Perceived organizational support and its relationship to teachers' perceptions of learning communities in Palestinian secondary schools.

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Abstract:

The aim of the research was to identify perceived organizational support and its relationship to teachers' perceptions of learning societies in Palestinian secondary schools. And the questionnaire of learning societies, and the researcher used the spss (quantitative) and qualitative method, and the data was collected, analyzed, and statistical transactions were conducted using a program to extract the results. The organizational perceived provided by the Palestinian schools is due to the variable years of experience (from 10 years to more), and there are statistically significant differences at the level (0.05) between the average degree of teachers' awareness of learning communities due to the variable years of experience (from 10 years to more), and there is a correlation relationship Statistically significant at level (0.05) between the degree of perceived organizational support in Palestinian secondary schools and teachers' perceptions of learning communities.

Keywords: perceived organizational support, teachers' perceptions of learning communities.

Introduction:

The school is the first place to receive education and knowledge, and with the passage of time there has been interest from educational scholars to change the current image of the traditional school, and among the images of this positive and purposeful change was shedding light on learning societies as teachers in Palestinian schools perceive them in reality and as they wish them to be.

The ability of academic institutions to achieve their goals efficiently and effectively depends on the level of employee job satisfaction. Achieving employee job satisfaction requires the need for them to realize the support and support of the institution for them. This is called perceived organizational support. Their satisfaction reflects its impact on the institution in achieving its goals. Therefore, perceived organizational support makes the teacher feel that the school cares about him and appreciates his contributions to its success, and that this interest will be reflected in school development (Hamad, 2016).

The importance of perceived organizational support in schools is that it contributes to achieving self-development for teachers and pushes teachers to exert more effort to achieve and defend the school's goals, strive for continuous improvement and reduces the negative effects of some teachers' behaviors and behaviors within the school, and works to reduce the phenomenon of absence and works to increase Belonging to the school reduces the phenomenon of work turnover and movement between schools, in addition to supporting the trend towards teamwork and participation in school activities, and contributes to open communication between school leaders and teachers and between teachers, and contributes to promoting positive attitudes towards creative and innovative work (Al-Qarni, 2018) .

The importance of the hoped-for learning communities appears in achieving school adaptation and forming new organizational knowledge, building productive relationships based on cooperation and partnership, thinking, working to implement the school improvement program, forming interconnected communities of practice that stimulate continuous development and school improvement, benefiting from organizational and institutional improvements, and improving School culture through changing the school's values and mission (Tawfiq, 2017).

Therefore, the current research attempts to extrapolate the relationship between perceived organizational support and teachers' perceptions of learning communities in Palestinian secondary schools.

Research problem:

The research problem appears in many aspects, including through the researcher's work as a teacher, she noticed shortcomings in the organizational support provided to teachers, including: low salaries, in addition to the number of working hours they spend exceeding the specified quorum, and teachers doing administrative work that has nothing to do with teaching, and assigning them to teach Some subjects from outside their specialties to cover the shortage or absence of some teachers, the lack of opportunities to participate in decision-making, especially those that directly affect them or affect their field of work, and the scarcity of educational means that enable the teacher to perform his work effectively, which may weaken the teachers' loyalty, affiliation, and similarity in their schools to achieve its vision and mission.

In addition, the study of (Phusavat, 2019) showed that the lack of female teachers' participation in school issues, weak parental cooperation, weak confidence in students' ability to learn, the dominance of indoctrination, weak school responsibility for teachers' professional

development, lack of respect for other opinion, as well as fear of initiative are obstacles to building learning societies This is represented in the predominance of a culture of isolation and individual work, weak desire for development, the school's lack of cooperative professional development, and the school's sufficiency in teaching knowledge without encouraging its production.

This also agreed with Carpenter's study (Carpenter, 2020) in that there are a number of material and organizational obstacles that can impede efforts towards the transformation of the desired learning communities, the most important of which are: the increase in the teaching and administrative burden on the teacher, the intensity of the courses, the lack of time available for professional learning meetings, Weak financial resources in schools, rigid laws and regulations, and lack of training and awareness on learning communities.

Accordingly building learning societies will not give the required fruits unless there is the availability of the teacher`s perceived organizational support that is aware of the teacher and that works to encourage the teacher to do his job to the fullest, as the teacher is considered the educational cornerstone, and the basis on which the success of the school is based in the performance of its mission, and when The teacher realizes that the school provides support, attribution, and assistance to him in his field of work, and perhaps even in his own interests. This will contribute to strengthening his relationship with the school, its management, and the rest of its employees, and develop his motivation towards work, which may lead to the teacher's sense of self-development and commitment, in addition to that. The teacher's feeling and awareness of this support will provide him with more care and attention.

Another aspect of the research problem is evident in the divergence of the results of research that dealt with determining the role of years of experience and its impact on the perceived organizational support of teachers, such as the study of (Bibi, 2019). Experienced teachers (from 10 years to more) have higher perceived organizational support than teachers (less than 5 years' experience). As for (Farooqi, 2019) study, it did not find differences in the years of experience in teachers' perceived organizational support. This explains the divergence of research results with regard to the relationship of years of experience with teachers' perceived organizational support. It aimed to find out to what extent do teachers` perceptions to learning communities differ in different ways including years of experience. It found that teachers` perceptions of learning communities for teachers (from 10 years' experience to more) are higher than those of teachers (under 5 years' experience)

The results of research that dealt with determining the role of years of experience and their impact on teachers' perceptions of learning communities varied, such as the study (Walton, 2022). As for Zulu`s study (Zulu, 2021) it did not find differences in years of experience in teachers' perceptions of learning societies. This explains the divergence of research results with regard to the relationship of years of experience with teachers' perceptions of learning communities.

From the foregoing, it becomes clear that we need to do this type of research. This need was expressed by study (Farooqi, 2019) which called for the need to know the relationship between teachers' perceived organizational support and teachers' perceptions of learning societies, and the Zulu study (2021 Zulu) which indicated the need to pay attention to teachers' perceived organizational support and teachers' perceptions of learning communities because they are from global perspectives in education and it is noted that the results of research focused on research variables varied and this is an aspect of research problem.

Based on the foregoing, the current research problem emerged in the study of perceived organizational support and its relationship to teachers' perceptions Learning communities in Palestinian secondary schools.

Based on the above, the research problem is summarized in the following questions:

1- Does the degree of perceived organizational support differ according to years of experience?

2- Does the degree of teachers' perceptions of learning communities differ according to years of experience?

3- Is there a statistically significant correlation between the degree of organizational support as perceived by teachers in Palestinian secondary schools and teachers' perceptions of learning communities in Palestinian secondary schools?

research importance:

The importance of research appears in the following:

1- Shedding light on the organizational support perceived by teachers in Palestinian schools.

2- Organized activation of learning communities in Palestinian schools.

3- Contribute to identifying the relationship between perceived organizational support and its relationship to teachers' perceptions of learning communities in Palestinian secondary schools.

research aims:

The current research aims at the following:

1-Exposing the degree of perceived availability of organizational support by teachers in Palestinian schools, and the degree of availability according to the difference Years of Experience

2- Teachers' perceptions of learning communities in Palestinian secondary schools according to different years of experience.

3- Determine the relationship between perceived organizational support and teachers' perceptions of learning communities in Palestinian secondary schools.

search parameters:

The determinants are as follows:

1- Objective: Perceived organizational support and its relationship to teachers' perceptions of learning communities in Palestinian secondary schools.

2- human, some secondary public school teachers in Palestine.

3- Location: government secondary schools in the districts of (Ramallah and Al-Bireh - Bethlehem).

4- Temporal: The field part of this research was applied in the academic year 2022-2023 AD.

Research Methodology :

Research Methodology: The research will use the mixed method (quantitative and qualitative).

- The descriptive method - the predictive correlation method (using the path analysis method).

- The qualitative approach.

Statistical methods used:

1- One way ANOVA analysis of variance to calculate the significance of differences between the three groups in years of experience.

2- Scheffe test between the three groups for post comparisons.

3- Pearson correlation coefficient to determine the correlation between research variables.

4- Correlation coefficients to calculate the internal format of the questionnaire.

5- Cronbach's alpha coefficient for calculating the stability of the resolution.

6- The data were processed statistically using the statistical package program 22.SPSS ver.

Search terms:

1- Perceived Organizational Support: It is defined procedurally as the belief of workers and their feeling of interest from the organization in which they work, the provision of well-being to them, and the appreciation of the efforts made at work, and it is measured by the total score obtained by the respondents on the tool they use.

Prepared to enrich this research.

2- Learning communities: Learning communities are defined procedurally as an organized and continuous process, in which members of the school community work according to a common vision, to focus on learning in order to achieve better results for students, and it is measured by the total score obtained by the respondents on the tool that was prepared to enrich this research.

Theoretical framework and previous studies

First: perceived organizational support:

Perceived organizational support concept:

Aria defines perceived organizational support as the general belief of employees that their organizations care about them, their well-being, their recognition, their reward, and their contribution to achievement. This leads to higher job satisfaction and lower turnover. (Aria, 2019)

The importance of perceived organizational support

The importance of perceived organizational support to the organization and its employees is shown in the following;

A– It works to increase motivation to increase the efficiency of performance, and to achieve the highest expected rates of return for departments, divisions, and the institution. (Shateri, 2020)

B – Achieving the self-development of the workers, the workers are based on increasing their interest in developing their expertise, through formal training or informal training , that is when they feel and realize that the institution supports them.

C– It works to support creative and innovative work, as workers with high perceptions of organizational support have high degrees of innovative creativity (Aria, 2018)

D–It is based on increasing the effort exerted by individuals towards achieving organizational goals.

E – It works to enhance the positive attitudes of the employees, in order to improve the image of the institution, which motivates them to constructive behaviors A good mental image of the institution in front of others and striving to improve it constantly.

F – Works to reduce the negative effects of some behaviors and behaviors of individuals working within the institution.

G – It works to increase the organizational commitment of employees, as there is a direct correlation between organizational commitment and organizational support. (Mahmoud, 2019)

Forms of Perceived Organizational Support

The forms of perceived organizational support appear in (Bibi, 2019) and (Shateri, 2020) as follows.

A– **Moral support**: This form of support measures the extent of the correlation between employees and the organization It is considered a positive trend that arises as a result of measuring the extent to which the employee feels that the organization in which he works encourages the achievement of societal goals.

B – **Cumulative support**: This form of support focuses on the reciprocal relationship between employees and the organization, which is characterized by mutual benefit, as employees are committed if benefits are obtained that make them feel job security.

C– **Urgent support**: This form of support focuses on the emergency situations in which the employee falls, and it also negatively affects the progress of daily tasks and thus the poor performance of the organization.

Among the previous studies that dealt with perceived organizational support among secondary school teachers was the study of (Al–Maliki, 2019) entitled: Perceived Organizational Support and its Relationship to Organizational Commitment among Teachers of General Education Schools in Adham Governorate. This study aimed to identify perceived organizational support and its relationship to organizational commitment among teachers of general education schools in Adham Governorate, and to reveal statistically significant differences between the average responses of teachers about their appreciation of the level of perceived organizational support in their schools. The study

population consisted of (873) male and female teachers in general education schools In Adham Governorate, the study tools included a questionnaire of perceived organizational support, and a questionnaire of organizational commitment, and the study used the descriptive approach in both its survey and correlation parts.

And (**Bibi, 2019**) **study entitled**: Perceived organizational support and its relationship to organizational commitment among special education teachers in Pakistan. This study aimed to identify perceived organizational support and its relationship to organizational commitment among special education teachers in Pakistan. The study sample consisted of (85) special education teachers from different Special education centers in Pakistan. The study tools included a questionnaire of perceived organizational support and a questionnaire of organizational commitment among special education teachers. The study used the descriptive approach. The results of the study included that there is a direct positive correlation with statistical significance between perceived organizational support and the organizational commitment among special education teachers in Pakistan.

Second: learning societies:

The concept of learning communities:

defines (Metwally, 2020) learning communities as the community that focuses on the learning of all members of the school community, where learning opportunities are provided for all to participate in decision-making, exercise leadership roles, and assume collective responsibility in order to achieve the common vision of the school and improve learning outcomes. Through the availability of a set of

necessary administrative requirements to transform the school into a learning community.

The importance of learning communities:

Learning communities can become a powerful gateway to development and an effective strategy for changing and developing schools, and that a school that operates as a learning community involves the entire group of workers in gathering for learning within a Supportive community supportive community. Therefore, the importance of learning communities stems from the benefits they provide to members of the school community, and the importance of these **communities can be explained as follows:**

A – The importance of learning communities for teachers

Learning communities are considered one of the most important inputs that help the school improvement process as a whole, and the teacher is considered a main focus in the school because of his important role in it, and therefore the importance of professional learning communities for teachers is evident in the following: Increasing the effectiveness of teachers, increasing the independent teaching roles of teachers , building knowledge and experience of teachers through collaborative inquiry, changing current practices and experimenting with new ideas and practices, empowering teachers to take leadership roles, Increasing commitment to school goals and mission , measuring the rate of work turnover to support the mission Less teachers feel isolated Supporting educational change by creating an environment that supports learning through innovation and experimentation (Muhammad, 2015).

B – the importance of learning communities for students

The importance of learning communities for students is evident in the following: Improving student learning by improving the teacher's teaching practice, Improving student learning through those with a lower level of performance, Reducing achievement gaps between students

with different cultures through their attitudes and beliefs, Enhancing students' motivation for effective participation in classes Reducing Absenteeism rates among students ,Increasing equal educational opportunities in a more equitable manner among students in small schools, Achieving better learning in history, mathematics, science, and reading subjects in traditional schools. All these encourage students to collective creativity and the conditions that support it and Increase Student Learning (Al−Mawlid, 2015).

C − The importance of learning communities for the school

The school is the first place to receive education and knowledge, and with the passage of time there has been interest from educational scholars to change the current image of the traditional school, and among the forms of this positive change aimed at transforming it into a professional learning community, and the importance of professional learning communities for the school The following are the institutional adaptation, the formation of new organizational knowledge, the building of productive relationships based on cooperation and partnership, reflection, and work to implement the school improvement program, the formation of interconnected communities of practice that stimulate continuous development and school improvement, the benefit from organizational and institutional improvements, the improvement of school culture by changing the values of The school and its mission (Tawfiq, 2017).

Among the previous studies that dealt with learning communities for secondary school teachers is the (Walton, 2022) study entitled: The Importance of Learning Communities for Inclusive Education: A comprehensive analysis of cases. This study aimed to identify the importance of learning communities for inclusive education. The study community consisted of two rural schools in Australia and a semi−urban school in South Africa includes (3) school principals and (313) male and female teachers. The study tools included a questionnaire on the importance of learning communities for comprehensive education. The

study used the descriptive approach, and showed that change can be brought about in learning societies by reformulating knowledge and learning across borders.

And the study (Zulu, 2021) entitled: A case study of teacher learning communities in South Africa. This study aimed to identify a case study of teacher learning communities in South Africa (112) male and female teachers. The study tools included a questionnaire for a case study of teacher learning communities in South Africa. The study used the descriptive approach. The results of the study found that there were statistically significant differences in all dimensions of learning communities and their total score between the category of school principals and the category of teachers. The differences were in favor of the category of teachers School principals.

And the study of (Abdel Bari, 2020) entitled A proposed vision for the development of professional learning communities in UNRWA schools in the governorates of Gaza. This study aimed to identify a proposed vision for the development of professional learning communities in UNRWA schools in the governorates of Gaza The research sample was (127) school principals, and a stratified random sample consisted of (324) male and female teachers. The study tools included a questionnaire to diagnose the reality of professional learning communities in UNRWA schools in the Gaza governorates. The study used the descriptive approach, and the results of the study concluded that there were statistically significant differences at the level of significance. (0.05) between the mean estimates of the study sample in all dimensions of the reality of professional learning communities in UNRWA schools and their total score between the category of school principals and the category of educational specialists, and the differences were in favor of the category of school principals.

Research hypotheses:

1- There are no statistically significant differences at the significance level ($\alpha \leq 0.05$) between the average teachers' responses to the

degree of availability Perceived organizational support provided by Palestinian schools due to the variable years of experience.

2- There are no statistically significant differences at the significance level ($\alpha \leq 0.05$) between the averages of teachers' awareness of the communities of Learning is attributed to the variable of years of experience.

3- There is no statistically significant correlation between the degree of perceived organizational support and teachers' perceptions of learning communities in Palestinian secondary schools.

Search procedures:

First: the research sample:

The sample of the current research was determined by (300) male and female secondary school teachers in the Ramallah and Al-Bireh Directorate and the Bethlehem Directorate. Table (1) shows the distribution of the research sample according to its demographic variables.

Table (1)

Characteristics of the research sample according to demographic variables

variable type	categories	Repetition	percentage %
Years of Experience	Less than 5 years	99	33%
	From 5 to less than 10 years	102	34%
	From 10 years to more	99	33%
	the total	300	100%

Second: Research Tools:

1- A questionnaire of perceived organizational support for teachers.

2- Learning communities survey.

We will review each tool separately

1- Questionnaire of perceived organizational support for teachers.

The researcher verified the availability of psychometric conditions for the questionnaire as follows:

● **The validity of the questionnaire:**

internal consistency:

The validity of the internal consistency of the questionnaire was verified by applying it to a survey sample consisting of (120) male and female teachers. as follows:

(1) **Calculating the correlation coefficients between the questionnaire phrases and the total score of the dimension to which they belong:**

Table (2)
Correlation coefficients between questionnaires and dimensional scores for each dimension separately

Leaders' behavior to support subordinates		Participate in making decisions		Support and self−affirmation	
Phrase	The coefficient of correlation of the phrase with the total degree of the dimension	Phrase	The coefficient of correlation of the phrase with the total degree of the dimension	Phrase	The coefficient of correlation of the phrase with the total degree of the dimension
1	0,717**	1	0,750**	1	0,728**
2	0,380*	2	0,736**	2	0,642**
3	0,717**	3	0,725**	3	0,797**
4	0,649**	4	0,722**	4	0,791**
5	0,702**	5	0,771**	5	0,578**
6	0,625**	6	0,704**	6	0,597**
7	0,671**	7	0,708**	7	0,789**
8	0,659**	8	0,744**	8	0,783**
9	0,670**	9	0,685**	9	0,781**
10	0,521**	10	0,728**	10	0,620**
Incentives		Organizational Chart		communication style	
Phrase	The coefficient of correlation of the phrase with the total degree of the dimension	Phrase	The coefficient of correlation of the phrase with the total degree of the dimension	Phrase	The coefficient of correlation of the phrase with the total degree of the dimension
1	0,675**	1	0,875**	1	0,713**
2	0,712**	2	0,560**	2	0,768**
3	0,650**	3	0,875**	3	0,510**
4	0,728**	4	0,561**	4	0,725**
5	0,627**	5	0,857**	5	0,708**
6	0,657**	6	0,650**	6	0,605**
7	0,651**	7	0,870**	7	0,358*
8	0,720**	8	0,741**	8	0,535**
9	0,709**	9	0,371*	9	0,601**
10	0,721**	10	0,359*	10	0,755**

(**)function at (0.01)

(*) function at (0.05)

It is clear from Table (2) that the correlation coefficients between the questionnaire's expressions and the total score for each dimension ranged between $(0,358)$ and $(0,875)$ all of which are statistically significant.

(2) Calculating the correlation coefficients between the total score for each dimension and the total score for the questionnaire

Table (3)

Correlation coefficients between the total score for each dimension of the questionnaire and the total score for the questionnaire

Questionnaire dimensions	Correlation coefficient
Leaders' behavior to support subordinates	0,966**
Participate in making decisions	0,972**
Support and self−affirmation	0,961**
Incentives	0,975**
Organizational Chart	0,956**
communication style	0,909**

(**) function at (0.01)

It is clear from Table (3) that the correlation coefficients between the dimensions of the questionnaire and the total score for each dimension ranged between $(0,909)$ and $(0,975)$ all of which are a statistical function at the level $(0,01)$.

It is clear from Tables (2) and (3) that the correlation coefficients between the phrases and the total score of the questionnaire, as well as between the total score for each dimension and the total score of the questionnaire, and this indicates the correlation and coherence of the

phrases, dimensions and the total score, which indicates that the questionnaire has internal consistency.

Questionnaire stability:

Cronbach's Alpha Coefficient: The researcher used this method to calculate the stability of the questionnaire by applying it to a sample of (120) teachers from the same research community and outside the basic research sample. Table (4) shows the stability coefficients for each dimension of the questionnaire as well as the total score using the alpha coefficient. The Cronbach's alpha coefficients for the dimensions **were respectively as follows:**

Table (4)
Reliability coefficients for each dimension of the questionnaire and the total score

Questionnaire dimensions	Cronbach's alpha coefficient
Leaders' behavior to support subordinates	0,753**
Participate in making decisions	0,773**
Support and self–affirmation	0,771**
Incentives	0,766 **
Organizational Chart	0,763**
communication style	0,734**
The questionnaire as a whole	0,822**

(**) function at (0.01)

All these values are indicative, and these values indicate the stability of the questionnaire and its validity for application.

2 – **Survey of learning communities**

The researcher verified the availability of psychometric conditions for the questionnaire as follows:

● validity of the search tool:

The validity of the internal consistency of the questionnaire The validity of the internal consistency of the questionnaire was verified by

applying it to a sample A survey consisting of (120) male and female teachers, as follows:

(1) **Calculating the correlation coefficients between the questionnaire phrases and the total score of the dimension to which they belong:**

Table (5)

Correlation coefficients between questionnaires and dimensional scores for each dimension separately

Supportive participatory leadership		Shared vision and values		Group learning and application	
Phrase	The coefficient of correlation of the phrase with the total degree of the dimension	Phrase	The coefficient of correlation of the phrase with the total degree of the dimension	Phrase	The coefficient of correlation of the phrase with the total degree of the dimension
1	0,648**	1	0,423**	1	0,782**
2	0,480**	2	0,421**	2	0,412**
3	0,600**	3	0,722**	3	0,797**
4	0,534**	4	0,816**	4	0,786**
5	0,611**	5	0,775**	5	0,403**
6	0,635**	6	0,786**	6	0,329*
7	0,627**	7	0,796**	7	0,782**
8	0,610**	8	0,432**	8	0,763**
9	0,571**	9	0,824**	9	0,768**
10	0,571**	10	0,425**	10	0,391*
common personal practices		supportive conditions			
Phrase	The coefficient of correlation of the phrase with the total degree of the dimension	Phrase	The coefficient of correlation of the phrase with the total degree of the dimension		
1	0,670**	1	0,659**		
2	0,584**	2	0,666**		
3	0,673**	3	0,568**		
4	0,676**	4	0,561**		
5	0,553**	5	0,704**		
6	0,596**	6	0,551**		
7	0,671**	7	0,545**		
8	0,607**	8	0,568**		
9	0,670**	9	0,547**		
10	0,633**	10	0,644**		

(**) function at (0.01)

(*) function at (0.05)

It is clear from Table (5) that the correlation coefficients between the questionnaire's expressions and the total score for each dimension ranged between $(0,329)$ and $(0,824)$, all of which are statistically significant.

2) **Calculating the correlation coefficients between the total score for each dimension and the total score for the questionnaire:**

Table (6)

Correlation coefficients between the total score for each dimension of the questionnaire and the total score for the questionnaire

Questionnaire dimensions	Correlation coefficient
Supportive participatory leadership	0,946**
Shared vision and values	0,964**
Group learning and application	0,956**
common personal practices	0,977**
supportive conditions	0,949**

(**) function at (0.01)

It is clear from Table (6) that the correlation coefficients between the dimensions of the questionnaire and the total score for each dimension ranged between $(0,946)$ and $(0,977)$, all of which are statistically significant.

It is clear from Tables (5) and (6) that the correlation coefficients between the phrases and the total score of the questionnaire, as well as between the total score for each dimension and the total score of the questionnaire are all significant at the level $(0,01)$, and this indicates the

correlation and coherence of the phrases, dimensions and the total score This indicates that the questionnaire has internal consistency.

● **Stability of Research**

Cronbach's alpha coefficient The researcher used this method to calculate the stability of the questionnaire by applying it to a sample of (120) teachers from the same research community and from outside the basic research sample. The Cronbach's alpha coefficients for the **dimensions respectively were as follows:**

Table (7)

Reliability coefficients for each dimension of the questionnaire and the total score

Questionnaire dimensions	Cronbach's alpha coefficient
Supportive participatory leadership	0,745**
Shared vision and values	0,759**
Group learning and application	0,755**
common personal practices	0,757 **
supportive conditions	0,749**
The questionnaire as a whole	0,853**

(**) function at (0.01)

All these values are indicative, and these values indicate the stability of the questionnaire and its validity for application.

Research results and their interpretation:

● **The first hypothesis and its interpretation:**

Which states that "there are no statistically significant differences at the significance level (as0.05) between the averages of the teachers' responses.

To verify the validity of this hypothesis, a one-way ANOVA method was used, and Table (8) shows the significance of the

differences between the three groups (less than 5 years, from 5 to less **than 10 years, from 10 years to more) in perceived organizational support for the means and standard deviations, as follows:**

Table (8)
Arithmetic means and standard deviations of perceived organizational support availability by years of experience

groups	average	deviation	Class	arrangement
Less than 5 years	110,20	30,494	99	3
From 5 to less than 10 years	213,60	20,267	102	2
From 10 years to more	270,34	10,798	99	1

It is clear from Table (8) that the averages of the three groups in the perceived organizational support were uneven, and this was evident among the averages of the three groups' degrees according to the years of experience separately.

And to determine the extent to which there are statistically significant differences between the mean scores of the teachers of the three groups in perceived organizational support The source of the variance was determined and the value of (q) was calculated. Table (9) shows this:

Table (9)
Significance of differences between groups according to years of experience in perceived organizational support "one way ANOVA".

variable	source of contrast	sum of squares	Freedom	sum of squares	value (q)	Tabular
Perceived	between groups	1306067,794	2	653033,897	*	3,8415
organizationa	within groups	144034,802	297	484,966	1346,557	
support	total	1450102,597	299			

(*) function at (0.05)

It is clear from Table (9) that the value of (F) was (1346,557), which is a statistically significant value at the level (0,05), which indicates that there are differences between the averages of perceived

organizational support scores for each of the three groups' teachers (less than 5 Years, From 5 to less than 10 years, from 10 years to more).

By searching for the position of differences between groups in perceived organizational support as a result of different years of experience (less than 5 years – from 5 to less than 10 years –10 years to more), Scheffe's method was used for post–comparisons Table (10) shows it.

Table (10)

Scheffe's test among the three groups in Perceived Organizational Support

groups	Less than 5 years	From 5 to less than 10	From 10 years to more
Less than 5 years	-	103,40*	160,14*
From 5 to less than 10		-	56,75*
From 10 years to more			-

(*) function at (0.05)

It is clear from table (10):

– There is a statistically significant difference at the level (0,05) between the group of teachers with experience (less than 5 years) and the group of teachers with experience (from 5 to less than 10 years) in perceived organizational support, and the results were in favor of the group of teachers with experience (from 5 to less from 10 years).

– There is a statistically significant difference at the level (0.05) between the group of teachers with experience (less than 5 years) and the group of teachers with experience (from 10 years to more) in

perceived organizational support, and the results were in favor of the group of teachers with experience (from 10 years to more). .

– There is a statistically significant difference at the level (0.05) between the group of teachers with experience (from 5 to less than 10 years) And the group of teachers with experience (from 10 years to more) in perceived organizational support, and the results were in favor of the group of teachers with experience (from 10 years to more).

This means rejecting the first zero hypothesis of the research hypotheses, and accepting the alternative hypothesis, which indicates that there are statistically significant differences. At the level (0.05) between the averages of teachers' responses to the degree of availability of perceived organizational support provided by Palestinian schools attributable to the most variable years of experience.

The researcher explains that there are differences in functional experience (less than 5 years – from 5 to less than 10 years – from 10 years to more) in the degrees of perceived organizational support provided by Palestinian schools in favor of teachers with years of experience of (more than 10 years). Their many years of experience in dealing with school leaders and their general belief that the school cares about them and their well-being, recognizes them and sympathizes with them in achievement, achieves justice and equality between them, participates with them in decision-making and realizes themselves, their desires and aspirations in order to encourage and motivate them to adopt the goals of the school and work to achieve them. It is reflected in their perceived organizational support, which makes them view the school as having human characteristics, which calls for a criterion of reciprocity from the teacher, commitment and caring for the interest of the school and assisting it in achieving its goals, which leads to increased job satisfaction and a decrease in the rate of work turnover.

These results are consistent with what the (Bibi, 2019) study showed that teachers with more years of experience have more support More perceptive organizational than teachers with fewer years of experience.

●The second hypothesis and its interpretation:

Which states that there are no statistically significant differences at the significance level ($\alpha \leq 0,05$) between the averages of the degree of teachers` awareness for learning communities for the variable years of experience.

To validate this hypothesis, the one-way ANOVA analysis of variance method was used, and Table (11) shows the significance of the differences between the three groups (less than 5 years, 5 to less than 10 years, 10 years to more) in learning societies, with respect to the means and deviations. standard, as follows:

Table (11)

Arithmetic means and standard deviations of the degree of learning societies according to the variable years of experience

groups	Learning communities			
	average	deviation	Class	arrangement
Less than 5 years	89,13	22,69	99	3
From 5 to less than 10 years	173,74	21,36	102	2
From 10 years to more	224,91	8,09	99	1

It is clear from Table (11) that the averages of the three groups in the learning societies were uneven, and this was clearly evident among the averages of the three groups' scores according to the years of experience separately. And to determine the extent to which there are statistically significant differences between the mean scores of the teachers of the three groups in the learning communities ,the source of

the variance and the calculation of the value of (q), and Table (12) shows this:

Table (12)

Significance of differences between groups according to years of experience in learning societies "one way ANOVA"

variable	source of contrast	sum of squares	Freedom	sum of squares	value (q)	Tabula
Learning commun ities	between groups	931371,269	2	465685,634	*	3,841
	within groups	102919,328	297	346,530	1343,85 5	5
	Total	1034290,597	299			

(*) function at (0.05)

It is clear from Table (12) that the value of (F) was (1343,855), which is a statistically significant value at the level (0,05), which indicates that there are differences between the mean scores of the learning communities of each of the three groups' teachers (less than 5 years old, from 5 to Less than 10 years, From 10 years to more).

By searching for the location of differences between groups in learning societies as a result of the difference in years of experience (less than 5 years, from 5 to less than 10 years, from 10 years to more), the Scheffe method was used for the post-comparisons, as shown in Table (13):

Table (13)

Scheffe test among the three groups in learning communities

groups	Less than 5 years	From 5 to less than 10	From 10 years to more
Less than 5 years	–	84,60*	135,78*

groups	Less than 5 years	From 5 to less than 10	From 10 years to more
From 5 to less than 10		-	51,17*
From 10 years to more			-

(*) function at (0.05)

It is clear from the table (13):

− There is a statistically significant difference at the level (0.05) between the group of teachers with experience (less than 5 years) and the group of teachers with experience (from 5 to less than 10 years) in the learning communities, and the results were in favor of the group of teachers with experience (from 5 to less than 10 years).

− There is a statistically significant difference at the level (0.05) between the group of teachers with experience (less than 5 years) and the group of teachers with experience (from 10 years to more) in learning communities, and the results were in favor of the group of teachers with experience (from 10 years to more).

− There is a statistically significant difference at the level (0.05) between the group of teachers with experience (from 5 to less than 10 years) and the group of teachers with experience (from 10 years to more) in the learning communities, and the results were in favor of the group of teachers with experience (from 10 years to more).

   This means rejecting the seventh zero hypothesis of the research hypotheses, and accepting the alternative hypothesis, which indicates

that there are statistically significant differences at the level (0.05) between the averages of teachers' awareness of learning communities due to the higher years of experience variable.

The researcher explains that there are differences in functional experience (less than 5 years – from 5 to less than 10 years – from 10 years to more) in the degrees of learning societies offered by Palestinian schools in favor of teachers with years of experience of more than 10 years. Their experiences have become a great goal for establishing learning communities, as learning communities represent one of the management methods that allow everyone to work as a team and the responsibility for leadership is distributed among all its members. There is no doubt that the institution's ability to improve and develop depends to a large extent on building and supporting learning communities in which teachers participate in leadership activities decision making, have a shared sense of purpose, participate in collaborative work, and have shared responsibility for results of their work.

These results are consistent with what was shown by the $(Zulu, 2021)$ study that teachers with more years of experience have more learning communities than

 teachers with less years of experience.

●**The third hypothesis and its interpretation**

Which states that there is no statistically significant correlation between the degree of perceived organizational support in Palestinian secondary schools and teachers' perception of learning societies.

The Pearson correlation coefficient was found to determine the correlation between the degree of perceived organizational support in Palestinian secondary schools and teachers' perception of learning communities, as shown in Table (14).

Table (14)
Correlation coefficients between the degree of perceived organizational support in Palestinian secondary schools and teachers' perception of learning communities (N300)

| variants | Teachers' perception of learning communities | | | | | |
	The first axis: supportive participatory leadership	The second axis: common vision and values	The third axis: collective learning and application	The fourth axis is common personal practices	The fifth axis: supportive conditions	Total marks
The first axis: Leaders' behavior to support subordinates	0,983**	0,978**	0,961**	0,959**	0,946**	0,988**
The second axis: is participation in decision−making	0,967**	0,990**	0,957**	0,962**	0,943**	0,987**
The third axis: support and self−affirmation	0,970**	0,979**	0,974**	0,966**	0,946**	0,990**
fourth Axis: incentives	0,965**	0,978**	0,964**	0,975**	0,945**	0,988**
The fifth axis: the organizational structure	0,969**	0,982**	0,962**	0,963**	0,954**	0,989**
The sixth axis: is communication style	0,963**	0,970**	0,944**	0,952**	0,929**	0,974**
Total marks	0,976**	0,986**	0,967**	0,969**	0,950**	0,993**

(Row label for the table block: Perceived organizational support)

(**) function at (0.01)

It is clear from Table (14) the following:

- There is a correlation (directive) relationship between the degrees of the research sample in the axes of perceived organizational support, each axis separately, and their scores in the axes of teachers' perception of learning communities, each axis separately, and all of them are statistically significant at the level (0,05), meaning that the axes of the perceived organizational support variable and the axes Teachers' perception of learning communities are correlated variables, the more one increases the other, and vice versa.

- There is a correlation (directive) relationship between the scores of the research sample in the themes of perceived organizational support as a whole and their scores in the themes of teachers' perception of learning communities as a whole, where the value of the Pearson correlation coefficient was (0.993), which is a statistical function at the level (0,05), meaning that the variable Perceived organizational support as a whole and teachers' perception variable of learning communities as a whole are strongly correlated.

This means rejecting the eleventh zero hypothesis of the research hypotheses, and accepting the alternative hypothesis, which indicates that there is a statistically significant correlation at the level (0.05) between the degree of perceived organizational support in Palestinian secondary schools Teachers' perceptions of learning communities.

The researcher explains the existence of a correlation between the degree of perceived organizational support in Palestinian secondary schools and the teachers' perceptions of the learning communities, indicating that the perceived organizational support refers to the workers' belief and their feeling of interest from the organization in which they work and the provision of well-being to them and the appreciation of the efforts made at work, and therefore this is reflected in their performance

,their career and increase their motivation for achievement and achieving the organizational goals set by the organization. This in turn leads to the workers' awareness of the learning communities and makes them communicate and work together as those responsible for leading change and improvement within the schools that would directly benefit the learners, and this would help the existence of learning communities that enable schools From improving student achievement by changing classroom and teaching practices. The idea of learning communities is based on the concept of distributed leadership, and is primarily concerned with interdependence in the practice of leadership.

The findings of this research are consistent with the (Turkmen, 2017) study, which demonstrated positive relationships between perceived organizing support and teachers' perceptions of learning communities.

Recommendations

Based on the results of the discussion and interpretation of the results of this research and previous studies, the researcher recommended the following recommendations:

− Attention to teachers` perceived organizational support in Palestinian schools.

− Organized activation of learning communities in Palestinian schools.

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