

The Influence of the Manager on the Employees in Higher Education Institutions in Israel.

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Abstract: This study investigates the relationship between the manager's management style, employee relations, and organizational productivity within higher education institutions in Israel. A mixed-methods research approach was used. The primary research question explores the existence of a relationship between these factors, while five research sub-questions focus on employees' and managers' perceptions of employee relationships, the impact of the school manager's leadership, and the influence of employee relationships on productivity. Four hypotheses predict differences in employees' and managers' perceptions, the manager's significant influence on employee relationships, the effect of employee relationships on productivity, and the impact of the manager's leadership on productivity. The mixed-methods research methodology addresses the limited data and research available on the manager's influence in Higher Education Institutions in Israel. Findings from the quantitative and qualitative analyses reveal a significant relationship between the manager's leadership style, employee relations, and organizational productivity in Higher Education Institutions in Israel. The results also emphasize the importance of effective leadership and strong employee relationships in fostering a productive work environment in educational institutions. The study's implications for educational policymakers and administrators stress the need for investing in professional development, promoting collaboration among employees, and fostering a healthy work environment. This study contributes to understanding factors affecting productivity in Higher Education Institutions in Israel by examining the role of leadership and employee relationships.

Keywords: manager's management style, employee relations, organizational productivity, higher education institutions in Israel

1. Introduction

The educational institutions, as public organisations, have an enormous influence on all the sectors in Israel. As a public organisation, the educational institution is responsible for providing a safe, inclusive, and welcoming environment for all its students and employees, regardless of ethnicity or religion. As such, the manager in the public sector must be aware of the unique needs of the employees in Israel and be prepared to handle any issues that may arise. The manager in the public sector should be mindful of the cultural, religious, and societal differences between the different sectors in Israel (Abu-Younnis et al., 2022).

This means that the manager should be aware of the unique needs of the population, such as providing appropriate educational resources, respecting their religious and cultural practices, and understanding their language needs. Furthermore, the manager should be aware of and prepared to

address any potential conflicts or misunderstandings between the employees and be willing and able to mediate any disputes that may occur (Almog-Bar & Schmid, 2018).

The manager should also be mindful of the psychological impact of the Arab sector's experiences in Israel and be prepared to provide necessary support and guidance to the Arab sector's employees. This includes creating a safe and inclusive environment, providing mental health services, and creating opportunities for dialogue and understanding. The Arab sector in Israel has a long and complex history, often seen through the lens of conflict and tension between the Arab and Jewish populations. This has resulted in a deep mistrust of public institutions and a feeling of alienation from the Israeli government (Davidovitz & Cohen, 2022).

This can lead to a feeling of powerlessness and a sense of being undervalued and ignored. As a public

organization, the educational institution plays an important role in fostering trust and understanding between different communities. The manager of the educational institution must recognize the importance of the Arab sector's experience and work to create an environment where all employees, regardless of background, feel respected and supported. This can be done by providing a safe, inclusive space for teaching, learning, and dialogue (Dvir et al., 2018).

1.1 Employees in the Educational Sector of Israel

Employees are the focal point in the success of every organisation. If the employees work together and share a good relationship with their manager, they can achieve their tasks much faster. Managing employee relationships is important and valuable to organisational success and achieving competitive advantage (Almog-Bar & Schmid, 2018). Establishing a solid working relationship between employees and managers is essential since this fosters greater productivity, motivation, and overall performance. In today's highly complicated and ever-changing business climate, firms emphasise cultivating job satisfaction and organisational loyalty among their workforce to keep their employees and increase their productivity level (Abu Nasra, 2020).

Due to a lack of organisational commitment and job satisfaction among employees, organisations face obstacles such as high turnover rates, absenteeism, role ambiguity, job stress, burnout, and other similar issues (Habiballah et al., 2021). These challenges are generating problems for organisations. Even though job satisfaction and organisational commitment are widely researched in the public and private sectors of organisations in other parts of the world, research along these lines is not conducted to the same extent in Israel (Almog-Bar & Schmid, 2018).

The term "employee relations" refers to an organisation's determined attempts to foster an atmosphere that fosters good interactions with its staff. Furthermore, firms can't expect to keep employees happy unless those employees view their managers as collaborative partners (Dvir et al., 2018). This factor motivates businesses to foster an

environment where employees' opinions are heard, respected, and acted upon. Further, the field of employee relations is concerned with preventing and correcting problems that may emerge between workers as they do their official obligations (Lewin-Epstein & Semyonov, 2019).

Labour relations are all-encompassing, having an organisational culture based on dialogues, mutual respect, and principles of trust. It entails creating a workplace environment that seeks to satisfy the needs of both the manager and the employees, fostering great interaction, providing a system for the complaint process, and fostering an atmosphere where everyone feels safe voicing their opinions and concerns (Agbaria et al., 2022).

Several studies conducted in the organisational behaviour and education system disciplines have focused on organisational citizenship behaviour, also known as OCB (Habiballah et al., 2021). Activities that fall outside the scope of an employee's job description and do not necessarily result in direct rewards but make a positive contribution to the organisation, its growth, and its efficiency and effectiveness are examples of OCB. The employee typically starts these activities out of their own free will. The significance of this problem lies in the fact that it affects how companies operate, their growth, and the efficiency with which they are managed (Almog-Bar & Schmid, 2018).

In light of this, studies on the topic have provided new insights into the factors determining employees' OCB levels. These may be sorted into two groups: individual and internal to the company. Intra-organizational elements include job happiness, trust in one's manager, transformational leadership, input into decision-making, and loyalty to one's organisation (Dvir et al., 2018). Factors that make up an individual's profile include their gender, marital status, educational background, and years spent working for the organisation, among many more. Few studies have attempted a complete examination of the factors determining the extent to which employees exhibit "organisational citizenship behaviour (OCB)" in any setting. Still, schools, in particular, have been largely ignored (Arar, 2018).

1.2 Responsibilities of the Manager

Making decisions is one of management's most important primary responsibilities, but how decisions are made can vary greatly depending on the individual. This is because everyone has a unique way of thinking and processing information, both of which play a role in making decisions (Qadach et al., 2020). The academic managers of universities are responsible for providing oversight, guidance, and direction for university operations. Academic managers must have the skills necessary to make the correct decision at the appropriate moment and provide quality assurances in universities that get to the heart of the matter (Dvir et al., 2018).

The process of decision-making can't occur in a vacuum within any company. Every organisation has internal and external elements that can directly or indirectly impact the decisions made by the organisation (Yaish & Gabay-Egozi, 2021). To improve the decision-making process, managers need to recognise the influence and function that such aspects play in the process. In Israel, the teaching sector suffers from an excessive workload, low income, poor working atmosphere, less recognition, less participation in decision-making, low-quality management, and a lack of financial incentives (Davidovitz & Cohen, 2022).

These are the key reasons for the severe shortage of qualified and dedicated educators. Furthermore, the Israeli education system suffers from a significant shortage of monetary incentives. Teachers are one of the essential components which may play a vital role in the success of establishments in a competitive environment; thus, improving working conditions and encouraging young people to join this field with full dedication is crucial in combating these issues. Because in today's very competitive educational environment, the quality of a school's teaching staff is a major component in deciding that school's long-term success (Lavee, 2021).

This is why colleges put so much money into their faculty: they're one of the most important reasons the institution's goals will be met. This research provides evidence for university administrators

that better decision-making techniques may motivate faculty members, leading to improved performance in their respective fields. In light of this, the study's results offer convincing evidence to college administrators (Habiballah et al., 2021).

The research highlights how critical it is to offer supportive working conditions to educators and give them opportunities to participate in formulating essential policies and decisions. The ability of faculty members to gain access to relevant information and participate in the formulation of policy is beneficial to the quality of the work they produce. The reality that academic managers are the go-betweens for faculty members and higher-ups make this research vital (such as Deans and Vice Chancellors). This means that the judgments made by academic managers impact the faculty's and administration's sense of fairness and effectiveness (Davidovitz & Cohen, 2022).

Vroom and Yetton (1974) argue that decision-making is inherently social. They came up with five distinct approaches to managerial decision-making that can be used in every risky situation. They can use these methods if they choose to. There are two sorts of autocratic decision-makers: consultative and group decision-makers.

Previous studies have shown that employees in an organisation with strong positive employee relations are more engaged, efficient in performing their duties, and less likely to leave the organisation for another. In addition, an organisation with healthy employee relations creates a bond that promotes trust, cooperation and esprit de corps between the manager and the employees (Hallinger & Hammad, 2019). This tendency, as asserted, can enhance the employees' skills and abilities in achieving the organisational goals and objectives and raise productivity. Employee engagement ensures proper management of the manager-employee relationship within established regulations (Ibrahim et al., 2020).

Ibrahim et al. (2020) further highlighted that the manager's influence in the public sector on the employees in the Arab sector in Israel could not be underestimated. This role is particularly important in an increasingly multicultural and diverse society.

In a country such as Israel, the Arab sector is a significant component of the population, and the public sector's impact on its members cannot be ignored. The purpose of this research is to explore how managers in the public sector influence Arab employees in Israel.

The Israeli population comprises various ethnic and cultural backgrounds, with a substantial proportion of Jewish, Muslims, Christians, and Druze. These communities have different values, beliefs, and norms that shape the attitudes and behaviours of the people in their respective communities. In addition, the Israeli population is highly stratified, with higher socio-economic status groups having greater access to resources. In comparison, lower socio-economic status groups are more likely to experience discrimination and marginalization (Qadach et al., 2020).

Given the complexity of the population in Israel, the manager's role in the public sector is critical. Managers in the public sector are responsible for ensuring that government policies are implemented in a way that is both effective and equitable. They must ensure that public resources are allocated fairly while providing a supportive environment for employees. This is especially true for the Arab sector, where the population is socio-economically disadvantaged, and the cultural and religious backgrounds of the Arab population are distinct from the mainstream Israeli population (Hallinger & Hammad, 2019).

In the Arab sector, managers must be aware of the unique dynamics of the situation and strive to create an environment that is respectful, supportive and nurturing. This includes ensuring that Arab employees have equal training opportunities, promotions, and career advancement (Qadach et al., 2020). Managers should also be conscious of the unique cultural and religious needs of Arab employees and strive to create a work environment that respects and celebrates cultural and religious diversity. Managers must ensure that Arab employees are treated fairly concerning compensation and benefits (Lewin-Epstein & Semyonov, 2019).

This means providing fair wages and benefits and ensuring that the workplace is free of discrimination and harassment. Managers should also ensure that Arab employees have access to the same resources and opportunities as their colleagues, including development opportunities, professional networks and mentoring. Managers in the public sector are advised to foster a sense of unity and solidarity among employees in the Arab sector. This includes providing employees with a safe, supportive environment for open dialogue and collaboration. By creating a culture of trust and respect, managers can help to build a stronger and more unified Arab sector (Arar, 2018).

Through these efforts, managers can help foster a workplace that is effective and equitable and celebrates the unique cultural and religious backgrounds of the Arab population in Israel (Hallinger & Hammad, 2019).

2. Research Methodology

Mixed methods were used for this study. This study uses a combination of qualitative and quantitative techniques to maximise the benefits of each. Simply put, a study is said to use mixed methods if it employs more than one research strategy. This also necessitates dealing with various forms of information. In other words, mixed methods research entails collecting, analysing, and interpreting both quantitative and qualitative data in a single study or a set of studies examining the same issue. Mixed-methods research is an approach to knowledge that considers many perspectives, stances, and standpoints regarding a topic's qualitative and quantitative aspects.

3. Results:

H1 A significant influence of the manager on employee relationships in higher education institutions in Israel will be observed.

The following table displays the outcomes of a one-sample t-test used to evaluate the impact of the school manager on employee relationships in Israeli higher education institutions.

With a t-value of 2.757, 390 degrees of freedom, and a two-tailed significance level of .006, we can conclude that there is a statistically significant difference between the sample mean and the test

value for Q11 (manager's communication skills). The 95 percent confidence interval for the difference between the means was .0506 and .3023, with a mean difference of .17647.

There was a statistically significant difference between the sample mean and the test value for Q12 (manager's approach to conflict resolution), as indicated by a t-value of 3.807 with 389 degrees of freedom and a two-tailed significance level of .000.

The 95% confidence interval for the difference between the means was .1190 to .3733, with the mean difference being .24615.

The results of the one-sample t-test indicate that there are statistically significant differences between the sample mean and the test value for most questions concerning the impact of the school manager on employee relationships in Israeli higher education institutions.

Table 1: One sample T test (Hypothesis 2)

One-Sample Test						
Test Value = 3						
	t	Df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Q11	2.757	390	.006	.17647	.0506	.3023
Q12	3.807	389	.000	.24615	.1190	.3733
Q13	-1.501	394	.134	-.10127	-.2339	.0313
Q14	-4.564	397	.000	-.27889	-.3990	-.1588
Q15	-10.657	397	.000	-.63568	-.7529	-.5184
Q16	-4.852	397	.000	-.30653	-.4307	-.1823
Q17	-2.428	397	.016	-.15075	-.2728	-.0287
Q18	-5.320	397	.000	-.35176	-.4817	-.2218
Q19	-3.078	396	.002	-.19647	-.3220	-.0710
Q20	-2.728	395	.007	-.16919	-.2911	-.0473

H2: Employee relationships within higher education institutions in Israel will be found to have a significant impact on the organization's productivity.

The following Pearson correlation analysis was performed to examine the relationships between the ten survey questions pertaining to employee relationships and their impact on the productivity of higher education institutions in Israel.

The results indicate that a number of employee relationship-related factors have significant correlations with one another. There were the strongest correlations between Q1 and Q5, Q4 and Q5, and Q8 and Q10. Several variables, including Addressing Conflicts (Q6), Overall Quality of Employee Relations (Q7), and Professional Development Opportunities (Q9), did not exhibit significant correlations with other variables.

Table 2: Pearson Correlations (Hypothesis 3)

		Correlations									
		Q21	Q22	Q23	Q24	Q25	Q26	Q27	Q28	Q29	Q30
Q21	Pearson Correlation	1	.147**	.055	.092	.157**	.027	.041	-.016	-.067	.043
	Sig. (2-tailed)		.003	.271	.067	.002	.596	.416	.750	.180	.392
	N	398	398	398	398	398	398	398	398	398	395
Q22	Pearson Correlation	.147**	1	.125*	-.047	.069	.054	.095	-.013	-.039	.005
	Sig. (2-tailed)	.003		.013	.352	.167	.279	.059	.794	.435	.924
	N	398	398	398	398	398	398	398	398	398	395
Q23	Pearson Correlation	.055	.125*	1	.127*	.052	.051	.059	-.011	-.095	-.088
	Sig. (2-tailed)	.271	.013		.011	.301	.306	.236	.830	.057	.081
	N	398	398	398	398	398	398	398	398	398	395
Q24	Pearson Correlation	.092	-.047	.127*	1	.150**	.018	-.064	.078	.027	-.007
	Sig. (2-tailed)	.067	.352	.011		.003	.725	.201	.118	.594	.887
	N	398	398	398	398	398	398	398	398	398	395
Q25	Pearson Correlation	.157**	.069	.052	.150**	1	.074	-.017	.028	-.055	-.075
	Sig. (2-tailed)	.002	.167	.301	.003		.142	.742	.579	.274	.139
	N	398	398	398	398	398	398	398	398	398	395
Q26	Pearson Correlation	.027	.054	.051	.018	.074	1	.027	-.002	-.084	.029
	Sig. (2-tailed)	.596	.279	.306	.725	.142		.588	.969	.093	.564
	N	398	398	398	398	398	398	398	398	398	395
Q27	Pearson Correlation	.041	.095	.059	-.064	-.017	.027	1	.088	-.028	-.076
	Sig. (2-tailed)	.416	.059	.236	.201	.742	.588		.079	.583	.131
	N	398	398	398	398	398	398	398	398	398	395
Q28	Pearson Correlation	-.016	-.013	-.011	.078	.028	-.002	.088	1	.082	-.160**
	Sig. (2-tailed)	.750	.794	.830	.118	.579	.969	.079		.101	.001
	N	398	398	398	398	398	398	398	398	398	395
Q29	Pearson Correlation	-.067	-.039	-.095	.027	-.055	-.084	-.028	.082	1	.052
	Sig. (2-tailed)	.180	.435	.057	.594	.274	.093	.583	.101		.306
	N	398	398	398	398	398	398	398	398	398	395
Q30	Pearson Correlation	.043	.005	-.088	-.007	-.075	.029	-.076	-.160**	.052	1
	Sig. (2-tailed)	.392	.924	.081	.887	.139	.564	.131	.001	.306	
	N	395	395	395	395	395	395	395	395	395	395

** Correlation is significant at the 0.01 level (2-tailed).
* Correlation is significant at the 0.05 level (2-tailed).

H3: The leadership of the manager in higher education institutions in Israel will be found to have a significant impact on the organization's productivity.

To investigate the connection between a manager's leadership qualities (Q31–Q39) and their overall effectiveness in shaping the institutions' output

(Q40), a multiple regression analysis was carried out with higher education institutions in Israel's Arab sector. The model's R square of .109 indicated that the combined predictors accounted for 10.9% of the variation in the school manager's efficiency (Q40).

Table 1: Regression analysis model summary (Hypothesis 4)

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.331 ^a	.109	.084	1.17619

a. Predictors: (Constant), Q39, Q31, Q32, Q37, Q35, Q33, Q34, Q36, Q38

ANOVA

The ANOVA results indicated that the regression model was statistically significant (F(9, 317) = 4.322, p < .001), demonstrating that the set of predictors collectively contributed to explaining the variance in Q40. Among the predictors, Q37 (manager's approach to conflict resolution) (B = .151, t = 2.831, p = .005) and Q39 (manager's ability to inspire and motivate staff) (B = .127, t = 2.437, p = .015) were found to be statistically significant in predicting the manager's overall effectiveness (Q40).

Other predictors, such as Q31 (manager's leadership style) (p = .188), Q32 (communication skills) (p = .742), Q33 (decision-making abilities) (p = .524), Q34 (ability to set clear goals) (p = .333), Q35 (effectiveness in resource allocation) (p = .344), Q36 (importance of supporting professional development) (p = .216), and Q38 (creating an inclusive work environment) (p = .523), were not found to be statistically significant in predicting the manager's overall effectiveness (Q40).

Table 2:ANOVA (Hypothesis 4)

		ANOVA ^a				
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	53.809	9	5.979	4.322	.000 ^b
	Residual	438.546	317	1.383		
	Total	492.355	326			

a. Dependent Variable: Q40

b. Predictors: (Constant), Q39, Q31, Q32, Q37, Q35, Q33, Q34, Q36, Q38

The managers' approach to conflict resolution (Q37) and their ability to inspire and motivate staff (Q39) were the most significant predictors of their overall effectiveness in influencing the higher education institutions' productivity (Q40) among higher education institutions in Israel.

4. Discussion:

According to the results of this research, the degree of productivity that higher education institutions in Israel are able to achieve is significantly impacted by the various leadership strategies that are implemented and the employee connections that are fostered inside those schools. The use of a mixed-methods strategy, which included both quantitative and qualitative research, led to the discovery of major insights into the effect that these elements have on educational institutions. This was accomplished by adopting a mixed-methods approach.

A significant and beneficial relationship between the administrator's leadership and the organization's output was discovered through the use of quantitative research techniques such as one-sample t-tests, Pearson correlations, regression analysis, and chi-square testing. In addition, the findings of the research showed that there is a significant correlation between positive employee relations and productive employee communication, as well as between favourable employee relations and productive employee communication. On the other hand, it was discovered that there is a negative association

between employee engagement and job happiness, as well as the effectiveness of employee relations on the overall productivity of the institution. Because this information has just recently come to light, additional investigation into the matter is required.

The evaluation of qualitative data, in particular the thematic analysis of interview responses, confirmed the significance of effective leadership and strong employee relationships in the process of cultivating a productive work environment in educational institutions. This was the case following the discovery that effective leadership and strong employee relationships are essential to the process. The participants emphasised the value of solid staff relationships to the efficacy of an organisation, as well as to the productivity and success of the organization's students and graduates. In addition to this, they presented illustrations that demonstrated how enhanced employee interactions led to success in a variety of academic performance domains.

The findings of this study are of significant use to educational policymakers as well as education institutions administrators since they highlight the necessity of investing in continuing professional development for educational managers, promoting collaboration among employees, and establishing a healthy work environment. By focusing on the quality of leadership and developing strong employee relationships, higher education institutions in Israel can improve the education they provide their students and contribute to better

overall student outcomes. This can help them achieve higher levels of productivity.

This study makes a significant contribution to our understanding of how different management styles and interpersonal dynamics within the workplace influence the productivity of higher education institutions in Israel through the information that it provides. The researchers discovered that the quality of the workplace and the overall efficacy of the educational institutions they evaluated were both highly impacted by both of these factors. By concentrating on these aspects, which are to the advantage of both students and instructors, educational officials and school administrators can raise academic accomplishment and the overall success of the school. Leadership, employee relations, and productivity are all intricately linked to one another, and it is important that researchers continue to investigate the ways in which these aspects interact with one another, in addition to the impact of the context in which they occur.

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