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FACULTY OF PSYCHOLOGY AND EDUCATION SCIENCES

DOCTORAL SCHOOL „*EDUCATION, REFLECTION, DEVELOPMENT*"

Roles and Responsibility of Subject Coordinators in Israelis High Schools
Case Study: "GH" and "GI"

LONG ABSTRACT

PhD Coordinator: Prof. Dr. Muşata-Dacia Bocoş

PhD Student: Rachelli Gal Wizman

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INTRODUCTION

Israeli high schools include various management roles. One of these roles is that of the subject coordinator. The subject coordinator is one of the subject teachers. In addition to being a subject teacher, he or she is also the middle manager of all the teachers who teach the same subject. In most high schools, there is a subject coordinator for each subject. In some teaching staffs, the subject coordinator is in charge of a large number of teachers, for instance in subjects such as English and math. In others the subject coordinator is only in charge of one or two teachers.

As a teacher and a subject coordinator, I encountered a problem involving the lack of definition of the subject coordinator's role and responsibilities. Each coordinator follows his or her own judgment and professional experience. For instance, some coordinators put a lot of time into advancing the subject for which they are responsible, advancing and developing teachers, solving problems in the field, and achieving the aims and goals set by the school. In contrast, others do not take responsibility for the team of which they are in charge, or alternately, are not aware of their responsibilities.

Examination of the professional literature and conversations with subject coordinators in various Israeli high schools indicated that there is no role definition for high school subject coordinators in Israel. The Israeli Ministry of Education's definitions of the various functions in high schools include the title "Role of the subject coordinator". The section proceeds to explain how the coordinator is appointed, his or her salary, etc.

The current study deals with the role and responsibilities of subject coordinators from the perspective of school principals, subject coordinators, and subject teachers. The purpose of this study is to raise awareness of the problems inherent in having no recognized definition for the role of subject coordinator. The study examined the role and responsibility of subject coordinators in Israeli high schools. The study examined how principals, coordinators, and subject teachers perceive the role of the subject coordinator. The discrepancy between the actual situation in the field and the desirable situation from the point of view of principals, subject coordinators, and teachers, with regard to the role of subject coordinator, was examined. In order to understand the significance of the role of subject coordinator in Israel it is important to understand the structure of the educational system and of Israeli high schools from their first establishment until the present.

Research Aims

- To assess the perceptions of SCs, school principals and teachers regarding the roles and responsibilities of subject coordinators in Israeli high schools.
- To develop and implement an intervention program for SCs and assess its impact on their perceptions of the role and responsibilities of SCs in Israel.

Research Questions

General Research Question

What comprises the system of roles and responsibilities of SCs in Israeli high schools?

Subsidiary Research Questions

1. How do SCs themselves perceive their roles and responsibilities in the Israeli school system?
2. What is the contribution of the intervention program to the perception of the roles and responsibilities of SCs?

Gap in knowledge

The role of subject coordinators is significant to team consolidation and creating a learning environment that works collaboratively. Their ability to lead people towards goals and influence their motivation to persevere and reach goals is the role of good managers (Altman, 1995). Today it is clear that the role of subject coordinators is very important, but there is no clear definition of this role. Subject coordinators are leaders. Schools need visionary leaders for effective management, with an emphasis on charismatic leadership and deep sense of mission. Leadership and how to lead must be understood, and in its absence, an organization's effectiveness becomes weakened and unstable (OFSTED, 2004).

CHAPTER I: THEORETICAL PERSPECTIVES RELATING TO THE RESEARCH ENTITLED: ROLES AND RESPONSIBILITY OF SUBJECT COORDINATORS IN HIGH SCHOOLS. CASE STUDY: "GH" AND "GI"

I.1. The Education System in Israel

This study deals with the role and responsibility of the subject coordinator in the Israeli educational system. In order to understand the importance of this role, discussion of the development of the Israeli educational system is crucial.

I.1.1. Historical Aspects of the Evolution of the Israeli Education System

Israel's modern education begins in the mid-19th century, when the Jewish Yishuv, the Jewish settlement in the land of Israel prior to the establishment of the state, and the Zionist movement began to develop the education system, especially the elementary schools. The Yishuv was later called the "Old Yishuv", distinguishing it from the "New Yishuv" – the settlement of immigrants that came after 1882. An immigration wave from 1882 and 1914 brought roughly 60,000 immigrants to the land of Israel. Most of them settled in the cities and some 12,000 immigrants set up new agricultural settlement points (Levi, 2006).

In the first two years from the establishment of the State of Israel the education system operated according to currents in veteran localities. In the immigrant camps and the transition camps ("Ma'abarot"), there was no educational system at all. The ma'abarot were temporary settlements in the 1950s in the State of Israel. The ma'abarot were established alongside veteran settlements in order to provide housing for the many immigrants who arrived in the waves of immigration after the establishment of the State of Israel. In these transition camps, mainly reading and writing were taught without a school framework. The parents in the transit camps were immigrants from all the Diaspora and did not know the current educational streams in the State of Israel and therefore did not rush to send the children to study. In addition, some of the immigrants came from Islamic countries where girls did not go to school but stayed at home to help mothers, and the school-aged boys went out to work to help the family (Kol Israel Haverim, 2009).

In the 1950s, the education system became a central system. The schools were moved to the authority of the state or to the local authority. This move released the education from the control of the political movements that existed until then. Another significant change was the registration of students to schools. During this period, the number of pupils increased fivefold following waves of immigration.

This population was different from the veteran population that came to Israel in earlier years. Most of the families who arrived in Israel in earlier years were small families. Most of the families who arrived in the 1950s were families with many children and the elderly (Lissak, 1999).

In the 1960s, following research on the subject, it became clear that equality does not lead to academic achievement. This situation led to a policy of "cultivation". This method examines parameters such as ethnic affiliation, economic level, and residential area. The results of this program have had the opposite effect than intended. Many students dropped out of school, the self-image of these students was low and alienated them from the veteran population (Kol Israel Haverim, 2009).

In the 1970s, the Israeli government decided on a reform in the Ministry of Education. The ultimate goal was to improve the achievements of the general population. In addition, there was a goal of narrowing gaps between students with different social and economic backgrounds. In order to make these changes, the structure of the school system was changed. It was determined that elementary education would last six years, junior high school education would last three years, and high school education would last three years. The transition between elementary and junior high schools will not include a sorting process. Enrollment zones were merged in order to create integration. This integration enabled contact between different populations. It was thought that students from low socio-economic backgrounds would regard the students from the higher socio-economic backgrounds as role models and try to emulate them. Academic and vocational schools were established. Many students were referred to a vocational school, thus preventing them from advancing to higher education (Kol Israel Haverim, 2009).

In 1988, the Special Education Law was enacted. This law defined the responsibility of the Ministry of Education for students with special needs. Until this year, the issue of special education was not dealt with; any school principal could do what they thought was right according to their discretion. Fourteen years later, in 2002,

another law was enacted that allows students with special needs to be integrated into the general education system (Vorgan & Fidelman, 2009).

I.2. Central Aspects of High School Education in Israel

Most high schools in Israel are built in a hierarchical structure. Teachers report to one or more managers about their work and disciplinary matters. A manager who receives the report decides how the information will be processed. Principals in secondary schools rely on the organizational structure to route the information received to the appropriate person to handle that information (Enoch, 2000).

The high school is a formal organization. The term "formal organization" can be defined as a social unit established to achieve a certain goal set by the organization. The formal organization has a central body whose role is to provide instructions to the members of the organization in order to reach the goals (Enoch, 2000). It can then be understood that high schools in Israel constitute a formal organization. The school principal and middle managers are the central body working to achieve the school's goals.

When research is conducted on high schools, the term organizational culture should be treated more precisely. The more appropriate term is school organizational culture. This term focuses on the relationships between the population associated with the school. These relationships create the outline in which the school is intended to operate. The connections create the norms that determine how all the factors are supposed to operate and what is expected of the population connected to the school (Shlomo, 2003, Oplatka & Tobin, 2007).

In order for an organization such as a high school to succeed in surviving the rapid changes taking place in the world, it must create a system of meaningful learning. Meaningful learning occurs through trial and error. Learning will be considered "organizational learning" if the information is accessible to everyone. Learning will be relevant to all team members and all team members will be partners in achieving the goals and objectives. When the school has a system of learning, this will characterize the school itself (Kurland & Hertz-Lazarowitz, 2006).

The school organizational culture was built through dialogue with the partners involved in the functioning of the school. The organizational culture reflects the uniqueness of the school. When the organizational culture of the school is formulated, it can be used on the one hand as a lever for growth and on the one hand, to prevent

renewal and rejuvenation, therefore, part of the role of the school principal to steer the school towards optimal functioning. The uniqueness of the school serves, among other things, as a meaning and purpose for the school population, and sometimes constitutes a source of pride and identification (Sergiovanni, 2002).

I.2.1. The Structure of High School Organization

The educational system in the State of Israel is based on a historical structure, since the pedagogic ideas that govern today were determined several decades ago. The approaches that exist today in many schools are based on technological tools that are mostly outdated. The organizational environment in which the school operates is comprised of the Ministry of Education, supervision, workers' organizations, and teachers. This structure forces schools to adhere to certain pedagogical approaches that do not always match the approach of the school (Banitt, 2017).

Most secondary schools in Israel are made up of two divisions. The junior high school, from 7th grade to 9th grade, and the high school, from 10th to 12th grade. Also, there is still a small number of secondary schools that start from the 9th to 12th grade. Each high school has a principal, and if the school has a certain number of students, it is possible to appoint division managers: one for junior high school and one for high school.

I.3. Organizational Theories and Their Different Approaches

As humans are social creatures, various organizations were formed in human society. In modern society there are many organizations in all walks of life. The term organization refers to a group of people who come together to perform a series of tasks with the intention of achieving common goals. The organization is based on the ability of a group of individuals achieve more by working together than just one person working alone. The organizational structure plays a vital role in the success of every organization (Samuel, 2012).

Organizational theories deal with the relationships between organizations and their environment and the impact of these relationships on organizational functioning. A central concept is organization design. Organizational planning is important because the ability of companies to respond to different problems depends on the availability of organizations with different capabilities (Daft, 2001).

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In the various organizations, the behavior of individuals or groups influences the achievement of organizational goals. The ability of individuals or groups in a particular organization to work collaboratively while communicating will help achieve organizational goals. The organizational theory examines the impact of the relationships between the various individuals in the organization and their actions on the organization as a whole. In addition, the environment influences the organization's ability to achieve its goals (Samuel, 2012).

Organizational theories deal with central questions about how an organization operates. The theories need to explain not only how the roles in the organizations are shaped, but also to explain why (Samuel, 2012). The focus is on the effectiveness of the organization; how the organization achieves its goals, how the environment in which it is located affects its operation, and how the organization manages to face external challenges (Samuel, 2012).

I.4. Bandura's Theory: Self-Efficacy

Bandura's theory deals with the interaction between the individual and their environment and between the environment and the individual. This study deals with the interaction between high school position holders, which relates to Bandura's theory. When a team manager gives certain reassurance to a person following their work, two main responses can be seen following the manager's feedback. If the person receives a negative response, that person can guess what they should do so that in the future they can receive a positive response, this in case that they received the negative response as a confidence-building response rather than as a confidence-destroying response. There will be learning from experience, even if the experience is not positive. In the course of the research, the responses among the various team members are examined, as well as the various effects on the team members. Bandura argued that part of the learning process occurs by self-regulation. In other words, the individual sets goals for themselves and sets criteria by which they can eventually reach these goals. On the way to achieving the goal the person gives themselves reinforcement. The research examines, inter alia, the effect of positive and negative reinforcement on the functioning of the coordinator as a staff member.

I.5. Aspects in the Role Perception of the Subject Coordinator

The concept of a manager's role is to lead the team under their responsibility. The purpose of leadership is to continually improve goals determined by the organization or the staff. Improving goals will be effective when they are achieved with minimum resources and time. The goal of the manager is to lead the team to achieve the goals while meeting the changing reality (Golan, 2014).

It can be assumed that the degree of success of managers is related to the perception of their role. The role perception is related to two main factors: The degree of investment, and achievement of the goal. It is important to know how to properly combine them, managers want to achieve maximum operation and maximum output with minimum investment of energy (Golan, 2014).

High schools have developed a management system consisting of a principal and middle managers.
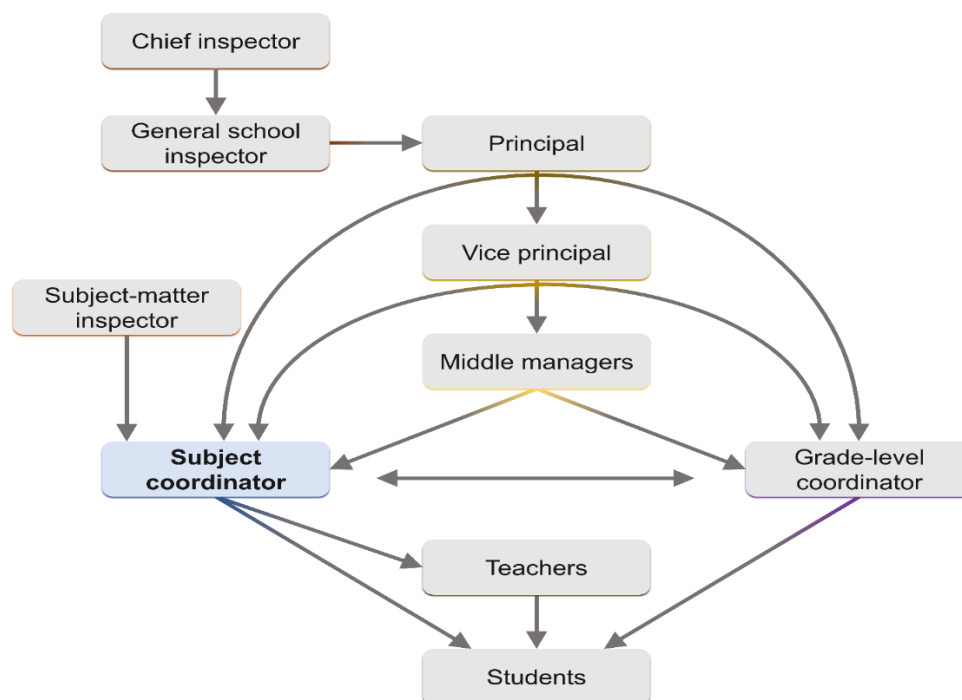
Figure 1.I: A visual model of the position of the subject coordinator in the Israeli educational system

As part of the system's constraints, middle administrative positions were created to enable managers to meet many reform objectives. The tasks that arose as a result of the demand of the field are intended to improve the teaching quality of the teaching staff, improve learning quality and thus improve the students' achievements. In light of the fact that this management system developed relatively in a short period of time, it

did not include orderly and defined development, including role definitions. After the various roles were created, role definitions began to formulate, including defining the role of subject coordinators that until now were not clear (Barak-Medina et al., 2011)

The role of the subject coordinator is one of the most important in the educational system. Success in performing this role will lead to success in the performance of the subject-matter teachers, and in turn, the success of the entire school. To achieve this, the coordinator must be aware of the importance of their job, and to understand the great responsibility placed upon them (Bar Hama, 2005). The subject coordinator who serves as team manager holds great importance to the success of the school (Murphy, Elliott, Goldring, & Porter, 2006), and subsequently the success of the students who attend it. Therefore, the subject coordinator has responsibility for the achievements of the school's students (Avney Rosha, 2009).

The subject coordinator is the teacher who leads the subject matter in the school and serves as a representative figure vis-à-vis the school's internal and external factors. The subject coordinator is the representative of the subject matter towards the management, students and parents, and is the address to external parties who may contact them such as supervisors of the Ministry of Education, the local authority, etc. (Bar Hama, 2005).

As the subject coordinator is the "representative" character with regard to the subject matter, they must put the best interests of the teaching of the subject matter ahead of maintaining good relations with the rest of the staff. They must understand that in their role as a subject coordinator they "wear another hat". Besides being a member of the team, the subject coordinator is also the staff manager for their teachers, and therefore may encounter conflict with the team members. The subject coordinator must be strong enough to know that sometimes it is necessary to contact other elements in the school to help reach a solution to the conflict (Bar Hama, 2005).

The role of the subject coordinator includes duties, rights, expectations, professional knowledge, human relations, etc. The role is formed by the interaction between the role perception of the subject coordinator themselves and the perception of their role by the environment. At the time of entry into the position there is a motif of survival (Fuchs, 1995).

I.5. Conceptual Framework
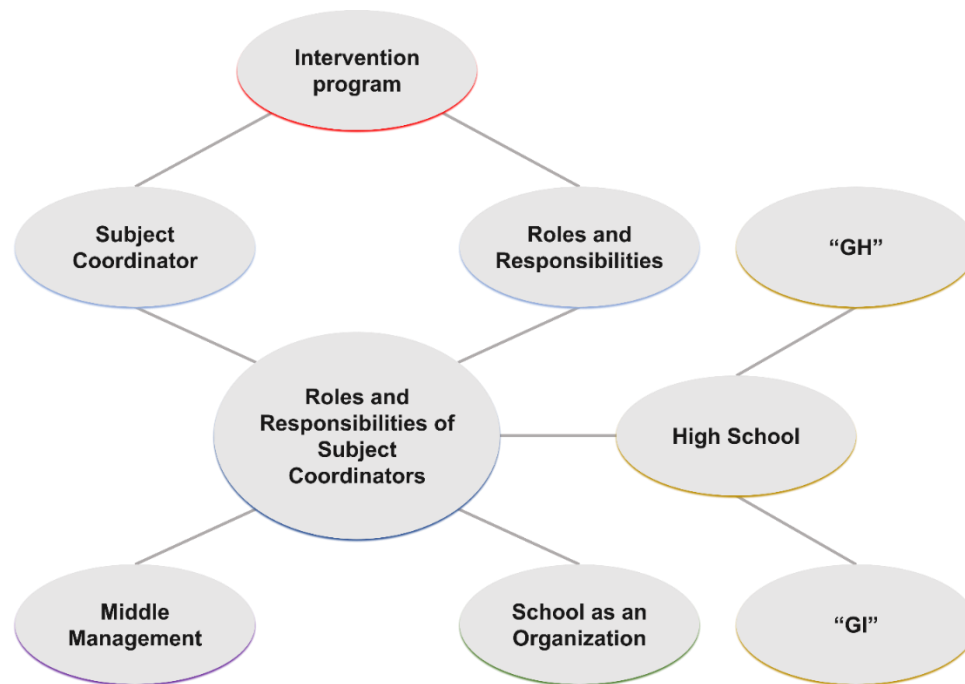
Figure 2.I: The conceptual framework of the research

Roles and Responsibilities of Subject Coordinators – In order for a subject coordinator to perform their duties according to the goals of the school and the Ministry of Education, there is a need for a definition.

School as an Organization – The high school is characterized by organizational culture.

Roles and Responsibilities – A job's roles and responsibilities are the basis for understanding how the job is performed.

Middle Management – These are people who hold managerial positions in the school but are not partners in the organization's senior management.

Subject coordinator – Responsible for the functioning of the teaching staff under their responsibility. The subject coordinator is responsible for teachers' professional and pedagogical development, assistance in constructing curricula, and integrating new teachers to the staff.

High School – This is the highest stage in the student's learning process from the moment they enter the educational system. At the end of high school, matriculation

exams are held, which serve as part of the screening process for studies in vocational or higher education institutions.

"GH" – A high school located in the north-eastern part of the State of Israel.

"GI" – A high school located in the north-eastern part of the State of Israel.

Intervention Program - The intervention program is a program that was constructed following problems that emerged from the interviews and questionnaires that were created for this study. The purpose of the intervention program is to add tools for subject coordinators so that they can improve the way in which they perform their duties.

CHAPTER II: RESEARCH DESIGN AND METHODOLOGY

This study deals with the nature of the roles and responsibility of the subject coordinator (SC) in high schools in Israel.

II.1. Research Aims and Questions

Research Aims

- To assess the perceptions of SC, school principled and teachers regarding, the roles and responsibilities of the subject coordinator in Israeli high schools.

- To develop and implement an intervention program among professional SC and assess their impact on their perceptions of the role and responsibility of the SC.

General Research Question

What is the system of roles and responsibilities of the SCs in Israeli high schools?

Subsidiary Research Questions

1. How do the SCs themselves perceive their roles and responsibilities in the Israeli school system?

2. What is the contribution of the intervention program to the perception of the roles and responsibilities of SC?

II.2. Research Hypotheses and Variables

Hypothesis 1: Differences will be found regarding SCs roles and responsibilities among educational agents (SCs, principals, and subject matter teachers).

Variables relating to Hypothesis 1:

V.1: Perceptions of SCs regarding SCs' roles and responsibilities in high schools.

V.2: Perceptions of principals regarding SCs' roles and responsibilities in high schools.

V.3: Perceptions of subject matter teachers regarding SCs' roles and responsibilities in high schools.

Hypothesis 2: There will be differences in SCs' perceptions of their roles and responsibilities before and after the intervention program based on simulation and role play.

Variables relating to Hypothesis 2

Independent variable:

- Application of the intervention program based on simulation and role play.

Dependent variable:

- Level of perception of SCs' roles and responsibilities in high schools.

The first research hypothesis is that there are differences regarding the perception of the roles and responsibilities of the subject coordinator, among principals, subject coordinators, and subject matter teachers. This hypothesis was examined separately for principals, vice principals, subject coordinators, and subject matter teachers.

The differences exist because the subject coordinators operate differently from one another. There is no organized document that defines the nature of the role of subject coordinator and therefore each coordinator acts according to what they think is right. When a takes responsibility for how he functions, his perception of his role as coordinator will be more positive. A subject coordinator who does not feel fully committed to his job will thus convey to the environment, whether consciously or subconsciously, his dissatisfaction with the position.

The second research hypothesis is that there will be differences in the perception of the nature of the roles of the subject coordinators before and after the intervention program.

The assumption is that the intervention program will affect the perception of the role and responsibility of the subject coordinator and this will be reflected both in the dimension of the 'desired' and the dimension of the 'actual' subject coordinator's roles and responsibilities. The functioning of the subject coordinator will in most cases lead to success. This will leverage the coordinator's role perception and thus their responsibility will increase.

The research aims, questions, and hypotheses deal with the concept of the role of subject coordinator in the school. In order to collect the quantitative data, the concept of the coordinator's role was defined operationally as containing two dimensions: the 'desired' dimension and the 'actual' dimension, as expressed in the schools under study. The two dimensions, the desired and the actual, were measured by the participants' reports. This distinction between the desired and the actual dimensions was identified in the content analysis of interviews.

The professional literature contains information on business organizations and the role of middle managers. No literature was found that deals with the nature of the role and responsibility of the subject coordinator.

II.3. Research Paradigm and Approach

In this study, a case study methodology is used, since in a case study a unique case is investigated, to learn of the behavior of individuals, both personally and organizationally (Yosifon, 2001). A case study is suitable for examining situations similar to the subject of this study, and it places great significance for the specific organizational framework in which the research is conducted.

Case Study has several definitions. Case study is the observation and collection of information that leads the researcher to an understanding of the case (Yosifon, 2001). Stake (2000) defined case study as an observation of human activity at a particular time and place, the study of the complexity and uniqueness of a single case, and the understanding of its activity within important circumstances. Patton (1997) defines case study as a process of learning among people, events, certain times, and the like. Sabar-Ben Yehoshua (1999) defined this as a method for organizing knowledge and social information while preserving the unique character of each and every research subject. It is a method of organizing social information in a way that preserves the uniqueness of the subjects. Robson (1993) adds to the previous definitions and emphasizes that the

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case can be a person, a group, an organization, or any other analysis unit defined by the researcher as a "case".

The researcher examines a number of cases, and draws conclusions by combining all the information obtained from the study. Stake, in his book Multiple Case Study Analysis (2013) argues that in a study where there are a number of cases which do not necessarily share a common theme, one can still find the cohesion. The cohesion is the repetition and the affinity existing in the study. According to him, the greater the number of repetitions and afterwards the 'thickening' of data from interviews, the greater the reliability of the study (Stake, 2013)

In a case study both quantitative and qualitative data can be used. The decision on which method will be used depends on the research question and the type of data that the research examines. There is a need to ensure that the views of the participants are properly represented even if there is no consensus among the participants (Heimann, 2001).

From the data collected we can learn and attain a perspective on a particular situation in the school. Re-observation makes it possible to understand facts for more judicious judgment. The case study is not concerned with the search for generalization, but rather studying the uniqueness of the case. By analyzing the data and making deductions, it is possible to arrive at the reasons and motivations hidden from the eye regarding the case under study. This information cannot be obtained from the quantitative methods (Yosifon, 2001).

This study utilizes case study methodology as a framework for examining the roles and responsibility of SC in Israeli high schools. Using a case study methodology, it is possible to obtain three aspects of the study. The first aspect is that the case study is a unit of study (Stake, 2000). The second aspect is the research process (Yin, 2003) and the third aspect is the final product of the study (Merriam, 2001).

II.4. Research Design

Table 1.II: The research stages

Stage	Aim	Research Methods	Research tools	Research population	Data analysis method
Stage 1: A constatative research (Qualitative) Two case studies	To assess the perceptions of SCs, school principals and teachers regarding the roles and responsibilities of subject coordinators in Israeli high schools.	Semi-structured interviews	Interview grid	Case 1: 8 SCs Case 2: 7 SCs	Content analysis
	To assess the perceptions of other stake holders regarding this position: principals and teachers	Semi-structured interviews	Interview grid	Case 1: 10 SCs Case 2: 10 SCs	Content analysis
Stage 2: A constatative research (Quantitative)	To explore the system of roles and responsibilities of SCs in Israeli high schools.	Survey	Closed-ended questionnaire	35 participants	Statistics T test for two variables
Stage 3: An experimental research	To develop and implement an intervention program for SCs and assess its impact on their perceptions of the role and responsibilities of SCs in Israel.	Survey	Closed-ended questionnaire	10 participants	Statistics T test for two variables

II.5. Research Population and Research Sites

The research population is the school's staff. The study includes the two schools and from each school the research population includes: The school principal, the vice principal, subject coordinators, and subject matter teachers.

The appeal to the principals and vice principals to interview for the study garnered a complete response, while the appeal to the subject coordinators and subject matter teachers garnered a partial response: of the 16 subject coordinators who were asked, 10 agreed to be interviewed, and of 55 subject matter teachers, 20 agreed to be interviewed. The study population therefore included 2 principals, 3 vice principals, 10 subject coordinators, and 20 subject matter teachers. It is important to note that this reduced research population provides a somewhat different picture than the one which could have been obtained had all teachers agreed to participate in the study.

II.6. Research Tools

For the qualitative component, semi-structured in-depth interviews were conducted. For the quantitative component, a questionnaire on the perceptions of the desired role components of the subject coordinator was developed. A questionnaire consisting of 32 items was administered to 35 staff members from two schools holding roles of managers, subject coordinators, and teachers. Participants responded to each of the items by stating their evaluation of the actual and desirable situation in their school with regard to this statement. For each item, the discrepancy between the actual and desirable state was calculated. The statements in the questionnaire were sorted by three research variables: responsibility, team relations, and role. The means of the items after their categorization, for each school separately and for the management, subject coordinators, and teachers separately. After calculating the reliability of the measurement by the Cronbach's alpha coefficient (see Appendix 4), the research variables were calculated as means of the items comprising them and their separate distribution by school and by role.

Interviews and questionnaires were given to principals, vice principals, subject coordinators, and teachers. Following the interviews and the questionnaires, an intervention program for subject coordinators was developed.

II.6.1. In-depth interviews

The interview can allow us to understand the experience of the participants and the meaning they attribute to it. The interview provides access to participants and thus researchers have another way to understand different meanings and behaviors. During the interview, there may be situations of discomfort and a sense of threat between the

researcher and the participant. Therefore, care will be taken to provide sensitivity to the interviewee's statements and there will be adherence to maintain anonymity (Shkedi, 2003).

This study used a semi-structured interview. A semi-structured interview has the benefits of both a structured and an unstructured interview. A semi-structured interview enables more information to be obtained from the interviewees, and it is possible to deepen the examination and reach aspects that were not anticipated in advance.

II.6.2. Attitudes Questionnaire

An attitudes questionnaire is a tool belonging to quantitative research. The respondent must indicate the closest answer in their opinion among the existing possibilities. The findings are obtained using statistical tools. The questionnaire examines statements about the subject under study (Beyth-Marom, 2013).

II.7. Data Analysis

In qualitative research, there are two main approaches for interview data analysis: Structuralist analysis, and thematic analysis. Structuralist analysis refers to the text, to information obtained that can be analyzed in the analysis of narrative structure and linguistic analysis. In this type of analysis, the reference may be to situations, events, the beginning, middle and end of the interview, etc. This type of analysis refers to the words and descriptions of the case, feelings and emotions. The analysis of the information relates to the information itself, rather than to the way in which the interviewee provides the information, and it is performed on word analysis and analysis of the textual segments (Shkedi, 2007).

In quantitative research the analysis of the data is statistical. Data collection is conducted through surveys, databases, and the like. The information obtained is extensive and therefore it is possible to apply statistical analysis tools. With the help of the statistical tools, it is possible to examine the research hypotheses and to provide additional insights about the research itself. In a quantitative study, the first stage is the collection of the data by the questionnaires that will be passed on to the target audience. In the current study, the target audience is the population of principals, subject coordinators and subject matter teachers in the schools selected for the study. In the

second stage, the data is processed using statistical tools: analysis of variance, t-tests, hypothesis testing, etc. (Sarid, 2013).

Analysis of the data was divided into five stages:
1. Qualitative analysis of the interviews.
2. A quantitative analysis of the questionnaires "desired" versus "actual".
3. Integrating all information obtained from the first two stages.
4. Analysis of the intervention program questionnaires.
5. Integrating the information obtained from the previous stages.

II.7. The Researcher's Role

As the subject coordinator of the school where I work, who studies her field of expertise, I am a partially involved researcher. The researcher is able to absorb the information obtained and to understand the dynamics and diversity of the subjects. The researcher should be flexible enough to understand the complexity of the information obtained from the participants of the study. The researcher must be sensitive to all that is going on in the participants' environment and address all the clues given during the interview. The researcher must have the ability to collect information simultaneously from various entities and be able to understand the ideas and concepts and create a connection between all parts of the gathered information. The researcher must absorb the hidden and overt information given by the participant, and to also be able to see beyond what is said directly (Sabar-Ben Yehoshua, 2001). Woods (1985) argued that there are risks in the researcher's involvement in qualitative research. Some researchers look at participants subjectively and thus change the collected data. Woods suggests that some distance should be maintained to avoid bias in the study (Woods, 1985).

In order to properly understand the role and responsibility of the subject coordinator, the researcher must be part of the study but remain at a distance from it (Shkedi, 2003). It is therefore of great importance that the researcher be aware of their position.

II.8. Ethical Considerations

One of the researcher's main functions is to maintain research ethics. In qualitative research, respondents often tend to disclose personal information. It is the researcher's duty to preserve their privacy and rights and to respect their human dignity

(Levitzki, 2008). It can be said that the researcher must find the middle ground; on the one hand, to be involved and empathetic, on the other hand, to be able to maintain distance and a critical eye.

In the course of conducting a qualitative interview, it is necessary to conduct two different but complementary processes. In the interview there is the researcher's desire to collect information, but on the other hand there is a need to develop a relationship of trust with the participant. The researcher's role is to convey to the participant respect, trust, attention, courtesy, etc. Without these, the participant will not develop trust in the researcher. It is important that interviewees feel safe throughout the interview. To create a trust relationship, there is a need to create transparency. The interviewee must be given information about the interview and sign an informed consent form so that the participant will approve the publication of the findings that will be received. The anonymity and discretion of the participant must be maintained in order to create a secure and protected environment for them (Shkedi, 2007). The participants in this study were also assured that the data will be preserved and used for this research only. The research participants were also assured that the data will be preserved and will be used for research purposes only.

In this study, the interview was conducted in two stages. In the first stage there were general questions to help the interviewee feel comfortable. Throughout the interviews, the emphasis was placed on the fact that the interviews are anonymous, and the information will not be shared with any external factor. It was explained that the information received would undergo a statistical analysis and would not include the names of the interviewees. In the second stage, the interviewees were asked questions related to the role and responsibility of the subject coordinator from their personal point of view.

CHAPTER III: FINDINGS

III.1. Qualitative Findings Emerging from Research Question 1 and Hypothesis 1

The analysis of the data collected from 35 participants in semi-structured interviews revealed seven main themes:

1. Appointment of the subject coordinator
2. The functions of the subject coordinator

3. The resources available to the subject coordinator (economic and human)
4. The process of training subject coordinators
5. Skills
6. Difficulties
7. The gap between the actual and desirable in the role and responsibility of the subject coordinator.

Theme 1: Appointment of the subject coordinator for the position

In interviews with the coordinators it is evident that 8 out of 10 (80%) coordinators did not want the role. The data show that in actuality, the appointment of the subject coordinator is based on the candidate's consent and does not entail clear criteria. It can be said that there is no orderly and clear procedure regarding the manner of appointment of the subject coordinator. In addition, the position of the subject coordinator is not a desired one, despite the consequent 7% raise in salary.

Theme 2: The functions of the subject coordinator

When participants were asked about the functions of the subject coordinator, there was an abundance of answers. It was also difficult to ascertain whether there was uniformity in the way the job was carried out; each participant described the role according to a recent of future event with the coordinator. The common theme emerging from the participants was the multiplicity of roles performed by the coordinator. It can be said that the role of the subject coordinator characterized by a multitude of roles and therefore is very versatile and is responsible for many issues. Some of the positions require special skill in the personal and interpersonal areas.

Theme 3: The resources available to the subject coordinator

The subject coordinator has two types of resources at their disposal: financial resources and human resources, which are provided by the school. For example, the financial resource is used to buy books, software, teaching aids, and the like. The subject coordinator can order books or learning software. If they went over the approved budget, there are two options. The first is that the subject coordinator will wait with the purchase for the next year. The second is to receive special approval to exceed the budget.

It can be said that the resources at the disposal of the subject coordinator – both financial and human – are not being utilized optimally.

Theme 4: The subject coordinators' training process

As a result of the reforms that the education system underwent, every teacher who wants to fulfil a certain role in the school must undergo training related to the position. Today there are training programs for which the two teachers' organizations are responsible. The teachers' organizations are professional organizations responsible for the employment conditions of teachers in the Israeli education system. The interviewed subject coordinators who underwent the training stated that they did not feel that they had gained from the training, and it did not add any more tools that could help them in the performance of their duties.

Therefore, the data show that the subject coordinators do not receive proper training for their role, especially in the management aspect.

Theme 5: Qualifications required to fulfil the roles of the subject coordinator

When analyzing the interviews with the research population, it is evident that the principals view the subject coordinators as managers. They see the coordinator as a person with the ability to organize and motivate people.

In other words, there was ambiguity regarding the skills required to fulfil the role of subject coordinator.

Theme 6: The multiplicity of roles causing difficulties in the functioning and responsibility of the subject coordinator

Many difficulties experienced by the subject coordinators emerged from the interviews. Some of the difficulties stem from the multiple roles that the subject coordinator must perform. Some of them stem from the vagueness of the job definition, and it is not clear who is supposed to perform a particular role. Part of this stems from the lack of training and the inability to act and exercise proper judgment in certain situations.

In conclusion, it can be said that difficulties emerged in the functioning of the subject coordinator, due to the large number of functions they must perform.

Theme 7: The gap between the actual and the desirable in the roles and responsibility of the subject coordinator

In the interviews, it was evident that there was a gap between the actual functioning of the subject coordinator in the field – the actual, and what was expected in her position – the desirable. The gap is expressed by the principals, the subject matter teachers, as well as the subject coordinators themselves. The Principals had expectations that the subject coordinators would take on responsibilities on various subjects. The five principals said that it was important for them that the subject coordinator take responsibility for leading the teaching in their subject matter. All of them saw the subject coordinator as the leader of the educational staff under their responsibility.

In conclusion, a gap was found in the perception of the role of the subject coordinator between the actual and desirable among all the educational agents.

III.2. Quantitative Findings Emerging from Research Question 1 and Hypothesis 1

Analysis of the distribution of the responses of school staff from the "GH" school has led to the following findings:

- There was a difference in the perception of the actual functioning of subject coordinators between management, subject matter teachers, and subject coordinators.
- In general, the desired model of the coordinator was similar among the management, coordinators, and subject matter teachers. However, there are aspects in which the perception of the desired model was very different between the management, the coordinators and the subject matter teachers.
- The general trend in perceptions was that the actual functioning of the coordinators is lower than the desired functioning.
- In comparison between the management, the coordinators, and the subject matter teachers, it was not possible to identify specific areas in which there is agreement regarding the gap between the desired and the actual functioning of the coordinators. The gap between the desired and actual functioning of subject coordinators was evident mainly among the subject matter teachers (especially on the topics of responsibility and team relations).

Analysis of the distribution of the responses of school staff from the "GI" school has led to the following findings:

- There was a difference in the perception of the actual functioning of subject coordinators between management, subject matter teachers, and subject coordinators.

- There was a great similarity in the desired coordinator model among the coordinators and the subject matter teachers. However, the desired coordinator model, as perceived by management, was somewhat different than that perceived by the subject coordinators and teachers.

- There was a significant gap between the desired and actual coordinator's functioning among management and subject matter teachers in a large number of statements.

- There were low ratings of the actual coordinators' functioning among the management, coordinators, and subject matter teachers.

- The general trend was that the actual functioning of the coordinators is lower than desired.

- Most of the differences between the actual and desired was found in subject matter teachers' responses, especially in areas of responsibility and team relations.

Comparison between the two schools: "GH" and "GI"

- In both schools, the coordinators did not perceive their actual functioning as it was perceived by the management and the subject matter teachers.

- In both schools, the general trend was that the coordinators' functioning is lower than desired.

- In both schools, when comparing between the responses of the management, the coordinators, and the subject matter teachers, it was not possible to identify specific areas in which there is agreement regarding the gap between the desired and the actual functioning of subject coordinators.

- In both schools, the gap between the desired and the actual functioning of subject coordinators was evident mostly among the subject matter teachers (especially on the topics of responsibility and team relations).

- In the "GH" school, the desired coordinator model was generally similar among the management, the coordinators, and the subject matter teachers. However, there were still aspects in which the model was different between the different groups. In the "GI" school, the desired coordinator model was similar among the coordinators and the subject matter teachers, but the model was slightly different among the management compared to the other groups.
- In the "GI" school, there is a significant gap between the desired and actual coordinator model even among the management.

The trend that emerges from the responses in both schools is that the research hypothesis is confirmed.

III.3 Findings Emerging from Research Question 2 and Hypothesis 2

The second research hypothesis was examined with t-tests for two paired samples on the level of the research variables. Prior to that, a statistical analysis on the item level was presented, examining the views of the coordinators regarding the effectiveness of the workshop for reducing the gap between actual and desirable.

In order to answer the research question and to examine the research hypothesis, the participants' perception of the workshop's impact on their views was examined. The participants' perception was examined for the various items with regard to the question of whether the workshop had contributed to reducing the gap between the desired and actual roles and responsibility of the coordinator (see Appendices 2, 3).

It may be concluded that the workshop helped reduce the gap between the desirable and the actual mainly with regard to responsibility (solving problems between teachers in the team and management, accepting a new teacher to the team, and his or her initiation), and team relations (solving problems among the teachers on the team, a listening ear, and team building of the teaching staff). With regard to role, the workshop contributed to reducing the gap between desired and actual only in the context of holding staff meetings. In this area of role, most teachers stated that the workshop had no contribution, not even partial. The conclusion is that according to the participating coordinators the workshop's effectiveness was perceived as significant for reducing the gap between desired and actual with regard to responsibility and team relations.

In order to validate the findings regarding areas in which the workshop is effective, the distribution of the participating coordinators with regard to the post-workshop gap between desired and actual was examined, as reflected in their answers. For each item, the coordinators were sorted into three groups: coordinators who perceived no gap between the desired and the actual after the workshop, coordinators who evaluated the desired state as high versus the actual state, and coordinators who evaluated the desired state as low versus the actual state.

The research hypothesis is examined directly by comparing the variables related to each area, for the desired and the actual state separately. A test for two paired samples was used to check whether the difference between the distribution of the variable before and after the workshop was significant.

When comparing the participants' answers before and after the workshop, a significant difference was found in their answers on the dimension of actual team relations. After the workshop, a significant improvement was evident in this area with regard to the perceived role of the coordinators. This finding is compatible with the distribution of answers to the question of whether the workshop contributed to reducing the gap between desired and actual with regard to the coordinator's roles and responsibilities. In most of the items associated with responsibility the coordinators reported that the workshop had contributed to reducing the gap between desired and actual.

CHAPTER IV: DISCUSSION OF FINDINGS

IV.1 Discussion of Qualitative Findings Emerging from Research Question 1 and Hypothesis 1

Research question 1: How do SCs themselves perceive their roles and responsibilities in the Israeli school system?

Hypothesis 1: Differences will be found regarding SCs roles and responsibilities among educational agents (SCs, principals, and subject matter teachers).

Finding 1: There is no clear and standard procedure how subject coordinators are appointed. In addition, the role of subject coordinator is not desired even though these role-holders receive a 7% salary increment.

The conclusion arising from the discussion of this finding is that the role of SCs in Israeli high schools is characterized by ambiguity regarding how they are appointed and how to perform the role.

Finding 2: The role of SCs is versatile with multiple roles and responsibility for many issues. Some of the roles require special personal and interpersonal skills.

The conclusion arising from this discussion is that the role of SCs in Israeli high schools is seen as having many versatile roles, often suitable skills for the role are lacking.

Finding 3: Both financial and human resources available to SCs are not optimally exploited.

The conclusion arising from this discussion is that the role of SCs as middle manager is characterized by access to resources that can help them promote assigned tasks on the one hand, and on the other hand – these resources are not utilized because of a lack of resource management skills.

Finding 4: The SCs does not receive organized training for the role, particularly in management aspects.

The conclusion arising from the discussion of this finding is that the role of SCs is perceived as not requiring any special qualification in managing teams of teachers, which is likely to make functioning inefficient.

Finding 5: There is ambiguity with regard to the qualifications required to fulfil the role of SC.

The conclusion arising from the discussion of this finding is that the role of high school SCs in Israel is seen as a role appointed arbitrarily by school principals without any necessary link between them and the skills and requirement for this management role.

Finding 6: Problems were revealed in SCs' functioning as a result of the multiple roles they have to perform.

The conclusion arising from the discussion on this finding is that the role of high school SCs is seen as containing duplication with other role-holders causing problems with performing the role.

Finding 7: A gap was found in between what is found and what is desired in educational agents' perceptions of the SC role.

The conclusion arising from the discussion is that the role of high school SCs in Israel is seen as having a gap between what is desired and what is found between

expectations of the role as managers and pedagogic leaders and its performance in practice.

IV.2 Discussion of Quantitative Findings Emerging from Research Question 1 and Hypothesis 1

Research question 1: How do SCs themselves perceive their roles and responsibilities in the Israeli school system?

Hypothesis 1: Differences will be found regarding SCs' roles and responsibilities among educational agents (SCs, principals, and subject matter teachers).

Hypothesis 1 was confirmed. An analysis of the quantitative findings of the first research question yielded three key findings emerged:

Finding 1: There is a gap between how coordinators' role is viewed by principals and subject teachers.

Finding 2: There is a gap between how coordinators' functioning is viewed by principals and subject teachers.

The conclusion arising from the discussion of these findings is that the role and functioning of high school SCs in Israeli high schools as middle managers is characterized by gaps in how the role and functioning are perceived between school principals and subject teachers

Finding 3: There is ambiguity with regard to the areas of responsibility in the SC role.

The conclusion arising from the discussion is that the role of SCs as middle managers is characterized by ambiguity about the role's areas of responsibility.

IV.3 Discussion of Quantitative Findings Arising from Research Question 2 and Hypothesis 2

Research question 1: What is the contribution of the intervention program to the perception of the roles and responsibilities of SCs?

Hypothesis 2: There will be differences in SCs' perceptions of their roles and responsibilities before and after the intervention program.

The quantitative findings pertaining to the second research question revealed three main findings:

<u>Finding 1</u>: SCs view their role as being responsible for solving problems between teachers on their team and management, integrating and mentoring new teaching staff.

The conclusion arising from the discussion of this finding is that the role of high school SCs in Israel as middle manager is characterized by responsibility for resolving problems that arise in their staff's work and establishing mentoring processes for teacher who join their teaching staff.

<u>Finding 2</u>: SCs view the role of SC as being responsible for staff relationships in resolving problems among teachers, providing a listening ear and consolidating teaching staff.

The conclusion arising from the discussion on this finding is the at the role of high school SCs in Israel as middle managers is seen as being responsible for establishing good relationships between teachers they manage.

<u>Finding 3</u>: SCs see great importance in holding team meetings on a regular and ongoing basis.

The conclusion arising from this discussion is that SCs' role as middle managers is seen as supremely important in conducting regular team meetings in high schools.

Hypothesis No. 2 was confirmed.

IV.3.1. Discussion of Qualitative Findings Emerging from the Focus Group after the Intervention Program

Analysis of the data arising from the focus group conducted after the intervention program raised four themes: pedagogy, personal qualifications, interpersonal relationships, management and leadership.

Theme 1: Pedagogy: The conclusion arising from the discussion of this finding is that the key role of high school SCs in Israel as middle managers is seen as responsibility for pedagogy. Their role is to serve as pedagogic and educational leaders as subject experts.

Theme 2: Personal Skills: The conclusion arising from discussion of this finding is that SCs are not required to possess personal skills, which is likely to impair their ongoing performance.

Theme 3: Interpersonal Relationships: The conclusion arising from the discussion of this finding is that good interpersonal relationships are likely to lead to team success in achieving goals and objectives set by school principals or SCs by virtue of their role as middle managers.

Theme 4: Management and Leadership: The conclusion arising from the discussion of this finding is that it is extremely important for SCs to lead and manage subject teaching teams, but because of the ambiguity in role definition, SCs encounter many difficulties in performing their role.

CHAPTER V: CONCLUSIONS AND RECOMMENDATIONS

The interviews conducted led to the conclusion that the role of the subject coordinator is complex. The responsibility that the coordinator should assume was unclear. The following are the conclusions that arose from the interviews:

1. The role of the subject coordinator characterized by a multitude of roles and therefore is very versatile and is responsible for many issues. Some of the positions require special skill in the personal and interpersonal areas.
2. The resources at the disposal of the subject coordinator – both financial and human – are not being utilized optimally.
3. The data show that the subject coordinators do not receive proper training for their role, especially in the management aspect.
4. There was ambiguity regarding the skills required to fulfil the role of subject coordinator.
5. The difficulties emerged in the functioning of the subject coordinator, due to the large number of functions they must perform
6. A gap was found in the perception of the role of the subject coordinator between the actual and desirable among all the educational agents.

The answers to the questionnaires and analysis of the answers' distribution led to the following conclusions:

Comparison between "GH" and "GI"

- In both schools the coordinators do not perceive their actual functioning as perceived by the management and subject teachers.
- In both schools the general trend is that the actual functioning of the coordinators is lower than desired.
- In both schools, comparisons of the management, the subject coordinators, and the teachers identify no specific areas in which all are agreed as to the gap between the desired and actual functioning of the coordinators.
- In both schools a gap is evident between the desired and the actual among the subject teachers (mainly in the areas of responsibility and team relations).
- In the "GH" school, in general the management, subject coordinators, and teachers hold a similar model of the desired coordinator, however there are aspects in which the perception of the desired situation differs between the management, the coordinators, and the subject teachers. In the "GI" school there is a large similarity in the model of the desired coordinator between the subject coordinators and teachers. The management's model of the desired coordinator differs somewhat from that of the coordinators and subject teachers.
- In the "GI" school, a significant gap is evident between the desired and actual state among the management as well.

After processing the results of the questionnaire completed by the subject coordinators following the intervention program, the conclusion is that the research hypothesis was partially confirmed: Significant differences were found in the distribution compared to the pre-intervention distribution only with regard to actual team relations.

The research hypothesis was tested directly by comparing the variables referring to each area, with 'desired' and 'actual' separately. Through a test of two paired samples it was tested whether the difference in the variable distribution before the workshop and its distribution after the workshop was significantly changed.
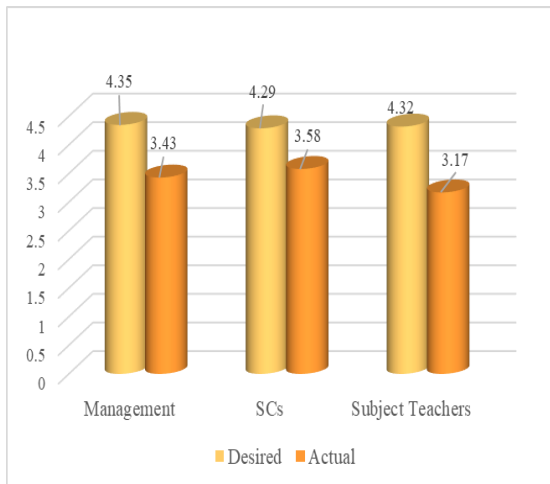
"GH"   **"GI"**
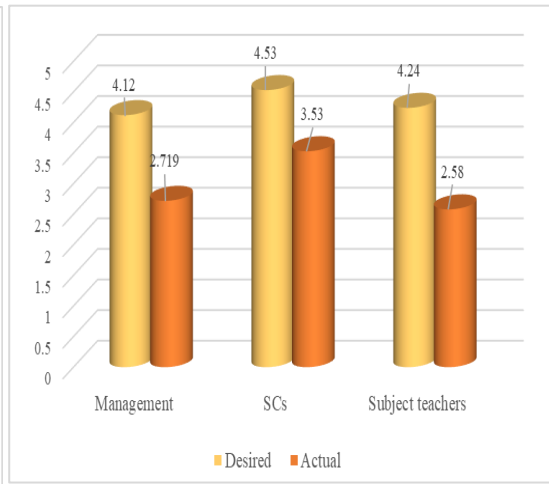
Figure 1.V: Comparing 'actual' and 'desired' in SC's functioning

A comparison of participants' answers before and after the workshops yielded a significant difference in their answers in the dimension of found relationships within the staff. After the workshop in this area, a significant improvement regarding how SCs' functioning was perceived.

Table 2.V: Distribution of participants' answers before and after the workshop

		Before workshop		After workshop		
		M	**SD**	**M**	**SD**	**Sig**
Responsibility	Desired	4.45	0.34	4.48	0.33	0.622
Responsibility	Actual	3.75	0.59	3.86	0.40	0.877
Relationship within the staff	Desired	4.05	0.58	4.03	0.57	0.953
Relationship within the staff	Actual	3.33	0.57	3.56	0.56	0.047
Role	Desired	4.40	0.37	4.46	0.33	0.590
Role	Actual	3.70	0.64	3.76	0.26	0.858

V.1. Recommendations

The research revealed the importance of establishing a detailed definition, accepted by all educational bodies, of the role and responsibilities of subject coordinators. The SC as MM model (Middle Manager model) allows presentation of the following recommendations:

1. It is recommended that the role and responsibilities of subject coordinators be defined structurally and in detail so prevent duplication of roles. Preventing duplication is likely to prevent friction between various bodies because each one will know what their role is and it is clear what they have to do.

2. It is recommended that school management present the role of subject coordinators as a key role in the pedagogic subject arrangements in high schools.

3. Schools, as organizations, must accept subject coordinators as managers. Subject coordinators are middle managers with responsibility for subject teachers and students. They are a link in the chain connection factors external to schools such as inspection and parents and internal school factors.

4. It is recommended to establish continued educational development and/or training in which subject coordinators will participate.

5. It is recommended to integrate subject coordinators into continued educational development where they are given management tools with which they can best perform their role.

6. It is important to remember that demands on coordinators are likely to be varied according to different study subjects. Therefore, it is worthwhile that training take place throughout the year and addresses issues arising in the field and problems encountered by coordinators. It is also recommended that continued educational development established regular meetings throughout the year in which needs arising in the field are addressed.

7. It is recommended to improve the recruitment and selection process of subject coordinators to include skills such as the ability to establish good working relationships between subject team members.

8. It is recommended that subject coordinators starting in the role have mentors, veteran subject coordinators who can teach them the role. New subject coordinators can turn to them with problems arising in work. Mentors can help them get organized for a new academic year and throughout their first year in the role.

9. It is recommended that a professional body be appointed to whom subject coordinators can turn should they encounter problems in their work. Problems can be between diverse school factors, or with external factors such as parents and inspectors. It is extremely important for subject coordinators to have a

support framework where they can also unload personal difficulties without being judged.

V.2. Contribution to Theoretical Knowledge

The contribution of this study is in the field of educational management. In this field, this study expanded on the importance of the existence of middle managers. In organization theories, importance is given to the fact that an organization can best fulfil its role when it has an organizational structure. Bureaucratic theory argues that organizational structure creates circumstances in which it is necessary for diverse people within an organization to cooperate. In addition, there has to be a system of supervision and control of organizational activities leading to it operating efficiently (Samuel, 2012).

Following the study, a model was developed. The model developed as a result of this research closes the gap in knowledge in the field of high school management as an organization and therefore it expands on the way in which it is recommended that organizations, such as high schools, should operate. The model shows the importance of the role and responsibilities of subject coordinators as middle managers.

Figure 2.V: The Subject Coordinator as A Middle Manager model

The SC as MM model is a contribution to applied knowledge. This model can serve any school organization interested in improving the field of pedagogy at school. Improvement will be achieved by appointing subject coordinators as middle managers. Their role will be very clear with regard to role and responsibilities. Subject coordinators will manage teams of subject teachers in the sense of pedagogy, professionalism, innovation and the like.

V.3. Further Research

In order to receive a more comprehensive picture of the study, other schools in Israel can be examined. The more schools analyzed, the larger the sample and the wider the picture received about the functioning and responsibilities of subject coordinators in Israeli high schools. This research can be conducted at different types of schools and different geographic regions. In order to discern a global state of affairs the same study can be conducted in various countries, comparing the results received.

Epilogue - Research Importance for the Israeli Education System

There are many research processes in various areas in the education system in the State of Israel. Research and development processes are designed to assimilate innovations in the educational system. This assimilation of the new knowledge is carried out through the development of existing knowledge, pedagogic development, academic and technological development. Educational studies may influence school decision makers, principals, and thus influence school policy while disseminating new information obtained from research (Ran, 2018).

This study seeks to improve the existing situation in high schools in terms of defining the role and responsibilities of subject coordinators. Research processes and knowledge assimilation take place in different organizations, at management levels, from which information is provided and knowledge conveyed to educators in the field, i.e. SCs and teachers. The process of assimilating the new knowledge is complex. New knowledge is not always welcomed by different populations. Sometimes it creates concerns about additional workload, lack of success, and the like

The aim of the current study was to introduce obtained information in a way that would prevent reservations and resistance. Understanding there is a problem in the role definition is the first step on the way to implementing a change, as revealed in this

research, is that there is a need to make changes in role definitions in the education system in Israel, thus leading to the desired change. Several factors are crucial for the introduction and implementation of change:

1. **Strong leadership** – a strong organizational leadership is expressed when a school principal can lead the educational staff to change. A principal who is a leader can influence staff and thus minimize resistance and concerns among the various school actors.

2. **Organizational structure that supports a welcoming approach to change** – school staff ought to be able to welcome changes. In order to do that, school relationships should be based on trust. Different teams' abilities to encourage activities cross specialty boundaries.

3. **Effective strategy** – school needs to have an effective strategy so as the staff can be guided towards a change. An effective strategic plan will clearly define school goals and objectives. The process of assimilating a change needs to be transparent and clear to all school participants (Ran, 2018).

As suggested by this study, the SCs' role is not defined in the official Ministry of Education documents. Moreover, in the various high schools in Israel, where there are several SCs, a clear definition of the SCs role and responsibility is lacking. This situation creates ambiguity regarding the nature of the role and the SC's responsibility that the professional.

This study raised awareness of the problem of lack of a clear definition of the SC's role. When a person has a certain position, he/she must know what the job requirements are. Without understanding of the requirements of the position, it will not be possible for SCs to function optimally. The lack of definition of the nature of the role may lead to different situations that may hinder the achievement of the high school goals and objectives, situations such as dual role holders, dual messages, failure to perform various tasks, etc.

This role ambiguity raises the following questions:

1. Can an organization such as a high school can afford to have middle-managers that do not know which role they need to perform?

2. How can an organization that does not define its managers' roles expect them to perform optimally?

This research addressed the SC's role definition within management ranks in the education system. The research sought to lead to changes with regard to the different problems that arose in the field, and hence its importance to the education system.

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Appendix 1: Example of a signed letter of consent for an interview

Faculty of Psychology and Education Sciences
Sindicatelor Street, no. 7, 400029, Cluj-Napoca
Tel: 0264 405337 Fax: 0264 590559
E-mail: psiedu@psiedu.ubbcluj.ro

תפקידו ואחריותו של רכז המקצוע בבית ספר תיכון
טופס הסכמה להשתתף במחקר

שם המשתתף: _____ ב.י.ה

החוקר ופרטי הקשר: רחלי גל ויצמן
rachelligw@gmail.co.

אני מסכים/ה להשתתף המחקר הנ"ל. אני מבין/ה מהו תפקידי במחקר זה, וקיבלתי מענה
מתאים לכל שאלותיי.
אני מבין/ה כי אני חופשי/ה לסגת מהמחקר בכל זמן ומכל סיבה, ללא דעה קדומה.
נודע לי כי סודיות האינפורמציה שמסרתי תישמר.
אני חופשי לשאול כל שאלה שארצה בכל זמן - לפני ובמשך המחקר.
קיבלתי עותק של טופס זה ושל דף המידע למשתתף.

שמירת מידע: אני מסכים לתהליך עיבוד המידע של האוניברסיטה. אני מסכים לעיבוד
המידע שסיפקתי לצורכי המחקר הנוכחי כפי שהוסבר לי.

שם המשתתף: _____ חתימה: _____ תאריך: 29/8/13

טופס זה יינתן לך לשמירה

- -

אם ברצונך לסגת מהמחקר, אנא מלא את הטופס למטה והחזר לחוקר הראשי ששמו מצוין
לעיל.

נושא המחקר: **תפקידו ואחריותו של רכז המקצוע בבית ספר תיכון**

אני מבקש לסגת מהמחקר

חתימה _____ תאריך _____

Appendix 2: Interview Consent Form

Faculty of Psychology and Education Sciences

Sindicatelor Street, no. 7, 400029, Cluj-Napoca

Tel: 0264 405337 Fax: 0264 590559

E-mail: psiedu@psiedu.ubbcluj.ro

THE ROLE AND RESPONSIBILITY OF THE SUBJECT COORDINATOR IN A HIGH SCHOOL

Consent Form to Participate in the Study

Participant name: _____

Principal investigator and contact details:

      Rachelli Gal Wizman

      rachelligw@gmail.com

I agree to participate in this study. I understand my role in this study, and I have received an appropriate response to all my questions.

I understand that I am free to withdraw from the study at any time and for any reason, without prejudice.

I was informed that the confidentiality of the information I provided would be maintained.

I am free to ask any question I want at any time - before and during the study.

I received a copy of this form and of the participant's information sheet.

Information retention: I agree to the University's information processing process. I agree to the processing of the information I have provided for the purposes of this study as explained to me.

Name of Participant: _____ Signature: _____ Date: _____

This form will be given to you for safekeeping.

If you wish to withdraw from the study, please complete the form below and return to the principal investigator named above.

  Research topic: **The role and responsibility of the subject coordinator in a high school**

I want to withdraw from the study

Signature _____ Date _____

Appendix 3: Example - Part of an Interview with a Subject Coordinator

- What, in your opinion, are required skills for SC to carry out their role optimally?

Patience, patience and more patience. In my team, this is the first thing I need, because I have a kindergarten. But seriously I think a SC should be able to guide his/her staff professionally but also to be attentive to what is going on within the team. The SC has to be open to complaints and this - every week you should not think there is a quiet week. The SC should be willing to accept innovations. For example, I have a young teacher on the staff who is currently in his internship year and occasionally, he comes up with ideas for lessons. They do not always interest me personally but I raise them for the team and the team decides. Since I know my team, I sometimes edit his suggestions so it will not threaten the others to think about how much work he gives us.

- Which training, do you believe Sc's need to get so that they can carry out their role optimally?

If I relate to what the Ministry of Education determines, then it is necessary to participate in a course for SCs. Without the course you will not be remunerated, and two years after you have not completed the course, you cannot be employed as a coordinator. I passed the course. And in my opinion, it was a waste of time and all the resources that the teachers' organization invests in it. I thought I would be given tools to help, or that dilemmas would arise from the field, but it was a big waste. The best training that I think can be given to SCs is that for them to have a mentor, another SC. Or ahh ... to work collaboratively with at least a beginner SC on how to build staff meetings, job descriptions, and the like. A coordinator should have the motivation to do the job because it is an ungrateful role on the part of the teachers. They cannot appreciate you for what you are trying to do for them. Ahh ... a SC who wants to succeed, in my opinion, will find the way to do it well.

Appendix 4: Attitudes Questionnaire

THE ROLE AND RESPONSIBILITY OF THE SUBJECT COORDINATOR IN A HIGH SCHOOL

Attitudes Questionnaire for the Educational Staff

Dear participant,

My name is Rachelli Gal Wizman, I am a PhD student in education at UBB University in Cluj.

I am asking you to assist in the promotion of this research regarding the role and responsibility of the subject coordinator in a high school. The findings of the study will provide a clearer picture of the role and responsibility of the subject coordinator in a high school. If you are interested in the research findings, I would be happy to share them with you. I would appreciate it if you answer **all the questions**. It should be emphasized that the questionnaire is anonymous.

If there are any questions, I will be happy to answer them at rachelligw@gmail.com.

I appreciate your participation and thank you for the effort and the investment in providing answers.

* The questions are phrased in the masculine form for convenience only, but relate equally to all genders.

The following are a number of statements, please indicate the extent of your agreement regarding each statement.

1 – Strongly disagree; 2- Slightly agree; 3 – Somewhat agree; 4 – Agree; 5 – Strongly agree.

In the first column, the answer is according to the "actual" (what actually happens in the field), and the second column is according to the "desired" (what I think should be).

	Statements	"Actual"					"Desired"				
1	Holding staff meetings	1	2	3	4	5	1	2	3	4	5
2	Providing a personal example to the teaching staff to teach weak classes	1	2	3	4	5	1	2	3	4	5
3	Providing a personal example to the teaching staff to teach groups without obtaining a matriculation reward	1	2	3	4	5	1	2	3	4	5
4	Building a curriculum adapted to the age group	1	2	3	4	5	1	2	3	4	5
5	Following-up on the learning output	1	2	3	4	5	1	2	3	4	5
6	Helping teachers in carrying out the study outputs	1	2	3	4	5	1	2	3	4	5
7	Solving problems between student and teacher	1	2	3	4	5	1	2	3	4	5
8	Solving problems among teachers in the team	1	2	3	4	5	1	2	3	4	5
9	Solving problems between teachers in the team and management	1	2	3	4	5	1	2	3	4	5

	Statements	"Actual"					"Desired"				
10	A listening ear for teachers on the team	1	2	3	4	5	1	2	3	4	5
11	Accepting a new teacher to the team	1	2	3	4	5	1	2	3	4	5
12	Initiation of a new teacher	1	2	3	4	5	1	2	3	4	5
13	Help in constructing lessons	1	2	3	4	5	1	2	3	4	5
14	Helping teachers in formulating class exams	1	2	3	4	5	1	2	3	4	5
15	Helping teachers in formulating grade exams	1	2	3	4	5	1	2	3	4	5
16	Informing about courses related to the subject matter	1	2	3	4	5	1	2	3	4	5
17	Informing about conferences related to the field of knowledge	1	2	3	4	5	1	2	3	4	5
18	Receiving material from the National instructor	1	2	3	4	5	1	2	3	4	5
19	Transferring of materials to the teaching staff	1	2	3	4	5	1	2	3	4	5
20	Transferring of information from the supervision to the teaching staff	1	2	3	4	5	1	2	3	4	5
21	Leading the team to academic achievement	1	2	3	4	5	1	2	3	4	5
22	Leading theme days related to the subject matter	1	2	3	4	5	1	2	3	4	5
23	Team building of the teaching staff	1	2	3	4	5	1	2	3	4	5
24	Empowering the teaching staff	1	2	3	4	5	1	2	3	4	5
25	Providing classroom material when a teacher is absent	1	2	3	4	5	1	2	3	4	5
26	Providing a solution to classroom problems of staff members	1	2	3	4	5	1	2	3	4	5
27	Providing a solution to problems between staff members	1	2	3	4	5	1	2	3	4	5
28	Providing a solution to staff problems with management	1	2	3	4	5	1	2	3	4	5
29	Examination of study materials before the beginning of the year	1	2	3	4	5	1	2	3	4	5
30	Ordering study materials	1	2	3	4	5	1	2	3	4	5
31	Help in solving crises during the school day	1	2	3	4	5	1	2	3	4	5
32	Following up on weak students	1	2	3	4	5	1	2	3	4	5

Appendix 5: Photos from the Intervention Program

Appendix 6: The Role and Responsibility of the Subject Coordinator in a High School in Israel
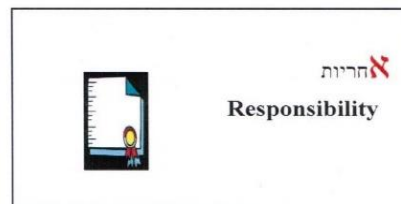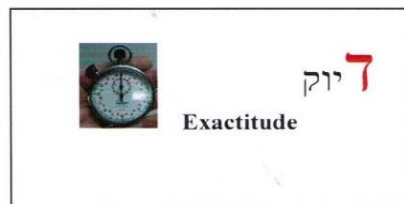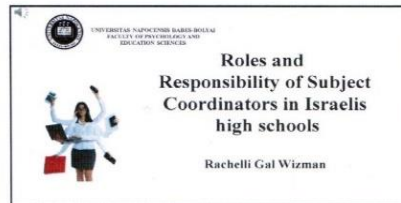
ט כנולוגיה
Technology

חניכה ו ליווי
Initiation and guidance

Target יעד
Knowledge ידע

ז מינות לצוות
Availability

כ יתה
Class room

ח זון
Vision

ס וגיות פדגוגיות **Pedagogic issues** ס יפורי הצלחה **Success stories**	ל וח זמנים **Timetable** ל וח שנה **Calendar**
ע ידוד **Encouragement**	מ נהיג **Leader** מ נהל **Manager**
פ דגוגיה חדשנית **Innovative pedagogy**	נ יהול ידע **Knowledge management**
ש יתוף פעולה **Cooperation**	צ וות **Team**
ת למידים **Student** ת רבות ארגונית **Organization Culture**	ק שב **Attention**
And that is just the beginning of the: **Roles and Responsibility of Subject Coordinators in Israelis high schools**	ר אש גדול **Initiative**

Appendix 7: Statement means – actual, among the management, subject coordinators, and teachers, at the "GH" school

Variable	Statement number	Statements	Management N=3	SCs	Subject teachers N=13
Responsibility	5	Following up on the learning output	3.00	3.63	2.85
	6	Helping teachers in carrying out the study outputs	3.33	3.88	2.54
	9	Solving problems between teachers in the team and management	3.67	3.25	3.00
	11	Accepting a new teacher to the team	3.67	4.13	3.69
	12	Initiation of a new teacher	3.33	4.13	3.46
	13	Help in constructing lessons	3.00	3.50	2.77
	14	Helping teachers in formulating class exams	3.00	3.25	2.85
	15	Helping teachers in formulating grade exams	3.67	3.87	3.23
	18	Receiving material from the national instructor	4.00	3.75	3.31
	31	Help in solving crises during the school day	3.00	3.00	3.08
	32	Following up on weak students	4.00	3.00	2.46
Team relations	2	Providing a personal example to the teaching staff to teach weak classes	3.00	4.00	2.69
	3	Providing a personal example to the teaching staff to teach groups without obtaining a matriculation reward	3.67	2.88	2.69
	8	Solving problems among teachers in the team	3.33	3.63	2.08
	10	A listening ear for teachers on the team	3.67	4.13	3.54
	23	Team building of the teaching staff	3.33	3.25	3.08
	24	Empowering the teaching staff	3.33	3.50	3.23
	25	Providing classroom material when a teacher is absent	3.33	3.00	3.23
	27	Providing a solution to problems among the team members	3.33	3.38	2.54
	28	Providing a solution to problems between team members and the management	3.67	3.63	3.00

Variable	Statement number	Statements	Management N=3	SCs	Subject teachers N=13
Role	1	Holding staff meetings	4.33	3.25	4.15
	4	Building a curriculum adapted to the age group	3.67	3.63	3.23
	7	Solving problems between student and teacher	2.67	3.75	3.00
	16	Informing about courses related to the subject matter	3.33	3.63	3.69
	17	Informing about conferences related to the field of knowledge	3.33	3.50	4.08
	19	Transferring of materials to the teaching staff	3.33	4.13	3.77
	20	Transferring of information from the supervision to the teaching staff	3.67	4.25	3.77
	21	Leading the team to academic achievements	3.33	4.00	3.46
	22	Leading theme days related to the subject matter	4.00	3.25	3.15
	26	Providing a solution to classroom problems of staff members	3.00	3.50	2.69
	29	Examination of study materials before the beginning of the year	3.33	3.13	3.23
	30	Ordering study materials	3.33	3.88	3.92
		Overall score for actual	3.43	3.58	3.17

Appendix 8: Statement means – desired among the management, coordinators, and subject teachers at the "GH" school

Variable	Statement number	Statements	Management N=3	SCs N=8	Subject teachers N=13
Responsibility	5	Following up on the learning output	4.33	4.63	4.69
	6	Helping teachers in carrying out the study outputs	4.00	4.38	4.23
	9	Solving problems between teachers in the team and management	4.67	4.50	4.46
	11	Accepting a new teacher to the team	4.33	4.63	4.54
	12	Initiation of a new teacher	5.00	4.63	4.46
	13	Help in constructing lessons	4.00	4.38	4.00
	14	Helping teachers in formulating class exams	3.67	3.87	3.69
	15	Helping teachers in formulating grade exams	4.67	4.38	4.15
	18	Receiving material from the national instructor	4.67	4.50	4.69
	31	Help in solving crises during the school day	3.67	4.00	4.38
	32	Following up on weak students	4.67	4.50	4.62
Relations in the team	2	Providing a personal example to the teaching staff to teach weak classes	4.00	4.50	4.08
	3	Providing a personal example to the teaching staff to teach groups without obtaining a matriculation reward	4.00	2.88	3.54
	8	Solving problems among teachers in the team	4.67	4.50	4.00
	10	A listening ear for teachers on the team	4.67	4.50	4.85
	23	Team building of the teaching staff	5.00	4.38	4.46
	24	Empowering the teaching staff	5.00	4.38	4.54
	25	Providing classroom material when a teacher is absent	3.33	3.00	4.38
	27	Providing a solution to problems between staff members	4.67	4.13	3.69
	28	Providing a solution to staff problems with management	4.67	4.38	4.46

Variable	Statement number	Statements	Management N=3	SCs N=8	Subject teachers N=13
Role	1	Holding staff meetings	5.00	4.75	4.31
	4	Building a curriculum adapted to the age group	4.67	4.38	4.31
	7	Solving problems between student and teacher	2.67	3.75	4.00
	16	Informing about courses related to the subject matter	4.67	4.38	4.69
	17	Informing about conferences related to the field of knowledge	4.33	4.38	4.38
	19	Transferring of materials to the teaching staff	4.33	4.63	4.46
	20	Transferring of information from the supervision to the teaching staff	4.33	4.88	4.46
	21	Leading the team to academic achievements	4.67	4.50	4.77
	22	Leading theme days related to the subject matter	5.00	4.13	4.00
	26	Providing a solution to classroom problems of staff members	3.33	4.25	4.00
	29	Examination of study materials before the beginning of the year	4.33	3.88	4.46
	30	Ordering study materials	4.33	4.38	4.62
		Overall score for desired	4.35	4.29	4.32

Appendix 9: **Statement means – difference between desired and actual among the management, coordinators, and subject teachers at the "GH" school**

Variable	Statement number	Statements	Management N=3	SCs N=8	Subject teachers N=13
Responsibility	5	Following up on the learning output	1.33	1.00	1.84
	6	Helping teachers in carrying out the study outputs	0.66	0.50	1.69
	9	Solving problems between teachers in the team and management	1.00	1.25	1.46
	11	Accepting a new teacher to the team	0.66	0.50	0.84
	12	Initiation of a new teacher	1.66	0.50	1.00
	13	Help in constructing lessons	1.00	0.87	1.23
	14	Helping teachers in formulating class exams	0.66	0.62	0.84
	15	Helping teachers in formulating grade exams	1.00	0.50	0.92
	18	Receiving material from the national instructor	0.66	0.75	1.38
	31	Help in solving crises during the school day	0.66	1.00	1.30
	32	Following up on weak students	.660	1.50	2.15

Variable	Statement number	Statements	Management N=3	SCs N=8	Subject teachers N=13
Team relations	2	Providing a personal example to the teaching staff to teach weak classes	1.00	0.50	1.38
	3	Providing a personal example to the teaching staff to teach groups without obtaining a matriculation reward	0.33	0.00	0.84
	8	Solving problems among teachers in the team	1.33	0.87	1.92
	10	A listening ear for teachers on the team	1.00	0.37	1.30
	23	Team building of the teaching staff	1.66	1.12	1.38
	24	Empowering the teaching staff	1.66	0.87	1.30
	25	Providing classroom material when a teacher is absent	0.00	0.00	1.15
	27	Providing a solution to problems between staff members	1.33	0.75	1.15
	28	Providing a solution to staff problems with management	1.00	0.75	1.46

Variable	Statement number	Statements	Management N=3	SCs N=8	Subject teachers N=13
Role	1	Holding staff meetings	0.66	1.50	0.15
	4	Building a curriculum adapted to the age group	1.00	0.75	1.07
	7	Solving problems between student and teacher	0.00	0.00	1.00
	16	Informing about courses related to the subject matter	1.33	0.75	1.00
	17	Informing about conferences related to the field of knowledge	1.00	0.87	0.30
	19	Transferring of materials to the teaching staff	1.00	0.50	0.69
	20	Transferring of information from the supervision to the teaching staff	0.66	0.62	0.69
	21	Leading the team to academic achievements	1.33	0.50	1.30
	22	Leading theme days related to the subject matter	1.00	0.87	0.84
	26	Providing a solution to classroom problems of staff members	0.33	0.75	1.30
	29	Examination of study materials before the beginning of the year	1.00	0.75	1.23
	30	Ordering study materials	1.00	0.50	0.69
		Overall score for difference	0.93	0.71	1.15

Appendix 10: Statement means – actual among the management, coordinators, and subject teachers at the "GI" school

Variable	Statement number	Statements	Management N=2	SCs N=2	Subject teachers N=7
Responsibility	5	Following up on the learning output	2.50	4.00	2.57
	6	Helping teachers in carrying out the study outputs	3.50	4.00	2.43
	9	Solving problems between teachers in the team and management	1.00	2.00	3.00
	11	Accepting a new teacher to the team	3.00	4.50	3.86
	12	Initiation of a new teacher	2.50	4.50	3.86
	13	Help in constructing lessons	2.00	4.00	2.43
	14	Helping teachers in formulating class exams	2.00	4.00	2.43
	15	Helping the teachers in formulating grade exams	1.50	4.00	1.86
	18	Receiving material from the national instructor	3.00	4.00	2.00
	31	Help in solving crises during the school day	2.50	4.00	1.71
	32	Following up on weak students	2.50	3.50	2.14

Variable	Statement number	Statements	Management N=2	SCs N=2	Subject teachers N=7
Team Relations	2	Providing a personal example to the teaching staff to teach weak classes	2.00	3.00	1.71
	3	Providing a personal example to the teaching staff to teach groups without obtaining a matriculation reward	2.00	2.50	1.86
	8	Solving problems among teachers in the team	2.50	3.00	2.43
	10	A listening ear for teachers on the team	3.00	1.50	3.43
	23	Team building of the teaching staff	3.00	2.50	2.57
	24	Empowering the teaching staff	3.50	4.00	2.29
	25	Providing classroom material when a teacher is absent	2.50	4.00	2.29
	27	Providing a solution to problems between staff members	2.50	3.50	2.43
	28	Providing a solution to staff problems with management	2.50	3.00	2.71

Variable	Statement number	Statements	Management N=2	SCs N=2	Subject teachers N=7
Role	1	Holding staff meetings	2.50	2.00	3.00
	4	Building a curriculum adapted to the age group	3.00	4.50	3.14
	7	Solving problems between student and teacher	3.50	2.50	3.14
	16	Informing about courses related to the subject matter	3.50	4.50	2.86
	17	Informing about conferences related to the field of knowledge	3.00	4.00	2.86
	19	Transferring of materials to the teaching staff	2.50	4.00	3.29
	20	Transferring of information from the supervision to the teaching staff	4.00	3.50	2.43
	21	Leading the team to academic achievements	3.00	4.00	2.14
	22	Leading theme days related to the subject matter	2.00	2.00	2.57
	26	Providing a solution to classroom problems of staff members	3.00	3.50	2.00
	29	Examination of study materials before the beginning of the year	3.50	4.50	2.71
	30	Ordering study materials	4.50	4.50	3.43
		Overall score for actual	2.72	3.53	2.58

Appendix 11: Statement means – desired among the management, coordinators, and subject teachers at the "GI" school

Variable	Statement number	Statements	Management N=2	SCs N=2	Subject teachers N=7
Responsibility	5	Following up on the learning output	4.00	5.00	5.00
	6	Helping teachers in carrying out the study outputs	4.50	5.00	4.57
	9	Solving problems between teachers in the team and management	2.00	4.00	4.29
	11	Accepting a new teacher to the team	4.00	5.00	4.71
	12	Initiation of a new teacher	4.50	5.00	4.43
	13	Help in constructing lessons	3.50	5.00	4.14
	14	Helping teachers in formulating class exams	4.00	4.50	3.71
	15	Helping teachers in formulating grade exams	4.00	4.50	4.29
	18	Receiving material from the national instructor	4.50	4.50	4.14
	31	Help in solving crises during the school day	4.00	5.00	4.29
	32	Following up on weak students	4.50	4.00	4.57

Variable	Statement number	Statements	Management N=2	SCs N=2	Subject teachers N=7
Team relations	2	Providing a personal example to the teaching staff to teach weak classes	4.50	5.00	4.43
	3	Providing a personal example to the teaching staff to teach groups without obtaining a matriculation reward	4.50	4.50	4.14
	8	Solving problems among teachers in the team	4.50	4.50	4.43
	10	A listening ear for teachers on the team	4.50	2.00	4.71
	23	Team building of the teaching staff	4.50	4.50	4.43
	24	Empowering the teaching staff	4.50	5.00	4.57
	25	Providing classroom material when a teacher is absent	3.00	4.50	3.29
	27	Providing a solution to problems between staff members	3.00	4.50	4.29
	28	Providing a solution to staff problems with management	3.50	4.00	4.43

Variable	Statement number	Statements	Management N=2	SCs N=2	Subject teachers N=7
Role	1	Holding staff meetings	4.50	4.50	4.86
	4	Building a curriculum adapted to the age group	4.50	4.50	4.43
	7	Solving problems between student and teacher	4.00	4.50	3.71
	16	Informing about courses related to the subject matter	4.50	5.00	4.14
	17	Informing about conferences related to the field of knowledge	4.50	4.50	3.86
	19	Transferring of materials to the teaching staff	4.50	4.50	4.57
	20	Transferring of information from the supervision to the teaching staff	4.50	4.50	3.86
	21	Leading the team to academic achievements	4.00	5.00	4.14
	22	Leading theme days related to the subject matter	4.00	4.00	3.71
	26	Providing a solution to classroom problems of staff members	4.00	4.50	3.86
	29	Examination of study materials before the beginning of the year	4.50	5.00	3.57
	30	Ordering study materials	4.50	4.50	4.00
		Overall score for desired	4.12	4.53	4.24

Appendix 12: Statement means – difference between desired and actual among the management, coordinators, and subject teachers at the "GI" school

Variable	Statement number	Statements	Management N=2	SCs N=2	Subject teachers N=7
Responsibility	5	Following up on the learning output	1.50	1.00	2.42
	6	Helping teachers in carrying out the study outputs	1.00	1.00	2.14
	9	Solving problems between teachers in the team and management	1.00	2.00	1.28
	11	Accepting a new teacher to the team	1.00	0.50	0.85
	12	Initiation of a new teacher	2.00	0.50	0.57
	13	Help in constructing lessons	1.50	1.00	1.71
	14	Helping teachers in formulating class exams	2.50	0.50	2.00
	15	Helping teachers in formulating grade exams	2.50	0.50	2.42
	18	Receiving material from the national instructor	1.50	0.50	2.14
	31	Help in solving crises during the school day	1.50	1.00	2.57
	32	Following up on weak students	2.00	.500	2.42

Variable	Statement number	Statements	Management N=2	SCs N=2	Subject teachers N=7
Team relations	2	Providing a personal example to the teaching staff to teach weak classes	2.50	2.00	2.71
	3	Providing a personal example to the teaching staff to teach groups without obtaining a matriculation reward	2.50	2.00	2.28
	8	Solving problems among teachers in the team	2.00	1.50	2.00
	10	A listening ear for teachers on the team	1.50	0.50	1.28
	23	Team building of the teaching staff	1.50	2.00	1.85
	24	Empowering the teaching staff	1.00	1.00	2.28
	25	Providing classroom material when a teacher is absent	0.50	0.50	1.28
	27	Providing a solution to problems between staff members	.50	1.00	1.85
	28	Providing a solution to staff problems with management	1.00	1.00	1.71

Variable	Statement number	Statements	Management N=2	SCs N=2	Subject teachers N=7
Role	1	Holding staff meetings	2.00	2.50	1.85
	4	Building a curriculum adapted to the age group	1.50	0.00	1.28
	7	Solving problems between student and teacher	0.50	2.00	0.57
	16	Informing about courses related to the subject matter	1.00	0.50	1.28
	17	Informing about conferences related to the field of knowledge	1.50	0.50	1.00
	19	Transferring of materials to the teaching staff	2.00	0.50	1.28
	20	Transferring of information from the supervision to the teaching staff	0.50	1.00	1.42
	21	Leading the team to academic achievements	1.00	1.00	2.00
	22	Leading theme days related to the subject matter	2.00	2.00	1.14
	26	Providing a solution to classroom problems of staff members	1.00	1.00	1.85
	29	Examination of study materials before the beginning of the year	1.00	0.50	0.85
	30	Ordering study materials	0.00	0.00	0.57
		Overall score for difference	1.40	1.00	1.65

Appendix 13: Statement means – actual, among the management, subject coordinators, and teachers, at the "GH" school

Variable	Statement number	Statements	Management N=3	SCs N=8	Subject teachers N=13
Responsibility	5	Following up on the learning output	3.00	3.63	2.85
	6	Helping teachers in carrying out the study outputs	3.33	3.88	2.54
	9	Solving problems between teachers in the team and management	3.67	3.25	3.00
	11	Accepting a new teacher to the team	3.67	4.13	3.69
	12	Initiation of a new teacher	3.33	4.13	3.46
	13	Help in constructing lessons	3.00	3.50	2.77
	14	Helping teachers in formulating class exams	3.00	3.25	2.85
	15	Helping teachers in formulating grade exams	3.67	3.87	3.23
	18	Receiving material from the national instructor	4.00	3.75	3.31
	31	Help in solving crises during the school day	3.00	3.00	3.08
	32	Following up on weak students	4.00	3.00	2.46

Variable	Statement number	Statements	Management N=3	SCs N=8	Subject teachers N=13
Team relations	2	Providing a personal example to the teaching staff to teach weak classes	3.00	4.00	2.69
	3	Providing a personal example to the teaching staff to teach groups without obtaining a matriculation reward	3.67	2.88	2.69
	8	Solving problems among teachers in the team	3.33	3.63	2.08
	10	A listening ear for teachers on the team	3.67	4.13	3.54
	23	Team building of the teaching staff	3.33	3.25	3.08
	24	Empowering the teaching staff	3.33	3.50	3.23
	25	Providing classroom material when a teacher is absent	3.33	3.00	3.23
	27	Providing a solution to problems among the team members	3.33	3.38	2.54
	28	Providing a solution to problems between team members and the management	3.67	3.63	3.00

Variable	Statement number	Statements	Management N=3	SCs N=8	Subject teachers N=13
Role	1	Holding staff meetings	4.33	3.25	4.15
	4	Building a curriculum adapted to the age group	3.67	3.63	3.23
	7	Solving problems between student and teacher	2.67	3.75	3.00
	16	Informing about courses related to the subject matter	3.33	3.63	3.69
	17	Informing about conferences related to the field of knowledge	3.33	3.50	4.08
	19	Transferring of materials to the teaching staff	3.33	4.13	3.77
	20	Transferring of information from the supervision to the teaching staff	3.67	4.25	3.77
	21	Leading the team to academic achievements	3.33	4.00	3.46
	22	Leading theme days related to the subject matter	4.00	3.25	3.15
	26	Providing a solution to classroom problems of staff members	3.00	3.50	2.69
	29	Examination of study materials before the beginning of the year	3.33	3.13	3.23
	30	Ordering study materials	3.33	3.88	3.92
		Overall score for actual	3.43	3.58	3.17

Appendix 14: Statement means – desired among the management, coordinators, and subject teachers at the "GH" school

Variable	Statement number	Statements	Management N=3	SCs N=8	Subject teachers N=13
Responsibility	5	Following up on the learning output	4.33	4.63	4.69
	6	Helping teachers in carrying out the study outputs	4.00	4.38	4.23
	9	Solving problems between teachers in the team and management	4.67	4.50	4.46
	11	Accepting a new teacher to the team	4.33	4.63	4.54
	12	Initiation of a new teacher	5.00	4.63	4.46
	13	Help in constructing lessons	4.00	4.38	4.00
	14	Helping teachers in formulating class exams	3.67	3.87	3.69
	15	Helping teachers in formulating grade exams	4.67	4.38	4.15
	18	Receiving material from the national instructor	4.67	4.50	4.69
	31	Help in solving crises during the school day	3.67	4.00	4.38
	32	Following up on weak students	4.67	4.50	4.62

Variable	Statement number	Statements	Management N=3	SCs N=8	Subject teachers N=13
Relations in the team	2	Providing a personal example to the teaching staff to teach weak classes	4.00	4.50	4.08
	3	Providing a personal example to the teaching staff to teach groups without obtaining a matriculation reward	4.00	2.88	3.54
	8	Solving problems among teachers in the team	4.67	4.50	4.00
	10	A listening ear for teachers on the team	4.67	4.50	4.85
	23	Team building of the teaching staff	5.00	4.38	4.46
	24	Empowering the teaching staff	5.00	4.38	4.54
	25	Providing classroom material when a teacher is absent	3.33	3.00	4.38
	27	Providing a solution to problems between staff members	4.67	4.13	3.69
	28	Providing a solution to staff problems with management	4.67	4.38	4.46

Variable	Statement number	Statements	Management N=3	SCs N=8	Subject teachers N=13
Role	1	Holding staff meetings	5.00	4.75	4.31
	4	Building a curriculum adapted to the age group	4.67	4.38	4.31
	7	Solving problems between student and teacher	2.67	3.75	4.00
	16	Informing about courses related to the subject matter	4.67	4.38	4.69
	17	Informing about conferences related to the field of knowledge	4.33	4.38	4.38
	19	Transferring of materials to the teaching staff	4.33	4.63	4.46
	20	Transferring of information from the supervision to the teaching staff	4.33	4.88	4.46
	21	Leading the team to academic achievements	4.67	4.50	4.77
	22	Leading theme days related to the subject matter	5.00	4.13	4.00
	26	Providing a solution to classroom problems of staff members	3.33	4.25	4.00
	29	Examination of study materials before the beginning of the year	4.33	3.88	4.46
	30	Ordering study materials	4.33	4.38	4.62
		Overall score for desired	4.35	4.29	4.32

Appendix 15: Statement means – difference between desired and actual among the management, coordinators, and subject teachers at the "GH" school

Variable	Statement number	Statements	Management N=3	SCs N=8	Subject teachers N=13
Responsibility	5	Following up on the learning output	1.33	1.00	1.84
	6	Helping teachers in carrying out the study outputs	0.66	0.50	1.69
	9	Solving problems between teachers in the team and management	1.00	1.25	1.46
	11	Accepting a new teacher to the team	0.66	0.50	0.84
	12	Initiation of a new teacher	1.66	0.50	1.00
	13	Help in constructing lessons	1.00	0.87	1.23
	14	Helping teachers in formulating class exams	0.66	0.62	0.84
	15	Helping teachers in formulating grade exams	1.00	0.50	0.92
	18	Receiving material from the national instructor	0.66	0.75	1.38
	31	Help in solving crises during the school day	0.66	1.00	1.30
	32	Following up on weak students	.660	1.50	2.15

Variable	Statement number	Statements	Management N=3	SCs N=8	Subject teachers N=13
Team relations	2	Providing a personal example to the teaching staff to teach weak classes	1.00	0.50	1.38
	3	Providing a personal example to the teaching staff to teach groups without obtaining a matriculation reward	0.33	0.00	0.84
	8	Solving problems among teachers in the team	1.33	0.87	1.92
	10	A listening ear for teachers on the team	1.00	0.37	1.30
	23	Team building of the teaching staff	1.66	1.12	1.38
	24	Empowering the teaching staff	1.66	0.87	1.30
	25	Providing classroom material when a teacher is absent	0.00	0.00	1.15
	27	Providing a solution to problems between staff members	1.33	0.75	1.15
	28	Providing a solution to staff problems with management	1.00	0.75	1.46

Variable	Statement number	Statements	Management N=3	SCs N=8	Subject teachers N=13
Role	1	Holding staff meetings	0.66	1.50	0.15
	4	Building a curriculum adapted to the age group	1.00	0.75	1.07
	7	Solving problems between student and teacher	0.00	0.00	1.00
	16	Informing about courses related to the subject matter	1.33	0.75	1.00
	17	Informing about conferences related to the field of knowledge	1.00	0.87	0.30
	19	Transferring of materials to the teaching staff	1.00	0.50	0.69
	20	Transferring of information from the supervision to the teaching staff	0.66	0.62	0.69
	21	Leading the team to academic achievements	1.33	0.50	1.30
	22	Leading theme days related to the subject matter	1.00	0.87	0.84
	26	Providing a solution to classroom problems of staff members	0.33	0.75	1.30
	29	Examination of study materials before the beginning of the year	1.00	0.75	1.23
	30	Ordering study materials	1.00	0.50	0.69
		Overall score for difference	0.93	0.71	1.15

Appendix 16: Statement means – actual among the management, coordinators, and subject teachers at the "GI" school

Variable	Statement number	Statements	Management N=2	Coordinators N=2	Subject teachers N=7
Responsibility	5	Following up on the learning output	2.50	4.00	2.57
	6	Helping teachers in carrying out the study outputs	3.50	4.00	2.43
	9	Solving problems between teachers in the team and management	1.00	2.00	3.00
	11	Accepting a new teacher to the team	3.00	4.50	3.86
	12	Initiation of a new teacher	2.50	4.50	3.86
	13	Help in constructing lessons	2.00	4.00	2.43
	14	Helping teachers in formulating class exams	2.00	4.00	2.43
	15	Helping the teachers in formulating grade exams	1.50	4.00	1.86
	18	Receiving material from the national instructor	3.00	4.00	2.00
	31	Help in solving crises during the school day	2.50	4.00	1.71
	32	Following up on weak students	2.50	3.50	2.14

Variable	Statement number	Statements	Management N=2	Coordinators N=2	Subject teachers N=7
Team relations	2	Providing a personal example to the teaching staff to teach weak classes	2.00	3.00	1.71
	3	Providing a personal example to the teaching staff to teach groups without obtaining a matriculation reward	2.00	2.50	1.86
	8	Solving problems among teachers in the team	2.50	3.00	2.43
	10	A listening ear for teachers on the team	3.00	1.50	3.43
	23	Team building of the teaching staff	3.00	2.50	2.57
	24	Empowering the teaching staff	3.50	4.00	2.29
	25	Providing classroom material when a teacher is absent	2.50	4.00	2.29
	27	Providing a solution to problems between staff members	2.50	3.50	2.43
	28	Providing a solution to staff problems with management	2.50	3.00	2.71

Variable	Statement number	Statements	Management N=2	Coordinators N=2	Subject teachers N=7
Role	1	Holding staff meetings	2.50	2.00	3.00
	4	Building a curriculum adapted to the age group	3.00	4.50	3.14
	7	Solving problems between student and teacher	3.50	2.50	3.14
	16	Informing about courses related to the subject matter	3.50	4.50	2.86
	17	Informing about conferences related to the field of knowledge	3.00	4.00	2.86
	19	Transferring of materials to the teaching staff	2.50	4.00	3.29
	20	Transferring of information from the supervision to the teaching staff	4.00	3.50	2.43
	21	Leading the team to academic achievements	3.00	4.00	2.14
	22	Leading theme days related to the subject matter	2.00	2.00	2.57
	26	Providing a solution to classroom problems of staff members	3.00	3.50	2.00
	29	Examination of study materials before the beginning of the year	3.50	4.50	2.71
	30	Ordering study materials	4.50	4.50	3.43
		Overall score for actual	2.72	3.53	2.58