Self-organization skills and their relationship to school integration among high school students

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Abstract

The study aimed to reveal the relationship between self-organization skills with school integration among high school students, and the study sample consisted of (710) high school students, the male sample was (330) and the female sample was (380) in secondary schools in the southern governorates of Palestine, and the study used the self-organization scale. And the school integration scale and the study followed the descriptive approach, and the study concluded that the relative weight of the axis of self-organization skills was (74%) high, while the relative weight of the axis of school integration reached (76.8%), and there is a statistically significant relationship at the level of significance ($\alpha \geq 0.05$) between self-organization skills and school integration, and there are statistically significant differences at the significance level ($\alpha \leq 0.05$) between the average grades of high school students on the self-organization skills scale, and the school integration scale for study variables (type - grade in the previous grade).

Keywords: self-organization - school integration - high school students.

Introduction:

Since the beginning of creation, man has been thinking about the factors and living conditions surrounding him. He has used his mind and intellect to provide himself with protection and security, and he has continued to develop his thinking to keep up with the successive changes up to the present. Man has not always been immune to the environment and its effects. For a person to settle down and enjoy their life, having a sense of security has therefore been a basic human need since the beginning of time.

Interest in this stage must be among the first concerns due to the numerous rapid, successive changes that a secondary school student may experience as well as the speed of his intellectual fluctuations.

The skill of self-organization is one of the necessary skills for a secondary school student. It also plays an important role in developing and improving many personal, social, psychological, and academic aspects, and contributes to achieving many counseling and therapeutic goals (Abu Riah, 2021).

The student's method, strategy, and activity, which includes goal-setting, organizing effort to achieve this goal, self-monitoring, time management, organizing the learning environment, identifying effective and ineffective performance, changing behavior, and changing activities before, after, and during the educational process to reach the goal, all demonstrate self-organization skills (Salama et al., 2017).

School integration is one of the important issues that educators must take care of for all students of all ages. Because the loss of integration among students leads to disorder in their behavior, which in turn leads in the end to school dropout, and after school, integration is also an important way through which students develop feelings with their peers, their teachers, and their school. This gives them a sense of connectedness and belonging (Al-Jubaili, 2020).

School integration is a notion that exhibits academic performance in a way that is dynamic, accurate, and proficient while also reflecting a state of stimulation and drive for the positive student, and linked to a happy life (Bakker, et al, 2008).

One of the crucial challenges is school integration, which the school, as represented by its administration, must focus on fostering among students at all phases, particularly the adolescent stage. Due to the fact that it raises student achievement rates, increases the educational opportunities available to students with high integration

levels in the future due to their adaptability in overcoming challenges and obstacles in their personal lives, and because the presence of integration among students is a sign of their healthy psychological development (Cooper, 2014).

Problem of the study:

Through contact with this group of students (high school students), the problem of the study stemmed from the researcher's feelings that there importance of self-organization and school integration. The problem of the study is represented in the following questions:

1. What is the level of self-organization for high school students?

2. What is the level of school integration among high school students?

3. Is there a statistically significant relationship between self-organization and school integration among high school students?

4. Are there statistically significant differences at the significance level ($\alpha \leq 0.05$) between the mean scores of high school students on the self-organization skills scale of the study variables (gender - grade in the previous grade)?

5. Are there statistically significant differences at the significance level ($\alpha \leq 0.05$) between the mean scores of high school students on the school integration scale for the study variables (gender - grade in the previous grade)?

Objectives of the study:

1. Identifying the level of self-organization among high school students.

2. Identifying the level of school integration among high school students.

3. To identify the existence of a statistically significant relationship between self-organization and school integration among high school students.

4. Finding the differences between the mean scores of high school students on the self-organization skills scale of the study variables (gender - grade in the previous grade).

5. Finding out differences between the mean scores of high school students on the scholastic integration scale for study variables (gender - grade in the previous grade).

Importance of the study:

First: Theoretical Importance:

1. The current study clarifies the self-organization and school integration variable, which indicates the individual's satisfaction with his life, his relationships with others, and his sense of independence and optimism in his life.

2. Addressing the group of secondary school students, (a vital societal component) that plays a leading role in the provision of a range of services, as well as the growth, development, and creation of society.

Second: Practical Importance:

1. The importance of the study stems from the importance of the results that may result from it, which specialists may benefit from. By providing counseling programs to enhance and develop self-organization, andschool integration among secondary school students.

2. This study contributes to presenting valid and reliable psychometric tools in the field of mental health, which researchers may benefit from in subsequent psychological studies.

Terminology

In this study, there are some concepts that the researchers consider necessary to define:

Self-organization: As described by (Salama et al. 2017: 659): is a method, strategy, and activity used by the student that entails setting goals, organizing efforts to reach these goals, self-monitoring, time management,

organizing the learning environment, differentiating between effective and ineffective performance, changing behavior, and changing activities before, after, and during the educational process to reach the goals.

Operational identification: It is measured by the subject's level of success on the self-organization scale.

School integration: According to (Hussein, 2015: 408), it is a psychological process of a motivational type that entails the following while engaging in various academic and social activities: interest, effort, competence, interest, emotions of belonging, good reactions, and investment of internal energy.

Procedural Definition: It is expressed in the degree obtained by the examinee on the school integration scale.

Limitations of the study:

The results of the study are determined by the following determinants:

- Objective Limitation: The current study examined the relationships between self-organization and school integration among high school students.

- The Human Limitation: secondary school students for the year 2021 - 2022 AD

- Spatial Limitation: the secondary schools affiliated with the Directorates of Education in the southern governorates of Palestine.

- Time Limitation: the second semester of the academic year 2021-2022 AD

Theoretical framework

First: self-organization

Academic attainment is positively impacted by developing self-organization skills at many educational levels, and students who control their conduct perform better than their peers. Academic success is influenced favorably by self-organization abilities because they guide the process of learning, control student behavior, and adapt it to various educational contexts (Duru, et al, 2014).

Ziyarah (2016) defines self-organization as: "an active process that shows the individual's ability to control and bring about changes in his behavior and the environment surrounding him in order to achieve his goals, through specific skills represented in planning, monitoring, evaluating, and self-promotion".

Shehata (2015: 2) defines it as: "the processes by which learners are active and involved cognitively, behaviorally, and emotionally so that this participation helps to control their thinking, behavior, and sentiments during the acquisition of knowledge and skills, which leads to achieving their goals in an organized manner".

It is described as the learner's "*capacity to motivate his learning, take the essential steps for learning, manage and evaluate the learner's learning, provide feedback and autonomy, and at the same time maintain a high degree of self-preparation to reach his goals*" (Sitzman & Ely, 2011: 165).

But according to (Al-Dasouki, 2010: 659) it is an activity carried out by the student that includes goal-setting processes, organizing efforts to achieve this goal, self-monitoring, time management, organizing the learning environment, distinguishing between effective and ineffective performance, modifying behavior, and changing activities before, after, and during the educational process in order to reach the target.

The most basic components of self-organization

According to **(Schunk & Zimmerman, 2007)** The most basic components of self-organization are:

1. **Defining goals**: This is accomplished by establishing precise, attainable goals that are in line with his aptitudes, preferences, and capacities.

2. **Self-observation**: This is accomplished by goal-achieving observation, which also involves paying close attention to each stage of development.

3. **Self-judgment**: It refers to the learner's capacity to assess his conduct while reaching previously established goals and form judgments about it. In this skill, comparisons are also made between expected norms of conduct, levels of performance, and data gathered from the subjects' behavior.

4. **Self-reaction (self-response**): 4. Self-reaction (self-response): This refers to self-reinforcement through a sense of pride due to the progress in achieving goals, and refers to feelings of regret and guilt as a result of failure to achieve them.

5. From the aforementioned, the researcher concludes that self-organization is a process of managing the learning environment, setting goals, and making plans to achieve them. This is accomplished by managing external stimuli that influence behavior and by using techniques for tracking progress toward those goals and evaluating what has been accomplished. The urge for self-promotion as a reward for accomplishing his objectives is the last one.

While (**Zimmerman, 2002**: **64-70**) believes that self-education is a continuous, circular process consisting of three basic skills:

1. **Planning, setting goals, and developing strategies**: The teacher should assist students in this process by helping them in formulating questions, goals, and planning tactics.

2. **Using Strategies and Monitoring Performance**: At this stage, students implement the plan that was outlined in the reflection stage. Ideally, students can move forward with confidence because they have already developed a detailed plan of action.

3. **Reflect on Performance**: Many students simply pay attention to the grades that are visible to others. While grades are important, you might encourage students to consider how they felt they did on a particular task. They can learn how to do better and why they received a particular grade by reflecting on themselves.

Algera (2003, 29-30) identified the most important characteristics of self-organization, as:

1. **Goal-oriented**: it is used by students when they are trying to reach a certain standard of performance or to achieve a specific learning goal.

2. **Purposeful**: Students purposefully choose and use a specific skill for an existing circumstance using a range of accessible skills as they think about their prior experiences with a given assignment or as they consider their prior interaction with other skills.

3. **Effective and requires activity**: The choice and maintenance of the usage of a particular talent demand significant desire and dedication, which may also call for extra effort and time.

4. **Applied in a Particular Situation**: From task to task, the context in which the skill is employed differs, therefore students must use self-observation, self-judgment, and self-interaction as necessary.

(Algera, 2003, 32; Stephens, 2009, 15) shown that self-organization skills can be divided into three categories: cognitive, metacognitive, and resource management skills. While the skills of self-organization include metacognitive general methods used by students to plan, monitor, and organize their behavior, such as: the skill of planning, monitoring, and organizing, the cognitive self-organization skills include general techniques in which students use their mental abilities to understand or achieve a specific learning goal, such as; The skill of memorization and recitation; the skill of organizing and transferring; the skill of record keeping, the skill of self-monitoring, and the skill of setting goals planning, and the skill of self-reviews.

(Ahmed, 2013, 484, Shaaban, 2004, 44) define the characteristics of self-regulated learners as follows:

1. They always plan and emphasize their work.

2. They are aware of their own thinking.

3. Persevering in order to achieve their goals.

4. Active participants in their learning process.

5. They are aware of choosing cognitive strategies that achieve their goals.

6. High ability to communicate and understand others.

7. They can closely monitor their own achievement for signs of academic progress.

According to both studies, each of these traits and characteristics is essential for the learner in the twenty-first century in order to deal with the complexity and ambiguities of life as well as to enhance and strengthen students' self-organization skills in the classroom.

School integration:

School integration appears clearly through a state of motivation, which is positively associated with important outcomes such as achievement, retention, and learning that focuses on student continuity in activity and participation in learning activities, and that students show a linear decline in school integration since entering kindergarten until their transition to intermediate and secondary stages It is most common among students who come from lower economic levels or from ethnic minorities (Pitzer, 2010).

Student integration is also referred to as consisting of three basic components: emotional integration as a kind of positive emotional response that students tell during the learning process, cognitive integration, which is the mental energy employed by the student for learning, and behavioral integration, which means participation behaviors. What students do with a desire to learn (Manwaring, 2017).

(Clenney, 2006:47) defines school integration as the amount of time and energy that students invest in participating in various meaningful educational activities.

(Ali et al., 2020: 399) define it as a psychological process of a motivational nature, which includes: interest, effort, competence, feelings of belonging, positive reactions, and investment of internal energy while participating in various academic and social activities.

(Hassan, 2015) explains that there are three forms of school integration:

1. **Behavioral integration**: It comprises student involvement in academic and extracurricular activities that are part of the school. An effort, interest, and involvement are required for behavioral integration. Participation in extracurricular, social, and intellectual activities causes it to manifest. It is evident in getting good grades and keeps people from dropping out of school.

2. **Emotional integration**: It includes competence, interest, and feelings of belonging, as well as positive reactions towards teachers and colleagues, and the direction of the educational process as a whole.

3. **Cognitive integration**: It encompasses the desire of students to put forth the effort required to master difficult content and skills, apply efficient study methods and educational strategies, and be well-prepared to achieve the highest levels of learning. One of the crucial concerns that educators must address for all students, regardless of age, is integration.

Because a lack of integration among students causes behavioral instability, which ultimately results in school dropout, The development of students' relationships with their peers, teachers, and school is facilitated by their involvement in school. This makes them feel a sense of connection and ownership. The development of children's identities and increased self-assurance are two additional benefits of school integration (Troller, 2010).

Previous studies

Al-Jubaili (2020) aimed to reveal the level of school integration, and the level of emotional intelligence, and to indicate whether there are differences in the level of school integration according to the variables of (emotional intelligence, gender, and type of education) among a sample of secondary school students in Al-Ahsa Governorate - Saudi Arabia. To achieve the objectives of the study, the researcher used the descriptive approach due to its suitability to the nature of the study. (429) male and female students constituted the sample of the study who were selected by the cluster random method. The results of the study revealed that the students had an average level of emotional intelligence on the emotional intelligence scale as a whole, and on all its sub-dimensions except for the empathy dimension, which was high. The results also indicated that the students had an average level of school integration on the scale. The scale of school integration as a whole, and its sub-dimensions. The results of the study indicated that there were statistically significant differences in the level of school integration as a whole, and in the sub-dimensions of school integration, due to gender and in favor of females. The results of the study also revealed that there are differences in the school integration as a whole, and in the cognitive dimension due to the type of learning in favor of the course system, while there are no differences in the two dimensions (behavioral, emotional) due to the type of secondary education

De La Fuente (2020) aimed to reveal the predictive ability of self-organization, and the level of enhanced organization in teaching, in psychological adjustment. The sample consisted of (944) students from two

universities in Spain, majoring in psychology. The sample was distributed (82.7%) females and (17.3%) males. The results of the study showed that there is a positive relationship between enhanced educational organization and strategies of psychological adjustment oriented towards the problem (confrontation) and that there is a negative relationship between enhanced educational organization and strategies of psychological adjustment oriented towards emotion (avoidance, preparation for the worst, distraction, emotional venting, and isolation). The study also showed that the high level of self-organization leads to a decrease in psychological coping strategies oriented toward emotion (avoidance, preparation for the worst, self-blame, isolation), and an increase in coping strategies oriented toward the problem (confrontation).

Al-Shamrani (2020) aimed to reveal the nature of the predictive ability of self-organization and internal motivation and its impact on academic achievement in a sample consisting of (385) male and female students from different grades in the secondary stage in Makkah. The study confirmed the relationship of these variables with each other among the sample members, while their relationships did not reach the level of significance among the low achievers. It was also found that there were differences in these variables in favor of the superior, the ordinary, and the low achievers. The results also confirmed the predictive ability of each motivation mainly, and then self-organization of academic achievement.

Al-Shalalfa (2017) conducted a study to identify family participation and its relationship to academic motivation and school integration among upper-basic-stage students. The sample of the study consisted of (929) male and female students who were randomly selected by the stratified method from the seventh, eighth, and ninth grades in the public schools of the Rusaifa Education Directorate. The results related to the level of school integration revealed that there were differences due to the gender variable in favor of males. The results also indicated that there is a predictive ability of home-based participation on academic motivation and school integration among upper-basic stage students, while there was no predictive ability of school-based participation on academic motivation and school integration.

The aim of **(Kur, & Bashir, 2016)** in their study is to explore the level of spiritual intelligence, self-organization, and psychological adjustment among adolescents, and to know the impact of spiritual intelligence on self-organization and psychological adjustment in this group. The sample of the study consisted of (300) adolescents from the districts of Kulgam and Shopian in the Kashmir Valley in Jammu, India. The results of the study revealed that the level of spiritual intelligence, self-organization and psychological compatibility among the sample was medium, and the results also revealed a positive relationship between spiritual intelligence, self-organization, and psychological compatibility. teens.

(Ebadi, & Shakoorzadeh, 2015) conducted a study aimed at investigating the prevalence of academic procrastination and its relationship with self-organization and academic achievement motivation among secondary school students in the city of Tehran. The sample consisted of (624) high school students (312 males and 312 females). The results showed that academic procrastination is prevalent among students and that more than half of the students are always procrastinators. The results also showed that males and females procrastinate at the same rate in general, and males procrastinate more than females only on the completion of academic tasks. The result of the regression analysis also showed that self-organization and motivation for academic achievement predict academic procrastination significantly.

Robertson (2014) sought to define the nature of the interactions between academic integration and emotional intelligence. A sample of (130) male and female secondary school students from three public schools in the American city of Chicago was used for this study. According to the study's findings, academic integration and emotional intelligence are positively correlated.

(Amir et al., 2014) sought to determine the degree of student integration in Malaysian Schools based on the variables of gender and grade. The study sample was made up of (836) students that were randomly selected from three age groups (12, 14, and 16). The questionnaire was the tool the researcher employed to gather study data. The study's findings demonstrated that there are variances in the degree of student integration in schools based on gender and grade, with younger kids integrating more fully than older pupils. While female students' level of school integration is likewise higher than male students.

The study of **(Wang, et al., 2011)** sought to identify the extent of students' integration into schools, and measure the extent of differences in academic integration according to gender. The study sample consisted of (1103) middle school students in the United States of America. The study results concluded that there are Statistically significant differences in favor of females in the level of behavioral and emotional integration.

Al-Dabbas (2010) aimed to identify the differences in the use of self-organization skills for learning among first-year university students and first-year secondary students in scientific and literary disciplines. The results showed that first-year university students use more memory skills, conceptual maps, and organization than first-year secondary students. The results also showed that students of scientific majors use more memory skills, conceptual maps, self-questions, and organization than students of literary majors. With regard to the gender variable, the results showed that females use self-organization skills for learning more than males. As for the effect of bilateral interactions between the variables of the study, the results showed that males at the undergraduate level excelled in using memory skills, conceptual maps, and self-evaluation over males at the secondary stage, as well as students of scientific majors at the undergraduate level, outperformed students at the secondary level in using summarizing skills and concept maps.

Commenting on previous studies:

Previous studies dealt with the variable of self-organization varied, and they mostly dealt with samples of high school students from several countries, whether Arab or foreign, in addition to the studies that dealt with school integration also varied between Arab and foreign studies.

Procedures:

Study Approach:

The researcher used the descriptive method.

Population: The study was applied to all high school students, numbering (39832) (females =16547, males =18980), according to the data of the Palestinian Ministry of Education for the academic year 2012/2022.

Sample: The researcher applied the questionnaires to a sample consisting of (710) high school students, this represents (2%) of the study population. (Males = 330), females = 380). Below is a presentation of the characteristics of the study sample according to personal data.

Table No. (1) shows the distribution of the study sample according to the study variables

Variable	Type	N	Percentage
Gender	Male	330	46.5 %
	Female	380	53.5 %
	Total	710	100 %
Grade in the previous year	Excellent	86	12.1 %
	Very Good	523	73.7 %
	Good	101	14.2 %
	Total	710	100 %

Study tools:

First: self-organization skills

Questionnaire description:

The self-organization skills questionnaire consists of (38) items distributed over (7) main domains.

Validity and Reliability of the Questionnaire:

Validity of the internal consistency: The internal consistency was calculated on (30) students representing an exploratory sample, by calculating the correlation coefficients between each paragraph and the total score of the dependent domain. The correlation coefficients for (the domain of knowledge of important factors) ranged (from 0.565 – to 0.748), and the correlation coefficients for (the domain of evaluation) ranged (from 0.636 – to 0.845). The correlation coefficients for the dimension of (making change) ranged (0.525 - 0.895), for the dimension of (searching for alternatives) (0.645 - 0.896), for the dimension of (making plans) (0.636 - 0.801), and for the dimension of (implementing the plan) (0.635 - 0.814), and for the dimension of (evaluating the executive plan) (0.636 - 0.798), and it was found that all the paragraphs of the questionnaire are statistically significant at a significant level less than (0.05), and thus all paragraphs are considered statistically significant, and the relationship between each dimension was calculated And the total score of the questionnaire, it was found that

the relationship between the dimension of knowledge of important factors and the total score (0.798), and the relationship between the dimension of evaluation and the total score (0.802), and it was found that the relationship between the dimension of making change and the total score (0.898), and that the relationship between the dimension of searching for alternatives and the total score (0.869), and that the relationship between the plan development dimension and the total score is (0.806), and that the relationship between the plan implementation dimension and the total score is (0.847), and that the relationship between the implementation plan evaluation dimension and the total score is (0.878), and this indicates that all areas of the questionnaire are valid for what set to measure.

Reliability of the paragraphs of the questionnaire:

To verify the reliability of the study questionnaire, the reliability steps were carried out on the same survey sample in two ways: split half and Cronbach's alpha coefficient. It was found out that Cronbach's alpha coefficients for the dimension of (knowledge of important factors) (0.898), for the dimension of (evaluation) (0.847), for the dimension of (making change) (0.930), for the dimension of (searching for alternatives) (0.945), for the dimension of (making plans) is (0.809), for the dimension of (implementing the plan) (0.898), for the dimension of (evaluating the implementation plan) (0.930), and that the reliability coefficient for the total score is (0.874), and it was found that the stability coefficients are split half for the dimension of (knowing the important factors) (0.932), for the dimension of (evaluation) (0.945), for the dimension of (making change) (0.936), for the dimension of (searching for alternatives) (0.896), for the dimension of (making plans) (0.901), for the dimension of (implementation of the plan) (0.878), for the dimension of the (evaluation of the implementation plan) (0.932), and the reliability coefficient for the overall score (0.945), which indicates that the reliability coefficients are high.

Second: school integration

Questionnaire description:

The school integration questionnaire consists of (27) items distributed over (3) main domains.

Validity and reliability of the questionnaire:

Validity of the internal consistency

Internal consistency was calculated for the exploratory sample (N=30) by calculating the correlation coefficients between each paragraph and the total score of the dependent domain. Correlation coefficient for the dimension of (behavioral integration) ranged between (0.765) and (0.825), for (emotional integration) (0.569-0.865), for (cognitive integration) (0.636-0.862). it was clear that all the questionnaire items were statistically significant at (α≤0.05), and so all items are considered statistically significant. The relation between each dimension and the total grade for the questionnaire was also calculated, the relation between the dimension of behavioral integration and the total degree was (0.715) and for the dimension of emotional integration was (0.865) and lastly for the dimension of cognitive integration was (0.784). all the dimensions of the questionnaire were valid.

Reliability of the paragraphs of the questionnaire:

To verify the reliability of the study questionnaire, the reliability steps were carried out on the same survey sample in two ways: split half and Cronbach's alpha coefficient. It was found out that Cronbach's alpha coefficients for the dimension of behavioral integration was (0.895), for the dimension of emotional integration was (0.920), and for the dimension of the cognitive integration was (0.910). it was clear that reliability of the split-half of the dimension of behavioral integration was (0.896), for emotional integration was, and for cognitive integration was (0.932), for the total degree was (0.963) which indicates high degree of reliability.

Criterion used in the study (Ozent et al., 2012)

Table (2) Criterion adopted in the study

Mean Average	relative weight	degree of endorsement
1 – 1.80	20% - 36 %	very low
Greater than 1.80 - 2.60	greater than 36% - 52%	low
Greater than 2.60 - 3.40	greater than 52% - 68%	Medium
Greater than 3.40 - 4.20	greater than 68% - 84%	high
Greater than 4.20 - 5	greater than 84% - 100%	very high

In order to interpret the results of the study and judge the level of response, the researcher arranged the domains according to their means and arranging the items of the one field also according to their means. Theresearcher determined the degree of approval according to thecriterion adopted for the study.

Statistical methods used

The following statistical methods were used**: Internal Consistency** to calculate the validity of the internal consistency between the   items   and the dimensions to which they belong, **Cronbache Alfa coefficient** to calculate the stability coefficient. **Split Half Method** to calculate the stability coefficient, **Pearson correlation coefficient** to calculate the correlation coefficient and to answer the hypotheses related. The researcher also found **means**,in order to find out the increase or decrease in the responses of the study individuals for each of the statements of the basic variables of the study, **the T-test** to find differences between two independent samples, **one-way analysis of variance test** for the difference between three or more independent samples.

Study results and their interpretation

-Results of the first question: What is the level of selforganization skills of high school students ?

The means , standard deviation, relative weight, degree of agreement, and ranking were found to identify the -level of selforganizationskills, and the following table (3) shows that .

Table)3) A-nalysis of the dimensions of selforganizationskills

Dimension	Mean	SD	RW	Rank
knowing the important factors	3.83	0.753	76.6	1
Evaluation	3.71	0.776	74.2	4
making the change	3.57	0.775	71.4	6
searching for alternatives	3.52	0.776	70.5	7
Making plans	3.8	0.767	75.9	3
Implementation of the plan	3.82	0.786	76.4	2
Implementation plan evaluation	3.68	0.84	73.6	5
-Selforganizationskills	3.7	0.672	74	

The above table shows-that the relative weight of the self organization skills dimension was (74 %) which is considered high.

This is attributed to the effectiveness of the school environment, where schools always hold many courses that -work to develop skills closely related to the skills of selforganizationand the school environment is keen to , activate many extracurricular and systematic activities aimed at the corridors of the school in order to motivate students and develop their -self organization .

Results of the second question: What is the level of school integration among high school students?

The means , standard deviation, relative weight, degree of agreement, and ranking were found to identify the -level of selforganizationskills, and the following table (4) shows that .

Table (4) Analysis ofschool integration

Dimensions	Mean	SD	RW	Rank
Behavioral Integration	3.86	0.749	77.2	3
Emotional Integration	3.67	0.779	73.3	2
Cognitive integration	3.95	0.667	79	1
school integration	3.84	0.577	7.8	

The above table shows that the relative weight of the **school integration** dimensions was (76.8 %) which is considered high.

The researcher attributes this result to the fact that education is the broadest entrance in the Palestinian society, which opens horizons for young men and women to set out to build their future due to the weakness of the private sector in the Gaza Strip due to the blockade that affects all aspects of life. It may also have attributed to the level of competition among the young students in schools, which helps raising the level of students' integration.

 This result is also attributed to the national discourse of the nationalleaders in the Gaza Strip - which is usually presented on many occasions - which considers that the field of education is one of the most important fields of conflict with the enemy. This discourse calls on   younger   generations to excel in education in service of the nationalcrisis.

Results of the third question: Is there a statistically significant relationship between self-organization and school integration among high school students?

-Pearson correlation coefficient was used to calculate the relationship between the dimensions of self organizationskills and school integration. From the previous question, the following hypothesis emerges :

There is no statistically significant relationship at the level of significance   (α≤   0.05)   -between self organizationskills and school integration .

 Table(5)-The relationship between self organization skills and school integration

Domains	School integration
knowing the important factors	0.670**
Evaluation	0.678**
Making change	0.646**
Searching for alternatives	0.627**
Putting plans	0.717**
Implementation of the plan	0.731**
Evaluation of plan implementation	0.700**
-Selforganizationskills	0.791**

        Table (5) shows that there is a statistically significant relationship at the significance level (α≤0.05) between -selforganizationskills and school integration , as R was (0.791) and F was less than 0.05.

1- There is a statistically significant relationship between the dimension of **knowing the important factors** and school integration as the value of R was high and F was less than 0.05.
2- There is a statistically significant relationship between the dimension of **Evaluation** and school integration as the value of R was high and F was less than 0.05.
3- There is a statistically significant relationship between the dimension of **Making Change** and school integration as the value of R was high and F was less than 0.05.
4- There is a statistically significant relationship between the dimension of **Searching for alternatives** and school integration as the value of R was high and F was less than 0.05.
5- There is a statistically significant relationship between the dimension of **Putting plans** and school integration as the value of R was high and F was less than 0.05.
6- There is a statistically significant relationship between the dimension of **Implementation of the plan** and school integration as the value of R was high and F was less than 0.05.
7- There is a statistically significant relationship between the dimension of **Evaluation of plan implementation** and school integration as the value of R was high and F was less than 0.05.

Results of the Fourth question: Are there statistically significant differences at the significance level (α ≤ 0.05) between the mean scores of high school students on the self-organization skills scale of the study variables (gender - grade in the previous grade)?

From the previous question, the following hypotheses emerge:

Hypothesis One: **There are no statistically significant differences at the significance level (α ≤ 0.05) between the mean scores of high school students on the self-organization skills scale of the study variable (gender) (Male, Female).**

The researcher used T-test to identify the differences between the two groups.

Table(6) – T-test of two independent samples for the variable of (gender)

Dimensions	Type	N	Mean	SD	T- value	Sig.
knowing the important factors	Male	330	3,771	0.82	0.310	0.053
	Female	380	3,881	0.68		
Evaluation	Male	330	3.65	0.8	1.85	0.064
	Female	380	3,758	0.75		
Making change	Male	330	3,524	0.82	1.41	0.158
	Female	380	3,607	0.73		
Searching for alternatives	Male	330	3,487	0.84	1.17	0.242
	Female	380	3,555	0.72		
Making plans	Male	330	3.73	0.79	2.10	0.036
	Female	380	3,851	0.74		
Implementation of the plan	Male	330	3,766	0.83	1.76	0.078
	Female	380	3.87	0.74		
Evaluation of plan implementation	Male	330	3,656	0.87	0.733	0.464
	Female	380	3,702	0.81		
Total score (self- organization skills	Male	330	3,649	0.73	1.80	0.071
	Female	380	3.74	0.62		

The above table shows that the significance value of self-organization is (0.071), which is higher than (0.05), this means it is not significant. Therefore, the null hypothesis is accepted. It is clear that there are no differences between the average respondents' responses about the self organization skills according to gender, except for the dimension of making plans, (sig.=0.036) in favor of females.

The researcher attributes the absence of statistically significant differences in the self-organization of high school students due to gender, is that the Palestinian society in general and educational institutions in particular provide equal opportunities for both males and females concerning receiving experiences and getting profit from school environment. However, the researcher attributes the existence of differences in making plans to the favor of females as females, by innate, focus on details more than males.

Hypothesis Two: There are no significant differences at the significance level ($\alpha \leq 0.05$) between the means of respondents' responses about self- organization skills of high school students, according to their estimation in previous grade.

The researcher used the one-way variance test (F) to identify the differences between the groups

Table No. (7) The results of the one-way variance test

dimensions	Source of variance	Sum of squares	DF	Means of squares	F	Sig.
knowing the important factors	Between groups	2.229	2	1.114	1.97	0.14
	Within groups	400.07	707	0.566		
	Total	402.299	709			
Evaluation	Between groups	3.316	2	1.658	2.77	0.064
	Within groups	423.903	707	0.6		
	Total	427.219	709			
Making change	Between groups	1.434	2	0.717	1.2	0.303
	Within groups	424.003	707	0.6		
	Total	425.437	709			
Searching for alternatives	Between groups	2.055	2	1.027	1.71	0.182
	Within groups	425.387	707	0.602		
	Total	427.442	709			
Making plans	Between groups	1.474	2	0.737	1.25	0.286
	Within groups	415.903	707	0.588		
	Total	417.377	709			
Implementation of the plan	Between groups	1.552	2	0.776	1.26	0.285
	Within groups	435.931	707	0.617		
	Total	437.483	709			
Evaluation of plan implementation	Between groups	3.085	2	1.543	2.19	0.113
	Within groups	497.747	707	0.704		
	Total	500.832	709			
Total score	Between groups	2.037	2	1.019	2.26	0.105
	Within groups	318.217	707			
	Total	320.254	709	0.45		

As indicated by Table 7, it is clear that there are no differences between the average respondent responses about the self-organization skills of high school students according to the estimation variable in the previous grade, as a result, we will accept the null hypothesis.

The prior finding, according to the researcher, explains why there were no variations related to the preceding grade variable since students learn self-organization based on the experiences they have and the skills, qualities, and personality traits they find enjoyable.

Results of the Fifth Question: Are there statistically significant differences at the significance level (α ≤ 0.05) between the mean scores of high school students on the school integration scale for the study variables (gender - grade in the previous grade)?

From the previous question, the following hypotheses emerge:

1 - There are no statistically significant differences at the level of significance (α ≤ 0.05) between the respondents' response averages about school integration among high school students, according to the gender variable (male - female).

The researcher used the "T" test to identify the differences between the two groups

Table No. (8) T-test results for two independent samples

Dimensions	Type	N	Mean	SD	T- value	Sig.
behavioral integration	Male	330	3.727	0.78	4.38	0.00
	Female	380	3.971	0.7		
Emotional integration	Male	330	3.605	0.81	2.002	0.046
	Female	380	3.722	0.74		
Cognitive integration	Male	330	3.91	0.67	1.41	0.158
	Female	380	3.981	0.66		
Total (School Integration)	Male	330	3.765	0.6	3.14	0.002
	Female	380	3.901	0.55		

Given that the value of the significance level sig = 0.002, which is less than = 0.05, as it appears from Table (8) which indicates that there are differences between respondents' average responses about school integration among high school students according to the gender variable, favoring females, then, we will reject the null hypothesis.

The researcher explains the gender-related difference in favor of females to the fact that women are more detail-oriented by nature than men are, and they are eager to participate in the school's activities and socialize with its students because the school is seen as their second home. The second is for women, who, in contrast to men, join clubs and practice their activities in a variety of locations.

- There are no statistically significant differences at the level of significance (α ≤ 0.05) between the respondents' response averages about school integration among high school students, according to the variable of estimation in the previous grade.

Table No. (9) The results of the one-way variance test

dimensions	Source of variance	Sum of squares	DF	Means of squares	F	Sig.
behavioral integration	Between groups	2.229	2	1.114	1.97	0.14
	Within groups	400.07	707	0.566		
	Total	402.299	709			
Emotional integration	Between groups	3.316	2	1.658	2.77	0.064
	Within groups	423.903	707	0.6		
	Total	427.219	709			
Cognitive integration	Between groups	1.434	2	0.717	1.2	0.303
	Within groups	424.003	707	0.6		
	Total	425.437	709			
Total Score (School Integration)	Between groups	2.055	2	1.027	1.71	0.182
	Within groups	425.387	707	0.602		
	Total	427.442	709			

Concerning to the estimation variable in the previous grade, as can be seen from Table (9), where the significance level sig = 0.144, which is greater than = 0.05. (We will accept the null hypothesis because it is obvious that there are no differences between the average respondent responses about school integration among high school students,

The researcher justifies the lack of differences resulting from the variable of the previous grade by pointing out that students acquire school integration in accordance with the experiences they receive, what they enjoy in terms of skills, traits, and personality characteristics, as well as the activities and skills offered by the school.)

Recommendations:

1. Implementing numerous targeted extracurricular activities is necessary to improve high school students' school integration.

2. Holding several workshops and conversations to talk about how to help high school students improve their ability to control themselves.

3. Encouraging academics and others to conduct counseling programs to improve high school kids' self-control and school integrating abilities.

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