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DOCTORAL THESIS

ABSTRACT

The school organizational culture influence on teachers' regulation of emotions and performance. The case of Arab teachers in Israel

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This doctoral research study deals with management of the school culture and its effects on teachers' regulation of emotions and work motivation and on their work performance in Arab schools in Israel. The research aims to promote effective management of schoolteachers, with a special focus on the Arab sector and its unique needs in terms of culture and infrastructure.

The thesis has a brief introduction to the research topics and offers a short overview, about the main theoretical framework. It also generally reviews recent studies conducted on the influence of social-cultural factors on the management of educational organizations and leadership aspects.

Schools are educational organizations where human interactions are crucial and inevitable for their existence and growth. Furthermore, it is a powerful resource for shaping identities and intergroup relations within society. Every organization functions according to values, goals and informal processes that help define what happens inside, and schools are not different in this respect (Oplatka, 2015). However, schools have their uniqueness as learning institutions. In their research, Scardamalia and Bereiter (2010) ask "what would it mean for schools to become learning organizations"? Accordingly, they present two quite different ways of answering that question. One would constitute an overhaul in management and the organization of work for schools to do a better job of performing their traditional functions. The other is a much more radical transformation, in which the basic job of the school is altered. (Scardamalia & Bereiter, 2010). The study of the school as an organization should be carried out in the paradigm of organizational culture (Shahamat, Mahmoudi & Sardareh, 2017).

Research on school-based management (SBM) by Arar & Abu-Romi, (2016) in Israel, Mizel & Caldwell (2012), Mizel (2024). that aims to check key components of SBM in the Arab Bedouin sector in Israel points the social, cultural, and religious factors that contribute to poor academic outcomes. Others, like Shohamy and Bishara, describe the Arab educators and administrators in the state-controlled Arab school system who have little power to make decisions (Shohamy, 2003) and are often forced to impose hegemonic Jewish-Israeli values on their learners by means of implementing curricular agendas (Bishara, 2021).

Apparently, the organizational culture that "happens" in a specific organizational context has a strong effect on teachers, as main stakeholders of the school. a fact that clarifies the uniqueness of the present research aiming to investigate Arab Israeli teachers. Emotions are part of the learning, teaching, and school managing process. It's agreed that they are of great importance in the daily life of the school and in its leadership.

The thesis contributes to research on emotions, investigating the role of the organizational culture in teachers' regulation of teachers' emotion at work. How the school culture, led by the principal

and the administration, affect the teachers' emotions and specifically, which is more relevant to work context, is regulating their emotions (Grant, 2013). The idea emerges from the fact that emotional experience involves person-environmental transactions, which include both "internal" "personal characteristics and "external "environments: school standards, values, rules, as well of legal, economic social environment of the education system and also of the community it serves (Lazarus & Folkman, 1991).

The research intends to analyze the connection between the Arab teachers' regulation of emotions and the organizational culture of the school, assuming that the unique cultural context of Arab schools in Israel would contribute to the findings.

The first three chapters of the study address the critical literature review, which includes international and Israeli studies that examine the research variables: organizational culture, emotions, and motivation, in the context of school management and leadership.

The first chapter is about **Organizational Culture**, its definitions and various models of organizational culture. The conceptualization of organizational culture usually starts with the underlying assumption that the term 'organizational culture' signifies the set of beliefs, behavioral patterns, values, and understandings of the members of the organization that can make the organization distinct from others. This assumption can correlate to the study of symbols, myths and stories that make up the culture or the organization (Oplatka, 2015). Some authors believe that a strong and distinctive culture promotes the unification of individuals into a team or organization (Peters and & Waterman, 1982; Deal & Kennedy, 1982, Elvesson, 2005, Plakhotnik, Rocco, Collins and Landor, 2015, Ghicajanu et al., 2015), arguing that an adequate form of culture is a key element of excellent performance of work tasks.

The researcher examined various organizational culture models and their impact on educational institutions. For example, Tayeb (1994) identifies the levels of cultural contexts – high and low. Trompenaars (1996) identified four types of corporate management culture, which received figurative names: "Family," "Guided Missile," "Incubator" and "Eiffel Tower." The analysis of national cultures by Hofstede (1998) defines culture as a collective programming of human consciousness that determines the reaction of workers to events occurring in the workplace. He identifies four of its elements: the distance of power; rejection of uncertainty, individualism – collectivism, masculinity – femininity. Handy (2007) identifies cultures based on power, role, tasks, and personality. Researchers such as Harrison (1972), Cameron and Quinn (1999), Denison et al. (2006) developed a holistic model for assessing organizational culture and effectiveness with reliable tools.

Cameron and Quinn (1999) theoretical model called the "framework construction of competing values" considers four main types of culture: clan, adhocracy, market, hierarchical. Among the significant aspects of the internal working environment, Cameron and Quinn included the general characteristics of the organization: a) Leadership style; b) Employee management; c) The connecting essence of the organization; d) Strategic goals; e) Success criteria. Schein (2004) proposed to consider organizational culture on three levels. The first level, "superficial" or "symbolic," includes visible external facts; the second level is the "subsurface," the values and beliefs shared by the members of the organization are studied, and the third level, "deep," includes basic assumptions which guide the behavior of people in the organization, helping them to perceive the attributes that characterize the organizational culture.

Next, the researcher discussed the organizational culture in schools. The study of the school as an organization should be carried out in the paradigm of organizational culture (Shahamat, Mahmoudi & Sardareh, 2017). Researchers tried to measure the main elements of a strong school culture and their impact on sustainable school improvement (Lee & Louis, 2019). A strong organizational culture in schools includes factors such as shared values, norms, and a sense of community.

Today, researchers use the term “organizational culture of the school,” but there is no single definition. The analysis of definitions allows us to conditionally divide them into three groups: first, definitions listing elements of organizational culture, second, definitions reflecting the impact on the activities of schools, teachers, and students; third, definitions emphasizing the integrity of the phenomenon (Lee & Louis, 2019). Culture is reflected in the norms and foundations of the school environment, the specifics of the educational process, manifested in the relationship between colleagues, teachers, and students, as well as teachers and parents (Haberman, 2013). The organizational culture of the school contributes to the emergence of a sense of identity, helps to form socially approved standards and behaviors, stimulates individual and collective achievements, and determines the direction for future development.

Researchers have developed special typologies for studying organizational culture in an educational organization, considering its specifics. The most well-known are the Hargreaves typology (1994) and the Fink and Stoll model (2005). Hargreaves’ typology (1994) is based on two factors: instrumental (social control and task orientation), and expressive (social connection through the support of positive relationships). Accordingly, these factors distinguish five types of organizational culture: “greenhouse,” “general welfare,” “traditional,” “aimless,” “ideal.” In the model of Fink and Stoll (2005), the types of organizational culture of the school are distinguished based on two factors: orientation to the current effectiveness of the school, and the speed of changes.

Hargreaves (1994) identifies four types of teacher subculture: 1. Individualism – the classroom is seen as a “castle,” autonomy and isolation dominate; any support is avoided; 2. Collaboration – teachers spontaneously and arbitrarily unite to work together without external control. They are characterized by comfortable activities (sharing ideas and materials) and constant observation of each other; 3) Collegiality – working relationships are built on the basis of cooperation with a fixed time and place of meetings; 4). Balkanization – teachers are not isolated but also do not work as a single school. Separate groups, methodological associations, etc. are created.

Over the years, the concept of Human Resources has become one of the most important attributes of any sort of organization. This is because the organization is ‘fueled’ from human resources, and they are considered as a powerful force, in fact maybe the most powerful force, of any organization. This leads to an understanding that if their power can be harnessed, it can contribute significantly to raising the quality and the productivity of the organization (Tindowen, 2019).

Many different studies, such as those of Hoyt (2012) or Lim (2010), employees who show high levels of satisfaction in their work usually tend to also show high levels of loyalty to the organization that they work for. Indeed, it seems that teachers who show high levels of satisfaction, like other kinds of employees, usually perform better, and show quality work, usually because they love what they do (Thomas, 2010).

Arif, Zainudin and Hamid (2019) argue that the school principal as a leader plays a strategic role, since he is responsible for management all components and systems of the school. The administration initially sets the culture through long-term and operational policy decisions, declaring standards and values, selecting appropriate personnel, monitoring all ongoing processes, establishing communication models and the degree of openness of communications, ways to discuss key issues (closed or open decision-making), conflict resolution, as well as other aspects of intra-school life. (Reeves, 2006). In addition, the area of responsibility of the management includes support for teachers, improving their qualifications and creating conditions for their professional development.

The management's area of responsibility is the moral and physical health of students and their safety, as well as the comfortable coexistence of all subjects involved in the educational process. The school's management forms the teaching staff and tries to transform it into a team that works consistently on the tasks set (Ozgenel, 2020). Bryk and Schneider (2003) argue that a positive organizational culture characterized by high levels of trust among teachers and administrators fosters positive emotions and overall well-being among teachers.

School leadership and management are critical components of an effective organizational culture and a successful educational institution. By setting the tone of the institution, including its vision, the guidance, and the positive learning environment, they contribute to the overall educational experience and success of students, teachers, and the school community.

In **chapter 2**, entitled **Emotions**, the researcher discussed the topic of emotions in the context of school management. Emotions are a background and a context to the act of learning, and the students' as well as the teachers' emotions interact with the processes of learning and teaching in school context, and moreover, emotions are seen as forms of learning themselves, a type of learning usually referred to as "Emotional Competencies." It's agreed that they are of great importance in the daily life of the school and in its management (Anderson & Bourke, 2013). According to Corcoran and Tomey (2013), learning and teaching are not only emotional practices, but are also influenced by context, ethical judgments, and actions, that are interconnected and intertwined in the difficult and complex reality of the school environment. School principals are typically seen as the school principals are managers and are seen as enhancers of creating a collaborative school culture (Waldron & McLeaskey, 2010), as well as professional learning communities (Owen, 2014). The greatest facilitators of school culture, the school principals, as was claimed by 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 principals' impact on the teachers' feelings of burnout, levels of anxiety and of stress.

Well-being is often associated with negative factors - stress and professional burnout (Schaufeli & Bakker, 2004). Burnout is based on the relationship between the employee, the job and the work environment. In the literature, there is a term "person-work fit," which means some "compatibility" of a person and a job (Harwell, 2008). According to modern international studies, teachers are more susceptible to stress than representatives of other professions (Schonfeld, Bianchi & Luehring-Jones, 2017). Among the main factors causing stress for teachers are working conditions, such as heavy workload, lack of support from the school and excessive emotional involvement in relationships with students, colleagues, parents of students (Kokkinen et al., 2014;

Schonfeld et al., 2010).. Other factors of teacher satisfaction include comfortable physical conditions, the possibility of professional development and sufficient resources (Ibid). Shen et al (2015) found a connection between teacher burnout and student motivation and determined that “teacher burnout leads to a decrease in student motivation.” 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 assistance (Aldrup, Klusmann & Lüdtke, 2017; Clipa, 2017; Sandilos et al., 2018).

The culture that has developed in the school can perform both positive and negative functions (Higgins-D'Alessandro & Sadh, 1997; Bayar & Karaduman, 2021). Studies have shown that schools with an effective organizational culture have higher levels of job satisfaction and commitment among teachers (Toropova, Myrberg & Johansson, 2021). An effective school culture is a collaborative culture which promotes professional development, high productivity, cohesion and cooperation, as well as the creation of a working environment that maximally contributes to the fulfillment of the main task of teaching and educating students (Nehez & Blossing, 2022; MacNeil et al., 2009; Glossary of Education Reform, 2013; Bush, 2015; Syaputra and Santosa (2022). Two terms that were used to describe emotions in the workplace, which are going to be related to in the discussion part of this research, are “emotional labor” (Hochschild, 1983) and “emotional work” (Hochschild, 1983). While the first concept describes a job in which the employees’ emotions are controlled by the organization and the employee is getting paid for “showing” or “hiding” them, jobs like public service and waiters, “emotional work” describes a situation in which the person is autonomous in managing his emotions, and thus the emotional work is controlled by the person (Yang & Chen, 2021).

Organizational culture is connected to emotions in several different ways. Emotions belong to people component of the organizations. People are made into individuals acting in the context of their group/team and in the organization. People in organizations are their employees, both managers and non-managers. In schools, people also include students, so they also have emotions. Therefore, according to the 7s organizational model of McKinsey, the connections of emotions of people in organizations influence all the other six components of the organization: organizational culture, people’s abilities and competences, management style of managers, and hard components such as strategy, structure and systems of the organizations. And the emotions of people in any organization are also influenced by these six components.

A positive organizational culture is impacting employee engagement in their work, increasing their adaptability to innovation and change, enhances their emotional labor, according to (Parent & Lovelace 2018; Foucreault, Ollier-Malaterre & Menard, 2018). Emotions play a special role in organizational culture. Emotions are internal signals that reflect the relationship between motives and the realization of the activity corresponding to these motives. The effectiveness of the managed system directly depends on the emotional atmosphere, which is set by managers at all levels of the organizational hierarchy. It should be noted that the emotional intelligence of the manager plays a significant role in these processes (Ahmad et al., 2023; Paredes-Saavedra et al., 2024).

Affective organizational culture is regulated by generally accepted norms of expression of emotions, thereby it can influence the development of employees’ individual personality. Affective organizational culture consists of a whole complex of phenomena. These phenomena represent to

a large extent the development and improvement of such aspects of emotional life, which were least manifested at an earlier age stage (Goleman, 2021). Bratton, Grint and Nelson (2005) claimed that the role of emotions is the most critical attribute or function of the organizational culture, because corporate culture can generate either commitment or enthusiasm among the members of the organization, by way of making them feel they belong to a family, and that they have a role in an important and valued mission.

Many studies such as (Hoy & Sabo, 1998; Ilham, 2018; Parent & Lovelace, 2018. Paredes-Saavedra et al., 2024). Rispens & Demerouti (2016), considering emotional reactions as stimulants, revealed that positive emotions are associated with achieving goals and overcoming obstacles, with personal support, solidarity and interconnectedness. Negative emotions act as demotivators and include focusing on the unfairness of the situation, mainly on non-financial compensation; discrimination; both hidden and open conflicts, and power struggles; violation of norms and trust to the detriment of others or the workplace; ideology based on disagreements; actual or potential humiliation in the workplace.

The social aspect of management implies a focus on social relations and interactions of people involved in a particular type of activity, united in various organizations. authors (Thompson, 1994; Gross, 1998; Cole et al., 2004) agree that emotional regulation is a set of processes, immanent and externally conditioned, automatic, and controlled, conscious and unconscious, responsible for monitoring, evaluating and modifying emotional reactions and influencing how emotions are experienced and are expressed. Hofmann et al. (2016) have developed the “Interpersonal Emotion Regulation Questionnaire” (IERQ), which is a 20-point indicator designed to assess how people regulate their emotions with the help of others. The four factors include enhancing positive affect (seeking social interaction to increase happiness), perspective-taking (engaging others to point out that other people are in a worse situation), soothing (seeking comfort and empathy from others), and social modelling (observing others). Wang et al. (2023) investigated the regulation of teachers’ emotions, considering it as a complex structure, including strategies focused on the preliminary prediction of events and reactions to them.

In **chapter 3**, entitled **Motivation**, the author discusses the issue of motivation in general and in the school context. Motivation is the inducement of a person to certain types of activity, its results, attitude to work, quality, and so on. Motivation is determined by the existence of needs and the creation of conditions for their implementation (Wahyudi, 2022). Several definitions and models of motivation are discussed, such as Maslow, Alderfer, Herzberg, Vroom, Adams, Porter and Lawler. Various types of motivation such as Material, Intangible, Moral, Direct, Domineering, External and Internal, Positive and Negative, are analyzed. The issue of motivation of teaching staff is of particular relevance at the present time. This is due, on the one hand, to the important mission that the teacher performs in the formation of the younger generation. On the other hand, this is required by the new socio-economic conditions of development and directions of modernization of education. The third aspect of the problem under consideration is related to the fact that there is a direct relationship between the development of motivation for pedagogical activity and the level of development of consciousness of the students themselves (Soliman, 2020). The issue of motivation of teaching staff is of particular relevance at the present time. This is due, on the one hand, to the important mission that the teacher performs in the formation of the younger generation. On the other hand, this is required by the new socio-economic conditions of development and directions of modernization of education. The third aspect of the problem under

consideration is related to the fact that there is a direct relationship between the development of motivation for pedagogical activity and the level of development of consciousness of the students themselves (Soliman, 2020). the basic needs of teachers must be met before they are motivated to fulfil the need for self-actualization and achieve professional goals. All teachers need confidence that they are doing a good job. Administrators may encourage teachers' efforts by offering positive feedback-both publicly and privately. Research points that the teacher's satisfaction with his professional activity is often due to the socio-psychological climate in the workforce, the relationship with students and with the administration of an educational organization (Engin, 2020).

Next, the author presents the main characteristics of the education system of the Israeli Arab Society. The Arab Palestinian minority in Israel is an indigenous minority that constitutes one-fifth of the country's population. Arab students have lower achievements in both national and international standard exams, higher school dropout rates, and are under-represented in terms of faculty staff in institutes of higher education (Arar, 2015; Jabareen, 2012). The exposure of Arabs to Jewish society (and to Western culture via the media) has influenced their norms and values and affected the structure of their communities and society the cultural differences are still prominent and can be noticed in people's behaviors, actions, and attitudes. Jabareen (2012) explained that indigenous minorities, unlike immigrant minorities, tend to preserve their uniqueness and maintain their own public spaces.

Focusing on the Arab and Jewish dissimilarity, the Arab collective identity is complicated and comprised of four identities: first, citizenship (Israeli); second, nationality (Palestinian); third, ethnicity (Arab); and fourth, religion (Islamic or Christian or Druze) Several researchers have indicated the need for change in the Arab Israeli schools because of : low achievements in core subject, inappropriate educational programs that no longer fit the demands of the rapid life change due to globalization, and various technological revolutions, outdated classical teaching methods adding to the crisis and organizational structure of the school (Isbanioly et al. 2018, Muijs & Lindsay, 2008). Many reforms and changes were applied on the Israeli system in the last two decades. According to Avidov-Ungar & Arviv-Elyashiv (2020). there are so many diverse efforts to change the educational system expressed by the number of initiatives, reforms, innovations, special programs, development.

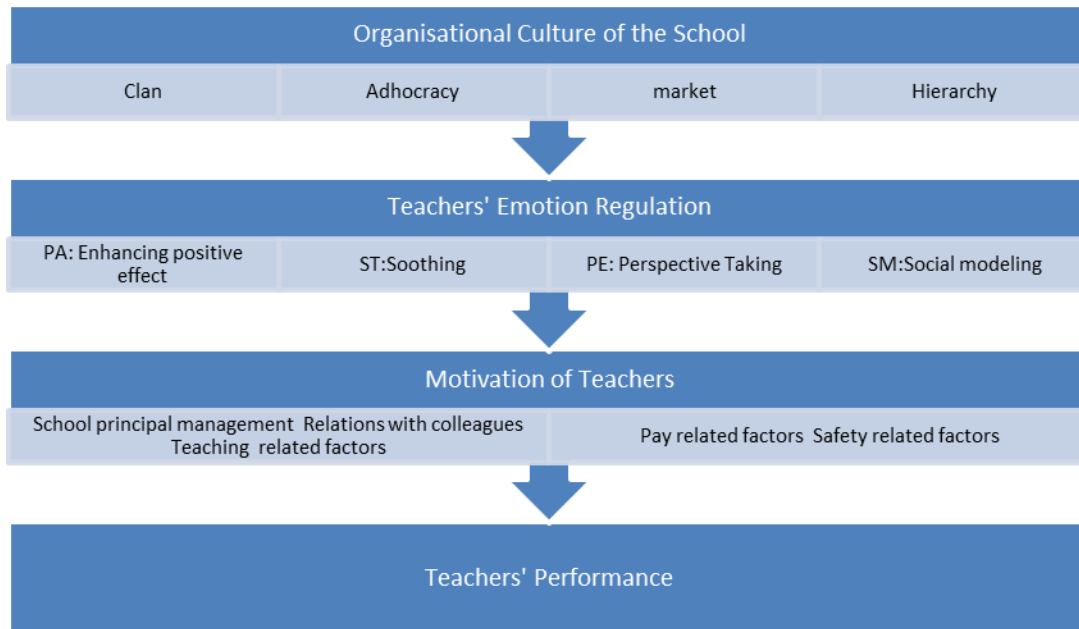
Chapter 4 presents **Research Methodology**. The main research goal is to identify the connection between the organizational culture of Arab schools in Israel and their emotional regulation practice, and how these affect teachers' motivation and performance. The current research relies on a mixed methodology: quantitative and qualitative research methods. The quantitative research tool is a complex questionnaire, including five parts. The first part is a demographic questionnaire that includes the following questions: gender, religion, education, job type, age, working hours, and seniority. The second part is based on the Quinn and Cameron's Organizational Culture Questionnaire (OCAI) and consisted of 24 items. To fit the context of the Arab education system in Israel, it was translated into Arabic and adapted to the Arabic of Israeli Arab society. The third part of the questionnaire asked 41 questions about motivation of teachers in school (Q25-Q65). The fourth part is about Level of performance and asked three questions (Q66-Q68). Responses are given on a scale of five levels: 1- strongly disagree, 2- disagree, 3- neutral, 4 - agree, 5 – strongly agree. The fifth part of the research questionnaire is about Emotions at work and asked 20 questions (Q69-Q88). It was originally developed by Hofmann, Carpenter and Curtiss in 2016

and named Interpersonal Emotions Regulation Questionnaire – IERQ (Hofmann, Carpenter& Curtiss, 2016). The quantitative study involved teachers from Arab High schools living in the Galilee area in Israel. These respondents were sampled using a “convenience sampling” method. The qualitative research tool chosen in this study was the open, semi-structured, in-depth personal *interview* with two school principals and two teachers who are involved in the educational life of the school.

The *variables* are presented in table below.

Variable	Type	Question number
Organizational .1 culture		1-24
Clan culture	Independent	1,5,9,13,17,21
Adhocracy culture	Independent	2,6,10, 14, 18, 22
Market culture	Independent	3,7,11,15,19,23
Hierarchy culture	Independent	4,8,12,16,20,24
2. Teacher Motivation	Mediating	25-65
2.1. School principal management	Mediating	25,26,27,28,29,31,32,33,34,35,36,37,38,39, 40,59,60
2.2. Relations with colleagues at work	Mediating	42,43,44,45,46,47,48
2.3. Teaching related factors	Mediating	30,49,50,51,52,53,54,55,56,
2.4. Pay related - factors	Mediating	57,58,65
2.5. Safety factors	Mediating	41, 62,63,64
3.Teachers' performance	Dependent	66,67,68
4. Regulation of emotion at work	Mediating	69 – 88
4.1 Enhancing positive affect	Mediating	71,74,76,81,86
4.2. Perspective taking	Mediating	70,75,78,82,85
4.3. Soothing	Mediating	72,77,80,84,87
4.4. Social modeling	Mediating	69,73,79,83,88

The researcher formulated 4 main hypotheses and 22 sub-hypotheses. The *research model* is presented below.



The study *population* includes teachers in Arab Israeli schools. The study was conducted in 19 high schools in Arab Israeli communities. A total of 504 teachers who represented different genders, ages, years of experience and education participated in the study.

The researcher validated the structure of organizational culture styles (the independent variable), the structure validity for the variable “school principal management”, for “enhancing positive effect”, for the variable “perspective taking”, the variable “Soothing” and the variable “Social modeling”.

In **chapter 5**, intitled **Findings of Quantitative Research**, the researcher presented the statistics for variable Teachers’ Motivation and Emotions at work. It was found that there are statistically significant strong positive correlations between all dimensions of organizational culture and all dimensions of teacher motivation. For instance, a statistically significant strong positive correlation ($r = .76$, $p < 0.001$) was found between the Clan dimension (one of the dimensions of organizational culture) and the School management dimension (one of the dimensions of teacher motivation) in schools. The lowest correlation (which is also statistically significant) was found between the Market dimension (one of the dimensions of organizational culture) and the Relations with colleagues at work dimension (one of the dimensions of teacher motivation), with a value of 0.36. The implication is that an increase in each of the dimensions of organizational culture measured in the current study is associated with an increase in each of the dimensions of teacher motivation in schools.

The researcher found that there are statistically significant moderate positive correlations between all four types of organizational culture and all the four dimensions of “Regulations of teachers’ emotions”. For example, the strongest relationship between dimensions of “Organizational culture” and “Regulations of teachers’ emotions” 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” type of organizational culture and the “Soothing” dimension ($r = 0.21$, $p < 0.001$).

To test the empirical validity of the proposed model of teacher performance, a Structural Equation Modeling (SEM) analysis was performed using EQS software version 6. It was found that the variable “organizational culture” has a moderate and statistically significant positive influence on the variable “regulation of teachers’ emotions”, ($\beta = 0.30$, $P < .001$), respectively meaning that the stronger the variable “organizational culture” is the higher is the variable “regulation of teachers’ emotions”. The variable “organizational culture” explains 9,0% of the variation of the variable “regulation of teachers’ emotions”. Consequently, hypothesis 1 is validated. The result indicates that the existing organizational culture is Arab schools in Israel which is a mix of strong Clan culture, strong Hierarchy, Moderate Market culture and moderate Adhocracy culture has a high influence of the emotions of teachers through emotional regulation, which is a set of processes, immanent and externally conditioned, automatic, and controlled, conscious and unconscious for each employee. Emotional regulation processes are responsible for monitoring, evaluating and modifying emotional reactions and influencing how emotions are experienced and expressed by each individual teacher.

The researcher has formulated also 20 sub-hypotheses about the connection between the four types of organizational culture (Clan, Hierarchy, Market and Adhocracy) on one hand and the four sub variables of the variable “regulations of teachers’ emotions” (Enhancing positive Affect, Perspective taking, Soothing, Social Modelling). The results indicate that all the sub-hypotheses were validated.

The correlation between the Clan culture and Enhancing Positive Affect is moderate and positive, meaning that this type of culture is influencing teachers to seek social interaction with other teachers to increase their happiness. The Clan culture is consciously increasing the positive emotions of teachers to improve one’s mood and emotional state. The other three correlations between the clan culture and the other three sub-variables are weak and positive, meaning that the Clan culture has a lower influence on them.

The correlations between the Hierarchy culture and Enhancing Positive Affect and also with Social Modelling are moderate and positive. In the case of the correlation with Social Modelling the results means that the hierarchy type of culture is moderately influencing teachers to observe the behavior and reactions of other teachers in the school as a guide for regulating his/ her own emotions.

The correlations between the Adhocracy type of culture and Enhancing Positive Affect and also with Social Modelling are moderate and positive. In the case of the correlation with Social Modelling the results means that this type of culture is influencing teachers to seek social interaction with other teachers to increase their happiness.

The correlation between Market type of culture and Enhancing Positive Affect is also moderate and positive, while the other two with Social Modelling and with Perspective Taking are very close to being moderate in size, meaning that this type of culture influences Regulation of emotion of teachers, indicating that the schools are strongly oriented towards achieving their educational goals and serve to their best the students and the local community.

The research findings reveal a clear, moderate and positive direct effect of all types of the school’s organizational culture on the regulation of teachers’ emotions. 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.

These results explain 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-urban or rural. 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” of Arab teacher’s identity between being a Palestinian Arab, an Israeli, and under the global changes that affect him. Many researchers point that globalization and Israelization are responsible for the obstruction of enhancing the Arab culture inside the Arab schools which affect the Arab teachers’ and the Arab students’ identity (Arar & Nasra, 2016, Arar & Ibrahim, 2016).

Data showed that the direct positive effects estimated for the variable “Organizational culture” on the variable “Teachers’ motivation” in the school are very strong, positive and statistically significant ($\beta = 0.75$, $P < .001$). The implication of this finding is that, according to teachers’ perceptions, the stronger the variable “organizational culture” is, the higher is the variable “motivation of teachers” at work. The variable ‘Organizational culture’ explains 56,3% of the variation of the variable “teachers’ motivation” to perform their educational work in schools.

The research validated 12 sub-hypotheses about the connection between the four types of organizational culture (Clan, Hierarchy, Adhocracy and Market) on one hand and the three sub variables of the variable “motivation of teachers”, which are: “School principal management”, “relations with colleagues at work” and “Teaching related factors”.

An interesting finding emerged in relation to the structural model of the research is the direct and positive effect of the school’s organizational culture on teacher motivation. This finding aligns with the results of research published in academic literature focusing on the effect of the organizational culture on employees’ motivation.

The hypothesis 3, there is a relationship between the variable “Organizational culture” and the variable “Teachers’ Performance” was validated. The correlation is moderate and positive ($p = .44$). The variable “Organizational culture” explains 19,34% of the increase of the variable “Teachers’ performance”. The total effect is .75, composed from .44 direct effect and .31 indirect effect. In total, the variable “Organizational culture” explains 56,25% of the increase of the variable “Teachers’ performance”.

In recent studies 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 (Voreg & Barzon, 2013; Cohen & Abedallah, 2021; Aburkayek, 2022; Shaked, 2023).). Again, all types of cultures, which were all reflected in the Arab schools with no significant difference, affect teachers.

Hypothesis 4 is the following there is a relationship between the variable “Teachers’ motivation” and the variable “Teachers’ performance”. The correlation is moderate and positive ($p = .33$), indicating that the hypothesis was validated. The variable “Teachers’ motivation” explains 10,89% of the increase of the variable “Teachers’ performance”. As for the effect of teachers’ motivation on their performance, a definite direct positive effect was found. This finding is consistent with the findings of other studies, including in Israel, in which teachers’ motivation has been found to

influence teacher performance (Alasad, 2017; Amini et al., 2022; Forson et al., 2021; Comighud & Arevalo, 2021).

The hypothesis 5 is the following: there is a relationship between the variable “Regulation of teachers’ emotion” and the variable “Teachers’ performance”. The correlation is weak and positive ($p = .22$) that the hypothesis was validated. The variable “Regulation of teachers’ emotion” explains only 4.84% of the increase of the variable “Teachers’ performance”.

The direct effect of Organizational culture ($\beta = 0.44$) on Teachers’ performance is notably higher than the direct effect of Motivation on Teachers’ performance ($\beta = 0.33$). Additionally, the direct effect of Motivation on Teachers’ performance ($\beta = 0.33$) is higher than the parallel direct effect of Emotions at work ($\beta = 0.22$).

The findings relating to the structural model show that there is a direct positive effect of teachers’ emotions on their performance. That is, when teachers have more positive feelings in the workplace, this will result in more positive and responsible behavior at work, such as: accountability, productivity, avoiding tardiness and shortages, and a willingness to respond to any initiative or innovation in the field of work at school. These positive behaviors contribute to the improvement of teacher effectiveness at work and increase teacher performance in schools.

It also found that all the variables in the model account for 44% of the variance in Teachers’ performance. This value is statistically significant ($p > .05$) and indicates a high-effect size, according to Cohen’s interpretation (Cohen, 1988). In addition, it was found that organizational culture explains 55% of the variation in teachers’ motivation. This value is statistically significant ($p > .05$) and teaches about low effect size, according to Cohen’s interpretation (Cohen, 1988). Organizational culture explains 9% of the differences in emotions at work. This value is statistically significant ($p > .05$) and indicates a medium effect size, according to Cohen’s interpretation (Cohen, 1988).

The findings of the qualitative research are that, according to both teachers, the school principal plays an important role in the way they perceive the organizational culture, their emotions, and their motivation. Both teachers relate to collegiality as one main factor in their regulation of emotions, their motivation and their performance, state that emotions are not present in their work in the school, relating to the way the administration relates to it and their seeking to regulate their emotions either internally or with preferable colleagues rather than the principal or any administrative side. They even describe a situation in which the principal may feel threatened as a result of emotional expression. According to the qualitative data, teachers are motivated by principal’s feedback, by their relationship with colleagues, and they agree that negative feelings affect their performance at work.

The final **chapter 6** presents the **Conclusions and Recommendations** for best practice. This research is important for school principals and other stakeholders of the school, both internal such as: (students, administrative staff) and external, such as ministry of education officials, school inspectors, parents, local authorities), supporting a positive emotional attitude of each teacher and specific actions to take to support it, mainly through the organizational culture of the school.

Investigating the key elements of school organizational culture in Arab schools in Israel and its contributions to Arab teachers’ regulation of emotions may help in mapping emotional identities

of Arab teachers and so facilitate the way towards building a model of emotional oriented school culture.

Principals have a crucial role in facilitating and leading all these aspects. Prior research has claimed that school principals are typically seen as the school leaders and are seen as enhancers of creating a collaborative school culture (Waldron & McLeaskey, 2010), as well as professional learning communities (Owen, 2014).

When teachers work together in a professional manner and show support for each other on a social and emotional level, they have a higher chance of increasing their performance and their sense of collegiality and commitment to the organization. The strategies of interpersonal regulation are crucial for teachers to be understandable and for principals to be legitimate. as they navigate the complex emotional landscape of their profession. By employing these techniques, educators can develop better emotional resilience, maintain a positive classroom environment, and enhance their overall well-being. The effective use of these strategies contributes to improved teacher-student relationships, better communication, and ultimately, a more productive and positive learning environment for students.

The current study has significant contributions in several areas. The current study reveals the impact of organizational culture on teacher performance, mediated by emotions regulation and motivation. An organizational culture that combines dimensions that exist in the synergy of actions in different aspects in one entity that is the organizational culture of the school. The significant finding is that all the four types of organizational culture are present in any organizational culture.

Another contribution is that an integrated school culture promotes teacher performance. i.e., schools that have championed the improvement of teachers' performance as an important goal, must operate with a mixed set of types of culture influenced by the values of their native culture (Arab culture) and also the modern values of performance and openness to change and innovation. When there is a fit between the school culture and the fundamental goal of the school, then teachers' performance is strongly sustained by the school culture.

The current study sought to examine the organizational culture for promoting the performance of teachers in Arab Israeli schools. This study presents an observation of unique organizational culture characteristics, characterized by the synergy of cultural dimensions in various aspects, and reveals actions that promote teacher performance. According to the study's findings, school principals should use a variety of channels of influence to spread the central value by which everyone can succeed and adapt organizational resources that take the emotions of teachers into consideration to advance the school's stated goal.

The researcher formulated several recommendations for school principals of Arab schools in Israel in special and also for any school principals. These recommendations aim to improve the job performance of teachers based on the conclusions of the study about the impact of organizational culture on regulation of teachers' emotions and motivation to increase the teachers' performance. Another recommendation is to organize a mentorship system in the school for the newly employed teachers. School principals develop strong ties between their school and the local community relevant stakeholders: local authority, religious leaders, informal leaders, and also parents of students. The aim is to achieve a partnership and increase the sense of belonging of teachers towards the community they serve.

Another recommendation is to organize training courses, face- to face and online, for teachers on managing emotional exhaustion which is also a major stressor for Arab teachers. The focus should be on stress coping methods and techniques. School principals are recommended to promote open communication with teachers about their fears related to violence in school and in classrooms, undisciplined students, and other negative aspects of their work. Another recommendation is to provide teachers with professional support from various specialists (psychologists, security, police, etc.) to allow them to identify solutions to cope with their fears. Also, another recommendation is to organize training courses for school principals and teachers on emotional intelligence, emotional resilience and workload management to equip school principals with strategies to manage teacher workload effectively.

A recommendation for school principals is to plan and organize the administrative activities executed by teachers to reduce their administrative burden and increase the time teachers use for their educational activities. Also to prevent burnouts we recommend school principals explore the possibility of using part-time work. School principals should provide resources and encourage teachers to use various digital instruments for teaching activities mainly when planning lessons and grading. School principals should acknowledge the emotional labor of teachers in a challenging school environment and make sure that teachers feel both safe at work and valued for the quality and results of their educational work. The researcher recommends school principals to encourage and organize emotional support groups for teachers led by teachers themselves, without the direct participation of the school principal. This will allow teachers to freely express their emotions about school management related issues. School principals should plan and organize yearly surveys of their school staff to identify the overall level of job satisfaction, main stress factors, and craft adequate actions to improve the situation.

Limitations of the research were presented in a critical manner, and ethical concerns were properly addressed by the researcher.

Also, several future research directions were suggested. A future study should undertake a comparison between different sectors of the Arab society, which represent fundamentally different socio-cultural worldviews, because these perceptions are impacting differently the school organizational culture that promotes teachers' achievements, motivation and positive emotions. The research could be expanded to study the organizational culture of private school and public schools and the teachers' emotional regulation, also in special technological educational settings. Future research should examine the influence of various leadership styles such as authoritarian, democratic style of school principals on the emotional regulation at work of teachers and their work performance.