

Impact of Organizational Culture on Teachers' regulation of Emotions in Arab High Schools in Israel

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Abstract

The study investigates the effect of organizational culture on teachers' emotions in Arab high schools within Israeli society. Emotions in teaching, both positive and negative, are seen as integral to the learning environment, influencing job satisfaction, stress levels, and overall teacher performance. The research utilized a quantitative approach, employing a cross-sectional study with 504 participants from 19 Arab schools, examining the relationship between organizational culture and emotional regulation at work. The findings reveal a significant positive correlation between all dimensions of organizational culture—such as clan, adhocracy, market, and hierarchy—and various aspects of teachers' emotions, including enhancing positive effect, perspective-taking, soothing, and social modeling. The results underscore the importance of understanding the cultural diversity within Arab society and how it impacts teachers' emotional experiences. The study concludes that fostering a supportive organizational culture in schools is critical for improving teachers' emotional well-being and, consequently, their performance.

Key words: *organizational culture, teachers' emotions, emotional well-being, Israel, Arab school*

JEL Classification: M12, L31, D20.

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1. Introduction

Teaching is widely recognized as an emotionally demanding profession, with emotions playing a crucial role in shaping the learning and teaching processes. Research highlights that both positive and negative emotions significantly impact teachers' job satisfaction, stress levels, and overall performance in the school environment. Teachers often experience a range of emotions due to their interactions with students, colleagues, and institutional structures. Organizational culture, particularly in educational settings, has been identified as a critical factor influencing these emotional dynamics.

In Arab high schools within Israeli society, the influence of organizational culture on teachers' emotions is particularly significant given the socio-political and cultural complexities that teachers navigate. Arab teachers often face unique challenges related to identity, cultural pluralism, and the interplay between traditional and modern values. These challenges, combined with the broader

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demands of the teaching profession, underscore the importance of examining how organizational culture shapes teachers' emotional experiences.

This study aims to explore the relationship between organizational culture and teachers' emotions in Arab high schools, focusing on how different cultural dimensions, such as clan, adhocracy, market, and hierarchy, impact teachers' emotional regulation at work. By investigating this relationship, the research seeks to contribute to a deeper understanding of how fostering a supportive organizational culture can enhance teachers' emotional well-being.

2. Literature review

Many researchers, such as Hargreaves (2002), claimed that the processes of learning and teaching alike are emotional practices. This is confirmed by many different studies conducted about emotions, teachers, and the act of teaching. This is because emotions are a background and a context to the act of learning, and the students' as well as the teachers' emotions usually interfere or interact with the processes of learning and teaching, and moreover, emotions are seen as forms of learning themselves, a type of learning usually referred to as emotional competencies.

Teachers are representatives of one of the most stressful types of social activity, which is often accompanied by a state of psychological stress. This is explained by their higher interactions with different stakeholders (Cristache, et al., 2019) However, research on emotions in teaching recognizes both positive and negative emotions that teachers experience. Positive emotions that were listed are joy, love, sympathy, and excitement (Samier & Schmidt, 2009). Negative emotions that were mentioned are guilt, shyness, jealousy, disappointment, fear, and anger (Hargreaves, 2000; Kelchtermans, 2006)

Teachers tend to experience varied and quite intense emotions during the process of teaching. This is because teachers have different feelings towards their students, towards their own selves and their skills, towards their fellow teachers and colleagues, and the structures of their institution (Kelchtermans, Ballet & Piot, 2009). A teacher's dissatisfaction from his job, his health, a feeling of emotional exhaustion, a sense of depression and stress are all important characteristics of the burnout phenomenon, which is related to teachers, and different researchers tried to understand what influenced them and how this dissatisfaction can be resolved. According to Corcoran and Tomey (2013), learning and teaching are not only emotional practices, but are also influenced by the management of the school, context, ethical judgments, and actions, that are interconnected and intertwined in the difficult and complex reality of the school environment.

Schools are organizations, and because organizations, as Friedman (1998) claimed, tend to enhance and support rational thinking, there is a chance that the impact of emotions in the management of educational settings and schools was neglected. Even so, some researchers, such as Hargreaves (1998) claimed that emotions are a dynamic part of the individual, and being either positive or negative, there not a single organization, this including schools, that are not full of them.

Hargreaves (2001) also claimed that researchers neglected the study of emotions of teachers because a teacher who is considered as being caring, full of tact and passionate is usually looked at as a matter of fact as having a positive personal disposition, having certain virtues, or one that has a strong moral and ethical commitment, 'disconnecting' the way management of school culture and management of the school can shape and influence the teachers' emotional experience.

The emotions teachers experience is usually influenced by their personal biographies, the social and working contexts in which they work, their managers, school principals, peers and colleagues and the phase they stand in during their professional development, their phase in their life, the socio-political culture in which they work in, and their personal preferences in teaching (Oplatka, 2015). Emotional education, as was claimed by Noddings (2001), is intricately connected to moral education. Teachers' emotions are typically linked to subjects of interest and values, and to decision-making that has moral consequences.

Prior research has claimed that school principals are typically seen as the school managers are seen as enhancers of creating a collaborative school culture (Waldron & McLeaskey, 2010), as well as developing professional learning communities (Owen, 2014). Professional learning communities usually lead, if they are effective, to a high level of shared practices, alongside the development of collegial relationships, and enhance collective thinking among the teaching staff and the school managers (Chen, Lee, Lin & Zhang, 2016).

The greatest facilitators of school culture, the school principals, according to Lambersky (2016), were found to be highly effective in enhancing the teachers' performance by way of creating an impact upon the teachers' emotional states, by influencing their levels of job satisfaction and their morale. Furthermore, according to Lambersky (2016), the school managers impact the teachers' feelings of burnout, levels of anxiety and of stress. They can develop the teachers' collective efficacy and their self-efficacy and heighten their levels of engagement and commitment to the organization. According to Goddard, Goddard, Kim & Miller (2015), the levels of collaboration in schools improvement tend to increase when the managers of the school show high levels of educational management.

Teachers as a professional group are more susceptible to stress than representatives of many other specialties, for example social service workers (Kokkinen et al., 2014). They are more likely than representatives of other professions to have functional disorders: low mood, psychosomatic symptoms, etc. (Schonfeld, Bianchi & Luehring-Jones, 2017). Current trends in the development of education systems — the introduction of new forms of education and information technologies that require teachers to master additional skills and improve digital literacy — have become for many teachers, along with the already mentioned working conditions and excessive emotional involvement, a stressful factor that often provokes an avoidance strategy.

A modern teacher is in dire need of support, and the search for the most appropriate strategies for overcoming stressful experiences in the professional

activity of a teacher is an urgent area of research. The most popular strategy of behavior among teachers in a difficult situation is the search for social support, including from his managers, peers, other school staff (Aldrup, Klusmann & Lüdtkke, 2017; Clipa, 2017; Sandilos et al., 2018).

The researcher used the Cameron-Quinn Model of organizational culture, which identified four types of organizational culture: Clan, Adhocratic, Hierarchical and Market (Cameron & Quinn, 1999). Specific to clan type of organizational culture is that employees trust each other and consider themselves one big family. The organization has its own specific rules and traditions, highly influenced by the values of tradition, conservative and loyalty to clan members. The manager of the organization is like a father who cares about each employee. An adhocratic culture responds quickly and flexibly to challenges, both opportunities and threats, coming from the external environment. Hierarchical culture has its own clear guidelines, schedule of work and rules. Power is centralized in the hands of the top manager and employees do only what is required by the rules and the orders of the managers. Market culture is a culture that emphasizes productivity, determination to do a high quality job, and encourages competitive behaviours among employees.

3. Research method

The purpose of the current research was to examine the effect of organizational culture, as perceived by teachers in Arab high schools in Israeli society on the emotions' regulation of teachers. The researcher formulated the hypothesis that the Organizational culture variable has a direct positive effect on the regulation of Teachers' Emotions at work variable.

In the current study, we used the quantitative research approach. This is a cross-sectional study based on self-reporting of the subjects. The cross-section study provides a snapshot of the variables contained in it at a certain point in time, with the goal being to see how these variables are represented in the population.

The study population includes teachers in Arab Israeli schools. The study was conducted in 19 high schools in Arab Israeli communities. The schools were randomly selected from schools whose school principals had at least two years of seniority and who had given their consent to participate in the study. Choosing school principals with at least two years of seniority is designed to allow the principal enough time to influence what is done at the school. About 50% of the teachers from each of the schools sampled participated in the sample. A total of 504 teachers who represented different genders, ages, years of experience and education participated in the study. The determination of sample size relied on the criterion by which each parameter examined in the study required at least 10 cases to enable reliable structural equations analysis (Harrell, Lee & Mark, 1996).

Taking in account gender of respondents, 90 teachers were male (17.85%), and 414 teachers were female (82.14%) of the total participants in this study. The distribution of the study participants by different age layers is presented in Table 1.

The distribution of the study participants by age

Table 1

Frequencies for age				
Age	Frequency	Percent	Valid Percent	Cumulative Perce
>25 Years	16	3.17	3.175	3.17
26-35 Year	108	21.42	21.429	24.60
36-45 Year	342	67.85	67.857	92.46
46- 55 Year	38	7.54	7.540	100.00
Total	504	100.000		

Table 1, above, shows that most of the subjects (N=342) are of the third age mature group (36-45 years) and make up 67.85% of the total. The panel also found that 3.17 percent of all teachers who participated in the study were 25 years old and under.

The tool used is a composed questionnaire built using a combination of questionnaires (Emotions at work, Organizational culture – the OCAI questionnaire based of the Cameron and Quinn model), along with new items (background data) that were built specifically for this study. The existing questionnaires used have been tested by researchers in the past and found to have sufficient validity and reliability. The various parts of the questionnaire are designed to measure the subjects' demographic variables, Organizational culture and Emotions at work.

The data collection spanned three months, from June 2023 to August 2023. All the data was collected by the researcher after obtaining the required approvals and obtaining the consent of the school principal for the transfer of the questionnaire. The questionnaire was forwarded earlier via the manager's e-mail. The questionnaire was then administered to teachers via mails and teachers' groups, mostly during their vacation. Surprisingly, they were very cooperative and ready to fill such a questionnaire that took approximately twenty minutes to finish. The questionnaire was distributed among the teachers after an explanation of the purpose of the study, the importance of the subject and an assurance that the data collection is anonymous, and that no information will be used other than for the purposes of this research.

4. Findings

Table 2 displays the averages, standard deviations, skewness, and kurtosis for the items that measured Enhancing positive effect.

The variable "Enhancing positive effect" in schools included four items. The value of the mean for this variable was 3.58, above the average level, with skewness ranging from -0.85 to -0.37, and the dispersion of responses to the different items was reasonable and close to one standard deviation.

**Averages, standard deviations, skewness, and kurtosis
for the items that measured Enhancing positive effect**

Table 2

Item code	Item content	Mean	SD	Kurtosis	Skewness
	Enhancing positive effect	3.58	0.96	-0.35	-0.59
V71	“I like being around others when I am excited to share my joy”	3.84	0.93	-0.31	-0.41
V74	“Being in the presence of certain other people feels good when I am elated”	3.93	0.85	-0.38	-0.74
V76	“I like being in the presence of others when I feel positive because it magnifies the good feeling”	3.25	1.09	-0.56	-0.37
V86	“When I feel elated, I seek out other people to make them happy”	3.30	1.00	-0.18	-0.85

From Table 2, it is evident that the average responses of the participants to the items measuring their perception of Enhancing positive effect in the schools where they are employed are above the intermediate level (M=3.58). The distribution of responses to the various items is symmetrical, with skewness ranging from -0.85 to -0.37, and the dispersion of responses to the different items was reasonable and close to one standard deviation. The kurtosis index was approximately between -0.56 and -0.18.

Table 3, below, presents the averages, standard deviations, skewness, and kurtosis for the items that measured Perspective taking.” The variable “Perspective taking” by teachers when working in the school included five items. The value of the mean for this variable was M = 3.39, above the average level. The distribution of responses to the various items is symmetrical, with skewness ranging from -0.85 to -0.37, and the dispersion of responses to the different items was reasonable and close to one standard deviation.

**Averages, standard deviations, skewness, and kurtosis
for the items that measured Perspective taking**

Table 3

Item code	Item content	Mean	SD	Kurtosis	Skewness
	Perspective taking	3.39	1.19	-0.35	-0.59
V70	“It helps me deal with my depressed mood when others point out that things are not bad as they seem”	3.40	0.97	-0.31	-0.41
V75	“Having people remind me that others are worse off helps me when I am upset”	3.84	0.84	-0.38	-0.74
V78	“When I am upset, others make me feel better by making me realize that things could be a lot worse”	2.96	1.09	-0.56	-0.37

Item code	Item content	Mean	SD	Kurtosis	Skewness
V82	“When I am annoyed, others can sooth me by telling me not to worry”	3.73	1.05	-0.18	-0.85
V85	“Having people telling me not to worry can calm me down when I am anxious”	3.50	1.04	-0.22	-0.82

From Table 3, it is evident that the average responses of the participants to the items measuring their perception of Perspective taking in the schools where they are employed are above the intermediate level (M=3.39). The distribution of responses to the various items is symmetrical, with skewness ranging from -0.85 to -0.37, and the dispersion of responses to the different items was reasonable and close to one standard deviation. The kurtosis index was approximately between -0.56 and -0.18.

Table 4, below, displays the averages, standard deviations, skewness, and kurtosis for the items that measured Soothing.

**Averages, standard deviations, skewness, and kurtosis
for the items that measured Soothing**

Table 4

Item code	Item content	Mean	SD	Kurtosis	Skewness
	Soothing	3.14	1.04	-0.35	-0.59
V72	“I look for other people to offer me compassion when I am upset”	3.03	1.11	-0.31	-0.41
V80	“I look to others for comfort when I feel upset”	3.27	1.01	-0.38	-0.74
V84	“I look to other people when I feel depressed just to know that I am loved”	3.42	1.01	-0.56	-0.37
V87	“When I feel sad, I seek out others for consolation”	2.87	1.05	-0.18	-0.85

From Table 4, above, it is evident that the average responses of the participants to the items measuring their perception of Soothing in the schools where they are employed are above the intermediate level (M=3.14). The distribution of responses to the various items is symmetrical, with skewness ranging from -0.85 to -0.37, and the dispersion of responses to the different items was reasonable and close to one standard deviation. The kurtosis index was approximately between -0.56 and -0.18.

**Averages, standard deviations, skewness, and kurtosis
for the items that measured Social modeling**

Table 5

Item code	Item content	Mean	SD	Kurtosis	Skewness
	Social modeling	3.33	1.01	-0.35	-0.59
V73	“Hearing another person’s thoughts on how to handle things helps me when I am worried”	3.77	0.86	-0.31	-0.41
V79	“Seeing how others would handle the same situation helps me when I am frustrated”	3.05	1.09	-0.38	-0.74
V83	“When I am sad, it helps me to hear how others have dealt with similar feelings”	3.26	1.08	-0.56	-0.37
V88	“If I am upset, I like knowing what other people would do if they were in my situation”	3.26	1.04	-0.18	-0.85

From Table 5, above, it is evident that the average responses of the participants to the items measuring their perception of Social modeling when teachers were working in the schools where they are employed included four items. The value of the mean was $M = 3,33$, above the intermediate level. The distribution of responses to the various items is symmetrical, with skewness ranging from -0.85 to -0.37, and the dispersion of responses to the different items was reasonable and close to one standard deviation. The kurtosis index was approximately between -0.56 and -0.18.

In table 6, below, the findings related to the four types of organizational culture in Arab schools are presented.

Descriptive statistics

Table 6

Item content	Mean	SD	Kurtosis	Skewness
Adhocracy	3.58	0.79	0.87	-0.79
Clan	3.61	0.79	0.61	-0.77
Market	3.68	0.88	0.87	-0.79
Hierarchy	3.62	0.95	0.33	-0.62

The findings indicate that the organizational culture of the participating Arab schools is a mix of four types of school culture which are having the same level of strength, indicating a quite balanced organizational culture. Although the researcher expected a higher intensity for the Hierarchy type of culture and the Clan type of culture, and a much lower market and adhocracy culture, the results are explained by the profound changes taking place in the Arab society in Israel and also in the Arab education systems in Israel.

Next, the findings about the correlations between variables are presented in Table 7, below, it can be observed that there are statistically significant moderate positive correlations between all dimensions of organizational culture and all dimensions of Emotions regulation at work. For example, the strongest relationship between dimensions of organizational culture and Emotions at work is found between the Adhocracy dimension and the Enhancing positive effect dimension ($r = .39, p < 0.001$), while the lowest correlation is found between the Clan dimension of organizational culture and the Soothing dimension ($r = 0.21, p < 0.001$).

The correlation between the types of organisational culture and the emotions at work variables

Table 7

	Clan	Adhocracy	Market	Hierarchy	Enhancing Positive effect	Perspective taking	Soothing	Social modeling
Clan	X							
Adhocracy	.86***	X						
Market	.75***	.80***	X					
Hierarchy	.85***	.82***	.77***	X				
Enhancing Positive effect	.35***	.39***	.31***	.33***	X			
Perspective taking	.25***	.23***	.28***	.26***	.73***	X		
Soothing	.21***	.22***	.23***	.23***	.58***	.79**	X	
Social modeling	.26**	.28***	.29***	.30***	.64***	.77***	.82***	X

$P < .05, P^{**} < .01, P^{***} < .001$

The Clan type of culture has the strongest influence of all four aspects of teachers emotions at work, indicating that this type of culture which is very specific to Arab culture is still influential. Next, is the hierarchy culture, followed closely by Adhocracy type and Market type. However, the differences are quite small, confirming that all four types of culture have approximately the same intensity in the Arab schools investigated. The highest influence of all four types of culture is on the variable Enhancing positive effect, followed by Social modeling variable, Perspective taking and soothing variable.

Direct effects of organizational culture on teachers' emotions at work (N=504)

Table 8

Variable	Predictor	Emotions at work
Organizational culture	Non-standard predictor	0.87***
	Standard predictor	0.30***

$P < .05, P^{**} < .01, P^{***} < .001$

As shown in Table 8, above, the direct positive effect estimated for Organizational culture on Teachers' Emotions at work in the school are of moderate magnitude and statistically significant ($\beta = 0.30$, $P < .001$, respectively). The implication of these findings is that, according to teachers' perceptions, Organizational culture has a moderate and statistically significant positive influence on Teachers' Emotions at work. The Organizational culture variable explains 9% of the variance in variable Emotions at work of teachers. This finding is statistically significant ($p < 0.05$) and suggests a low effect size, according to Cohen (1988).

5. Discussion of findings

The implications of the dimensions of organizational culture extend beyond motivation and also affect the emotions regulation of teachers. The research findings reveal a clear and positive direct effect of all types of the school's organizational culture on emotions regulation of teachers. These findings can be explained through various avenues. As the quantitative data reveals, the organizational culture of the Arab school mixes between the four types of cultures. Teachers' responses to the four types have no significant difference among the different schools and inside the school itself. This indicates about the variety within the Arab society and the pluralism of cultures within the same school and within the same society.

The present study included all teachers from all backgrounds, which contributed to the explanations of the phenomenon. Another important aspect that may explain the results is the "split" Arab teacher's identity between being a Palestinian Arab, an Israeli, and under the global changes that affect him. The researcher considers that this reflects the situation in the Arab society in Israel in general. In addition, The Arab society consists of different groups according to geographical regions, religion and place of living-city/village. The present study included all teachers from all backgrounds, which contributed to the explanations of the phenomenon.

Previous research on the Druze culture (which is part of the Arab minority in Israel) has also revealed a similar result concerning the Druze teachers in Israel (Kheir-Faddul et. al., 2019). They have attributed the results to the Druze community values. For example, values of cohesion, communication, and ethics on the one hand are values that describe the clan culture and the values of competitiveness and achievement, that the Druze community is also associated with, are values of the market culture.

Another important aspect that may explain the results is the "split" of the Arab teacher's identity between being a Palestinian Arab, an Israeli, and under the global changes that affect him. Many researchers have related to this phenomenon. They point that globalization and Israelization are responsible for the obstruction of enhancing the Arab culture inside the Arab schools which affect the teachers' and the students' identity (Arar& Ibrahim, 2016). In a recent study in Israel, researchers pointed out that organizational culture plays a crucial role in the success of schools and its impact on achievements and teacher performance. Again, all types of cultures,

which were all reflected in the Arab schools with no significant difference, affect teachers. These findings can be interpreted based on two dimensions of culture according to Hofstede's classification power distance and collectivism (Voreg & Barzon, 2013).

Arab society is characterized by a high dependence on authority figures, use of the autocratic or paternalistic management style, a significant emotional distance between subordinate and superiors, low accessibility, and subordinates not challenging the decisions of superiors directly.

Arab society tends to be more collectivistic than individualistic, meaning that teachers in Arab society perceive themselves as part of a group, and the group goals are more important than personal goals. Individual actions are focused on both at achieving personal goals and to emphasize the individual's role within the group.

Conclusions

The research findings may help to understand better the process by which a school's organizational culture impact the teachers' emotions. Such an understanding will enable the development of training and evaluation programs for school administrators, ones that will strengthen desirable organizational culture elements and allow school principals know and use appropriate ways to influence teachers 'positive emotions as well as teacher performance. It may help in mapping emotional identities of Arab teachers and so facilitate the way towards building a school culture which can stimulate positive emotions of teachers and therefore increase their work satisfaction and motivation.

The strategies of interpersonal regulation of emotions are crucial for teachers to be understandable and for school principals to be legitimate. as they navigate the complex emotional landscape of their profession. By employing these techniques, school managers and teachers can develop better emotional resilience, maintain a positive classroom environment, and enhance their overall well-being. The effective use of these strategies contributes also to improved teacher-student relationships, better communication, and ultimately, a more productive and positive learning environment for students. Given that school teachers face increased emotional challenges during their careers, the importance of including effective emotional regulation skills training in teacher education cannot be underestimated.

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