The Prevailed Organizational Culture in the Basic Schools in the Capital Amman from the Point of View of Female Teachers

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Abstract:

The objective of the study was to investigate the prevailed organizational culture in the basic schools which include the first three grades in the capital Amman from the Point of View of Female Teachers. A sample of (350) teachers were selected from basic schools in the capital Amman. A questionnaire was constructed for the study which was consisted of 5 domains which are: human-being relationships, active communication, partnership in making change, active time management for change and motivation to achieve the change objectives.

The result of the study shows that the level of the prevailed organizational culture in basic schools which include the first three grades in The capital Amman from the point of view of female teachers was medium on the five domains, and there were no significant statistical differences in the level of the prevailed organizational culture in basic schools which include the first three grades in the capital Amman from the point of view of female teachers due to experience variable. Also, there were no significant statistical differences in the level of the prevailed organizational culture in basic schools which include the first three grades in the capital Amman from the point of view of female teachers, due to scientific qualification.

In light of these results, the study recommended the following:

There is a necessity to train female principals in the basic schools which include the first three grades in The capital Amman on the competencies of the leader, especially the change and time management side.

Key Words: Organizational Culture, Basic Schools, Female Teachers, Capital Amman.

Ministry of Education\ Jordan [*]

مستوى الثقافة التنظيمية السائدة في المدارس الأساسية من وجهة نظر المعلمات في الأردن

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ملخص:

هدفت الدراسة التعرف على مستوى الثقافة التنظيمية السائدة في المدارس الأساسية من وجهة نظر المعلمات في الأردن. تكونت عينة الدراسة من (351) من معلمات المدارس الأساسية في الأردن، واستخدم في الدراسة الاستبانة التي تكونت من خمسة مجالات هي: العلاقات الانسانية، والاتصال الفعال، والشراكة في احداث التغيير وإدارة وقت التغيير بفاعلية، والتحفيز لتحقيق أهداف التغيير، وقد أظهرت نتائج الدراسة أن مستوى الثقافة التنظيمية السائدة في المدارس الأساسية في الأردن من وجهة نظر المعلمات كان متوسطاً على المجالات الخمس، وعدم وجود فروق ذات دلالة إحصائية في مستوى الثقافة التنظيمية السائدة في المدارس الأساسية في الأردن من وجهة نظر المعلمات، تبعا لمتغير الخبرة ولمتغير المؤهل العلمي.

وفي ضوء ما توصلت إليه الدراسة من نتائج فإنها توصي بضرورة تدريب مديرات المدارس الأساسية في الأردن على كفايات القائد وخاصة جانب إدارة التغيير والوقت، وتضمين برامج التنمية المهنية الموجهة للمعلمات موضوعات تتعلق بالثقافة التنظيمية وممارستهما فعلياً، ودعوة وزارة التربية والتعليم إلى تبني مفهوم المدرسة وحدة أساسية للتغيير في النظام التربوي في الأردن، وإجراء دراسة أخرى للكشف عن مستوى الثقافة التنظيمية من وجهة نظر المعلمين في المراحل الدراسية الثانوية والأساسية.

الكلمات المفتاحية: الثقافة التنظيمية، المدارس الأساسية، المعلمات، الأردن.

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Introduction

The educational administration has great responsibilities for implementing the general policy of education and achieving educational goals among society. To succeed, it requires conscious and effective management. As the school management is responsible for implementing the educational policy, working in it is the backbone of the school's success in fulfilling its mission in the desired way (Bisiso, 2003).

In order to develop the student in a comprehensive and balanced development according to his abilities, his preparations, and the environment in which he lives, the school administration organizes the collective efforts in the school (Mustafa, 1994). The school administration is working hard to provide a general health environment in which the school operates, and everyone has good relations with all the staff in the school. The successful management seeks to provide the system, as well as the commitment of each individual to the rules and assets. It also works to raise the morale of its employees and to improve their motivation for work and their ability to produce, to enable the school to fulfill its educational mission (Morsi, 2001).

The head of the school is one of the inputs of the school management system, but is the thinking mind and the mastermind. It is responsible for planning, guiding and leading it, evaluating the performance within it, making decisions about each element in the system, and taking responsibility for confronting any changes that may be faced. The school principal has the technical responsibility to raise the level of the educational process in the school, the knowledge of modern educational developments, and the administrative responsibility, including the administrative and organizational duties of the students and employees, as well as supervision of the school building and facilities, He continued with the local community (Mashharawi, 1998).

Study Questions:

This study seeks to answer the following questions:

I. What is the level of organizational culture prevailing in the basic schools, which includes the students of the first three grades in the capital Amman from the point of view of teachers?

II. Are there statistically significant differences at the level of ($\alpha = 0.05$) in the level of the organizational culture prevailing in the basic schools, which includes the students of the first three grades in the capital

Amman due to the variable (experience, qualification) from the point of view of teachers?

The importance of the study:

The importance of the study is determined by the following:

   I.   Teachers could know the level of organizational culture prevailing in their schools.
  II.   It helps school principals to recognize the level of organizational culture in their schools.
 III.   It provides the Arab and Jordanian educational libraries with theoretical literature and previous studies about organizational culture in schools. This study is important at the level of basic schools in Jordan.
  IV.   This study benefits the researchers in reference to the questionnaire to determine the level of organizational culture in different directorates or different stages of study.

The limitations of the study:

The results of this study can be generalized in light of the following limits:

   1.   Temporal limits: This study was limited to the second semester 2016.
   2.   Spatial boundaries: This study was conducted in the basic government schools that include the students of the first three grades of the Education Directorate in the capital Amman.
   3.   Human limits: limited to the basic school parameters that include the students of the first three grades in the capital Amman.

Determinants of the study

The generalization of the results of this study is determined by the indicators of the validity of the study instrument and its stability, which indicate the level of the organizational culture prevailing objectively in the response of the sample members of the study. In light of this, the results can only be distributed to the community from which the study sample and similar communities were taken.

Literature Review

To understand the concept of organizational culture and to benefit from it in the lives of individuals and organizations, it is necessary to refer to the study of the history of organizational culture, and what the writers and specialists have reported on this concept. With the emergence of modern organizations and the increasing organizational problems, the concept of organizational culture has emerged in the literature of management and

organizational behavior. It has become prevalent in the field of administrative organizations and organizations. It refers to the set of characteristics, values, ethics, material and technical aspects that describe an organization and distinguish it from other organizations (Higan, 1992).

The concept of the culture of the organization is one of the modern topics that have entered the books of management. This concept reflects the knowledge, ideas and values of a society (Al-Omyan, 2002). The understanding of the scholars of administrative behavior has been associated with the importance of the relationship between culture and management in the period in which Japan emerged as a superpower in the world . Japan has dominated world markets and established a strong reputation based on quality, reliability, values and services. Management and management scholars have demonstrated the success of the Japanese to the culture of the society of Japan. Thus, culture has become one of the main themes of management since the early 1980s. Organizations and their management behavior (Salem, 2002).

Types of organizational culture:
Davet (2001) points out that there are four types of organizational culture:
  I. Adaptability Culture, which focuses on the external environment, as the organization tries to change to meet the needs of the beneficiaries, in which the organization realizes change, and rewards innovation and risk.
 II. Mission Culture, in which the Organization gives the fundamental importance of clarity of vision for its purposes, and focus on a specific part of customers within the external environment without the need for rapid change.
III. Clan Culture. The culture of this type focuses mainly on the extent to which the members of the organization are involved and the speed with which changes are expected to occur in the external environment.
IV. Bureaucratic culture, in which the focus is on the coherence and reliability of the internal environment, as there is a high level of cohesion, compliance and cooperation among individuals.

Organizational culture is widespread among organizations and within administrative units of a single organization. The transfer of organizational structures, procedures and leadership patterns is faster than the transfer of concepts, attitudes, behavioral habits and other related organizational behavior patterns.

Alti (2014) conducted a study on the values of organizational culture prevailing in secondary education institutions in Algeria. A field study was conducted at the level of Setif city. This study examines the prevailing organizational values within some secondary education institutions in the city of Setif. The extent to which they differ between institutions according to the results achieved by the latter in the baccalaureate. Therefore, a random sample of teachers was selected for the four institutions under study.

The results showed that the prevailing level of values is medium and acceptable. It also showed, that some values of discipline and order are appeared but others are absent. It was also found that the level of organizational values varies among institutions according to the results of their ranking in the baccalaureate.

Khairuddin and Najjar (2010) conducted a study on the impact of the internal environment on the organizational commitment in the General Organization for Social Security in the Hashemite Kingdom of Jordan. The study aimed to verify the impact of the elements of the internal environment (organizational structure and organizational culture) Social Security in the Hashemite Kingdom of Jordan. To achieve this objective, a questionnaire was distributed to a random sample of 291 employees. The study found that there was a significant statistical effect (at the level of $0.05 = \alpha$) of the internal environment elements (organizational structure and organizational culture)...

The study found that there is a negative correlation between five dimensions of the organizational culture and the efficiency of the performance, and the correlation between the five dimensions of organizational culture values and performance efficiency. The results of the study indicate that the efficiency of performance increases with the rise of law and order, competition, strength, efficiency, and economy, and decreases in the dimensions of work teams, elite, defense, reward and exploitation opportunities. The results of the study also indicated that there is no significant correlation between Pain Is the education of any organizational culture values.

Saouthall (2001) studied the concept of organizational culture concepts among faculty members at the University of Mountain West Scientific Departments. The study sample consisted of (140) faculty members. The study found that the organizational culture is the basic model in how the members of the institution see the values in question. The faculty members

believe that the beliefs that are common in their departments are less signs of performance, good reputation, compliance with many laws, high expectations of performance, Members of the departments and their organizational culture in their opinion if the supervisor is a man or a woman, and also if the coach is paid for him or not.

Mayda (2000) conducted a study aimed at identifying the relationship between teachers' perception of culture and job satisfaction. The study population of (450) teachers. The sample included 18 teachers working in public schools in the United States. Mayda developed a measurement of organizational culture. The study found that employees who are dissatisfied with their work show a negative perception of organizational culture rather than employees satisfied with their work. Organizational culture concepts among satisfied and disgruntled employees on the one hand, and staff satisfied with their jobs and jobs more in defense of organizational culture than those dissatisfied with them.

The Lybeck study (2004) aimed to verify the role of the leader in the development of organizational culture. The study population consisted of three elementary schools in Washington State. Information was collected from the three principals through interviews, observation of daily behavior, and review of the relevant documents. The results of the study indicated that the role of the director in the process of change was evident through the development of culture School curricula, in order to develop school work, and managers with strong culture have had great success in educational reform on planning issues and curriculum.

In a study by Milistein (2000) in the United States, the aim was to learn about the relationship between school culture, teacher culture and school curriculum. The study population consisted of (360) middle school teachers in southeast Michigan, while the sample included (90) teachers from the study society. The study concluded that there is a strong relationship between the teachers' personal culture and the prevailing school culture. School culture and the effectiveness of the school curriculum.

Methodology

The methodology used in this study is based on the descriptive approach, which includes a survey. This survey occurs by referring to the appropriate references and resources to build the theoretical framework of the study. Also by making a field survey to gather information and data by using the study instrument and its statistical analysis which helps to answer the study questions.

Study population

The study population consists of all the teachers of the basic government schools that include the students of the first three grades in the capital city of Amman, numbering (2926) teachers, during the 2015-2016 academic year.

The study sample was randomly selected by the study population from the basic government schools that included the students of the first three grades in the capital Amman. Two directorates were chosen: the Directorate of the University Brigade and the Directorate of the Marka Brigade. The sample of the study in the Marka brigade (230) teachers, and in the university brigade (120) teachers. The sample group consisted of 350 teachers, a representative sample of the population based on the statistical table prepared by "Batlett and Higginc (2001)".

The study instrument

In order to achieve the objectives of the study, it is important to recognize the level of organizational culture prevailing in the basic schools, from the point of view of the teachers in those schools. So, the study instrument was developed, which is the questionnaire of the prevailing organizational culture. The questionnaire was formed in its initial form of (26) items. This has been happened by referring to the relevant theoretical literature.

Validity of the instrument

In order to ascertain the validity of the study instrument, the researcher used virtual honesty by presenting the questionnaire in its initial form to (10) expertise from the teaching staff specialized in educational sciences in the Jordanian universities in order to ascertain the validity of the instrument and the correctness of the scientific formulation and any proposed amendments, and to suggest items that they consider necessary to be added or items to be deleted.

After the retrieval of the instrument from the expertise, the researcher emptied their responses, and each item approved by (80%) or more of the arbitrators was approved for their suitability. The items that the arbitrators considered necessary to amend were also amended. To formulate some of the items, the questionnaire came out in its final form consisting of (26) items.

Reliability of the study instrument:

To ensure the reliability of the study instrument, it was distributed to a

sample of 40 teachers in the basic government schools that included the students of the first three grades in the capital Amman from outside the study sample. The Cronbach-Alpha equation used for internal consistency, the internal consistency factor for the resolution items (0.89), which is suitable for the purposes of the present study, is estimated.

The reliability of organizational culture was the value of Cronbach Alpha (0.89)

Correcting the study instrument

The following criterion has been used to judge the degree of the items:
  I. If the mean of the item is less than or equal to (2.33) the degree of the item is low.
 II. If the mean of the item is restricted between 2.34- 3.66, the degree of the item shall be intermediate.
III. If the mean of the item is greater than or equal to (3.67), the degree of the item shall be high.

Study variables

- **First:** The intermediate variables are:
   1. Experience three levels (less than 5 years, 5-10 years, and more than 10 years).
   2.   Academic qualification three levels (less than Bachelor, Bachelor, and Postgraduate).
- **Second:** the dependent variable is: organizational culture

Results

This study answering its questions, as follows:

The first question: "What is the level of the organizational culture prevailing in the basic schools that includes the first three grades in the capital Amman from the point of view of teachers?

To answer this question, mean and standard deviations were calculated. The rank of the organizational culture level in the basic schools that included the first three grades in the capital Amman was determined from the point of view of the teachers.

Table (1) showed that.

Means, standard deviations and the level of organizational culture prevailing in basic schools, which includes students of the first three grades in the capital, Amman, from the point of view of teachers.

Table (1) Means, standard deviations and the level of organizational culture prevailing in basic schools, in the capital, Amman

Item number	Item	X	SD	Rank	level
11	The administration emphasizes justice among employees	3.90	0.79	1	high
2	Information flows in a hierarchical way	3.81	1.17	2	high
7	The school has an atmosphere of satisfaction among the staff	3.69	1.01	3	high
8	School staff love risk in making decisions	3.69	1.13	3	high
9	The administration is trying to solve problems away from official procedures	3.69	1.04	3	high
10	School management is encouraged to meet the challenges to achieve the goals	3.69	1.13	3	high
15th	The department cultivates trust in its employees	3.66	1.09	7	moderate
1	Determine the powers within the school clearly	3.65	1.21	8	moderate
3	School staff are committed to the teachings of senior management	3.65	1.17	8	moderate
17	School management reduces risk appetite	3.62	1.14	10	moderate
16	The administration is interested in completing the work without considering the results	3.58	1.20	11	moderate
20	The Department is interested in completing the work on time	3.56	1.27	12	moderate
5	The school is concerned with official procedures	3.54	1.08	13	moderate
4	School administration takes the principle of punishment	3.52	1.30	14	moderate
14	Management is concerned with the humanitarian aspect of the work	3.52	1.15	14	moderate
24	The administration attaches great importance to legislation	3.51	1.11	16	moderate
18	The relationship between school workers is very cautious	3.49	1.24	17	moderate
25	Management depends on functionality in the evaluation process	3.48	1.02	18	moderate
22	Management urges employees to make optimal use of resources	3.46	1.17	19	moderate
6	Management assists in the formation of work teams in the school	3.44	1.01	20	moderate
23	The Department authorizes tasks by	3.40	1.25	21	moderate

Item number	Item	X	SD	Rank	level
	discipline				
19	Management relies on experience in decision making	3.37	1.25	22	moderate
12	Management allows employees to freely express their opinion	3.36	1.31	23	moderate
13	School decision makers participate	3.36	1.17	23	moderate
21	School management is concerned with the results without regard to the way the work is performed	3.30	1.29	25	moderate
	Total score	3.56	0.53		moderate

Table (1) shows that the level of organizational culture prevailing in the basic schools that included the first three grades in the capital Amman from the point of view of the teachers was moderate. The mean was 3.56 and the standard deviation was 0.53. with mean ranging from 3.90 to 3.30. The first rank included item (11), which states that "the administration affirms justice among the workers", with mean= 3.90 and a SD= 0.79 and high level. The second which states that "school information flows hierarchically" with mean (3.81) and a specific deviation (13) "The decision makers participate in the school" with an average of (3.36) and two standard deviations (1.31), and (1.17) respectively and at an average level. The last rank in item (21) shows that "school administration is interested in results without regard to the way the work is performed" with mean of 3.30 and SD of 1.29 and intermediate level.

The results related to the second question, "Are there significant differences at the level of (00.05) in the level of organizational culture prevailing in the basic schools that include the first three grades in the capital Amman from the point of view of parameters attributed to the variables (Experience, and scientific qualification)?
This question was answered as follows:

1. Experience:
Means and standard deviations of the organizational culture level prevailing in the basic schools that included the first three grades in the capital Amman were calculated from the point of view of the parameters, according to the variable of experience. Table (2) shows this.

Table (2) The means and standard deviations of the organizational culture level prevailing in the basic schools that include the first three grades in the capital Amman from the point of view of the female teachers

Years of Experience	the number	SMA	standard deviation
less than 5 Years	70	3.65	0.54
From 5 - 10 Years	125	3.57	0.55
more than 10 Years	155	3.51	0.49
Total	350	3.56	0.53

Table 2 shows that there are apparent differences between the mean levels of the organizational culture level in the basic schools that include the first three grades in the capital Amman from the point of view of the teachers according to the variable of experience. A class of less than 5 years has the highest mean 3.65). Finally, the mean for the class holders was more than 10 years (3.51). To determine whether the differences between the averages were statistically significant at the level of significance (0.05)), one way ANOVA was applied. As shown in the following table:

Table (3) Analysis of the variance of the differences in the level of organizational culture prevailing in the basic schools, which includes the first three grades in the capital Amman from the point of view of the teachers, depending on the experience

Source of Contrast	Total squares	Degrees of freedom	Average squares	Value of P	Level of significance
Between groups	1.643	2	0.822	1.702	0.076
Within groups	168.626	348	0.483		
Total	170.269	350			

The results in Table (3) indicate that there are no statistically significant differences at the level of (0.05) in the level of the organizational culture prevailing in the basic schools that includes the first three grades students in the capital Amman from the point of view of the parameters.

Scientific qualification:

Means and standard deviations of the organizational culture level in the basic schools that included the students of the first three grades in the capital Amman were calculated from the point of view of the parameters, according to the variable of the scientific qualification. Table (4) shows this.

Table (4) Means and standard deviations of the organizational culture level prevailing in the basic schools that include the first three grades in the capital Amman from the point of view of the teachers according to the scientific qualification

Qualification	the number	X	standard deviation
Less than BS	96	3.58	0.52
BA	202	3.52	0.51
Postgraduate	53	3.65	0.59
Total	351	3.56	0.53

Table (4) shows that there were apparent differences between the means of the organizational culture level prevailing in the basic schools that include the students of the first three grades in the capital Amman from the point of view of the teachers according to the variable of the academic qualification). Finally, the mean of the holders of the bachelor category was 3.52. In order to determine whether the differences between the averages were statistically significant at the level of significance (0.05)), one-way ANOVA was applied to the following:

Table (5) Analysis of the variance of the differences in the level of organizational culture prevailing in the basic schools, which includes the first three grades in the capital Amman from the point of view of the female teachers, according to the scientific qualification

Source of Contrast	Total squares	Degrees of freedom	Averagesquares	Value of P	Level of significance
Between groups	1.364	2	0.682	1.406	0.098
Within groups	168.904	348	0.485		
Total	170.269	350			

The results in Table (5) indicate that there are no statistically significant differences at the level of (0.05) in the level of the organizational culture prevailing in the basic schools that includes the first three grades in the capital Amman from the point of view of the teachers, The value of P calculated at (1.406), and the level of significance (0.098).

Discussion of findings and recommendations

1. Discussion of the results

The first question: What is the level of organizational culture prevailing in the basic schools that include the first three grades in the capital Amman from the point of view of teachers?

The results of this question showed that the level of organizational culture prevailing in the basic schools that included the first three grades in the capital Amman from the point of view of the teachers was average. This item shows that "the administration tries to be justice among the workers." This may be consistent with the nature of the organizational culture Educational institutions which emphasize that justice is one of the most important elements of management and one of the factors that make workers feel comfortable in the workplace because their sense of non-discrimination will automatically reflect on the performance of work,

This is certainly achieved by motivating the hard-working and punishing the defaulters while ensuring that this policy is applied with real justice and without any discrimination. Those who work hard have rewards, and those who make mistakes are punished in order to ensure accuracy and non-negligence in the work or tasks assigned to their performance. So the estimate of teachers for this item comes in the first rank according to the level of organizational culture in elementary schools in Jordan.

The second rank showed, the item "Information flows in school hierarchically" which is consistent with the requirements of the practice of organizational culture and the role of effective school management in leading the processes of change through effective management practices. Therefore, the use of the teachers of this pattern in access to information from top to bottom highly valued and consistent with the change processes in the management practices of school principals in Jordan.

The third rank showed the item, the school has an atmosphere of satisfaction among the employees". This is because the principal of the school, according to the requirements of the organizational culture, practices some kind of intellectual skills that she believes in and implements in her school. Effective management focuses on two important aspects of school management: the first is to achieve the goals of the school and the second to take into account the feelings of teachers and students by working to meet their needs and meet their wishes and tendencies. The importance of satisfaction with work in organizational culture stems from its relevance to labor issues in general and issues of job design and performance in particular. One of the objectives of job design is to create opportunities for individuals to achieve high levels of performance and high levels of job satisfaction and the correlation of job satisfaction with performance. The majority of educators agree that job performance and job satisfaction of workers in educational institutions make fundamental results, which must be

achieved by individuals. In the absence of either, the educational institution fails to achieve its objectives.

In the last three ranks came, the item "Management allows workers to express their opinion", "Decision makers participate in the school" and "School management is concerned with the results, regardless of how the work is performed"

It is noted that the teachers' estimation of the last three items came in a coherent manner. School management practices in basic schools in Jordan tended to be bureaucratic and related to the implementation of instructions and orders. The focus on results and lack of attention to the requirements of workers, especially the human aspect in the three items that came first, indicating that the practice of organizational culture in basic schools in Jordan is still in its first stage. Therefore, the teachers' estimation was medium.

The city of Amman witnessed a system of scientific and educational activities aimed at developing the educational system to contribute to the process of economic and social reconstruction and construction and to emphasize its developmental role in various economic and social trends. Based on this approach, Jordan is currently working to direct educational policies towards keeping pace with the social changes and the global transformations in the field of economy, technology and the information revolution. The steps, procedures, studies, plans and serious attempts to develop education testify that Jordan is making very great efforts to develop education, policies and trends. The Supreme Council for Planning starts to define the foundations of educational development from the national experience and experiences in the field of educational development and reform, as well as from the compendium of studies and scientific researches in this field. These principles can serve as a systematic starting point for the rationalization of educational life and in achieving a qualitative leap towards a developmental education capable of promoting the nation and assuring its human in various development directions.

The most important of these guiding principles:
1. Emphasizing the future dimension of education and building an educational system that responds to future data.
2. Emphasizing the life dimension of education and the process of interaction between education and life.
3. To affirm the principle of free and compulsory education.

4. Emphasize the importance of the developmental role of the education and educational process.
5. Constant detection of the challenges of renewable education and redefining priorities.
6. Development of innovative and creative trends in education and this is necessary

Second, the results of the second question, which is: "Are there significant differences at the level of (00.05) in the level of the organizational culture prevailing in the primary schools in Jordan due to the variables (experience and scientific qualification) from the point of view of female teachers?

The results showed that there were no statistically significant differences at the level of (0.05) in the level of the organizational culture prevailing in the basic schools in Jordan from the point of view of the teachers according to the variable of experience.

This can be explained in the light of the clarity of the overall administrative practices in basic schools in Jordan, especially among school principals.Also, what the Ministry of Education provides from professional development processes has contributed effectively to the absence of these differences as it focuses on the technical and administrative aspects related to work in schools.

In addition, the clarity of vision of all teachers in primary schools and their knowledge of the overall developmental processes in the school had the most prominent role in bringing their views closer and the absence of statistical differences due to this variable.

The results also showed that there were no statistically significant differences at the level of (0.05) in the level of the organizational culture prevailing in the primary schools in Jordan from the point of view of the teachers according to the variable of the scientific qualification.

Perhaps this reinforces the above-mentioned point of view, which emphasizes the convergence between the level of experience and qualification, especially since the teachers are mostly holders of the bachelor's degree. Their participation in ongoing professional development processes and their familiarity with all new school management and practice have helped to a large extent not show these statistical differences.

Recommendations:

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

1. Training basic school principals in Jordan on the competencies of the leader, especially the organizational culture and time management.
2. Include professional development programs for teachers on issues related to organizational culture.
3. Making following up for the implementation and practicing of organizational culture in basic schools in Jordan
4. Inviting the Ministry of Education to adopt the concept of organizational culture and its importance in the educational system in Jordan.
5. Conduct another study to reveal the level of organizational culture from the point of view ofteachers in secondary schoolslevel
6. keeping pace with the social changes and the global transformations in the field of economy, technology and the information revolution.

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