

Managing the organizational culture in high school in the Arab sector in Israel and adjustment

Writer : IMAN YUSEF

Email : imanyusef@walla.com

This article **aims;** stated that the better a high school organizational culture promotes study, social and behavioral fields and ensures safety and physical conditions the better would be pupils' adjustment the feeling of adjustment to High school .

research method; In my research I chose the Quantitative research 450 pupils have participated in the research They initially have been questioned in 9th grade, being pupils in 4 schools. The study design was a short-term longitudinal study in which Junior High school pupils – 9th graders have been asked regarding their expectations of High school and asked again regarding their adjustment to High school in the 10th grade

. Questionnaires, Organizational climate questionnaire for Junior High and High school pupils (in Miri Sharf, 2008)(1)

Teachers' evaluation of student adjustment to high school Twina Krib, (2000).

I got important **findings** The Management organizational culture in High school, with all of its dimensions, has been more positively evaluated by pupils than that of Junior High school

Both, the Management organizational culture in High school as well as in Junior High school have not been found to be related to pupils' adjustment to High school according to class teachers' evaluation.

Conclusions; In general, it was found that the more positively Management organizational culture in Junior High school has been evaluated, the better was pupils' feeling of adjustment to High school. Similarly, the more the Management organizational culture in High school was perceived by pupils as promoting them more than that of Junior high school, in all its dimensions, the higher was the feeling of adjustment to High school. Specifically, the more the professional-study field of Management organizational culture in Junior High school has been evaluated by pupils as promoting them, the higher was the feeling of adjustment to High school, in all its dimensions.

1. www.nahariya.haifa.ac.il/.../children_elementary

Key word: Management; organizational culture; safety and physical conditions; adjustment; the manager in Israeli schools.

Management

The term "management", as used when the aim is to fulfill the goals of the education ministry while preserving the current situation, was perceived as operating, maintaining, planning and organizing the available resources in school (Oplatka, 2007, 2009). Management is the achievement of the organization goals effectively; through planning; organization; coordination; leadership and control over human resources. The goal of management and leadership is to solve current problems and to plan the coping strategies with future plans. (Levi ;2008. p. 19).

organizational culture

Is the characteristic spirit and beliefs of the organization, as reflected in the norms and values concerning desired relations between people and on the desired nature of labor relations. It is customary to assume that designed organizational culture makes it easier for the organization to achieve its goals. (Mitchell & Willower, 1992) In fact, organizational culture outlines non-formal norms which guided actions and behavior. (Burrelo & Reitzug, 1993). (Zvi Bekerman & Moshe tetar, 2001).

According to Schein (2004), the organizational culture is a pattern of basic common, obvious positions, which are held by the group members, and thus gain validity. These are studied by the group members and passed on through generations.(2)

Safety and physical conditions

The safety inspector checks the extent to which the educational institution meets all the criteria which appears in the circular of the Director General of the Ministry of Education. After the examination, the educational institution receives a report of all of the defaults found. Once they have been fixed, a safety certificate is issued (Ben-Zvi, 2010).

Adjustment to school

Normative school transitions, like moving from elementary school to junior high school, or from junior high school to high school, are among the most important ecological transitions for teenagers.

Many researchers (Eccles, Lord, Roeser, Barber, & Jozefowicz, 1997; Erikson, 1968; Roeser, 1996) consider adjustment school's requirements as central mission of youth and such as one that contributes to their sense of well-being. (Maya Waltz, 2002).

Measselle, Ablow, Cowan and Cowan (Measelle, Ablow, Cowan & Cowan, 1998) distinguish two types of coping required for adaptation. They define adjustment to the school as to the level in which children become involved, interested, and succeed in academic aspects of school.

Transitions between institutions can serve as turning points for youth

(Seidman and French 2004; Weiss and Bearman 2007 in LANGENKAMP, 2009).

Students who make a successful transition from middle school to high school are better prepared for the challenges facing them throughout their high school years.

One of the most important elements of a successful school transition is academic performance;

The manager in Israeli schools

The main duty of the school principals is to lead the school educationally and pedagogically, in order to improve the level of education of all of the school's students. Four additional management areas make this post possible and support it: Designing the future picture of the school – vision and change management; leading the staff, staff management and professional development, focusing on the individual; managing the relationships between the school and the community. As the school leader, the principal must view the school system on the larger scale, including all of its dimensions and areas.

He or she must also create tight connections between those areas and dimensions.

This is crucial to insure the success of all of the students. This obligation is derived from responsibility of the school to provide the students with education, and assisting

them to become passionate to know, autonomic students, who have self-intention to study and provide a meaning to their studies. The constant improvement in education, teaching, study and all student achievements are the top priority of the school

As the pedagogic leader, the principal is expected to plan, lead and be involved in main educational tasks of the school. This is better achieved with the cooperation of the school community (3).

The school principal as a leader

Principals fill an important role in the school, and in many aspects, the school principal is the most important figure with the most influence in the school. The principal's leadership is what gives the school its special character, and influences the atmosphere in which the learning takes place.

The status and the importance of this role have gone through many vicissitudes. Beginning with the view point of Catano & Stonge (2007) that see the principal as a teacher and a super-educator, going through an administrative manager, social manager, professional manager, system operator, leader of pedagogy and learning processes, and ending with a view-point that develops today of a wide educational and professional leadership (Inbar, 2009).

Findings

The differences between Management organizational culture scores in High school and in Junior High school were defined as "adjusted residual gains". These scores define the level of difference between the dimensions of Management organizational culture in High school and in Junior High school, with supervision of the last, so that the difference score for each participant is proportional to his starting point (Patton, Kivlighan & Multon, 1997).

The hypothesis has been initially examined for the the adjustment to high school and for total difference score of Management organizational culture and then for the different cultural fields. The relation between class teachers' evaluation of pupils' adjustment to High school and the total difference score of Management organizational culture has been examined by means of partial correlations, with supervision of pupils' gender and school, and also separately for boys and girls. The pursuant part of the hypothesis has been examined by means of multiple hierarchical regressions of class teachers' evaluation of pupils' adjustment to High school on scores of Management organizational culture dimensions difference.

a. Relations between dependent variables with supervision of gender and school

Partial correlations between class teachers' evaluation of pupils' adjustment to High school and the feeling of adjustment of the pupils have been examined, with supervision of gender and school, as presented in tablet #15 below. At the appendix

Appendix of **Table #1**: partial correlations between class teachers' evaluation of pupils' adjustment and pupils' feeling of adjustment (N=340).

	Perception of adjustment to HS			
	Total score	Functional	Social	Cognitive
HS Teacher Evaluation				
Academic	.15**	.12*	.18**	.06
Social	.13*	.10	.18**	.01
Adjustment	.11*	.10	.11*	.07

* $p < .05$, ** $p < .01$ HS- High School.

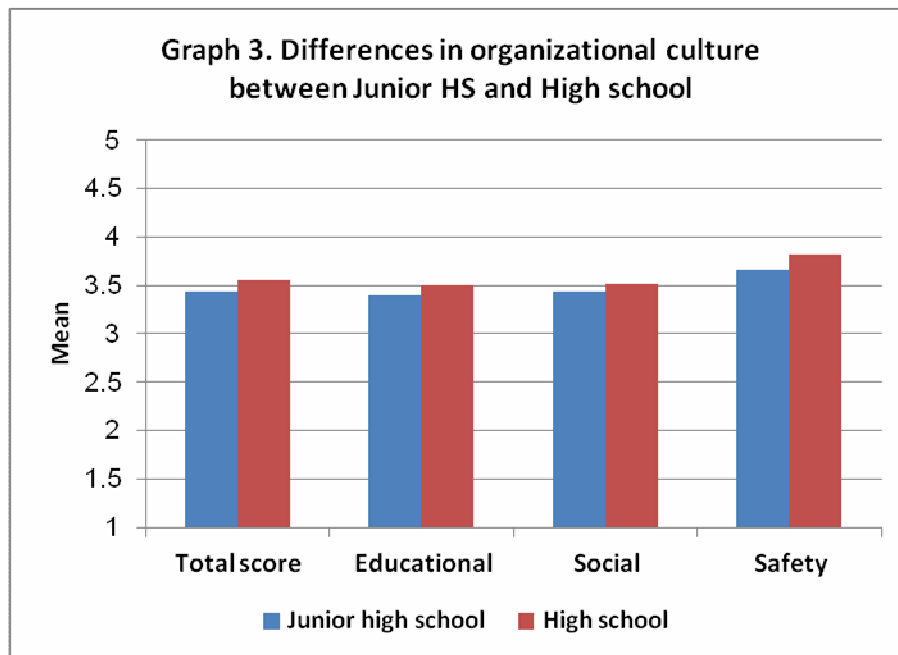
The table shows that all correlations are positive and some are significant, but have a low intensity. Meaning, that the general tendency is to a positive relation between class teachers'

evaluation of pupil's adjustment to High school and the feeling of adjustment of the pupils themselves, but the intensity of the relation is weak.

b. Differences in The evaluation of Management Organizational Culture
Between Junior High and High schools

These differences have been examined by means of two repeated measures of MANOVA - one is for the total score of Management organizational culture and the other is for scores of dimensions, as presented in table #2 below.

The examination of differences for the dimensions of Management organizational culture has been found significant: $F(3,332) = 8.11, p < .001, \eta^2 = .07$, and the difference for total score is also significant. In all cases the Management organizational culture in High schools has been evaluated more positively than that of Junior High schools. Graph #3 demonstrates the differenced found.



The more promoting was organizational culture found to be in High school than in Junior High school, the higher was pupils' feeling of adjustment to High school.

Following, table #3 presents the multiple regressions of feeling of adjustment to High school on the score of organizational culture dimensions change. In the first step the variables of pupils' gender and school were considered and the scores of organizations

culture change in the second step. The more promoting to the field of study, the social-behavioral field and securing to the physical conditions and safety the organizational culture is perceived in High school than in Junior High school, the higher is pupils' total feeling of adjustment to High school

Table #2: averages, standard deviations and F values for differences in evaluation of **Management** organizational culture between Junior High and High schools (N=340).

	Junior high school	High school	Difference
	M (SD)	M (SD)	F(1, 336) (η^2)
1.Total score	3.44 (0.66)	3.55 (0.62)	14.69*** (.04)
2.Educational	3.40 (0.70)	3.50 (0.64)	13.54*** (.04)
3.Social	3.43 (0.66)	3.51 (0.64)	5.27* (.02)
4.Safety	3.66 (0.88)	3.82 (0.84)	18.84*** (.05)

*** $p < .001$

Table #3: multiple hierarchical regressions of feeling of adjustment to High school on the score of organizational culture dimensions change (N=340).

	Perception of adjustment to HS											
	Total score			Functional			Social			Cognitive		
	B	SE	β	B	SE	β	B	SE	β	B	SE	β
Step 1												
School	0.01	0.06	.01	-0.04	0.06	-.04	0.04	0.07	.03	0.07	0.07	.05
Gender	-0.33	0.06	-.31***	-0.30	0.06	-.28***	-0.32	0.07	-.25***	-0.42	0.08	-.29***
R ²	.10***			.08***			.07***			.09***		
Step 2												
School	0.06	0.05	.06	-0.02	0.05	-.02	0.09	0.06	.07	0.14	0.06	.10*
Gender	-0.17	0.05	-.16***	-0.15	0.05	-.15**	-0.14	0.06	-.11*	-0.21	0.07	-.15**
Change- org. culture - educational	0.16	0.03	.31***	0.10	0.03	.19**	0.19	0.04	.31***	0.19	0.05	.27***
Change- org. culture - Social	0.07	0.04	.14*	0.09	0.04	.17*	0.12	0.05	.19**	0.11	0.05	.15*
Change- org. culture - safety	0.11	0.03	.21***	0.11	0.03	.22***	0.08	0.04	.13*	0.15	0.04	.21***
ΔR^2	.31***			.25***			.29***			.29***		
R ²	.41			.33			.36			.38		
F (5, 333)	45.78***			31.85***			36.50***			40.49***		

* $p < .05$, ** $p < .01$, *** $p < .001$ Change- from Junior High to High School.

Bibliography

Bekerman, Z., & Tatar, M. (2002). The concept of culture in the context of school counseling: A constructivist perspective. *Educational Counseling*. (In Hebrew). 11, 13-23.(C)

Burrello, L.C., & Reitzug, U.C. (1993). Transforming context and developing culture in schools. *Journal of counseling and Development*, 71, 669-67.

Catano, A. & Stronge, J. H. (2007). What do we expect of school principals?

Congruence between principal evaluation and performance standards. *Leadership in Education*, 10(4), 379-399.

Gross, A. (1995). *Student adjustment to school as a function of coping pattern with significant life stress he encounter while his school entrance*. MA dissertation, School of Education, Tel-Aviv University.

Inbar, D. (2009) **Educational Leadership in an age of contradictions.** *Head of Education*, 83(4), 52-54

Levi, A. (2008). **Management and Leadership: Change and Innovation.** Ramat-Gan: Rimonem.

Maya Waltz - Wasukie (2001). Contribution of self-esteem and tolerance to the students' ambiguity explanation to school adjustment. Final thesis for "Masters of Arts/ Humanities" degree. University of Tel Aviv.

Mitchell, J. T., & Willower, D. J. (1992). Organizational culture in a good high school. *Journal of Educational Administration*, 30, 6-16.

Opilatca, Y. (2007). **Education Management Foundations**. Leadership and management in an educational organization. Pardis.

Patton, M.J., Kivlighan D.M., & Multon K.D. (1997). The Missouri Psychoanalytic counseling research project: relation of changes in counseling process to client

Schein, E. H. (2004). *Organizational Culture and Leadership*. (3rd ed.). San Francisco: Jossey.

Tavina Kariv, R. (2000). *Adolescents' perception of their family style, their*

propensity to their parents and their influence on the transition to secondary school. MA dissertation, School of Education, Tel-Aviv University.

[.www.dpsk12.org/pdf/culture_organization.pdf](http://www.dpsk12.org/pdf/culture_organization.pdf)

▪ <http://www.avneyrosha.org.il/DevelopAndLearn/Pages/PrivateTrain.aspx>

www.nahariya.haifa.ac.il/.../children_elementary