

WEST UNIVERSITY OF TIMISOARA



Doctoral School Of Economics And Business Administration

**THE INFLUENCE OF SCHOOL LEADERSHIP STYLES ON
SCHOOL CULTURE IN ARAB SCHOOLS IN HAIFA DISTRICT**

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Abstract

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Abstract

This research is conducted to study the effect of school leadership styles on the school culture in Arab high schools in the Haifa District. Further, the research studies the role of leadership styles in two kinds of schools: schools with high rate of students' achievement and schools with low rate of students' results. The dominating leadership style was found to be correlated with the organizational culture of the schools. The leadership styles analyzed in this research were identified by reviewing the most relevant and recent academic literature. Moreover, a statistical analysis of the data was properly done to identify its influence on the type of culture and on the rate of students' achievement in the Arab high schools from the Haifa district

The study investigates whether the school principal embraces specific leadership style of transformational, transactional, laissez-faire, and if the leadership style of the school principal has an influence on school culture.

To examine aspects of the dominant organizational culture types which exist in Arab secondary schools in the Haifa District, the widely used Cameron & Quinn model of "The Competing Values Framework (CVF)" was chosen to study their organizational culture. A quantitative research approach, including a survey questionnaire of 162 school teachers and a qualitative approach using interviews with several stakeholders (8 school principals, 7 school inspectors, 9 parents presidents of the school council), was adopted. Descriptive statistics were utilized to present the main characteristics of the sample, the information gained in relation to the leadership, and the profiles of leadership's types.

The sample of this study consists of the school principals, teachers, school inspectors, and the presidents of the parents' council of the Arab high schools in Haifa district. The sample has included 8 Arab High schools in Haifa district, 4 schools has rated as "High", and 4 schools rated as "Low".

The study indicated that there are several factors that affect the leadership style inside the schools, such as the job titles and positions, experience and education levels. The study also validated that there are differences in the leadership styles followed in both types of researched schools and that these differences affect the school culture, and therefore, affect their rating.

Thesis Structure

Introduction: The purpose of the introductory chapter is to provide the background to the study and to provide a justification for pursuing the issue of the connection between leadership styles and school culture. The research problem, research goal, objectives, and main research question are defined in this chapter, in addition to the need for research, its framework, and its contributions to knowledge. Next, a brief reference is made to the research methodology (quantitative and qualitative). It outlines the structure of the study aims to investigate the school principal leadership styles, and if the leadership style of school principals has an influence on the school's culture in Arab high schools in Haifa district, and also how leadership styles influence the motivation and satisfaction of the teachers. It uses the Quinn Model to identify the four types of school culture (Clan Market, Adhocracy and Hierarchy) to identify the dominant culture type in schools with a high rate and in schools with a low rate of academic achievement from the Haifa district.

Chapter 1: This chapter contains two main parts related to leadership. The first part discusses the historical factors as well as those relating to the educational leadership, motivation, motivation theory related to achievement, satisfaction with the educational work, and then proceeds to discuss school and class climate and academic achievement. The second part is the critical review of the literature about leadership style. This part gives an overview of school's leadership style models (Transactional Leadership, Transformational Leadership, Laissez-Faire Leadership), the effectiveness of school's leadership styles, the Competing Values Framework (CVF), the Quinn management roles, and the competencies to perform these leadership roles.

Chapter 2: It contains the review of the literature on organizational culture as the central component of an organization according to the McKinsey 7S model, which includes the following: definitions of organization, definitions of corporate culture, the key components of the corporate culture, organizational values, and organizational climate. This chapter is also discussing historical as well as several related factors to the Arab and Jewish sector in education in Israel. It starts with the difference between the Arab and Jewish sector in education, twelfth grade students and those eligible for a matriculation certificate, high school curriculum, and ending with analyzing the education the Arab sector in Israel. It also includes several issues about the management of educational institutions, mainly high schools.

Chapter 3: The rationale of this chapter is to discuss the research methodology used by the researcher. The aim was to describe the process behind the methods that have been adopted to collect and analyze the research data. At the beginning of this chapter the research questions are presented. Next, a discussion of the research methodology was provided, also including the questionnaire design. This was followed by the description of the participants of the study and of the research tools and procedures employed.

This research used both qualitative and quantitative approaches to investigate the main leadership styles, whether the principals' leadership has an effect on the school culture in Arab high schools in the Haifa district, and how the leadership styles influence the motivation and job satisfaction of teachers.

The quantitative research sample consisted of 8 schools (4 of them are from the schools with high rate, and the other 4 are from the schools with low rate). 162 teachers (81 teachers from schools with high rate, and 81 teachers from the schools with low rate) have completed the research questionnaire for teachers and 8 school principals (4 principals from schools with high rate, and 4 principals from the schools with low rate) answered to the questionnaire for school principals.

The qualitative research sample was made of 8 school principals, 7 school inspectors, and 9 presidents of the parent's council to study the influence of the leadership style that the principal use on the school's culture. The data collected was analyzed by relevant themes for the research.

The study adopted the exploratory research approach to research the impact of the three school leadership styles (transformational, transactional, laissez-faire leadership style) on the school culture: (Clan culture, Hierarchy culture, Adhocracy culture, Market culture) in the Arab high schools in Haifa district. It has also explored the effects of the leadership style of the school principals (transformational, transactional, and laissez-faire) on the motivation and on the job satisfaction of teachers in schools with a high rate and in schools with a low rate. The research model is presented in Figure 1, below.

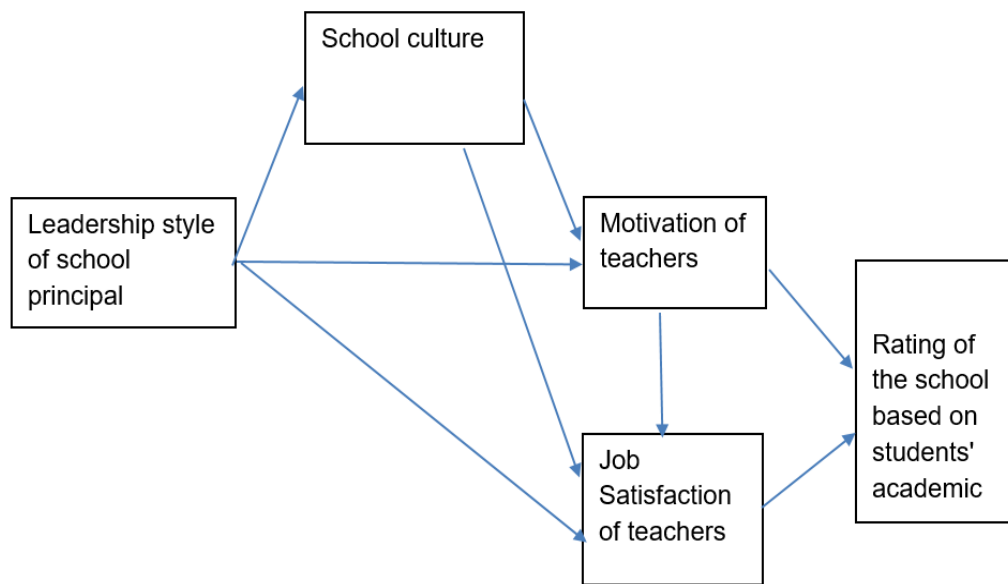


Figure 1. The research model

The researcher has formulated 24 hypotheses, 12 hypotheses for low-rate high schools and 12 hypotheses for high-rate high schools from the Haifa district, related to the correlations between the leadership styles of school principals and the four types of organizational culture according to the Quinn model. Second, the researcher has formulated an additional 24 hypotheses related to the correlation between the leadership styles of school principals and the motivation of teachers and the job satisfaction of teachers, 12 for the schools with low rate and 12 for the schools with high rate of academic achievement.

Chapter 4: Presents the results of the quantitative survey of teachers: the respondents' profile in general, followed by the presentation of the dominating leadership style of school principals, and the use of school leadership styles in Haifa district. Validation or rejection of formulated HOW MANY hypotheses are also presented. The chapter is also presenting the leadership roles of school principals perceived by teachers from low and high rate high schools from the Haifa district, and the cultural profiles of low and high rate schools according to Cameron & Quinn Competing Values Framework. The comparative results about the score for each type of culture are presented in table 1, below.

Table 1. Comparative results about the types of school culture in high rate and low rate schools between teachers and school principal's opinions

Nr crt	Type of culture	High rating school principals	High rating school teachers	Gap	Low rating schools Principals	Low rating school teachers	Gap
1	Clan	3,5	3,53	-0,03	3,42	2,18	+1,24
2	Hierarchy	2,87	2,96	-0,09	3,29	2,48	+0,81
3	Market	3,42	2,90	+0,52	3,03	2,90	+0,13
4	Adhocracy	2,87	3,22	+0,35	2,41	2,26	+0,15

In the case of high rated schools, the opinion about the clan and the hierarchy type are similar. However, the results differ for the type of Market where the gap is +0,52 indicating that teachers from the high rated school perceive the organizational culture as less Market type, than school principals, meaning that in the teacher's opinion these schools are less results-oriented, they are less focused on accomplishing their tasks.

In the case of the Adhocracy type of school culture the gap between school principals and teachers is (-0,35), indicating that teachers from the high rated school perceive the organizational culture as more Adhocracy type, meaning that the school encourages creativity and experimentation because it wants to have the best results for their students.

Chapter 5: discusses the results of the research in terms of the research aim and objectives. In this chapter the differences between the samples of the research were highlighted and several conclusions, recommendations for school principals and future research directions are formulated.

The study attempts to fill a part of the gap in the literature by identifying the intensity of different types of organizational culture in schools within the in the Arab High Schools in Haifa District, using the Quinn model.

The high rated school have a culture profile according to their school principals' opinion dominated by the clan type of culture, and market culture, and less intensive the hierarchy culture and adhocracy culture. This means that if you want your school to be highly rated the school principal should begin the process of changing the culture of the school.

The researcher explored the relationships between leadership styles of school principals and the type of school culture. The results showed that there is a good and strong relationship between transformational leadership and the school culture. These results support the previous results of the former research conducted previously. It is validated that transformational leadership would be more open to the reforms directed at the sustainability of the institutional structure of the educational institutions. Was also found that the use of transactional leadership resulted in a positive school culture as rated by teachers.

The results of this research have shown that the dominated leadership style in the high rated schools was the Relating to people style (3.53) mean, standard deviation (0.66), which is well-known for its flexibility and discretion. However, the dominating leadership style in schools with low rate was the Producing results style, which is known for its external focus and differentiation.

Transactional leadership seems to have a positive relationship between with the motivation of teachers but less than the transformational leadership style for meeting the current expectancy of being open to reforms and innovations, the motivation of the employees with punishment and reward, and promoting team spirit by school principals. The study found that even in the same district the cultural profiles of schools were different, when previous studies found that different districts have the different organizational culture type

The researcher concludes that the leadership profile of the school principal in the case of highly rated Arab schools in the Haifa District is a harmonious mix. First, the school principal is a mentor (orientation towards his people in the school). Next, he is a director and a producer, meaning that he is above average oriented to producing tangible results at school level, team level and teacher's level). He is also, equally, a monitor and a coordinator, indicating that he is above average oriented to management eh school processes and also maintaining the stability of the school. Finally, the school principal is also an average innovator and broker, meaning that he is leading change, when needed, and bringing in additional resources from various stakeholders of the school.

The results of this combination of leadership roles in use by school principals is observed in the highly rated school and it can be considered as a recipe for a school to improve its performance and be a highly rated school.

The researcher concludes that the leadership profile of the school principal in the case of low rated Arab schools in the Haifa District is a harmonious mix. First, the school principal is a coordinator, with a quite strong orientation towards "managing the processes" of the school, focusing on the internal environment of the school by organizing and coordinating the activities and efforts of their employees, mainly teachers, across the school and on controlling its activities. Second, the school principal leadership role is mentor and a facilitator meaning that he is above average oriented towards the people working in the school, creating opportunities for personal development and professional training, building cohesion, teamwork, involving teachers in the decision making, Next, the school principal role is producer and director meaning that he is about average oriented towards the school producing results, working productively in his job, being interested in the well-functioning of the school,. He is performing the management the school and is responsible for developing and maintaining a good effective relationship with the important stakeholders of the school. The lowest score is for the role of monitor focused on managing the internal processes of the school, knowing, and controlling what is happening and if the teachers are complying with regulations and norms of the school.

In conclusion, there are very different profiles between the leadership styles of school principals in school with a high rated and the schools that are low rated academically.

Table 2: Comparison of hypotheses related to the correlations between the leadership styles of school principals and the types of culture in low-rate and high-rate high schools.

Hypotheses about Low-rate high schools	Validated/ Rejected	Hypotheses about High-rate high schools	Validated / rejected
Hypothesis H1. There is a relationship at $\alpha=0.05$ between transformational leadership style and the clan type of culture in low-rate high school in the Haifa district.	Validated Very weak Positive	Hypothesis H2. There is a relationship at $\alpha=0.05$ between transformational leadership style and the clan type of culture in high-rate high school in the Haifa district.	Rejected Not significant Positive
Hypothesis H3. There is a relationship at $\alpha=0.05$ between transactional leadership style of the school principal and the clan type of culture in low rate high school in the Haifa district.	Validated Very weak Negative	Hypothesis 5. There is a relationship at $\alpha=0.05$ between transactional leadership style of the school principal and the clan type of culture in high rate high school in the Haifa district.	Rejected Not significant Negative
Hypothesis H5. There is a relationship at $\alpha=0.05$ between laissez-faire leadership style of the school principal and the clan type of culture in low rate high school in the Haifa district.	Rejected Not significant Positive	Hypothesis H6. There is a relationship at $\alpha=0.05$ between laissez-faire leadership style of the school principal and the clan type of culture in high rate high school in the Haifa district.	Rejected Not significant Positive
Hypothesis H7. There is a significant relationship at $\alpha=0.05$ between transformational leadership style of the school principal and the market type of culture in low rate high school in the Haifa district.	Validated Very weak Negative	Hypothesis H8. There is a significant relationship at $\alpha=0.05$ between transformational leadership style of the school principal and the market type of culture in low rate high school in the Haifa district.	Rejected Not significant Positive
Hypothesis H9. There is a significant relationship at $\alpha=0.05$ between the transactional leadership style of the school principal and the market type of culture in low rate high school in the Haifa district.	Rejected Not significant Negative	Hypothesis H10. There is a significant relationship at $\alpha=0.05$ between the transactional leadership style of the school principal and the market type of culture in high rate high school in the Haifa district.	Validated Weak Positive
Hypothesis H11. There was is a significant relationship at $\alpha=0.05$ between laissez-faire leadership style of the school principal and the	Validated Very weak Positive	Hypothesis H12. There was is a significant relationship at $\alpha=0.05$ between laissez-faire leadership style of the school	Rejected Not significant Positive

market type of culture in low rate high schools in the Haifa district.		principal and the market type of culture in high rate high schools in the Haifa district.	
Hypothesis H13. There is a significant relationship at $\alpha=0.05$ between transformational leadership style and the hierarchy type of culture in low-rate high school in the Haifa district.	Rejected Not significant Positive	Hypothesis H14. There is a significant relationship at $\alpha=0.05$ between transformational leadership style and the hierarchy type of culture in high-rate high school in the Haifa district.	Rejected Not significant Positive
Hypothesis H15. There is a significant relationship at $\alpha=0.05$ between transactional leadership style and the hierarchy type of culture in low-rate high school in the Haifa district.	Rejected Not significant Negative	Hypothesis H16. There is a significant relationship at $\alpha=0.05$ between transactional leadership style and the hierarchy type of culture in high-rate high school in the Haifa district.	Validated Average Positive
Hypothesis H17. There is a significant relationship at $\alpha=0.05$ between laissez-faire leadership style and the hierarchy type of culture in low-rate high school in the Haifa district.	Validated Very weak Negative	Hypothesis H18. There is a significant relationship at $\alpha=0.05$ between laissez-faire leadership style and the hierarchy type of culture in high-rate high school in the Haifa district	Validated Very weak Negative
Hypothesis H19. There is a significant relationship at $\alpha=0.05$ between transformational leadership style and the adhocracy type of culture in low-rate high school in the Haifa district.	Rejected Not significant Negative	Hypothesis H20. There is a significant relationship at $\alpha=0.05$ between transformational leadership style and the adhocracy type of culture in high rate high school in the Haifa district.	Validated Weak Positive
Hypothesis H21. There is a significant relationship at $\alpha=0.05$ between transactional leadership style and the adhocracy type of culture in low-rate high school in the Haifa district.	Rejected Not significant Negative	Hypothesis H22. There is a significant relationship at $\alpha=0.05$ between transactional leadership style and the adhocracy type of culture in high-rate high school in the Haifa district.	Rejected Not significant Negative
Hypothesis H23. There is a significant relationship at $\alpha=0.05$	Validated Weak	Hypothesis H24. There is a significant relationship at	Rejected

between laissez-faire leadership style and the adhocracy type of culture in low rate high school in the Haifa district.	Negative	$\alpha=0.05$ between laissez-faire leadership style and the adhocracy type of culture in high-rate high school in the Haifa district.	Not significant Negative
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In the case of high-rated high schools, the results indicate that the mix of leadership styles used by school principals (see Table 4.45) has no influence on the clan culture in their school. The researcher consider this to be the result of the dominance of the positive aspects of the clan culture which is the dominant type of culture in high rated high schools, with the score += 3.58 (see table 4.45). Is should be also mentioned the fact that clan culture is also characteristic to Arab culture and thus is accepted as the norm by teachers.

In the case of low rate schools, the results about the influence of the leadership styles of school principals on the market type of culture indicate that the mix of leadership styles used by school principals has a combined influence on the market culture in low rate schools. While the transformational style has a weak and negative influence on the market type of culture ($r = -0.104$) in low rate high schools, thus reducing its intensity. Also, the laissez-faire leadership style has a very weak and positive influence ($r = 0.123$) on the market culture in low-rate high schools, meaning that more the school principals practice the laissez-faire style the more intense is the market type of culture in low rate schools. These explain the fact that in low rate schools, the market type of culture is perceived as average intensity by the teachers (mean score = 2,90), being the highest score in the case of low rate schools.

The main conclusion based on the previous results is that the mix of leadership styles practiced by school principals influence the intensity of the four types of school culture in the existing culture both in low rate and in high rate schools. Based on the mostly weak correlations the researcher has identified and not statistically significant other tested correlations the researcher concludes that the leadership style has a small influence on the type of culture.

The results of the interviews with presidents of the parents' councils showed that the parents' participation is beneficial in informing them of the school's needs. And keep them informed of students' achievement and the educational process in the school. This may result in parents feeling a sense of belonging to the school and helping the administration and the staff of teachers in the work process inside the school.

Second, the study presents the conclusions about the 24 hypotheses related to the impact of the three school leadership styles (transformational, transactional, laissez-faire leadership style) on the motivation and work satisfaction of teachers formulated by the researcher based on the literature review, presented in Table 3, below. The research has validated 5 hypotheses, has partially validated 3 hypotheses, and has rejected 16 hypotheses.

The researcher has formulated 12 hypotheses for the situation of high rated Arab high schools from the Haifa district (hypotheses H1 to H12). 4 hypotheses were validated (H1, H2, H3, and H7) 2 were partially validated (H8 and H12) and 6 hypotheses were rejected (H4, H5, H6, H9, H10 and H11).The

researcher has also formulated 12 hypotheses for the situation of low rated Arab high schools from the Haifa district (hypotheses H13 to H24). 1 hypothesis was validated (H19), 1 was partially validated (H20) and 10 hypotheses were rejected (H13, H14, H15, H16, H17, H18, H21, H22, H23 and H24).

Table 3. The synthesis of the formulated hypothesis and their validation status

No	Content of the hypothesis	Status	Correlation strength
H1	There is a positive relationship between transformational leadership style and Motivation of teachers and job satisfaction of teachers in the high rated Arab High Schools in Haifa District	Validated	Average
H2	There is a positive relationship between transformational leadership style and job satisfaction of teachers in the high rated Arab High Schools in Haifa District	Validated	Average
H3	There is a positive correlation between the Transactional Leadership style and Motivation of teachers in the high rated Arab High Schools in Haifa District	Validated	Strong
H4	There is a positive correlation between the Transactional Leadership style and Job satisfaction of teachers in the high rated Arab High Schools in Haifa District	Rejected	
H5	There is a negative correlation between the laissez-faire leadership style and motivation of teachers in the high rated Arab High Schools in Haifa District	Rejected	Negative
H6	There is a negative correlation between the laissez-faire leadership style and the job satisfaction of teachers in the high rated Arab High Schools in Haifa District	Rejected	Negative
H7	There is a positive relationship between the motivation of teachers and the job satisfaction of teachers in the high rated Arab High Schools in Haifa District	Validated	Average
H8	There are significant differences related to the school principal leadership styles, the motivation and the job satisfaction of teachers in the high rated Arab high schools in Haifa District according to the Gender.	Partially validated	
H9	There are significant differences related to the school principal leadership styles, the motivation and the job satisfaction of teachers in the high rated Arab high schools in Haifa District according to the qualification.	Rejected	
H10	There are significant differences at $\alpha=0.05$ related to the school principal leadership styles, the motivation and the job satisfaction of teachers in the high rated Arab high schools in Haifa District according to age.	Rejected	

H11	There are significant differences at $\alpha=0.05$ related to the school principal leadership styles, the motivation, and the job satisfaction of teachers in the high rated Arab high schools in Haifa District according to the number of years worked as a teacher in the same school.	Rejected	
H12	There are significant differences at $\alpha=0.05$ related to the school principal leadership styles, the motivation, and the job satisfaction of teachers in the high rated Arab high schools in Haifa District according to the years of Experience.	Partially validated	
H13	There is a positive relationship between transformational leadership style and the motivation of teachers in the low rated Arab high schools in Haifa District	Rejected	
H14	There is a positive relationship between transformational leadership style and the job satisfaction of teachers in the low rated Arab high schools in Haifa District	Rejected	
H15	There is a negative correlation between the Transactional Leadership style and Motivation of teachers in the low rated Arab high schools in Haifa District	Rejected	
H16	There is a negative correlation between the Transactional Leadership style and Job satisfaction of teachers in the low rated Arab high schools in Haifa District	Rejected	
H17	There is a negative correlation between the laissez-faire leadership style and motivation of teachers in the low rated Arab high schools in Haifa District	Rejected	
H18	There is a negative correlation between the laissez-faire leadership style and the job satisfaction of teachers in the low rated Arab high schools in Haifa District	Rejected	
H19	There is a positive relationship between the motivation of teachers and the job satisfaction of teachers in the low rated Arab high schools in Haifa District	Validated	
H20	There are significant differences related to the school principal leadership styles, the motivation and the job satisfaction of teachers in the low rated Arab high schools in Haifa District according to the Gender.	Partially validated	
H21	There are significant differences related to the school principal leadership styles, the motivation and the job satisfaction of teachers in the low rated Arab high schools in Haifa District according to the qualification.	Rejected	
H22	There are significant differences at $\alpha=0.05$ related to the school principal leadership styles, the motivation and the job satisfaction of teachers in the low rated Arab High Schools in Haifa District according to age.	Rejected	

H23	There are significant differences at $\alpha=0.05$ related to the school principal leadership styles, the motivation, and the job satisfaction of teachers in the low rated Arab High Schools in Haifa District according to the number of years worked as a teacher in the same school.	Rejected	
H24	There are significant differences at $\alpha=0.05$ related to the school principal leadership styles, the motivation, and the job satisfaction of teachers in the low rated Arab High Schools in Haifa District according to the Years of Experience.	Rejected	

Recommendations

This section presents recommendations for improving the results of Arab high schools from the Haifa district. The following recommendations may provide additional insight into the relationships between effective school culture, principal leadership styles and student performance.

Therefore, after investigating the effect of school leadership style on the school culture in 8 Arab high schools in the Haifa District, the researcher formulates the following recommendations.

The first recommendations are to support school principals of low rated schools to plan for the change of their school culture from the current mix of culture towards the cultural profile of the school which exists currently in high rate Arab high schools. This requires the support of specialist's consultants in organizational culture development and change management, and additional financial resources and support of the school principal and the important stakeholders such as the school inspector, the parent's council, the teachers and even the students. Previous experiences indicate that this process is a difficult one, taking about two years of intense and dedicated effort from all the involved parties. However, organized and implemented in a professional manner, it could be successful and would lead finally to highly improved teaching processes in the school, to an increase of teacher's motivation and job satisfaction and to higher student's academic results.

Second recommendation is to involve all stakeholders of the school (school principal, teachers, administrative staff, parents, actors from the school environment) in the development and construction of a school culture supporting the academic achievement of students. Third, school inspectors should hold workshops and educational days for principals and teachers in both schools with high rate and schools with low rate, as this helps in providing school principals with tools that help them to achieve better results with students and with the school team. Fourth recommendation is to involve older teachers to work in workshops with the aim of facilitating and supporting them to acquire skills in line with contemporary educational methods.

Another recommendation is to promote schools with school principals using an effective mix of leadership styles and roles at the local and at the district level, as this play a major role in encouraging other school principals to do the same. The fifth recommendation is to encourage the participation of teachers from schools in the Haifa district in the "Guests and Hosts" program, which is held every year

by the Israeli Ministry of Education. Related to the previous recommendation is to ensure the possibility of hosting secondary schools in the Jewish community, too.

The researcher recommends also to establish a committee consisting of a school principal, deputy director, teachers, director of an education department at a local council, a school inspector, and a president of parent council to plan an annual program for the school before the start of the school year, with the aim of shedding light on projects and on what must be accomplished. This program should include the following: program description, accomplishment process the required budget, if necessary. The program should determine the start and end dates of the project on the project Gantt chart, delegating responsible people from among the school's members to properly perform and monitor the program's passage and to provide immediate feedback, in order to benefit from mistakes and learn how to handle the matter in the future.

The next recommendation is to include among the programs that must be planned of programs that highlight the promotion of students' self-values such as responsibility, development of self-skills, human development. Also, of programs focused on enhancing the student's social values, such as respect for others, respect for their differences, tolerance, assistance and providing a helping hand to others.

The researcher recommends taking advantage of professional development courses that are freely offered by the Ministry of Education for the teachers. Then, assign a teacher to be responsible for bringing such courses within the school, so other teachers don't have to go to the educational centers to attend the courses. School principals are recommended to enhancing the relationships between the school staff and parents by holding continuous meetings with them and ensuring their participation in the development process, the school plans, the non-educational activities and in the school celebrations.

A highly important recommendation is to provide professional development courses for school employees and head teachers in the school that aim to develop their skills in dealing with the work team and the students in a professional way. The researcher also recommends school principals to distribute tasks and jobs to the most qualified teachers without taking into account their personal considerations.

Another recommendation for school principals is to increase their focus on the internal needs of the school, of internal stakeholders: teachers, students and non -academic staff, and to develop human resources to a much larger extent. For example, to organize trips and social events that bring together teachers and staff to improve and strengthen the relationships between them and thus increasing the social cohesion of the school. Also, the school principal should conduct meetings with teachers about the performance appraisal program, to clarify its importance and understand the competencies, the goals and the standards of performance.

The school principal should invite representatives from universities to present, discuss and explain special courses to teachers at the master's level. They should encourage teachers in their school to complete their educational journey to obtain the master's degree especially since the Israeli Ministry of Education covers 60% of the master's costs for teachers.

The researcher recommends also providing the annually funded budget by the Ministry of Education directly to secondary schools and not giving it to the local councils. The school inspector should be responsible for monitoring that this process is done perfectly. Moreover, the school's principals should

give monthly reports to ensure that. Another recommendation is to apply the Leadership Program for the Future to all school principals who have not received the training, as well as deputies of school principals to improve school performance.

The Ministry of Education and its representatives must encourage positive competition between managers in different schools through excellence competitions in school leadership and learning projects. Also, it must ensure to set clear and specific criteria for selecting new school principals related to their abilities to manage the school and to lead teams and deal with them.

Future research directions

The first future research direction recommended by the researcher is to examine the opinion of teachers and school principals about their desired type of organizational culture and compare it with the current one in their schools. This will allow the researcher to identify the size of the gaps between the existing school culture and the desired school culture and will allow to formulate conclusions about the needed change in their school's cultures. The same should be done about the leadership styles of their school principals, to be able to compare the leadership styles in use and the desired leadership styles of school principals.

Since this study did not cover primary schools, the researcher recommends that similar studies addressing in Arab primary schools need to be conducted to see if the results are consistent with this study.

A similar study matching both high-performing and low-performing schools by size and socio-economic status may provide useful additional information. Another similar study could deal with similar socio-economic groups with varying student performance because this study did not control the socioeconomic status of students.

We recommend undertaking similar research in the southern region of Israel in the Bedouin high schools, too.