the collective experience of individuals working there. In order to inspire other people, one must first be able to motivate them. This is the most fundamental aspect of transformational leadership. In the next chapter, we will go through the many theoretical effects of leadership in further detail.

The atmosphere or "feel" of the institution is what (Accariya & Khalil, 2016) mean when they refer to the concept of education institution climate. According to (Berkovich, 2018), the "aggregate mentality" of the institution is what makes up the education institution's atmosphere. Education institutions are like people in that they each have their own unique personalities. Furthermore, climate refers to the human environment in which the work of the administration, instructors, students, and staff is carried out. According to (Berkowitz, Moore, Astor, & Benbenishty, 2016), the atmosphere of an organization surrounds and influences everything that takes place inside it, just like the air in a room. Because of the environment as a whole, individual education institutions each have a distinct character of their own.

The management in education in Israel depicts the procedure of organizing, controlling, planning, and directing the activities of an institution by exploiting material and human resources to efficiently and effectively fulfill the teaching processes, resources, and extension work. The education institution climate of the institutions located in the Arab sector in Israel denotes the character and quality of education institutions as it is based on the arrangement of students, and the experience of education

institution employees and reproduces norms, goals, values, learning, practices, teaching, and organizational structures.

Considering the problem statement for the study, it has been observed that the majority of educational researchers have an emphasis on the performance and effectiveness of education institutions rather than reinforcing the structuring and designing of education institution climate, which is one of the prominent factors for the achievement (Rakoviti, 2022). By portraying this in mind, this study is based on the evaluation of the impact of the administrator's management style on the education institution climate. To address the significance of the study, the administrator's management style performs a crucial role in influencing the environment of the educational institution in the direction of attaining the goals of education. Administrators have the responsibility to lead the whole climate, process the operations, and develop specific concepts according to the national educational policy. Mainly, the environment of the educational institutions relies on the administrator's attitude and skills to attain the designed goals, which can be utilized in the outcome of a student and also has significance for stakeholders (Dursun, Yildiz, & Yüksel, 2022).

The atmosphere that prevails inside a certain educational institution is of the highest significance because of the significant impact it has, not only on the academic achievements of the pupils but also on the instructors. One of the advantages of having a pleasant education institution atmosphere is that it leads to higher work satisfaction for instructors (Shorosh & Berkovich, 2022). According to (Bellibas & Liu, 2016)'s research, a pleasant education institution atmosphere has been proven to have a positive correlation with measures of institute performance.

Two distinct aspects that have an impact on and contribute to the overall idea of the environment of the institute are the attributes of education institutions, including aspects of the structural construction of the building of the institution, as well as the relations that take place among students and instructors in the classroom. The idea of education institution environment may also be defined in part by factors such as the level of community support and socioeconomic standing. Nevertheless, (Berkovich, 2018) discovered that the leadership of the administrator had the most significant independent

impact on the design, structure, and organization of the education institution, in addition to the institution's purpose and the environment of the institute.

According to (Oplatka & Hemsley-Brown, 2007), these environments are almost always the product of the manner in which the administrator of the education institution leads the institution. In regard to this, (Gan & Alkaher, 2021) discovered that wholesome education institutions that encourage rigorous academic requirements, suitable management, as well as a spirit of cordiality generate an atmosphere that is more favorable for student progress and success. In spite of the fact that there is not a single definition of the education institution environment that is universally recognized, (Keetanjaly, Kadir, Luan, & Abdullah, 2019) says that education institution climate, in essence, represents a person's individual experience while attending education institution.

According to the findings of a large number of researchers, students who attend educational institutions with a more upbeat and supportive environment have greater levels of overall academic accomplishment (Marchaim, 2010). For instance, (Jäppinen, Leclerc, & Tubin, 2015) established the relations that take place between the culture of the institute and pupil accomplishment. According to (Goodstein, 2013), having a healthy educational institution atmosphere may boost student accomplishment, as well as the performance of staff members, and generate greater levels of morale.

These results are essential due to the fact that improving student performance is one of the primary goals of educational institutions. It's possible that certain parts of education institution climates will need to be adjusted for there to be a correlation between education institution environment and student accomplishment. According to (Hanson, 2004), the Restructuring of the educational system that is being implemented as part of The State Education Law (1953) is a long-term attempt to transform the culture of education institutions. Therefore, if the leadership style of an administrator may either immediately or eventually contribute to an improved atmosphere at the institute, it is safe to presume that this subject deserves more consideration in the chapter that will follow it.

The model described by (Bellibas & Liu, 2018) takes into account understanding leadership practice and how it can predict the education institution climate, especially in terms of mutual respect and violence, is complicated by factors such as the education institution's location, student composition, size, and the administrator's gender, education,

and employment status. While taking into consideration the wide variety of education institution and administrator contexts, we will be using a rigorous quantitative methodology to determine the correlation between administrators' leadership styles and the climate of their respective education institutions.

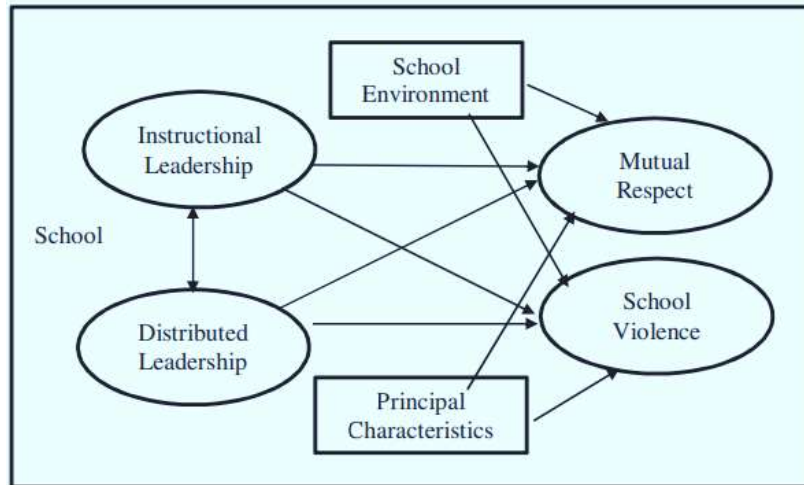


Figure 1: Administrator Leadership Types as Indices of Education institution Climate Predictors (Bellibas & Liu, 2016)

4. Significance of Study

This research is important because of the requirements that The State Education Law (1953) places to encourage institutes and governments to raise the level of academic success among pupils and to bridge the disparity in academic accomplishment that exists between various children in institutions in Israel. It is possible that the findings of this research will provide significant insight to administrators, and administration staff, as well as faculty members into the many methods by which the management style of an administrator might affect the atmosphere of an education institution.

The findings of this research might persuade administrators to do self-evaluations of unique approaches to leadership in an effort to improve the atmosphere of their education institutions. It is possible for administrators to utilize the findings from this research as a guide to aid them in the process of developing their own leadership styles.

In addition, lecturers who aspire to become administrators may utilize these data to get familiar with the subject matter of different types of management that is characterized by a beneficial influence on the atmosphere of the education institution.

5. Results:

According to the data shown in Figure 2 below, the majority of lecturers had the impression that the styles of leadership of their institute is authoritarian, with the average being just highest among all other judgments (3.52). A large gap can also be shown, according to the results of the one-sample test, between the perspectives held by the four educators about the styles of leadership.

The transactional leadership style is rated the smallest by lecturers (1.90), which indicates that it does not distinguish the leadership at the education institution. The transformational leadership style, on the other hand, is rated the highest (1.93). The data shown in Table 1 provide a response to the primary issue that guided this investigation, which was "Does leadership style impact on the happiness of the instructors in education institutions in Israel?"

The majority of lecturers believe that their administrator exercises an authoritarian style of leadership since this is the kind that has the highest average (al-Haija, Mahamid, & Al-Gani, 2021). The results provided the study's main hypothesis, which stated that lecturers are more likely to assign an authoritarian style of management to their education institution administrator than any other leadership style.

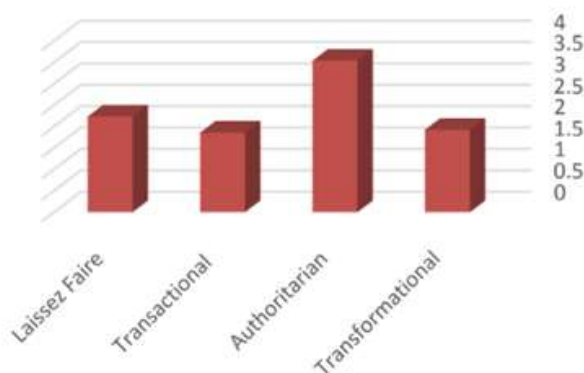


Figure 2: Lecturers' Perception of Leadership Style

Table 1 showed a considerable difference inverse connection between the satisfaction level and the authoritarian management style. Pearson found a considerable difference inverse link (-.861*) between contentment and the autocratic leadership style (al-Haija, Mahamid, & Al-Gani, 2021). The degree to which a leadership style is rigorous is directly correlated to the satisfaction level of the lecturers.

This study assumed that there is a substantial association within styles of leadership of the administrator and the degree to which instructors are satisfied with their function at the education institution where they work. In point of fact, the significant association provides support for the study hypothesis.

Moreover, according to the results a significant correlation was found between the different leadership styles and the organizational climate. A significant positive relationship was found between the Formative leadership style and the organizational climate and a significant negative correlation was found between the authoritarian leadership style and the organizational climate

	Organizational commitment	Satisfaction	organizational climate	Formative	Transactional	Authoritarian	Laissez Faire
Organizational commitment	1						
Satisfaction	.871**	1					
organizational climate	.963**	.931**	1				
Formative	.952**	.929**	.952	1			
Transactional	.908*	.946**	.792		1		
Authoritarian	-.828*	-.861*	-.873*	-.848*	.611	1	
Laissez Faire	.539	.591	.367	.554	.412	-.836*	1

Table 2: Pearson tests to investigate the degree of association between lecturers ' levels of satisfaction, styles of leadership, and other factors (al-Haija, Mahamid, & Al-Gani, 2021)

6. Discussion:

According to the Education Law in Israel (1953), "the principal is required to have the direct instruction qualities essential in order to assist pupils in meeting the demanding State student academic success criteria." Administrations are required to have certain skills in order to assist pupils in fulfilling the demanding academic requirements. It is widely believed that administrators in different education institutions possess leadership styles that are conducive to the success of their students.

The researcher is of the opinion that there will be an increase in academic accomplishment if the administrators of the education institutions whose participants are involved actively engage in the education institution of the curriculum and the lessons that are taught. The majority of respondents, on both the male and the female side, held the perception that their administrators presented as the instructional leaders for their respective education institutions. This was not due to the fact that administrators actually oversaw all facets of curriculum and instruction; rather, it was because administrators aided others in the execution of tasks linked to the curriculum and teaching while also delegating these responsibilities. According to (Shaked H. , 2019), the duty of instructional leadership could be split between the administrator and one or more additional educational leaders.

According to (Shaked, Benoliel, & Hallinger, 2020), instructional leadership is characterized by a set of particular characteristics, such as modeling successful teaching and seeking the views of others. Most crucially, administrators that display instructional supervision styles are able to elicit a higher level of dedication and satisfaction from their faculty members, in addition to cultivating an environment that promotes trust, risk-taking, and cooperation (Shaked H. , 2021). This is because these administrators create an environment in which trust, risk, and collaboration are encouraged.

7. Conclusions

The manners of administration that administrators choose to implement are a significant factor in whether or not their institutions are successful in meeting the many requirements imposed by federal, state, and local governments. Even more crucially, the manners in which administrators lead have a significant impact on the general atmosphere of their institution.

The results of this research showed that education institution leadership philosophies administrators, as assessed by their assistant administrators, had a significant impact on the atmosphere of the education institutions they oversaw. These styles of leadership had an impact on how the curriculum was carried out, how a secure

and peaceful education institution environment was created, how connections were formed, how student success was raised, and how future leaders were developed.

The overall environment of the education institutions was influenced by a number of various behaviors shown by the administrators, such as taking responsibility to carry out the curriculum and embracing the duty of acting as an instructional leader. The majority of administrations who participated in this survey demonstrated instructional leadership characteristics. These behaviors included understanding the curriculum and assessment processes, as well as being personally engaged in the program's implementation.

References

- Accariya, Z., & Khalil, M. (2016). The Relations between Management Style, Work Motivation and Feeling of Stress among the Arab School Community. *Creative Education*, 7(14). doi:10.4236/ce.2016.714201
- al-Haija, Y. F., Mahamid, H., & Al-Gani, Y. M. (2021). The Impact of Leadership Style on Science and Mathematics Teachers' Satisfaction in Palestinian Arab Society's Schools in Israel. *Linguistica Antverpiensia*, 1, 2485 - 2507.
- Arar, K. H., & Massry-Herzllah, A. (2016). Motivation to teach: the case of Arab teachers in. *Educational Studies*, 42(1), 19-35. doi:10.1080/03055698.2015.1127136
- Arar, K., & Nasra, M. A. (2019). Leadership style, occupational perception and organizational citizenship behavior in the Arab education system in Israel. *Journal of Educational Administration*, 57(1), 101-116. doi:10.1108/JEA-08-2017-0094
- Bellibas, M. S., & Liu, Y. (2018). The effects of principals' perceived instructional and distributed leadership practices on their perceptions of school climate. *International Journal of Leadership in Education*, 21(2). doi:10.1080/13603124.2016.1147608
- Berkovich, I. (2018, July 26). When the going gets tough: Schools in challenging circumstances and the effectiveness of principals' leadership styles. *Journal of Community & Applied Social Psychology*, 28(5), 348-364. doi:10.1002/casp.2372
- Berkowitz, R., Moore, H., Astor, R. A., & Benbenishty, R. (2016). A Research Synthesis of the Associations Between Socioeconomic Background, Inequality, School Climate, and Academic Achievement. *Review of Educational Research*, 1-45. doi:10.3102/0034654316669821
- Dursun, İ. E., Yildiz, B. B., & Yüksel, S. (2022, May). The Effect of School Principals' Critical Leadership Behaviors on School Climate According to Teacher Perceptions. *OPUS Uluslararası Toplum Araştırmaları Dergisi*, 19(47), 528-537. doi:10.26466/opusjsr.1098233
- Gan, D., & Alkaher, I. (2021). School staff perceptions on education for sustainability and sense of community as reflected in an elementary school culture in Israel. *Environmental Education Research*. doi:10.1080/13504622.2021.1892030
- Hanson, J. A. (2004). Missouri's Religious Freedom Restoration Act: A New Approach to the Cause of Conscience. *Missouri Law Review*, 69(3). Retrieved December 2022, from <https://scholarship.law.missouri.edu/cgi/viewcontent.cgi?article=3592&context=mlr>
- Jäppinen, A.-K., Leclerc, M., & Tubin, D. (2015, July 14). Collaborativeness as the core of professional learning communities beyond culture and context: evidence from Canada,

- Finland, and Israel. *School Effectiveness and School Improvement*, 27(3), 315-332. doi:10.1080/09243453.2015.1067235
- Kalkan, Ü., Aksal, F. A., Gazi, Z. A., Atasoy, R., & Dağlı, G. (2020, January 24). The Relationship Between School Administrators' Leadership Styles, School Culture, and Organizational Image. *SAGE Open*, 10(1). doi:10.1177/2158244020902081
- Keetanjaly, A., Kadir, S. A., Luan, W. S., & Abdullah, A. (2019, April 17). The role of creativity in principals' leadership practices towards parental involvement: The mediating role of school practices and school climate. *International Journal of Educational Management*, 33(6), 1352-1365. doi:10.1108/IJEM-11-2018-0348
- McCall, M. W., & Lombardo, M. M. (1983). What Makes a Top Executive. *Psychology Today*. Retrieved December 2022, from https://ca146.cap.gov/media/documents/What_Makes_A_Top_Executive_9D2D389F905D5.pdf
- Marchaim, U. (2010, December 13). High-school student research at Migal science institute in Israel. *Journal of Biological Education*, 35(4), 178-182. doi:10.1080/00219266.2001.9655774
- Masry-Herzallah, A., & Da'as, R. (2020, December 17). Cultural values, school innovative climate and organizational affective commitment: a study of Israeli teachers. *International Journal of Educational Management*, 35(2), 496-512. doi:10.1108/IJEM-06-2020-0302
- Northouse, P. G. (2007). *Leadership theory and practice* (4th ed.). Sage Publications, Inc. Retrieved December 2022, from <https://psycnet.apa.org/record/2006-21567-000>
- Nutov, L., Gilad-Hai, S., & Maskit, D. (2021). Complementary Assessment In Teacher And School Leadership Training: Necessity, Conceptualization And Validation. *Studies in Educational Evaluation*, 71. Retrieved December 2022, from <https://www.sciencedirect.com/science/article/abs/pii/S0191491X21000961>
- Oplatka, I., & Hemsley-Brown, J. (2007). The incorporation of market orientation in the school culture An essential aspect of school marketing. *International Journal of Educational Management*, 21(4). doi:10.1108/09513540710749519
- Rakoviti, C. (2022). Gender Gaps: Women In Leadership In Education And The Barriers. *4th International Conference on Management of Educational Units ICOMEU 2022*. Thessaloniki. Retrieved December 2022, from icomeu.gr/BoA_ICOMEU%202022.pdf
- Sample, S. B., & Bennis, W. (2003, April 2). *The Contrarian's Guide to Leadership* (1st ed.). Jossey-Bass. Retrieved December 2022, from <https://www.amazon.com/Contrarians-Guide-Leadership-Steven-Sample/dp/0787967076>
- Shaked, H. (2021, September 02). How Clan Culture Impairs Functions of Instructional Leadership: The Case of Israel. *Leadership and Policy in Schools*. doi:10.1080/15700763.2021.1966048
- Shorosh, S., & Berkovich, I. (2022). The Relationships Between Workgroup Emotional Climate And Teachers' Burnout And Coping Style. *Research Papers in Education*, 37(2), 182-198. doi:10.1080/02671522.2020.1836516
- Sigad, L. I., & Tener, D. (2020, December 23). Trapped in a Maze: Arab Teachers in Israel Facing Child Sexual Abuse Among Their Pupils. *Journal of Interpersonal Violence*, 37(11-12). doi:10.1177/0886260520983278
- Skedsmo, G., & Huber, S. G. (2021). Data, indicators, and feedback in education. *Educational Assessment, Evaluation and Accountability*, 33, 251-254. doi:10.1007/s11092-021-09362-y
- Taun, K., Zagalaz-Sánchez, L., & Chacón-Cuberos, R. (2022). Management Skills and Styles of School Principals during the COVID-19 Pandemic. *Education Sciences*, 12(11). doi:10.3390/educsci12110794

- Velarde, J. M., Ghani, M. F., Adams, D., & Cheah, J.-H. (2020, July). Towards a healthy school climate: The mediating effect of transformational leadership on cultural intelligence and organisational health. *Educational Management Administration & Leadership*, 50(1), 1–22. doi:10.1177/1741143220937311
- Zaborskis, A., Ilionsky, G., Tesler, R., & Heinz, A. (2018, August 15). The Association Between Cyberbullying, School Bullying, and Suicidality Among Adolescents. *Crisis*, 40(2), 100–114. doi:10.1027/0227-5910/a000536

© GSJ