Contemporary Managerial Trends and School-Based Management: A Case Study of Arab Schools in Israel

[1]Younis Fareed Abu Alhaija*, [2]Yousef Methkal Abd Algani*, [3]Eman Tarabia*

[1]Department of Education, Sakhnin College, Academic College for Teacher Education, Israel

Department of Education and Community, Kinneret College on the Sea of Galilee, Israel

aboe1hi5@gmail.com,

https://orcid.org/0000-003-1307-7712

[2]Department of Mathematics, Sakhnin College, Israel.

Department of Mathematics, The Arab Academic college for education in Israel

yosefabdalgani@gmail.com,

https://orcid.org/0000-0003-2801-5880

[3]Department of Multidisciplinary Studies, Kinneret College on the Sea of Galilee, Israel

Eman.bd.25@mx.kinneret.ac.il,

https://orcid.org/000-0002-0792-2329

Abstract

The present study aimed to explore the state of school-based management among Arab school principals in Israel, considering contemporary managerial trends. Various studies have highlighted that school-based management plays a crucial role in the educational system. This is because it is the most effective means of achieving the community's education objectives. For school-based management to be more effective, it needs to align with contemporary managerial trends. To achieve the study's objective, a developmental descriptive approach was employed. A questionnaire was also utilized to gather data from the study sample, with its validity and reliability verified. The study sample consisted of (322) principals (male and female) from Arab schools in Israel. The results indicated that, from the perspective of Arab school principals in Israel, the overall state of school-based management in relation to contemporary managerial trends was assessed as moderate (Average level), as the arithmetic mean (2.94) and the standard deviation was (0.30). All domains were rated at an average level, except for the area of participation in decision-making, which received a low score, with an arithmetic mean of (2.27) and a standard deviation of (0.57).

Introduction

School-Based Management (SBM) has become a prominent initiative in educational development, driven by technological advancements. Developed countries like the United States (1995), New Zealand (1997), the Netherlands (1998), and Geneva (2000) have adopted SBM to address contemporary educational challenges. Under SBM, schools become autonomous units with authority to solve their problems and foster cooperation among stakeholders—principals, teachers, parents, students, and the community—enhancing both self-governance and accountability (Vally & Daud, 2015).

655

National educational policies play a crucial role in shaping SBM. Countries aspiring to create supportive learning environments delegate authority to schools, enabling them to set educational policies, choose curricula, and train teachers, ensuring they can adapt to rapid changes (Marishane, 2014; Mitchell, 2017). SBM aims to meet students' needs and improve their performance through resource optimization, teacher development, and modern managerial practices (Gammage, 2008; Okitsu & Edwards, 2017). Researchers (Santibanez, Abreu & Donoghue, 2014; Demas, 2020) emphasize that SBM involves participatory decision-making by all stakeholders and links accountability to the delegation of authority, with student outcomes as the measure of success.

Israel adopted SBM as part of its educational policies, implementing it first in five Jewish schools in 1995 and later in five Arab schools in 1998. However, SBM implementation has varied across regions due to differences in resources and political influences (Topaz, 2014; Arar & Abu-Romi, 2016; Arar & Nasra, 2020). Significant disparities exist between Arab and Jewish schools, with Arab schools experiencing more bureaucracy and centralization, a lack of autonomy, and minimal guidance for SBM (Mizal, 2014).

Given the importance of SBM in enhancing educational outcomes and the unique context of Arab schools in Israel—shaped by diverse political, cultural, and social factors—this study aims to examine the current state of SBM among Arab school principals. Specifically, it addresses the following question: What is the reality of SBM for Arab school principals in light of contemporary managerial trends, as perceived by the principals themselves?

Theoretical Background

Management in the education system is a central factor in influencing the progress of educational and learning processes, and it plays an important role in developing employees' skills and guiding their behavior to achieve the educational system's objectives (Hysa, 2014). The efficiency of school management is based on principles designed to ensure quality and excellence, and to direct all educational and pedagogical activities, including learning content, study programs, teaching aids, and teaching strategies, reliable evidence is needed (Bush, 2007; Wiyono et al., 2019). Educational management foundations stem from the reality of the educational system and the environment it aims to develop, and their role is to facilitate and organize managerial processes, as well as to direct the efforts of educational administration at all levels to achieve its goals (Heyward et al., 2011; Rini et al., 2019). These foundations are principles that guide future work and serve as the basis on which action plans are built (Martinez, 2014; Karageorgos et al., 2021). In the modern era, there is a growing interest in adapting action paths and plans according to predetermined foundations to align with the changing conditions of the time (Chin & Chuang, 2015). One manifestation of this is the shift of many schools towards School-Based Management (SBM), using various approaches and patterns for implementing the approach (Mailool et al., 2020).

School-Based Management: Definition and Relevance

In recent decades, significant changes have occurred in education systems, reflected in the shift from centralization to decentralization, often referred to as School-Based Management. This approach gives schools greater control over performance, curriculum planning, employee selection, and professional development (Bandur, 2012; Futoshi, 2014). School-Based Management involves granting real powers to the school principal, such as selecting new teachers, professional development, independently managing the budget, empowering teachers, and involving them in decision-making, such as choosing appropriate curricula and developing management plans in accordance with students' needs and available resources (Cornito, 2021). This approach aims to adapt school management to the philosophy of the education system, while incorporating contemporary management trends and adopting new technologies to improve managerial work (Chin & Chuang, 2014; Marini et al., 2018).

School-Based Management plays a significant role in achieving educational goals by promoting financial independence and efficient use of resources to enhance learning outcomes for students and teaching quality (Anyamene et al., 2016; Mutiarawati, 2021). This approach allows greater flexibility in resource management, encourages staff inv656

656

olvement in decision-making, and improves the institution's productivity and efficiency. School-Based Management is also distinguished by setting standards and developing accountability systems aimed at identifying strengths and weaknesses and addressing them through modern management and accountability practices (Gorgodze, 2016; Winardi, 2017). Furthermore, it allows for a rapid response to issues and needs arising in the school without waiting for decisions from higher authorities, leading to greater community involvement in decision-making and policy setting (Jairo & Olwete, 2013; Rohma et al., 2020). These advantages make School-Based Management an innovative approach that allows educational institutions to optimally adapt to changes and current needs of the system.

Contemporary Trends in School-Based Management

The global and technological development influences all areas of life, including educational systems. These changes have necessitated schools to adapt their policies to keep pace with rapid developments and support the changing needs of the community. School-Based Management is perceived as one of the most important managerial trends of the present time, as it is based on principles of educational independence and democracy, focusing on achieving educational goals according to the school's and community's needs (Ganimian, 2016; Hamengkubuwono, 2021). This type of management is based on the integration of new technologies, improving employee efficiency, and utilizing all available resources to address problems and provide the best services for students (Marishane, 2014; Digdowiseiso, 2022).

School-Based Management emphasizes the principle of "school-centered management," according to which those closest to the students are best suited to make decisions that lead to change and development in the school (Vally & Daud, 2015; Mejia & Filus, 2018). This principle also reflects the school's responsibility to the community more than to higher authorities. Additionally, it is important to train the teaching staff according to the real needs of the students, rather than following general programs set at the state level (Briesch et al., 2019).

In conclusion, School-Based Management provides schools with the flexibility needed to cope with rapid technological developments and adapt curricula and teacher training to the unique needs of the school. This flexibility allows for a more responsive and context-specific approach to education, enabling schools to tailor their teaching methods and administrative practices to the characteristics of their student population and the surrounding community. The school principal plays a key role in ensuring the correct implementation of this management, which involves coordinating among teachers, students, and parents, fostering a culture of collaboration and shared responsibility. By effectively utilizing available resources, School-Based Management also enhances the ability of schools to promote innovative teaching and learning practices, ultimately leading to an enriched educational experience. Furthermore, empowering school leaders and involving staff in decision-making processes enhances motivation and commitment, contributing to a positive school climate that supports both academic achievement and personal growth. This approach enables schools to more effectively meet their educational objectives, foster a high-quality learning environment, and respond to the changing needs of the 21st-century educational landscape.

Methodology

The present study is a quantitative study based on several data collection questionnaires. The choice of the quantitative paradigm stems from the purpose of the study to examine statistical relationships between the various research variables (Sabar-Ben Yehoshua, 2016).

The study sample

The study sample was (322) male and female principals from the Arab community in the State of Israel, and they were randomly selected from three districts: (Haifa, Central, and South) to conduct the study. Table (1) shows the distribution of the study sample according to personal variables.

Table (1): The study sample was distributed according to personality variables

Variables	Categories	Number	Percentage
Gender	Male	171	53
	Female	151	47
	Total	**322**	**100**
Years of Experience	5 and less	41	13
	6-10	82	25
	11 and more	199	62
	Total	**322**	**100**
Qualifications	Bachelor	211	65
	Master/PHd	111	35
	Total	322	**100**

Study tool

A questionnaire was used to collect data. It consisted in its initial form of (63) items distributed into eight areas (delegation, participation in decision-making, professional staff development, budget management, personnel management, student affairs management, curricula planning and management, and school facilities and contents management).

Tool stability

The stability of the study tool was confirmed using the test-retest method by applying it and re-applying it after two weeks on a sample from outside the study sample of (50) male and female managers. The test stability coefficient was calculated using the Pearson correlation coefficient for the tool as a whole and each One of the fields of the study. The stability of the fields of the study tool was verified using the Cronbach alpha equation. Table (2) shows that.

Table (2): Pearson's correlation coefficient and Cronbach's alpha reliability coefficients for the items of the study tool domains.

#	Domain	Cronbach Alpha	Pearson correlation coefficient
1	Educational Subjects	0.843	0.882
2	School Facilities	0.861	0.941
3	Financial Affairs	0.838	0.868

658

4	Employees Affairs	0.842	0.904
5	Students Affairs	0.810	0.873
6	Delegation	0.842	0.891
7	Participation in decision making	0.878	0.900
8	Professional development of employees	0.882	0.911
	Stability coefficient for the instrument as a whole		0.901

It is noted from Table (2) that the Pearson correlation coefficient for the tool as a whole amounted to (0.901). The values of the fields ranged between (0.882-0.941). The values of the Cronbach alpha stability coefficients for the fields of the study tool ranged between (0.810-0.882). These values are considered acceptable for this study.

Results

Results related to the central research question, which states: What is the reality of the School-Based Management of Arab school principals in Israel in light of the contemporary Managerial trends from the point of view of the principals themselves?

To answer this question, the arithmetic means and standard deviations were calculated for each domain of the study tool and then for the paragraphs of each domain, as follows:

Arithmetic means and standard deviations of the reality of the School-Based Management of Arab school principals in Israel were calculated in the light of the contemporary Managerial trends for the tool as a whole, as it was calculated for each domain of the study tool and Table (1) shows that.

Table (1): The arithmetic means and standard deviations for each domain of the study tool and the total score of the domains

	Arithmetic Mean	Standard Deviation	Rank	Rate
Total	2.94	0.30		Average

It appears from Table (1) that the reality of School-Based Management for Arab school principals in Israel in the light of the contemporary Managerial trends from their point of view of the tool as a whole came to a medium degree, as the arithmetic mean (2.94) and the standard deviation was (0.30). The calculation was done for each dimension separately.

Educational Subjects

Table (2): The arithmetic means and standard deviations of the reality of the School-Based Management of Arab school principals in Israel in the light of the contemporary Managerial trends in the field of curricula and for each of its paragraphs.

Educational Subjects	Arithmetic Mean	Standard Deviation	Rank	Rate
Total	2.74	0.42		Average

It is noted from Table (2) that the reality of the School-Based Management of Arab school principals in Israel in the light of the contemporary Managerial trends for the items of the field of curricula was moderate, with an arithmetic mean of (2.74) and a standard deviation of (0.42).

School Facilities

Table (3): Arithmetic means and standard deviations of the self-administration reality of Arab school principals in Israel in the light of the contemporary Managerial trends in the field of school facilities and for each of its paragraphs.

School Facilities	Arithmetic Mean	Standard Deviation	Rank	Rate
Total	2.79	0.58		Average

It is noted from Table (3) that the reality of the School-Based Management of Arab school principals in Israel in the light of the contemporary Managerial trends for the items in the field of school facilities was average, as the arithmetic mean was (2.79) with a standard deviation of (0.58).

Financial Affairs

Table (4): Arithmetic means and standard deviations of the School-Based Management reality of Arab school principals in Israel in the light of the contemporary Managerial trends in the field of financial affairs and for each of its paragraphs.

Financial Affairs	Arithmetic Mean	Standard Deviation	Rank	Rate
Total	3.31	0.42		Average

It is noted from Table (4) that the reality of the School-Based Management of Arab school principals in Israel in the light of the contemporary Managerial trends for the items in the field of financial affairs was moderate, with an arithmetic mean of (3.02) and a standard deviation of (0.36).

Employees Affairs

Table (5): Arithmetic means and standard deviations of the reality of the School-Based Management of Arab school principals in Israel in the light of the contemporary Managerial trends in the field of personnel affairs and for each of its paragraphs.

Employees Affairs	Arithmetic Mean	Standard Deviation	Rank	Rate
Total	3.02	0.36		Average

Students Affairs

Table (6): Arithmetic means and standard deviations of the reality of the School-Based Management of Arab school principals in Israel in the light of the contemporary Managerial trends in the field of student affairs and for each of its paragraphs.

Students Affairs	Arithmetic Mean	Standard Deviation	Rank	Rate
Total	3.08	0.45		Average

It is noted from Table (6) that the reality of the School-Based Management of Arab school principals in Israel in the light of the contemporary Managerial trends for the items in the field of student affairs was moderate, with an arithmetic mean of (3.08) and a standard deviation of (0.45).

Delegation

Table (7): Means and standard deviations of School-Based Management reality of Arab school principals in Israel in the light of the contemporary Managerial trends in the delegation field and for each of its paragraphs.

Delegation	Arithmetic Mean	Standard Deviation	Rank	Rate
Total	2.98	0.31		Average

It is noted from Table (7) that the reality of the School-Based Management of Arab school principals in Israel in the light of the contemporary Managerial trends for the items of the field of the delegation was moderate, as the arithmetic mean was (2.98) with a standard deviation of (0.31).

Participation in decision making

Table (8): Arithmetic means and standard deviations of the School-Based Management reality of Arab school principals in Israel in the light of the contemporary Managerial trends in the field of decision-making and for each of its paragraphs

Participation in decision making	Arithmetic Mean	Standard Deviation	Rank	Rate
Total	2.27	0.57		Low

It is noted from Table (8) that the reality of School-Based Management for Arab school principals in Israel in the light of the contemporary Managerial trends for the items in the field of participation in decision-making was low, as the arithmetic mean was (2.27) with a standard deviation of (0.57).

Professional development of employees

Table (9): Arithmetic means and standard deviations of the reality of the School-Based Management of Arab school principals in Israel in the light of the contemporary Managerial trends in the professional development of workers and for each of its paragraphs.

Professional development of employees	Arithmetic Mean	Standard Deviation	Rank	Rate

661

Total	3.27	0.44		Average

It is noted from Table (9) that the reality of School-Based Management for Arab school principals in Israel in the light of the contemporary Managerial trends for the items in the field of professional development of workers was medium, as the arithmetic mean was (3.27) with a standard deviation of (0.44).

Discussion of research findings

It appears from Table (1) that the reality of School-Based Management for Arab school principals in Israel in the light of the contemporary Managerial trends from their point of view of the tool as a whole came to a medium degree, as the arithmetic mean (2.94). The standard deviation of (0.30), and this result means that School-Based Management is practiced but Not ideal, especially concerning the field of participation in decision-making. Perhaps this result is due to the domination of the central system and the bureaucratic method over the management in the Arab school, which limits the activation of the school's School-Based Management principles. This interpretation agrees with a group of studies (Mizal, 2014; Arar & Abu-Romi, 2016; Arar Nasra, 2020), which showed that Arab school needs clear guidelines and lines to rise to the required level but is still dominated by the traditional character. With bureaucracy and centralization, there is widespread interference in its affairs by the Israeli Ministry of Education. To achieve School-Based Management, it needs to develop teachers professionally, adopt the principle of participatory work, and involve the local community. The result of the current study is similar to Suha Celinmar's (2021) study, which showed that school principals' performance of School-Based Management skills was insufficient and that the level was average.

It is noted that the field of financial affairs came first, with a medium degree, as the arithmetic mean was (3.31) and with a standard deviation (of 0.42). In contrast, the field of participation in decision-making came in the last rank, with a medium degree, as the arithmetic mean (2.27) with a standard deviation (of 0.57). This result may be attributed to the school principal being alone in most decisions in addition to the failure to involve the community and the failure to work in a spirit of participation and group, whether with the local community, teachers or students, which mean not involving them in decision-making.

As for the areas of the study tool, they were addressed as follows:

The first field: curricula

It is noted from Table (2) that the reality of the School-Based Management of Arab school principals in Israel in light of the contemporary Managerial trends for the items of the field of curricula was average, as the arithmetic mean was (2.74) with a standard deviation of (0.42). It was determining the desired objectives of the private and general curricula, which negatively affected the preparation of appropriate plans to provide the necessary school tools and guides for that. Mitchell (2017) emphasized the necessity of communicating with members of the school community to determine the specific goals of the curriculum, and to choose the content that is commensurate with the students' needs and tendencies to achieve the goals of the community. The needs of students and their tendencies to achieve society's goals are consistent with the study of (Karmila & Wijaya, 2020) whose results showed that the possibility of applying school management to the field of school curricula came to a moderate degree.

The second field: School facilities

It is noted from Table (3) that the reality of the School-Based Management of Arab school principals in Israel in the light of the contemporary Managerial trends for the items in the field of school facilities was average, with an arithmetic mean of (2.79) and a standard deviation of (0.58). This result may be attributed to some deficiencies in Carrying out the necessary maintenance operations for some school facilities and the inability to add new facilities. Digdowiseiso (2022) stressed the need for the school administration to have powers that empower it to manage school buildings and Equipment, such as maintenance work, increasing the number of classrooms or service facilities, and providing Equipment related to public safety.

662

This result is similar to Cornito study (2021), which showed that one of the most critical requirements of self-administration in the school is to take care of the school building, its facilities, and its Equipment.

The third area: Financial Affairs

It is noted from Table (4) that the reality of School-Based Management for Arab school principals in Israel in the light of the contemporary Managerial trends for the items in the field of financial affairs was average, with an arithmetic mean of (3.02) and a standard deviation of (0.36). This may be due to the general severe austerity the educational management practiced. School principals in particular, and the exaggerated reduction of the possibility of any employee obtaining financial rewards that encourage teachers to work after official working hours, in addition to killing the spirit of competition in search of excellence, and this result is consistent with the result of Mutiarawati study (2021), whose results showed that the possibility of The application of School-Based Management in the field of financial affairs came to a medium degree.

Fourth area: Employees Affairs

It is noted from Table (5) that the reality of the School-Based Management of Arab school principals in Israel in the light of the contemporary Managerial trends for the paragraphs on personnel affairs was average, with an arithmetic mean of (3.02) and a standard deviation of (0.36). Teachers, which leads to deficiencies in the exchange of experiences and the transfer of experiences, in addition to the lack of new appointment of teachers, which increases work pressure and burdens and limits the ability of school principals to assign teachers Managerial tasks that would develop their capabilities and thus reach good School-Based Management, and the result of this study is similar With the result of Arar & Nasra (2020), the results of which showed an increase in the exploitation of human resources.

Fifth area: Student Affairs

It is noted from Table (6) that the reality of the School-Based Management of Arab school principals in Israel in the light of the contemporary Managerial trends for the paragraphs of the field of student affairs was average, with an arithmetic mean of (3.08) and a standard deviation of (0.45). Perhaps this is due to the failure of school principals to enact instructions for Special discipline for students, in addition to the deficiencies in caring for students with special needs and the inability to define conditions that regulate students' entry to school. The School-Based Management approach is based on improving students' levels in all aspects, including achievement, and exploiting the available capabilities to serve them. The result of this study is similar to the result of the Futoshi study (2014), which showed that the activation of School-Based Management in the school enhanced the level of student achievement.

The sixth field: Delegation

It is noted from Table (7) that the reality of the School-Based Management of Arab school principals in Israel in the light of the contemporary Managerial trends for the paragraphs of the field of delegation was average, as the arithmetic mean was (2.98) with a standard deviation of (0.31). This result may be attributed to the interest of school principals in delegating powers to their assistants Because of their many Managerial and technical burdens. This interpretation agrees with what was shown by Solomou and Pashiardis (2016), that it has become difficult for the school principal to perform all the Managerial tasks entrusted to him in an appropriate manner, which imposes the delegation of the school principal some of his powers to his assistant, despite the positive In this field. However, the delegation process, in general, could have been better, especially since it was of a medium degree. This result may be attributed to the relative lack of qualification of the Managerial and educational staff to carry out some of the tasks of the school principal. This result may also be due to bureaucratic tendencies among some principals. Schools, as some of them prefer to exercise all their powers and tasks themselves as they are the first and last official in the school, which was reflected in the level of delegation of powers.

Domain Seven: Participation in decision-making

It is noted from Table (8) that the reality of School-Based Management for Arab school principals in Israel in the light of the contemporary Managerial trends for the paragraphs of the field of participation in

decision-making was low, with an arithmetic mean of (2.27) and a standard deviation of (0.57). This result may be attributed to the Managerial routine and style. The dictatorship still prevails in many schools, as the school principal is alone in most decisions, especially the important ones, in addition to erecting walls and barriers between the school and society and not looking at teachers as active partners in the Managerial process, in addition to looking negatively at students as recipients of knowledge, not Partners in decision-making. This interpretation agrees with the study of Arar & Abu-Romi (2016), which showed that the school principal is alone in most decisions, especially the important ones, and does not view teachers as active partners in the Managerial process.

The eighth field: the professional development of employees

It is noted from Table (9) that the reality of the School-Based Management of Arab school principals in Israel in the light of the contemporary Managerial trends for the paragraphs of the field of professional development of workers was average, as the arithmetic mean was (3.27) with a standard deviation of (0.44). Some aspects have relative shortcomings, such as holding courses and workshops that improve teachers' professional competence. This result may be attributed to the school's lack of time and sufficient budget to plan such courses and the teachers' lack of motivation to join these courses and workshops due to the soft material and moral incentives involved. This trend is consistent with what Rini and others (Rini et al, 2019) showed about the importance of School-Based Management seeking to provide opportunities to join educational development programs, and to hold collaborative dialogues and workshops, to expand the knowledge and experience of the teaching staff.

In conclusion, the study evaluated the effectiveness of school-based management among Arab school principals in Israel, revealing a moderate level of overall effectiveness in relation to contemporary managerial trends. While aspects such as financial management and employee oversight received average ratings, the level of participation in decision-making processes was notably low. This suggests a tendency among principals to operate independently, often without the active engagement of teachers, students, or the local community.

The findings underscore the necessity for improved collaboration among all stakeholders to foster a more inclusive decision-making environment. Additionally, establishing clearer guidelines and providing professional development opportunities for principals and staff are crucial steps to enhance school-based management practices. Such measures could empower teachers and students to contribute meaningfully to the governance of their schools, thereby enriching the educational experience.

Overall, the study highlights the importance of decentralizing decision-making and cultivating a more participatory atmosphere in Arab schools. By embracing these changes, schools can better align with contemporary educational demands and create a more supportive and effective learning environment that meets the diverse needs of their communities. The insights gained from this research can serve as a foundation for future initiatives aimed at strengthening school-based management within the region.

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