

THE LEVEL OF ORGANIZATIONAL CULTURE PREVAILING IN PRIMARY SCHOOLS IN THE NORTHERN TRIANGLE AREA IN ISRAEL

Mohammed MASSALHA¹

Dr, Al-Jaber Institution, Palestine

Abstract

The study aimed to find out the level of organizational culture among Arab elementary school principals within Northern Triangle area of the Palestinian interior (Israel). The study adopted the descriptive survey method. The school community is made up of all elementary school principals and teachers (1606). The study sample is (387) principals and teachers. The results showed that the level of organizational culture among elementary school principals in the Northern Triangle region came in a large degree in the total score and in all domains. In addition, that the highest are the field of organizational norms, followed by the field of organizational values, the field of organizational expectations, the field of policies and procedures, and in the last rank the field of organizational practices.

The results also showed that there were statistically significant differences at the level of significance ($\alpha \leq 0.05$) at the level of organizational culture for managers due to the different job title variables (which came in favor of managers), and the educational qualification variable (which came in favor of the postgraduate category).

In light of the findings of the study, the researcher recommends a number of recommendations, the most important of which are: Working to consider the concept of organizational culture as an administrative concept by educational institutions, as it is an important factor in neutralizing the causes of failure and success. Incorporating the subject of organizational culture into the training materials prescribed for the rehabilitation of teachers, especially for administrative and sensitive positions, working to strengthen the principle of trust between teachers and management to consolidate organizational culture and belonging to the organization and its values.

Key words: Organizational Culture, Elementary Schools, Triangle Area.

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¹  Abojabr1949@gmail.com, <https://orcid.org/0000-0001-9845-2686>

INTRODUCTION

Organizational culture is an important and essential element in contemporary institutions, which requires leaders and principals to understand its sub-dimensions, as it is the environment in which institutions and organizations live. This culture is the product of the behavioral patterns, ways of thinking, values, habits, trends and technical skills acquired by the employees before joining the organization in which they work, then the institution comes to give that cultural pattern to its employees of its characteristics, interests, policies, goals and values, which determines its identity and distinguishes it from other institutions. Institutions and organizations work in a dynamic and changing environment to meet the challenges and continuous and rapid changes. And in order to maintain its competitive advantage, it must follow the path of creativity and innovation, because of their importance in achieving benefit and in enhancing that advantage (Al-Qadi, 2015).

The educational institutions, including primary schools in the Northern Triangle region within Israel, on which the research was conducted, need a highly developed organizational culture because of their suffering from a lack of material resources and supporting forces. In fact, the conditions in the educational system in the Arab community within the Green Line are getting worse, due to the reduction of budgets resulting from the racist policy practiced by the authorities and government departments against the Arab minority, which is based on persecution, discrimination, occupation and denial of the rights of the Palestinian people (Arar & Abu-Asbe, 2013).

The ability of the principal and his educational administration to understand and accept the human self, good listening and understanding, and building a friendly atmosphere between them and the teachers, is an organizational necessity, aimed at creating an organizational culture that leads to a dynamic interaction between team members, which enables the school administration and teachers to improve the performance of the school, achieve its goals and improve the level of organizational culture and creative behavior among its members. The school administration should create a creative environment that nurtures talents and nurtures creativity, by targeting integrated personality development in terms of physical, mental, social and emotional aspects, by supporting a culture of creativity and developing training programs for teachers, to teach them how to provide students with values, knowledge, skills and ways of thinking. They must build plans that develop the spirit of creativity in every component of school work in a coherent and integrated manner, starting with educational administration, teacher preparation, curricula, teaching aids, exams and evaluation, and even educational Hi

Based on the importance of organizational culture and its vitality, this study came to examine the level of organizational culture prevailing in primary schools in the Northern Triangle region within Israel.

The first axis: the general framework of the study

the study Problem

Many previous studies recommended the importance of studying organizational culture in educational institutions, especially primary schools, and its relationship to some variables.

Given the lack of studies that dealt with organizational culture in primary schools in Israel, the issue of the study is to identify the level of organizational culture prevailing in government primary schools in the Northern Triangle region within Israel from the point of view of the study sample.

Study Questions

- 1- What is the level of organizational culture prevailing in primary schools in the Northern Triangle region within Israel, from the point of view of the study sample?
- 2- Are there statistically significant differences at the significance level ($\alpha \leq 0.05$) between the average responses of the study sample members of principals and teachers about the level of organizational culture prevailing in primary schools, in the Northern Triangle region within the Green Line from the point of view of the study sample, due to the

Objectives of the study

- 1- Revealing the level of organizational culture prevailing in primary schools in the Northern Triangle region within Israel, and its relationship to the development of the creative behavior of teachers in these schools, from the point of view of the study sample, in order to reveal their cultural level as a key factor in the development of creative behavior and the development of the institution.
- 2- Revealing the differences in the response of the study sample members about the level of organizational culture in primary schools in the Northern Triangle region within the Green Line, due to the variable of gender, experience, educational qualification, and job title; to get to know the respondents' viewpoints according to the study variables.

The importance of study

The importance of the study stems from the topic it deals with, and is represented by the following:

Applied importance:

It is hoped that this study will benefit:

- School principals within Israel by providing information that contributes to the preparation of plans and programs, to enhance and develop organizational.
- Informing the Ministry of Education and decision makers to develop practical strategies and prepare programs and plans to develop the level of organizational primary schools within Israel.
- Researchers and graduate students interested in this subject, by providing them with a new reference in the field of scientific research, in addition to enriching theoretical literature and previous studies in the fields of organizational culture.

Theoretical importance:

The importance of the study is the importance of its subject, which is the level of organizational culture prevailing in primary schools.

METHODS AND PROCEDURES

The study's methodology and procedures are considered a major axis through which the applied aspect of the study was accomplished, and through it the data required to conduct the statistical analysis were obtained to reach the results that were interpreted in the light of the literature of studies related to the subject of the study.

STUDY METHODOLOGY

The study adopted the descriptive survey method to answer the questions of the study, due to its relevance, the nature of this study and its objectives.

STUDY COMMUNITY

The study community consists of all principals and teachers of primary schools in the Northern Triangle region within Israel, during the second semester of the academic year 2021/2022, who numbered (1606) principals and teachers.

STUDY SAMPLE

The study sample consisted of (387) principals and teachers, distributed into (56) principals and (331) teachers, who were selected by simple random sampling method.

Study tools

The study questionnaire was developed to collect data by referring to the theoretical literature and previous studies related to the problem of the study, and conducting an exploratory study to find out the most important areas that should be included in the questionnaire. The questionnaire included items that measure the level of organizational culture prevailing in primary schools in the Northern Triangle region within Israel, and it consisted of (36) items distributed on five areas, namely: Organizational norms, Organizational values, Organizational expectations, policies and procedures, Organizational practices. The five-point Likert scale was used in the questionnaire.

The second axis: the theoretical framework

The concept of organizational culture

This culture is represented by the prevailing state of societies, which has taken root over successive periods of time, until it has come to represent the behavior practiced by individuals within societies.

This concept is described as "common values, beliefs, habits, ideas and concepts that interact with the organizational structure to produce rules and patterns of behavior, and this culture is seen as a set of core values, assumptions, concepts, and standards, shared by members of an **organization and trained for new members**" (Hijazi, 2011, 46).

It is, therefore, a set of common beliefs that determine the form of a sound response by the organization to changes in the external environment, with a view to adapting to them. These values, beliefs, assumptions, rules, rituals and practices, which evolve and settle over time, even take on the status of values shared by the members of the organization.

Romle (2016) described them as the trends, experiences, values, beliefs, ideologies, and philosophies of an organization that it has acquired through social learning, which represent the way individuals and groups interact within the organization and external organizations.

The researcher believes that this culture is the components of all the inputs of the modern administrative process that work to graduate a suitable work environment to achieve the desired goals. These inputs are (organizational values, organizational beliefs, organizational practices, policies, procedures, organizational trends, organizational expectations, organizational norms, etc.).

Elements of organizational culture

Organizational culture consists of elements, or forces that have a strong influence on the behavior of individuals within an organization, and that interact with each other, including what he stated (Al-Qadi, 2015):

- 1. Organizational values:** These are common agreements between the members of the same social organization about what is desirable or undesirable, good or not good is important or unimportant, and others. These values are represented by certain human concepts, such as values, customs, rules and standards, which are evident through

the behavior and actions of the members of the organization during their practices of working in it, and through their actions to perform their future work.

2. **Organizational practices:** It seeks to simplify processes and improve working methods within the organization, as well as seeks to understand complexity and identify areas of improvement by focusing on removing the causes of waste and simplifying and standardizing procedures, through work practices by employees and senior management within the organization, then that culture can be clarified by its compatibility, or incompatibility with what is raised of slogans, principles, values, customs, beliefs, policies and others, as it falls under it: Bonuses, awards and promotions.
3. **Organizational norms:** It is an unwritten social system, consisting of beliefs and ideas derived from the thought, heritage and doctrine of the community, and the custom is represented by social norms that determine what is desirable and undesirable and the right and wrong behavior for the culture of society, and the custom of relations determines what is permissible and impermissible, and often determines the type of penalties that can occur to a person as a result of his infringement of customs.
4. **Policies and procedures:** Rules and procedures in many organizations are called policies and procedures. A policy is a statement of structure towards a particular action, it is a statement or statement of the actions that the organization intends to take on a particular matter, while actions are the practical steps to be followed to implement this policy (Mustafa, 2010, 201).
5. **Organizational expectations:** It is represented by an unwritten psychological contract, which means a set of expectations determined or expected by the individual from the organization, each from the other during the period of the individual's work in the organization (Al-Amian, 2018, 313).

The third axis: the results of the study and its discussion

To answer the first question: which states: ***“What is the level of organizational culture prevailing in primary schools in the Northern Triangle region within the Green Line, from the point of view of the study sample?”*** the arithmetic averages and standard deviations of the responses of the study sample members about the level of organizational culture prevailing in primary schools in the northern triangle region within the green line were calculated. Table (1) shows this.

No.	areas	Arithmetic average	Standard deviation	Rank	Degree
1	Organizational norms	4.11	0.79	1	High
2	Organizational values	4.10	0.82	2	High
3	Organizational expectations	4.09	0.8	3	High
4	Policies and procedures	4.07	0.81	4	High
5	Organizational practices	4.06	0.83	5	High
Total degree		4.09	0.79		High

Table (1) shows that the level of organizational culture came to a high degree (4.09), and the highest was the area of organizational norms (4.11) and the area of organizational practices (4.06) came in the last rank.

First: the area of organizational norms**Table (2): Arithmetic averages and standard deviations of the estimates of the study sample members for the area of organizational norms, arranged in descending order**

No.	Paragraph	Arithmetic average	Standard deviation	Rank	Degree
22	The school principal participates with his teachers in their social occasions.	4.17	0.88	1	High
15	All teachers and staff at the school adhere to regulations and instructions	4.13	0.85	2	High
16	Teachers are keen to respect time and punctuality	4.13	0.83	3	High
21	The principal directs teachers to respect the customs, values and traditions of society.	4.12	0.86	4	High
17	The school's work systems and rules are clear and simple.	4.1	0.87	5	High
18	The school adheres to the organizational norms of the school environment.	4.1	0.86	6	High
19	Standards among teachers help create an environment for creativity and innovation.	4.09	0.87	7	High
20	School administration relies on job performance standards in teacher evaluation.	4.07	0.87	8	High
Total degree		4.12	0.79		

Table (2) shows that the arithmetic averages for the area of organizational norms ranged between (4.17-4.07), with a high evaluation degree, as came paragraph (22) which states: "The school principal participates with his teachers in their social occasions" in the first rank with an arithmetic average (4.17), and with a high evaluation degree, while paragraph (20) which states: "School administration relies on job performance standards in evaluating teachers" came in the last rank with an arithmetic average (4.07) and a high evaluation degree.

Second: the area of organizational values**Table (3): Arithmetic averages and standard deviations of the estimates of the study sample members for the area of organizational values arranged in descending order**

No.	Paragraph	Arithmetic average	Standard deviation	Rank	Degree
1	Teamwork and good relations prevail within the school.	4.16	0.88	1	High
5	There is growing interest in human relations between school teachers.	4.12	0.88	2	High
6	School work prevails in ethical values in terms of transparency and integrity.	4.11	0.86	3	High
3	Management is interested in objectivity while evaluating teachers' performance.	4.1	0.88	4	High

No.	Paragraph	Arithmetic average	Standard deviation	Rank	Degree
4	The school is dominated by love of work and taking it.	4.09	0.83	5	High
2	The administration involves teachers in decision-making.	4.04	0.91	6	High
Total degree		4.1	0.82		High

Table (3) shows that the arithmetic averages in the area of organizational values ranged between (4.16-4.04), and with a high evaluation degree, as paragraph (1) which states: "Teamwork and good relations prevail within the school" in the first rank with an arithmetic average (4.16), and a very high evaluation score, while paragraph (2) which states: "The administration involves teachers in decision-making" came in the last rank with an arithmetic average (4.04) and a high evaluation score.

Third: the area of organizational expectations

Table (4): Arithmetic averages and standard deviations of the estimates of the study sample members for the area of organizational expectations, arranged in descending order

No.	Paragraph	Arithmetic average	Standard deviation	Rank	Degree
28	Teachers make the necessary efforts to achieve the expected school achievements.	4.12	0.83	1	High
26	The school contributes to instilling democracy in the community.	4.11	0.84	2	High
24	The school uses its immediate capabilities to formulate its future plans.	4.1	0.87	3	High
27	The principal is expected to provide job security for teachers.	4.1	0.86	3	High
23	The school works in the light of a specific and clear vision of the future.	4.1	0.85	3	High
25	The school administration provides all facilities to serve the community.	4.08	0.86	4	High
29	The school pays high attention to its knowledge stock to confront and repel external pressures.	4.06	0.86	5	High
Total Degree		4.1	0.81		High

Table (4) shows that the arithmetic averages in the area of organizational expectations ranged between (4.12-4.06), with a high evaluation degree, as paragraph (28) which states: "Teachers make the necessary efforts to achieve the expected school achievements" in the first rank with an arithmetic average (4.12), with a high evaluation degree, while paragraph (29) which states: "The school pays high attention to its knowledge stock to confront and repel external pressures" in the last rank with an arithmetic average (4.06) and a high evaluation degree.

Fourth: The area of policies and procedures

Table (5): Arithmetic averages and standard deviations of the estimates of the study sample for the area of policies and procedures arranged in descending order

No.	Paragraph	Arithmetic average	Standard deviation	Rank	Degree
35	The adopted policies and procedures provide an appropriate environment for the implementation of the required work tasks and duties.	4.09	0.85	1	High
36	The policies and procedures followed promote loyalty and belonging to the school.	4.08	0.86	2	High
31	Teachers adhere to the school's approved work policies and procedures.	4.08	0.82	3	High
30	The policies and procedures in place within the school are quite clear.	4.07	0.89	4	High
32	The policies and procedures followed contribute to achieving the aspirations and goals of the school	4.06	0.84	5	High
33	Policies and procedures take into account the teacher's culture within the school.	4.06	0.86	6	High
34	The adopted policies and procedures help in achieving the desired quality standards.	4.04	0.88	7	High
Total degree		4.07	0.81		High

Table (5) shows that the arithmetic averages in the area of policies and procedures ranged between (4.09-4.04), and with a high evaluation degree, as paragraph (35) which states: "The adopted policies and procedures provide an appropriate environment for the implementation of the required work tasks and duties" in the first rank, with an arithmetic average (4.09), and a high evaluation degree, while paragraph (34) which states: "The adopted policies and procedures help in achieving the desired quality standards" came in the last rank with an arithmetic average (4.04) and a high evaluation degree.

Fifth: The area of organizational practices

Table (6) Arithmetic averages and standard deviations of the estimates of the study sample members for the area of organizational practices, arranged in descending order

No.	Paragraph	Arithmetic average	Standard deviation	Rank	Degree
10	The school pursues unified and clear standards	4.1	0.86	1	High
7	Teachers feel a sense of belonging to the teaching profession	4.09	0.85	2	High
14	The school administration instills a culture that stimulates creativity	4.09	0.85	3	High

No.	Paragraph	Arithmetic average	Standard deviation	Rank	Degree
12	Teachers with managerial capabilities get opportunities to develop their managerial future.	4.08	0.9	4	High
13	Teachers are rewarded for their actions and initiatives	4.07	0.92	5	High
9	Some administrative powers are delegated to the school in order to develop work.	4.06	0.89	6	High
11	Teachers' practices conform to the school's organizational beliefs.	4.05	0.85	7	High
8	The school believes in the principle of administrative delegation to teachers.	4	0.93	8	High
Total area grade		4.06	0.87		High

Table (6) shows that the arithmetic averages in the area of organizational practices ranged between (4.10-4.00), with a high evaluation degree, as paragraph (10) which states: "The school pursues unified and clear standards" came in the first rank with an arithmetic average (4.10), with a high evaluation degree, while paragraph (8) which states: "The school believes in the principle of administrative delegation to teachers" came in the last rank with an arithmetic average (4.00) and a high evaluation degree.

First: Discussing the results related to the first research question, which states:

"What is the level of organizational culture prevailing in primary schools in the Northern Triangle region within the Green Line, from the point of view of the study sample?"

The results of this question showed that the level of organizational culture prevailing in primary schools in the northern triangle region within the green line, from the point of view of the study sample, was high in all areas of organizational culture.

The researcher may attribute this result to the personal characteristics possessed by members of the administrative staff and the school principal, and how he runs his educational institution, which includes teachers, students and employees, which indicates that the school administration has the ability that enables it to instill encouraging organizational values, teamwork and love of work, which helps to generate an organizational culture at a high level.

The first area: organizational norms

The results showed that the area of organizational norms came in the first rank and with a high degree.

This result may be attributed to the activities that the school administration works to consolidate and deal with continuously, and relentlessly in carrying out the tasks assigned to it, as it implements them fundamentally, with extreme accuracy and with high credibility, which would maintain the school's academic and educational level, and preserve its reputation among schools, making the school its own character, which students, teachers and the local community are accustomed to.

This result may also be attributed to the consolidation of the values of society that are contained in organizational norms. The school administration has adopted the value of trust and made it a positive and essential factor in relations between individuals, and a basic requirement in functional relationships. The more this trust is strengthened between the

parties, the more cohesion increases, the morale rises, and the individuals rush to work with vigor.

The second area: Organizational Values

The results showed that the degree of practicing organizational values in primary schools in the northern triangle region within the green line was high.

The researcher attributes this result to the work environment in the school, which is dominated by a clear set of positive values, agreed upon by the school's administrative apparatus with the teachers' staff, such as attention to the value of time, commitment to the official working hours, as well as planning to complete educational work according to the specified time.

This result may be attributed to the school administration's realization that its authority derives from situations, and that situations are the ones that dictate what should be done and what should be avoided, so it views authority as an obligation related to the requirements of the situation. Therefore, it views the concept of organization as an administratively coordinated system in which the interests of individuals do not conflict with the interests of the school.

The third area: Organizational Expectations

The results showed that the degree of practicing organizational expectations in primary schools in the northern triangle region within the green line was high.

The researcher attributes this result to the organizational culture that the school complies with, and the teachers' beliefs about it. It is noticed that teachers of government primary schools confirm the school's contribution to the democracy of society, and the consolidation of its foundations, due to its ability to practice democracy and apply it and deal with its concept in a correct and clear manner.

The reason may also be attributed to factors related to globalization, progress and technological development, which affected the organizational culture of the school in the area of organizational expectations, and perhaps also affected the role of the spiritual dimension in the school, so attention was focused on the quantitative aspect.

The fourth area: Policies and Procedures

The results showed that the degree of organizational policies and procedures in primary schools in the Northern Triangle region within the Green Line was high.

The researcher may attribute this result to the procedures and policies adopted in the school, which show the teachers' familiarity with them, and this crystallizes through the distribution of these policies and procedures to the new and old teachers' staff, as we see this through the interrelationships between the administration and teachers on the one hand, and between teachers with each other on the other hand, through their meticulous and professional practice of their educational work within the school environment.

This result may also be explained by the school administration's interest in promoting policies that would consolidate affiliation, and this is achieved through carrying out various and varied administrative tasks, led by the school administration being a good role model.

The fifth area: Organizational Practices

The results showed that the degree of implementation of organizational practices in primary schools in the Northern Triangle region within the Green Line was high.

This may be attributed to some school administrations that seek to achieve confidence in teachers through transparency in work, and non-biasing of one party over another, so they are trying hard to achieve institutional justice in distributing tasks to teachers, in order not to weaken trust in the school administration, as well as work to involve teachers in making decisions, and that is a feeling of their importance, and the necessity of commitment and

coordination to implement them, as this is done through the authority granted to them, and relying on the expertise of the school administration and confidence in its performance and in taking these decisions, which leads to accuracy in work with the need to take into account humanitarian considerations, which help to Improving and developing work quality and generating a high level organizational culture.

Second: Discussing the results related to the second research question, which states:

Are there statistically significant differences at the significance level ($\alpha \leq 0.05$) between the average responses of the study sample members of principals and teachers about the level of organizational culture prevailing in primary schools, in the Northern Triangle region within the Green Line from the point of view of the study sample, due to the variables of gender, years of experience, educational qualification, and job title?"

The results related to this question showed that there were no statistically significant differences attributed to the effect of (gender or experience), while there were statistically significant differences to the effect of (job title and educational qualification) in the practice and level of primary school principals and their management of organizational culture, where the differences were in the areas of organizational culture and the total degree in the job title variable in favor of the category of principals, and it came in the educational qualification variable in favor of the postgraduate category.

First: the gender variable

The results showed that there were no statistically significant differences in primary schools in the northern triangle region within the green line in the practice and level of organizational culture, due to the effect of gender in all areas and in the total degree. This can be explained by the fact that all teachers of both genders agree on the importance of organizational culture in primary schools and its impact on the development of their creative behavior, and this is an indication that gender, in the view of the study sample, does not affect the level of organizational culture.

Second: the experience variable

The results showed that there were no statistically significant differences in the practice of school administration in primary schools in the northern triangle region within the green line of the level of organizational culture, due to the effect of years of experience in all areas, and in the total degree.

This result may be attributed to the fact that the importance of experience in awareness of the applications, practices and patterns emphasized by the organizational culture, is not an influential factor in adhering to the components and elements of the organizational culture as a whole. The researcher may also attribute this to the fact that teachers of different years of service in educational work have a close view on the importance of developing creative behavior, which makes the differences in their estimates close and similar.

Third: The educational qualification variable

The results showed that there were statistically significant differences in the practice of school administration in primary schools in the northern triangle region within the green line of the level of organizational culture, according to the educational qualification variable in all areas and in the total degree. The results showed that the differences came in favor of the study sample from the "post graduate studies" category.

The reason for this may be due to the knowledge and awareness of the study sample of the prevailing organizational culture in their schools, so their views differed about the level of organizational culture they have, and this is due to the sample members with higher academic qualifications (postgraduate studies), who are more knowledgeable and aware of the nature of the prevailing organizational culture. In their institutions from their colleagues with lower qualifications (bachelor's), by virtue of the information they gathered during their studies and their reading of the university courses for postgraduate studies, which made their scientific horizon more comprehensive, which instilled in them abilities that qualified them to deal with work data according to an organized scientific methodology. Consequently, the viewpoint of the study sample members on the level of the prevailing organizational culture differed according to the educational qualification.

Fourth: Job title variable

The results showed that there were statistically significant differences on the practice of school administration in primary schools in the northern triangle region within the green line of the level of organizational culture, according to the job title variable in all areas and in the total degree, and the results showed that the differences came in favor of principals and school administration.

The researcher may attribute this to the fact that school principals and administration are primarily and ultimately responsible for spreading and consolidating the organizational culture and raising its level in their schools, as failure and success are attributed to the school principal and his administration. For this reason, the administration strives to reach the maximum possible effort to highlight the school's culture. It does everything in its power to facilitate the task of school teachers to carry out their duties and school tasks in teaching and

learning, and urge them to work in a team spirit and work to give priority to the public interest over private interest, and to show the culture of the organization, with the aim of providing the best services to students in the best image and quality, which reflects the positive image of the school in their environment and society.

RECOMMENDATIONS

In light of the findings of the study, the researcher recommends the following:

- Working to consider the concept of organizational culture as an administrative concept by educational institutions, as it is an important factor in neutralizing the causes of failure and success.
- Incorporating the subject of organizational culture into the training programs scheduled to qualify principals, especially for sensitive administrative positions.
- Work to build an organizational culture that supports creative behavior and teamwork among teachers, in order to achieve the goals of teachers and principals at the same time.
- Strengthening the principle of trust between teachers and administration to consolidate organizational culture and belonging to the organization and its values.

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