



**Universidad de Jaén**

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The impact of a school principal's leadership skills on the school  
climate and student achievement in the Northern Bedouin sector in  
Israel

El impacto de las habilidades de liderazgo de un director de escuela en  
el clima escolar y el rendimiento estudiantil en el sector beduino del  
norte en Israel

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## **Resumen**

Todos los profesores y directores dentro del sector árabe en general, y de la zona beduina en particular, experimentaron nuevas formas de organización durante el periodo de pandemia, el cual, fue complejo durante su prolongación. La enseñanza durante esta situación de crisis requirió de muchas habilidades. Así mismo, la gestión escolar demanda ciertas destrezas y la adopción de un estilo de liderazgo que permita la dirección eficaz un centro escolar como un centro seguro y eficaz para el profesorado y el estudiantado, especialmente cuando esta población sufre de abandono, bajo rendimiento y falta de recursos.

Este estudio es de relevancia, pues la revisión de la literatura actual muestra algunos estudios empíricos que demuestran la relación entre ciertos estilos de liderazgo de la dirección de los centros y su impacto en la percepción del profesorado. Por tanto, este trabajo de investigación servirá como suplemento para el actual cuerpo de literatura, permitiendo determinar esta relación dentro del contexto escolar beduino. El principal propósito de esta tesis fue investigar la relación entre las percepciones del profesorado y los directores sobre el estilo de liderazgo y las habilidades de los directores de colegios. En segundo lugar, esta investigación examina las diferencias en las percepciones de estas habilidades de liderazgo del profesorado y directores según variables sociodemográficas.

El estudio se considera dentro de una investigación cuantitativa debido a que el investigador evalúa dos variables de interés (estilo de liderazgo percibido por el director y sus habilidades) utilizando dos cuestionarios diseñados para medir estos factores de forma específica a través de escalas tipo Likert. Este estudio, además, puede ser clasificado como una investigación no experimental y correlacional debido a que el

investigador mide las percepciones de los sujetos sin intentar introducir un tratamiento. Además, se recoge información de dos variables para determinar si estas están relacionadas (Slavin, 2007; Zedan, 2018).

La pregunta de investigación será explorada para determinar la relación entre las percepciones del profesorado sobre el estilo de liderazgo y las habilidades del director escolar. Por ello, se plantea como pregunta de investigación si hay diferencias en estas variables según las propias habilidades del profesorado, la dirección del centro y diversos factores sociodemográficos (p.e., edad, nivel educativo y años de experiencia). El estudio realizado cuenta con un total de 367 profesores y 36 directores de las 36 escuelas de Bedoin en Israel, recogiendo los datos a través de cuestionarios estructurados.

Los principales resultados de investigación indicaron que los profesores percibían el estilo de liderazgo de sus directores con una perspectiva formativa, como parte de su personalidad y no como un estilo evasivo. Los directores reportaron altos niveles de disponibilidad y accesibilidad, así como niveles apropiados de comunicación para todas las partes implicadas. Además, los directores mostraron un alto nivel en la capacidad de tomar decisiones y buen juicio, así como excelentes habilidades de planificación organizacional y habilidades de desarrollo de conocimientos. Adicionalmente, cultivar la estructura organizacional fue una prioridad para los directores, pues ellos creen que pueden desarrollar una atmósfera organizacional cómoda y de apoyo, siendo este el núcleo de su trabajo. Los directores de las escuelas se perciben a sí mismos como poseedores de un alto nivel de capacidad y habilidades necesarias para una gestión eficiente del equipo. Del mismo modo, cabe señalar que la confianza en sí mismos y su alto nivel de competencia han ayudado a los directores de las escuelas a enfrentar los desafíos de la pandemia de Covid-19, afrontándose esta de forma más segura.

Como conclusiones, los resultados de este estudio podrían ayudar a que los directores de escuela sean más conscientes de su propia capacidad, habilidades y estilo de liderazgo. Esto facilitaría el desarrollo de su propia capacidad de liderazgo para ayudar a los maestros a lidiar con las crecientes demandas que se les imponen en esta era educativa de responsabilidad, especialmente tras las adaptaciones generadas durante la pandemia. Esta mayor conciencia y modificación del estilo de liderazgo del director podría contribuir a fortalecer los niveles de desempeño y satisfacción laboral de los maestros, así como mejorar el clima escolar y el rendimiento de los estudiantes.

**Palabras clave:** Habilidades de liderazgo de los directores; Estilos de liderazgo; Clima escolar; Sector beduino.

## **Abstract**

All of the teachers and principals across the Arab sector in general and across the Bedouin sector in particular experienced the organizational educational pursuit during COVID-19 period; this period was not simple, and it is still existent.

Teaching in this crisis situation, requires multiple skills. Moreover, school management as well requires skills in and adoption of a leadership style by the principal, in order to be able to lead the school with teachers, students and the community to a safe place, especially when it comes to a population that suffers from neglect and low achievement and lack of resources.

Current study is significant as there are few empirical research studies in current literature review that associate a certain principal's leadership style and skills to impacting teacher perception.

Therefore, current empirical research study will serve as a supplement to the existing body of literature in determining this relationship within the Bedouin school context.

The primary purpose of current research study is to investigate the correlation between teachers' and principals' perceptions of a school principal's leadership style and skills. Second, the study will examine the differences in teachers' and principals' perceptions of a principal's leadership style and skills based on teachers' and principal's demographics.

This particular study is considered to be a quantitative investigation as the researcher measured two variables of interest — perceived school principal's leadership style and skills — by utilizing two questionnaires designed to measure those specified variables using Likert scales. Current study can as well be classified as a correlational research

study with a quantitative, non-experimental research design as the researcher measured perceptions of the subjects without attempting to introduce a treatment and collected data on two variables (school principal leadership style and skills) to determine whether they are correlated (Slavin, 2007; Zedan, 2018).

The research questions will be explored to determine the correlation between teachers' perceptions of a school principal's leadership style and skills and to answer the question of whether there are differences in teachers' perceptions of a school principal's leadership style and skills based on teachers' and principals demographics (i.e., age, education level, and combined years of teaching experience).

Current study involved 367 teachers and 36 school principals from 36 Government Bedouin schools in Israel, with data collected by use of structured questionnaires. The main research findings indicated that teachers perceive leadership style of their school principals to be a formative and rewarding part of their personality rather than it being an evasive style. The principals report a high level of availability and accessibility and suitable levels of communication with all relevant parties. Moreover, the principals report a high level of decision-making capability on their part and sound judgment calls, in addition to their excellent organizational planning skills and knowledge development abilities. Additionally, cultivating the organizational structure is a priority for principals; it is their belief that they are able to develop a comfortable and supportive organizational atmosphere and that this being the core of their work. School principals perceive themselves to have high capability level as well as the requisite skills and efficient team management. Self-confidence and a high level of competence helped the school principals to cope with challenges of COVID-19 pandemic and overcome them safely.

Results from current study could assist in making school principals more conscious of their own leadership ability, skills and style, while simultaneously facilitating the

development of their own leadership capacity to support teachers in dealing with the increased demands placed on them in this educational age of accountability in this COVID-19 period.

This deepened awareness and modification of principal leadership style may contribute to strengthened levels of teacher job performance and satisfaction, and improving school climate and student achievement.

**Key words:** school principal's leadership skills, leadership styles, school climate, Bedouin sector.

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# **CHAPTER I**

## **1. INTRODUCTION**

Students in the Bedouin education system to which the settlements in Northern of Israel belong have consistently scored lower on National (Meizav and Matriculation Exams) and International (Pisa and Timss Test) Tests than students in the general population have. In fact, Bedouin students scored significantly lower than other Muslim and Christian Arab students. This consistent gap in educational achievement, when coupled with high dropout rates and increases of violence in a Bedouin school was responsible for low rates of eligibility for Matriculation Certifications (38%) in study year 2003-2004. The situation has improved to a little extent in recent years (2018-2019) and percentage of the eligible has reached about 42%. Out of these students only 24% -26% became eligible to study in higher education institutions.

School principals in the State of Israel face multiple difficulties such as poor school climate, lack of control of teacher training, political intervention in education and multiple other pressures and challenges. Therefore, it is important that a principal is aware of their management skills and adapts them to nature of the school and should it be necessary, develop them through advanced training. In addition, Inspectors working for Ministry of Education should be aware of the capabilities each principal possesses and whether these capabilities should be improved through training. A principal is faced with environment that is dynamic and constantly renewing and this requires them to innovate and upgrade and adapt themselves to the challenges that they must face in the 21<sup>st</sup> century (Blass, 2014).

Current study examined the knowledge, skills, strategies and tools that are required for leaders to be able to create an optimal school climate that can support changes needed in order to bring about a dramatic improvement in student achievement.

Current study examined the relationships between teachers' perceptions of the principal's management styles, their trust in them, and the effects of these perceptions on teachers' organizational commitment and motivation and student achievement in the Northern Bedouin sector in Israel.

Current study is an exploratory research. It is intended as a platform for generating research goals, questions and hypotheses for research. Its primary purpose is to inform the practice of Bedouin school principals. The dissertation opens with literature review that illuminates educational management in general and educational management in the Israeli Bedouin community in particular. In parallel, the quality of learning results, school dropout rate and school climate are used as criteria for the analysis of educational management practices.

Following the Literature Review, the Methodology chapter describes and justifies the choice of research methods and tools and includes discussion of ethical concerns that have guided current study. The Findings Chapter presents the data collected in the field and the analysis of the data which was guided by the research hypotheses. The Discussion Chapter comes next, that guides the reader through a critical discussion of the results. Following are Limitations and future prospects chapter and Conclusions and Summary chapter, which guides the reader through the process of drawing critical conclusions from the field data and make recommendations for application.

## **CHAPTER II**

### **2. LITERATURE REVIEW**

#### **2.1. INTRODUCTION**

Current study tested the impact of leadership skills of a school principal on school climate and on student achievement. The study was conducted in the Bedouin community of Northern Israel.

A study of this type has not been conducted before, it is a pioneer study. Most of the research and academic articles published in the field have dealt in the Bedouin population in Negev region, Southern part of Israel, rather than the North. Therefore, current study is a pioneer study in this important field, due to its particular implications in the researched population regarding the position of Israeli Northern Bedouin society and the points of encounter with the dominant Jewish culture of Israel of this social group. Bedouin culture in Northern Israel is a culture of minority within a minority (the Arab-Muslim Israeli sector).

Current study examined a broad theoretical and practical aspects, in order to clarify the issue which has impacted the Northern Bedouin education system. There are two main analysis points in the study: the first is devoted to the three research variables: school principal's skills, organizational climate and academic achievement and the second point of analysis focused on differences within the Bedouin education system in general and in the Northern communities in particular.

Current study will address the extent to which skills of a principal as an educational leader affect school climate and students' academic achievements. At the same time it will

illuminate the challenges facing a Bedouin school principal and the impact of their skills on resolution of these challenges. These two intertwined themes call upon a mosaic of empirical theories and studies that constitute the scientific infrastructure for the entire study.

The research hypotheses that were tested are:

1. Leadership by school principal predicts high achievements by students.
2. Leadership by school principal predicts lower levels of teacher absenteeism.
3. Leadership experienced by school principals is positively correlated to high scores in school climate, reports of security, teacher emotional commitment and teacher organizational commitment.

Results of a study by Allodi (2010) revealed that a school with a skilled principal that possesses cognitive skills, interpersonal skills, business and strategic skills, promotes teacher participation in decision-making with an increase in their commitment to the organization, this being reflected in high scores in school climate that in turn promoted high student achievements. This finding corresponds with the Person-Organization theory, which maintains that superior performance is achieved when one's abilities correspond with requirements created by the environment one operates in (Boyatzis, 2009).

Education systems in general and school principals in particular, had to face various challenges during this challenging period (Zhang et al., 2020). Despite the fact that each country has its own characteristics (Kearney et al., 2020; Taun et al., 2022), the Israeli educational system and its school principals were asked to navigate the stormy COVID-19 waters.

In current era, which is characterized by dramatic, technological innovations and social changes, rapid and occasionally unexpected education system changes, adoption of new managerial strategies are required in order to meet the demands of the educational act. Instilling information, supporting the formation of knowledge and acquisition of skills required to create knowledge are complex and demand professional pursuits, require skills such as formative leadership, and flexibility that is needed in order to adapt to changing conditions. A school principal has a crucial role to play in coping with these new challenges (Huang & Anyon, 2020).

When school climate and culture encouraged the use of ICT (Information and Communications Technology), were open to introduction of innovative pedagogies and maintained teamwork by providing the appropriate support for teaching staff and school administration, significant learning has occurred (Shukla et al., 2019). Education lies at the forefront of Jewish and Bedouin communities and families in Israel. As a school being the most important socializing agent right after family, it has an impact on a student's education, integration into society and his or her behavior as a future citizen (Vidergor et al., 2019). A school principal is a central and influential key figure in many aspects of engineering of school climate and their skills are recognized as having significant impact on student achievement (Capp et al., 2020).

The State of Israel is among OECD (Organization for Economic Co-operation and Development) countries that allocate huge sums of money to the education system (the budget of Ministry of Education is the second largest national budget after the budget of Ministry of Defense).

Reingold & Baratz (2020) maintain that the Arab-Israeli education system is a separate, however not autonomous system which serves Druze, Bedouin, Cherkessian, Muslim and Christian citizens whose first language is Arabic. The Arab-Israeli education system

operates according to Israeli national curriculum with adjustments for teaching of a primary language and with religious and culture emphases. Bedouin school principals have faced organizational challenges due to social changes in the Bedouin communities which in turn mirrored social upheavals in the social fabric of Israeli society. Bedouin society, in recent decades, has undergone transition from a traditional agrarian, nomadic social system to a modern, urban social system. Bedouin principals experience conflicting social forces and find themselves experiencing conflicts between national Israeli education system which they follow and between internal tribal forces and interests.

During past decade, the Ministry of Education of the State of Israel has reported an increase of unacceptable behavior in schools among students. This behavior manifested in a high level of violence and low achievements and even an increase in rate of drop-out from school. The violent behavior of students was aimed at other students, at teachers and occasionally at school property (vandalism). There are various factors that explain these phenomena, among other things, this occurs due to the way a school is being run. Current study investigated the repertoire of leadership skills that principals have had and gave a recommendation regarding those skills essential for an effective leading of the education system in the Bedouin community.

A school principal is one of the important factors of educational activities in school. A principal's style of work and the way in which they are perceived by teachers, affects significantly their perception and approach in all matters of school activities. Principals serve as role models in the educational field. As such, they have impact on school atmosphere and on formation of an ethical climate, which can improve behavior of teachers and students as well as effectiveness of their work (Sutrak, 2004).

The education system in Israel works to promote student achievement in both academic and socio-ethical fields. Research literature in the field of education indicates that the two

main factors at a school level that influence promotion of student achievement are quality of teaching and pedagogical leadership of a school's leading team (Miller, 2003; Wallace-Foundation, 2009). Studies as well point to the great importance of team teachers, of quality of their collaborative work as a learning team and to the need to focus their practice on raising the quality of teaching and work for their continuous improvement (Cohen et al., 2009).

## **2.2. THE PROFESSIONAL AND PERSONAL RATIONALE**

Bedouin students who participate in school, achieve lesser results in nationwide exams (matriculation and psychometric), which are prerequisites for admission to colleges and universities in Israel. For example, there is a gap of 100 points between results of Jewish and Arab candidates in the psychometric tests (Weissblat, 2013). As compared to these data, the situation in the Bedouin sector is extremely bad. In study year 2009-2010, the proportion of Bedouin students aged 20-29 who studied for a Bachelor's degree at a university or an academic college in Israel was 3.6% as compared to national average of 13.9% and the corresponding rate in established Jewish settlements which was at 19.5% while in Arab settlements it was at 7.3%.

Another gap can be seen in scores of Bedouin students in the matriculation exams. In study year 2014-2015, the rate of those receiving matriculation certificates out of students in Bedouin settlements was 38%-57%, as compared to 73%-94% in other settlements in the country. Furthermore, the proportion of Bedouin students eligible for matriculation who meet university threshold terms is unacceptably low, standing at 20%-39%, as compared to 79%-95% in other settlements in the country (Central Bureau of Statistics, 2015). Accordingly, the rate of Bedouin students is particularly low.

The topic of current study is important for the researcher as she plans to become a school principal in the future, and she should be aware of all issues discussed in current study, and know what is expected of her as a potential principal, as well as find the way and the tools to influence the education system in general and the education system in the Bedouin sector in particular.

The literature review was organized from general to particular in the form of a funnel, and it reviewed a wide range of relevant theories in order to discover the theories of educational management that are applicable to the Northern Bedouin communities of Israel.

The literature review addressed current crisis and its implications on the education system in Israel in general and school principals in particular. One of the significant changes as a result of the situation was the need for distance learning and the adoption of various technological solutions. The attitudes of school principals and teachers in the face of a new reality imposed on them were examined.

### **2.3. TEACHING AND MANAGING DURING THE COVID-19 PANDEMIC**

Mankind has experienced many a pandemic throughout history, Influenza Pandemic, Smallpox Pandemic, Leprosy Pandemic, Bubonic Plague, Cholera Plague, however the global human response to COVID-19 Pandemic and its effect on management of the education system in the year 2020 are unprecedented. Laws have been enacted around the world with the aim of slowing down the exponential growth of infected people and of number of deceased (Kraemer et al., 2020). Similar to worldwide populations, Israeli citizens and residents have found themselves hemmed in by multiple regulations and restrictions that were intended to combat the increase in number of sick people. During

March 2020, the Government of Israel announced a shutdown of the education system (Government Resolution No. 4910 of 21.03.2020, Government Services and Information Website). During COVID-19 period, educational institutions in all sectors have found themselves in a reality that demanded that they respond immediately to radical changes and this affected the way the National Curriculum was delivered. The transfer of information was carried out with the help of various digital platforms (Aharony & Gur, 2019), a technology that most teachers and principals were not familiar with.

With the education systems closed, the economy being shut down, traffic being restricted and citizens forced to stay at home, social dynamics changed. A complex situation that no one was familiar with hitherto has materialized. Distance learning through technological systems evolved as a result of the rules of social distancing and the directives of "shelter at home". The nature of teaching and learning has changed. School principals were propelled to the forefront of dealing with the new situation and were asked to recruit and develop human resources with a new set and range of required skills. This being against the background of the fact that educational institutions have begun the process of adopting segments of the National Curriculum for distance learning via the Internet as well as various platforms such as "Moodle" (Online Course Management System), e-mail, YouTube and ZOOM (Tan, 2013).

School principals faced the requirement to get prepared and make learning accessible for students through an open online space that would give the possibility for them to study remotely anytime and anywhere. Indeed, this caused principals and teachers to undergo fundamental change processes, especially learning and training online and as well teaching online (E-Learning). This method refers to how the educational information is transmitted through computer or smartphone mediation platforms (McGuinness, 2019). Models of online learning continue growing and gaining much support in higher

education institutions, aiming at adjusting the curriculum to postmodern times, while at the same time creating educational flexibility and opportunities for students (Aharony & Gur, 2019). However, students and teachers in High schools have been slower in adoption of these technological platforms and have found that learning and producing study outcomes to be more difficult than they were before.

It is a belief of school principals that online learning in schools brings with it great benefits. During the global COVID pandemic, normative online learning was accompanied by influential factors that were a turning point in the reported quality of learning. One such factor was the transition to self-learning, a transition that brought along with it benefits as well as challenges for learners (Aharony & Gur, 2019).

Research findings (Harris, 2020) indicated that most school principals, even in the Bedouin sector, think that current crisis is an excellent opportunity for rethinking and assimilating different ways of learning. Ultimately, learning in COVID-19 period has been a growth experience which was embraced with some hesitation by decision-makers in the world of learning and in the labor market. Once the benefits inherent in distance learning became obvious, they were adopted and assimilated into the arsenal of teaching strategies designed for meeting various learning needs (Aharony & Gur, 2019). Indeed, this type of learning was found to allow for many benefits, for example, flexibility, accessibility, creativity and it was found to enable a variable pace of learning. As learners, teachers and principals developed the required skills, school principals found it to be possible to influence successful transfer of information through these technologies and to facilitate creation of knowledge (McGuinness, 2019).

School principals and teachers have experienced difficulties and challenges regarding adoption of distance learning that occasionally have made them doubt the effectiveness of distance learning. Indeed, the method of transfer of information by digital means, often

encountered stubbornness and barriers, as well as difficulties in the adaptation of existing learning infrastructures to distance learning and difficulties in understanding, assimilation and effective learning (Reich et al., 2020).

Transfer of content in a way that is only digital and as there is a gap between different students in terms of age, social background and socio-economic basis, can affect the information transfer and learning process during the school year. This situation challenges a school principal and their skills. Principals' fears, as expressed in one of the studies (Azorin et al., 2020), stemmed mainly from fear of dealing with a new technology and the fear of losing the benefits of interacting with students. Teachers had difficulty in identifying strong and weak students, and had to learn how to use new forms of practice and independent work assignments to try and identify struggling students and design interventions (Wise & Bergner, 2020). Another type of concern was revealed in a study conducted among teachers in the U.S. There was a concern among teachers regarding professional loss and burnout upon losing familiar teaching aids. Teachers reported a basic sense of loss of their effectiveness and professional identity (Reich et al., 2020).

On the other hand, students as well reported that distance learning was accompanied by multiple difficulties. In their own words, they reported that they missed the "human stuff" very much, they missed being in "the real world" face-to-face with their students and the opportunity to engage in personal interactions and not be limited to stand in front of a camera in their home where they were mostly passive. School principals and their teachers were required to develop new tools and skills in order to cope with the new situation (Hershkovitz & Berger, 2019).

In a recent article on "the difference between emergency remote teaching and online learning" (Hodges et al., 2020) it was suggested that school principals and teachers avoid the temptation to compare online teaching during COVID-19 period to frontal teaching.

They explained that well-designed online learning experiences are significantly different than courses offered online in response to a crisis or a disaster. The online instruction during the COVID-19 crisis is an emergency solution to a need for remote instruction, and transition to it was achieved at once without prior preparation. School principals and teachers needed to recognize that effective online teaching required a careful planning of teaching, use of a systematic model for design, delivery and development of the curriculum and acquisition and development of appropriate skills. The rigorous design process has a major impact on quality of teaching and on its effectiveness (Wallace-Foundation. (2009).

Such a process did not take place in the transition to remote teaching during COVID-19 period, which, at least in first months of the outbreak, was sudden, improvised and intuitive. The skills of school principals are tested daily in the face of COVID-19 pandemic (Aharony & Gur, 2019).

COVID-19 period brought along with it some structural changes as well as personal changes. A complex reality emerged with the transfer of study information from teachers and teaching aids to students now being accomplished through an online platform. This brings about a situation in which the interfaces that form the basis for ability of lecturers and students to transfer information correctly and efficiently must be re-examined. The attitudes and feelings of teachers towards transition to distance learning in COVID era are of a crucial importance within the educational act.

In following subsection the skills of a school principal as a key independent variable are discussed.

## **2.4. A SCHOOL PRINCIPAL AND THEIR SKILLS**

Over the years, the role of a school principal has evolved to being an educational leader, and more recently as well a technological leader (Chang, 2012). The evolution of a principal's role was accelerated by the rapid development of educational technology and information. The phenomenon of the education system being renewed and undergoing rapid and significant changes, challenged a school principal's role and ability. Hence, the role of a principal and the repertoire of skills that are required of them, have changed significantly. They are complex and include multiple tasks of a diverse nature: (1) they call for shaping the future picture of school vision and for management of change; (2) leading educational, teaching and learning processes that are up-to-date; (3) leadership and empowerment of educational staff as well as management and professional development of a teaching team; (4) leading the 'educational act' in all its aspects; (5) management of relationships between the school and between parents, the community and Ministry of Education Inspectors (Huang & Anyon, 2020).

In light of the demand that the education system needs to adapt to rapid technological developments, respond to economic and social changes and work to raise student achievement, there is a growing need for the implementation of "Innovative Pedagogy" in school (Avney-Rosha, 2007). Introduction of the principles of "Innovative Pedagogy" required that principals are trained in many new professional skills and that their repertoire of skills and strategies are audited and augmented. The optimal implementation of "Innovative Pedagogy" required an in-depth knowledge of the components of quality pedagogy in an innovative environment, and posed new challenges in relation to the knowledge required of teachers and ways of training them in relation to school learning processes, and the engineering of school climate and learning environments. School

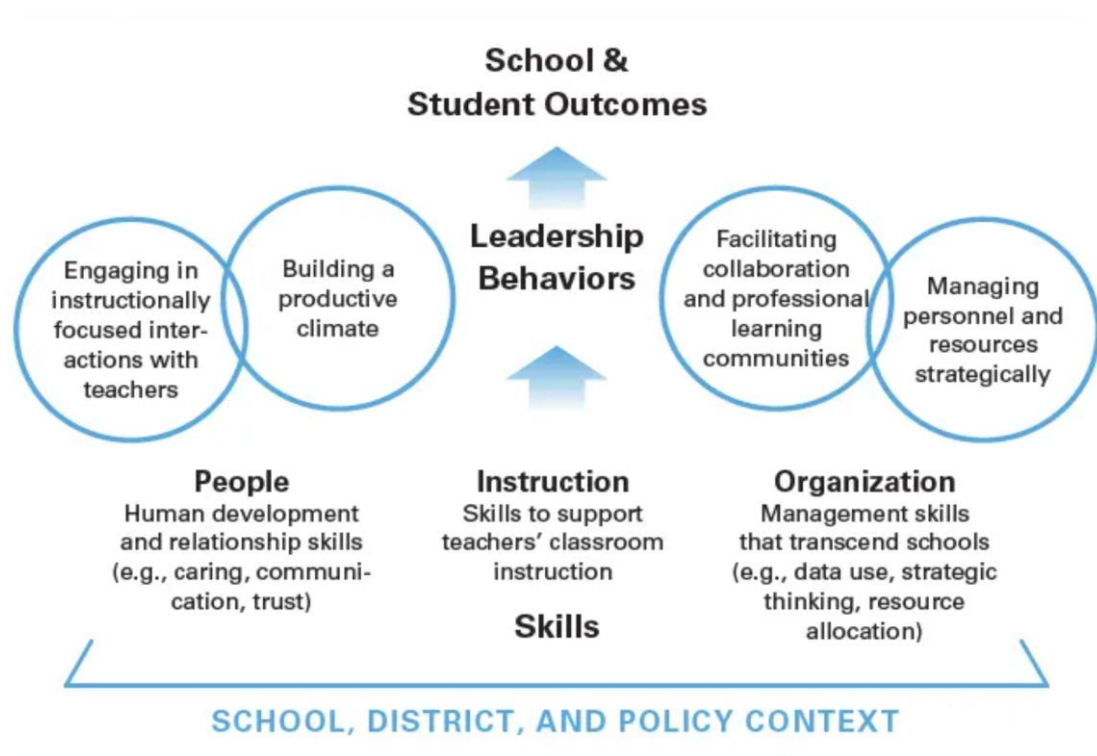
principals have a key role to play in developing quality pedagogy in the innovative environment that it operates in (Avney-Rosha, 2007).

The role of a school principal, therefore, is significant in the educational act and is of great and crucial importance to student achievement and it as well incorporates managerial and leadership aspects. The management tools of modern school principals are born out of an attitude and worldview that does not rely solely on impression, emotion or belief, however on professional skills (Leithwood & Riehl, 2003).

School principals operate in a changing, uncertain and unstable reality. Among the skills required of them: school organizational development ability, managing decision-making processes and leading innovation and change processes, systematic and systemic planning, designing a safe climate and environment, managing the curriculum, allocating teaching hours, leading the professional development of the teaching staff and nurturing, budgeting and financing school operations, formulating an educational vision and realizing it, recruiting and managing human resources, necessary for managing the relationship with the school community, developing learning communities, evaluating teacher performance and improving achievement are only some of the skills required (Harris, 2020; Levy, 2013; Lindberg, 2014; Sergiovanni, 2007). However beyond those, the managerial role expresses values, morals, inspiration, design, goals and most importantly motivates people towards goals in light of an educational vision it instills in educators, teachers and students (Murphy et al., 2006).

The cultural-social meanings, which have been attributed to the role of a school principal formed the foundation of education systems, and revealed that this is a role that consisted of multiple, varied tasks, which changed and evolved over the years. Managerial tasks, responsibilities and the skills required of them are the result, among other things, social, organizational, cultural and even political evolution (Rieg & Marcoline, 2008).

Popper and Maysseless (2007) presented a school principal as a community leader, as a person who knows how to assess the potential of everyone, who imposes tasks on their employees of increasing difficulty, presents employees with challenges and leads them through challenges with purpose and determination. They know their subordinates well and know what the right way of recruiting them to action is. A central skill of a school principal is manifested in creating an optimal school climate that will motivate teachers and students to teach, learn, invest and grow (Inbar, 2000). Bar-Lev (2007) stated that school climate was the end product of activities of the groups that operate in it – students, teachers, principals, who direct their actions to achieve a balance between organizational, personal and systemic aspects of a school.



**Figure 1: Principal Skills and Behaviors to Improve School Outcomes**

(Grissom et al., 2021)

Following the overview of role and skills of each school principal, the next sub-chapter focuses on an Arab-Bedouin school principal.

#### **2.4.1. Uniqueness of a School Principal in the Bedouin Education System**

The Arab-Israeli education system is a separate, however not autonomous, system that serves the residents of Israel whose first language is Arabic. These include the communities of Muslim and Bedouin Israeli citizens, whose children attend schools where the National Curriculum is taught in Arabic, therefore in a context of a system established according to the cultural-national-Israeli narrative. One recent study raised the voices of ten school principals, who through open in-depth interviews revealed their professional identity according to their sense of self. The study presented the conflicts they face both with the formal education authorities outside and with tribal frames and structures, from within. The findings revealed situations ranging from active acceptance of institutional policy, through passive acceptance ("conformity") to attempts to promote autonomous activities within acceptable limits ("moral courage") (Reingold & Baratz, 2020).

The normative structure of the Arab education system does not always allow for new initiatives and frequent negotiation of boundaries. The new school principal, who occasionally comes up with new ideas and values, is very quickly asked to accept the existing situation in order to be part of the environment and maintain standardized norms. Challenging the existing situation means rejecting it and risking the school's level of achievement as measured by standardized internal and external tests and staff's professional advancement. Leadership style and a principal's skills affect the climate within a school. An open organizational climate leads to good results in regard to behavior

of teachers; it increases their dedication to work, raises the level of teaching and generates academic achievement (Abu-Hussein & Iyadat, 2012).

School principals are subject to external pressures at a social level as well. A school lags behind the modernization process that the Arab community has undergone. Thus, the role of a formal education system in the Bedouin community as a means of creating social change was reduced. Supervision and guidance provided by the Ministry of Education to school principals and teachers enabled the authorities to implement the official objectives and maintain stability in the education system.

The hierarchy of relations between employees in the Bedouin school system is evident at different levels and is interwoven with the actions of administrative staff in Ministry of Education, Inspector, school principal, teacher and student. This relationship is often characterized by authoritarianism, coercion and lack of democratization. This is sharply expressed in finding that teachers generally refrain from criticizing the school principal, even in an anonymous questionnaire just as principals will refrain from criticizing the actions of the Inspectorate. This policy has contributed to cultivation of a "culture of silence" among Bedouin school principals and teachers in regard to self-perception of their personal, national and professional status. In contrast, they are asked to engage in political education "on behalf of", that is consistent with policies of the official establishment and the ideology of the community (Abu Hussein & Iyadat, 2012). It was found that 39% of teachers stated that they do not express their opinion in staff meetings, 27% stated that the principal does not listen to their opinion, or is not considerate, 86% stated that they are satisfied with their relationship with the principal, 70% indicated that the principal is positively involved in their work (Reingold & Baratz, 2020).

The growing power of a Bedouin school principal is a result of introduction of autonomy, albeit gradually, in the school. There is a dependency between a teacher and a school

principal in all matters of the counseling system, department head roles, participation in various advanced training courses and other benefits. One of the reasons for high satisfaction with the prevailing social atmosphere in a school is the "power of conformity" that exists in Bedouin education. Upon a teacher's entry into a Bedouin school they encounter a rigid hierarchy that guides them through the does and don'ts and a non-inviting climate. In most cases a teacher prefers to integrate, which further strengthens the forces of conformity in the school (Reingold & Baratz, 2002).

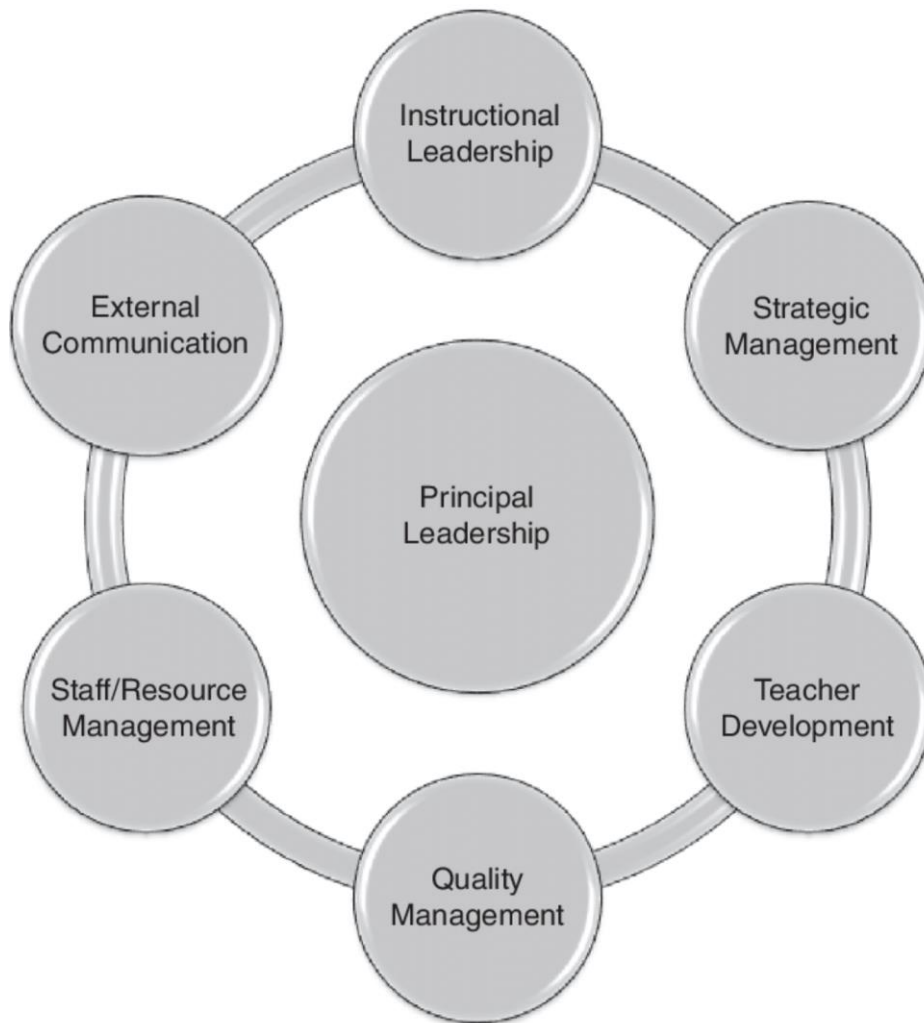
In Arab and Bedouin education system, there is a connection between the value system and leadership styles that are expressed, among other things, in combination of school principals' skills. For some school principals there is a growing tendency to meet the needs of the organization and they are task-oriented, while for others, the concern for subordinates is dominant and the focus is on people. There is a causal relationship between a principal's value system and leadership style and quality of the school learning outcomes. As a school principal plays a central role, their leadership style is of great importance and it influences various areas of a school: school climate, teacher satisfaction and classroom behavior, students' response to school demands and achievements (Somekh & Reiter, 2005).

The school principal, therefore, is supposed to handle many a complicated task and as well in light of acceleration of technology in general and technology in education in particular, they must become a champion of adoption of new educational technologies. The era of digital information and of almost unlimited possibilities available to a student as well as to a teacher and to a school principal, challenge the traditional role of a school principal. A principal's role is performed in midst of challenges of educational processes of creating a deep structural change, demanding of them mental flexibility and creativity, in terms of calculating unconventional and unique trajectories and reinventing self (Ching

et al., 2018). A school principal must possess leadership skills and an effective managerial style. Principals serve as models in the educational field, and as such, they influence the school atmosphere and the formation of ethical and optimal school climate that accelerates effective learning and generates academic achievement (Shukla et al., 2019).

A recent study by Oplatka and El-Kuran (2020) examined management of emotions of Bedouin teachers in schools that serve Bedouin population living in traditional communities in Southern Israel. Semi-structured interviews with 14 primary school teachers (who teach Bedouin students) emphasized the central place that local culture has in shaping emotion management of teachers and the dilemmas they face between modern and traditional rules of emotion management. Management and regulation of emotions in a Bedouin school is vastly different than same practice in Western schools. As they live in a society which culture praises formality and masculinity, a Bedouin teacher tends to suppress emotions at work, particularly those perceived to be positive in Western cultures, such as happiness and joy, and occasionally exhibit those emotions are perceived in Western cultures as unwanted, such as anger towards students (Reingld & Baratz, 2020).

In school a student studies academic studies and their desire is to achieve accomplishments. They also experience social situations and are influenced by factors that will also encounter in their life as adults, such as accepting responsibility, functioning on basis of power and authority relationships, competition and cooperation, compliance with norms and laws and more. A school prepares a student for life as an adult, not only through the knowledge it imparts in them in study subjects, but as well through social education. A school and a school principal are currently facing far-reaching changes in society in the digital and technological environment (Magen-Nagar & Shonfeld, 2018). Both student and principal must adapt themselves and acquire skills appropriate to the dramatic changes while adapting to the new reality (Zhang et al., 2020).



*Figure 2: Dimensions of principal leadership (Li, Hallinger & Ko, 2016)*

In following subsection the skills of a school principal in a changing reality were reviewed.

#### **2.4.2. School Principal Skills in a Changing Reality**

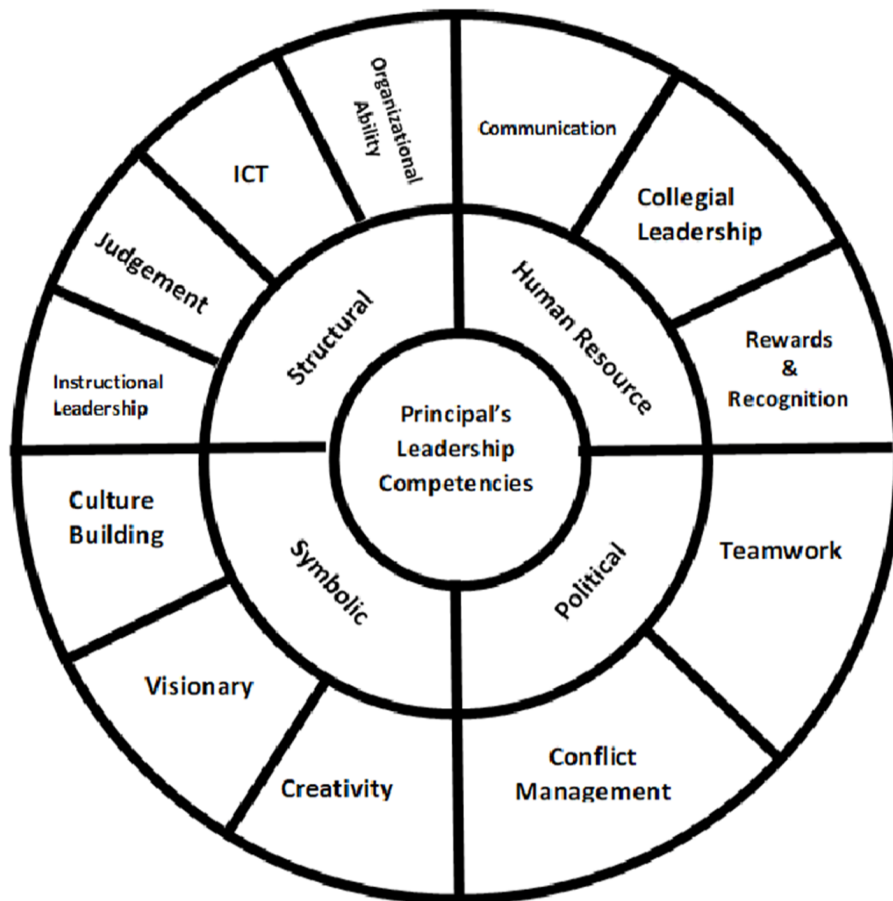
In a changing world of reality, traditional education becomes almost irrelevant. Therefore, the system is being asked to prepare learners for the requirements of operating in the 21<sup>st</sup> century. In this changing and evolving world, the concept of "thinking about the future" is of great importance (Magen-Nagar & Shamir, 2017).

A model developed by Vidergor et al. (2019) following changes and identified future trends in the world in fields of Society, Economy, Technology, Environment, Politics and Education included six principles: Personality, Cooperation, Informal, Global, Transformation, Inclusion of Identity and Personal Vocation. These principles, influenced by future trends, were applied to pedagogical aspects including: content and curricula, skills, teaching practice, learning and assessment, privacy and organizational aspects, educational managerial leadership, planning and organizing physical and technological infrastructures, connections and collaborations and exploiting opportunities. The breakdown of the six principles is as follows: Personality Principle: Personalization means individuation. In other words, a curriculum tailored to each and every student individually. Customized education raises confidence and personal image and instills in a student a sense of competence and value. The principle of collaboration: This principle leads to collaboration between an individual and other learners. Learning in teams reinforces the achievements of the group as well as those of the individual within a group. The group, as it turns out, is more than the sum of all its members.

The principle of informality refers to studying outside the physical frame of a school which allows for study in any space and any time and almost with no limitations. This allows for a quick adaptation to the changing reality. COVID -19 pandemic is a tangible and typical example of this. Students are encouraged to study at their home, in parks with a teacher and in small groups at school. The principle of globality is reflected in a balance within learning processes between global content and between content that strengthens a learner's local identity. In the digital world, a learner is required to acquire global knowledge skills that among other things include familiarity with different languages and religions. Notwithstanding, there is preservation of settlement which strengthens local

personal identity of a learner. Localism balances this combination of the two which allows learners to find their personal balance point (Ministry of Education, 2018).

The principle of transformation is a product of modern life that constantly changes and allows a learner to adapt quickly. This is a central and typical skill of a school principal in leading processes of change in school and in the community. For example parent participation in school learning activities will result in acquisition of skills, strategies and values by parents and thus in their ultimate transformation.



*Figure 3: Framework for Enhancing the Leadership Competencies of Diocesan School Principals (Caasi-Tabbal, Ocampo, & Agustin, 2019)*

Following subsection details a school principal's skills in leading change processes.

### **2.4.3. School Principal Skills in Leading Change and Innovation Processes**

The education system does not operate in a vacuum. It is influenced and shaped by social forces that operate in the community that it serves locally, regionally and nationally and in some cases even globally. It must adapt itself, at all times, to the changes that take place in all aspects of life and reality. School principals are required to lead reforms and changes and facilitate their adaptation to change. Successes depend on skills of a manager and their degree of application.

Innovation in a school is usually created as a result of combination of a need arising from the existential reality of a school and physical conditions that allow for a response to this need. Occasionally, the need stems from a school's desire to stand out in an era of competition or to be seen as an innovator in the eyes of its customers. And occasionally, the need stems from distilling the needs of learners and marking the pathways open to a learner that lead to satisfaction of that need in a knowledge-rich age. The innovation process will not take place should these conditions not be met. For example, the absence of a central leader, whose role is to drive the process, would sideline the process. An atmosphere of innovation in a school will be a suitable platform for conveying the messages and necessary means and equipment for renewal. Without it the school will find that adopting innovations is not likely to be successful. Above all, unconditional support of a school principal is required to power change processes and the adoption of new strategies and technologies (Ching et al., 2018; Lindberg, 2014).

There is a broad consensus among educators and researchers regarding the deep crisis plaguing the education system. The need for change is created when the level of functioning of an organization does not match the expectations of its participants and an identifiable gap is created between desired performance and existing performance and therefore managers are required to make changes. It is imperative that the performance

gap be a “perceived gap,” meaning that people with influence in the organization must recognize the fact that current (or expected) functioning of the organization is unsatisfactory and the situation requires change. One of the skills of a school principal is to implement changes in order to close that gap. There are changes that originate from outside a school and there are changes that may come as a result of a vision of the principal seeing that there is a need or shortage within the school that requires change (Arar & Abu Asba, 2013; Jabarin & Ajbaria, 2011).

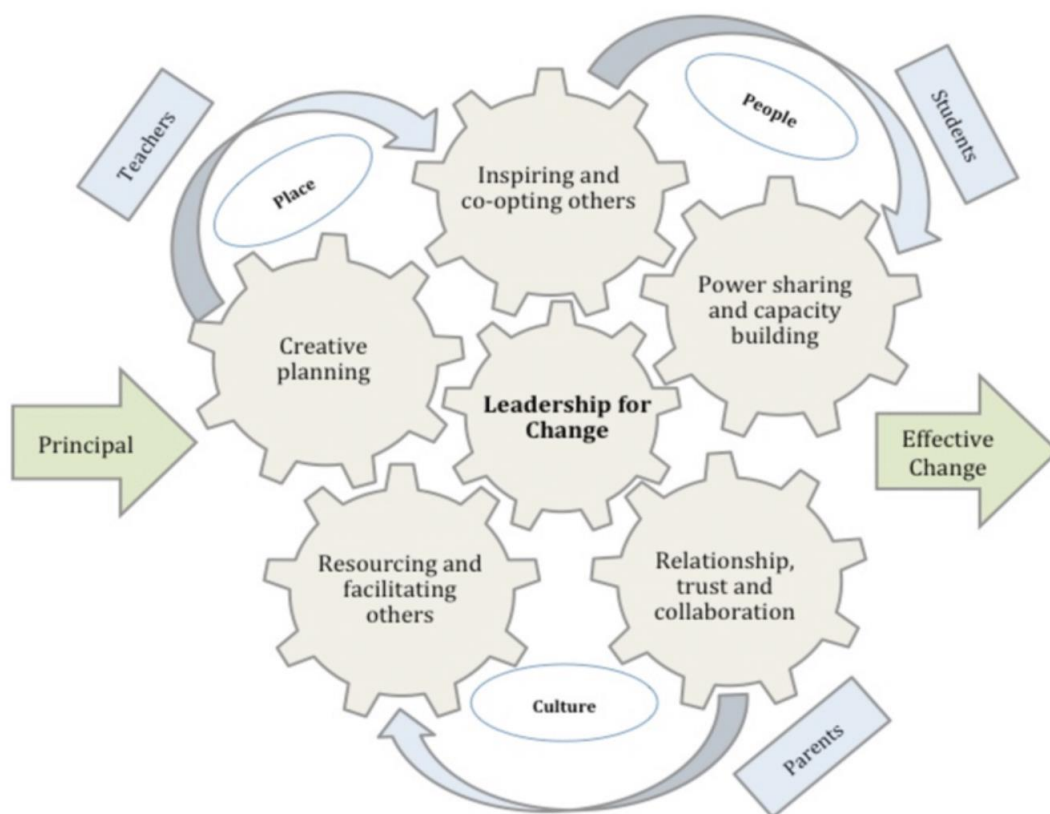
When a school principal considers implementation of a new idea, they must take under careful consideration the type of environment that needs to be created in order to support the change. Additionally, change can be crucial for both leaders and the team implementing it. Admittedly, a change can be brought about should the involved people see such a manager as having the skills to meet the innovation challenges (Lindberg, 2014).

The very attempt of an organization to replace regular patterns of behavior with new ones arouses opposition in some of the stakeholders in an attempt to cling to what they know, and in others an opportunity for refreshment and growth. Most of the failures in implementation of educational reforms stem from the way they are introduced. Change can be implemented from the "top down", reflecting a need to please the interests of decision-makers and pressure groups in the community (Fullen et al., 2000; Josephon, 2004). In other cases change is implemented democratically, when initiative for change may come from a school principal as an idea and offered for implementation from "bottom up" by the teachers. Teachers change out of choice, out of understanding of the needs of their students and seeing the benefit in change for themselves and for their students (Lindberg, 2014).

Fullan (2013) went so far as to argue that instead of giving teachers the change, leaders should think about how to develop in teachers “ownership” of the problem and its solution. According to Fullan (2013), leadership is needed that would create constructive learning that engage all actors involved in the change process, school principals, teachers and other people in the community, in interactions based on mutual interactions. Such learning, which inspires critical discourse and inquiry into issues arising from change, relates to formulating a shared vision of learning goals and assessment and understanding that there is an urgent need for change and building of collaboration strategies that evoke commitment rather than just responsiveness. In the same way, a school principal should have the skill to motivate teachers out of their awareness of the importance of the matter rather than as coercion and taking orders from above.

The school principal and the educational staff, who strive to lead a change process and assimilate it in the school, should take into account characteristics of the process and effects thereof. Change can lead to positive outcomes and feelings among the team on one hand, however on the other hand it can as well lead to negative feelings and provoke opposition. Oplatka (2015) notes that educational change may trigger stress, feelings of loss, anxiety and conflict. Change poses a threat to teachers' sense of self-worth and their ability to perform their role safely and successfully. When new skills are required of teachers they may feel that their skills acquired through hard work and over many years, are no longer useful and that they are unable to carry out the change requirements properly. At the same time, the success of assimilating change may lead to a sense of control, self-fulfillment and professional growth. Success of assimilation depends on the charismatic and organizational capability of a school principal and is conditional upon identification and management of three main cycles of change: change in overall system perception, change in role perceptions and interdependencies (Murphy et al., 2009).

Shapira et al. (2010) describe a school as being dynamic and tumultuous, a deceptive and unexpected environment, so complex and complicated that a school principal cannot ignore it. If needs are not met they become demanding, intrusive and aggressive. It becomes increasingly clear that a school principal needs to change goals and flex the organization's operating methods after examining the environment. A distinction must be made between a school principal and a leader. A school principal is perceived as someone who handles stable situations while making decisions, while a leader is perceived as someone who handles changing situations that require the redesign of goals.



*Figure 4: Conceptual framework of school leadership for change (Abu-Salahuddin, 2016)*

In following subsection a review of a school principal's skills expressed in the managerial style was conducted.

#### **2.4.4. School Principal Skills Expressed in the Managerial Style**

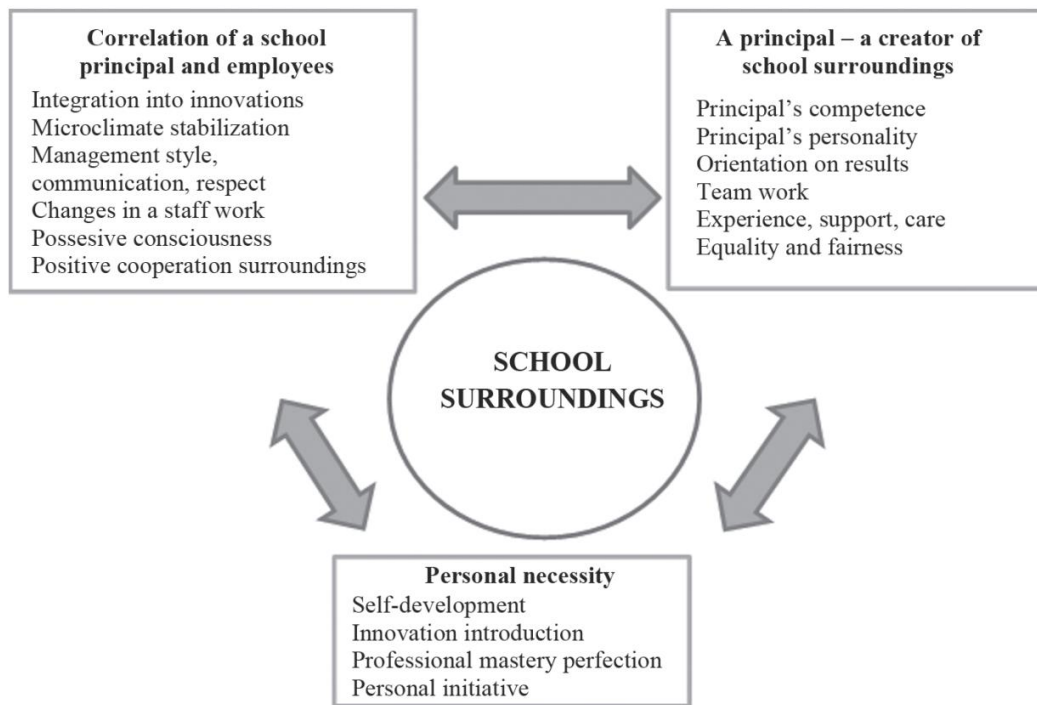
Oplatka (2015) found that school principals with practical orientation and with a task-oriented leadership style were perceived as more effective and less friendly than principals with moral-value orientation and a thoughtful and intentional leadership style oriented toward people. Levy (2013) saw the status of a school principal as a key contributing factor to school wellness and with a decisive influence on the change process. He describes the role of a school principal as an educational leader who integrates and coordinates between the various staffs and assists them in the change process. A school principal takes care of resources and makes contact with the community and other institutions, which can provide resources (Oplatka, 2015).

A school principal who with rolled-up sleeves, has led and implemented a process of change, has focused on the needs of students, has divided and distributed authority, has strengthened school climate, made time for interactions with students, with teachers and with community members of the developed group learning in the organization and has helped maintain the school vision in action, is the figure that emerged from the research. Some researchers have warned about a potential problem in professional literature regarding the issue of leadership in effective schools. According to them, professional literature sees a leader as one who controls the behavior of others, and does not pay attention to the contribution of most members of the organization. Teachers, students and members of the community are viewed as a kind of sheep to be led, devoid of independent thinking and motivation. The complexity of school and its range of goals require

recognition that there are no leaders without people who choose to be led. They require the design of a culture of professionals who share educational values and professional commitment to students, recognize the value of each individual's contribution to the collective and are therefore interdependent (Leithwood et al., 2007).

School principals' perceptions have a large impact on how decisions are made and on which teaching and learning methods are chosen. Education is an activity guided by beliefs and perceptions. The sources that feed school principals' beliefs and perceptions are values, the social framework of teaching and expectations of teachers and students, of the system, of parents and peers. The argument is that it is impossible to lead changes in education without understanding the interrelationship between a principal's beliefs and perceptions that predate the change process and the assimilation of these beliefs and perception into the new educational paradigm. Principals' perceptions and skills affect their willingness to embrace change in the school environment (Lim & Chai, 2008) and their conduct upon implementing innovative pedagogy (Barnes & Smith, 2007).

Following subchapter focuses on the role of a school principal and their skills in the process of implementing innovative pedagogy.



*Figure 5: Three management mechanism (Daresh, 2002)*

#### **2.4.5. The Role of a School Principal and their Skills in the Process of Assimilating Innovative Pedagogy**

A school principal is perceived as a key figure in the implementation phase of a change. When a principal supports and is committed to change, there is a greater chance of success, and when they ignore or are indifferent to it, innovation usually will not be introduced into the school or it rapidly fades (Oplatka, 2007). In order to ensure the success of a school change process in best possible way, a principal must be responsible for enlisting the staff to the school vision throughout all stages of the implementation. Involvement of a school principal is essential for the implementation and success of the process overtime. Characteristics of managerial roles are changed by the global

environment that changes rapidly and the need to deal with an open market by means of sophisticated and advanced technology.

Until 1970s, work environments were relatively stable, whereas changes and innovations were quite slow. Upon emergence of rapid change processes in all areas of life, there is an emerging approach that emphasizes the role of a manager in field of change and the skills needed for reaching the goals of an organization (Levy, 2013). Even Fullan (2013) thought that the most important thing that school principals need to know in the 21<sup>st</sup> century was managing change. Assigning such importance stems from the assumption that any change is accompanied by difficulties, however proper management can facilitate the process and reduce difficulty (Koter, 2008). According to approach of Taylor (in Levy, 2013), school principals must engage constantly in control and measurement of performance and processes aimed at the continuous improvement of efficiency. School principals are classified by this approach according to the degree of change that they are willing to take upon themselves, and views their role as leading processes of change or initiating and pushing change in their schools. This term of such a principal is ‘change agent’, who pushes, initiates and leads changes.

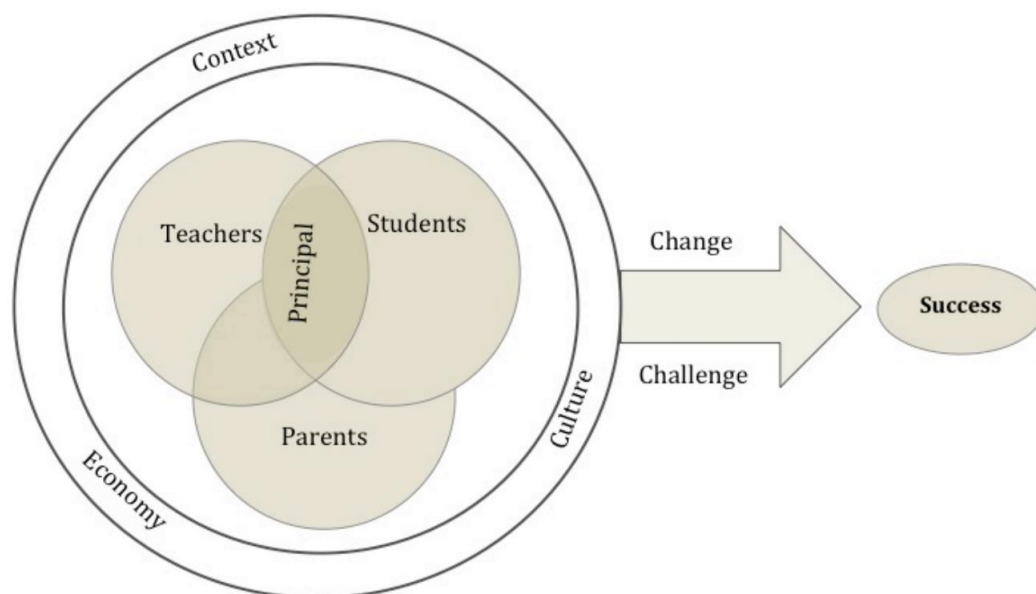
Oplatka (2015) believed that a school principal is required to have four key skills in order to effectively bring about change: political, analytical, interpersonal and systemic. Political skill helps identifying supporters and opponents of change. Analytical skill helps a principal to be clear and contributes to ability to establish partnerships that support ideas and directions. Interpersonal skill helps a principal to handle behaviors, motivate employees, give support and appropriate reward. Systemic skill helps a principal to set up and lead a steering committee (team). This skill emphasizes the ability to show flexibility in thinking style and inspires confidence. A school principal must create a supportive climate and understanding among employees that participate in the process of

change, make it clear to all that it is an ongoing process, a long distance run and not a one-time event. Managing a process of change in an organization and especially in organizations exposed to constant change, is the central role of any principal. The repertoire of management skills that a principal brings to a school can tip the scales for organizational success or failure (Oplatka, 2015).

School principals are highly aware of the need to make changes in a school (Fox, 1998). A school principal is the key figure in the process. The process starts once they are able to launch it by recognizing the staff's horizon or vision and their ability to direct and excite the introduction of change. A principal's skills are to study the subject, understand the needs of teachers and the problems that arise and lead to their resolution. When the principal is involved in the process and supports it practically and psychologically, the process of change carries to teachers an important message and a sense of back-up. Two main types of school principals are recognized by Oplatka (2015), a principal who initiates change and considers oneself being responsible for leading it. One who is actively involved in the processes and he directs and leads the change. Therefore, the more a principal plays a key role in making the decision for change, the more they themselves are actively involved in guiding, supporting and helping in creating the conditions that will enable it to be realized, the greater is the chance of success of the change. However, it is important to remember that excess of unfinished changes and innovations can adversely affect employees (Levy, 2013). The second type of principal is the one who initiates change, however gives up the lead. In this case the principal does not see oneself as a leader, usually not being personally and practically involved in what is being done.

As stated, the growing need for implementation of innovative pedagogy stems from the demand of Israeli education system to adapt to rapid technological developments, respond

to economic and social changes and act to improve student achievement. Bringing National Curriculum into the 21<sup>st</sup> century and adapting the education system and its delivery platforms to demands of the system, enables for preparation of graduates of the Israeli education system in general and the Bedouin educational system in particular to deal with the global labor market and higher education while aiming at prepare the State of Israel for dealing with future, local and global, economic, cultural and security challenges. The National ICT (Information and Communications Technology) Program aims at adapting to the education system evolving in the 21<sup>st</sup> century and has come to "promote innovation and alternative learning frameworks in the distance learning approach that is free from the shackles of time and space" (Koter, 2008, p. 32).



**Figure 6:** Framework of school leadership for change (Abu-Salahuddin, 2016)

After describing the role of a school principal and their skills in the process of assimilating innovative pedagogy, the following sub-chapter discusses the skills that a school principal relies on in their role as an educational leader.

#### **2.4.6. Leadership Skill of a School Principal**

The phenomenon of leadership in education has been studied since the twentieth century and many a definition has been attributed to it. There is no general agreement among experts as to the nature of leadership, what its components are and how it can be evaluated (Friedman, 2002; Imbar, 2000; Sergiovanni, 2005). However, there is a consensus regarding its importance to an educational organization (Oplatka, 2015). For example, Inbar (2000) defines leadership as a process of conveying symbols that create intention. Another definition he proposed speaks of leadership as a process of influence that leads to achievement of the desired goals. A successful school principal is one who developed a common vision for the school based on personal and professional values. The process of formulating a vision for the school influences the school team and other stakeholders from the community to adopt the vision they have formulated. A school's philosophy, structures and actions are aimed at achieving this shared vision. A school principal is a constitutive and influential key figure in the 'educational act'. As such they must have leadership and management skills and their management style must be adapted to the task and needs of students, staff and community. School principals serve as models in the educational field. And as such, they have impact on school atmosphere and on formation of an ethical climate, which can influence, for good and bad, the behavior of teachers and effectiveness of their work. In their work, school principals must bridge the gap between rhetoric and practice. The image of a leader in the education system is related to action. Identification with the leader, a school principal, and joining the action they initiate leads

to internalization of the values that they represent and has therefore transformative results (Inbar, 2000).

Inbar (2000) defines leadership, as that process of transferring symbols, which create meaning as different people give different interpretations to symbols. Leadership behavior of a school principal is exposed to perceptual differences and multiplicity of meanings. It is important for them to be a manager, to have that repertoire of skills that will lead to consolidation of the team and to push their group toward a common goal.

Friedman (2002) refers to the definition of educational leadership, as one of the many skills and roles of a school principal. By definition, a school principal should be an educational leader, a guide and advisor to both teachers and parents, in charge of the budget, in charge of the school's public relations in particular and the education system in general. Friedman adds that in Israel, a principal must as well inspire confidence in the issue of safety and be in contact with the Municipal Department of Education officials and with the Ministry of Education.

Educational leadership can be defined according to various models, such as the pedagogical leadership model. This model refers to a type of leadership that places teaching and learning processes at the core of a school's educational vision. A principal's skills sum up in being a pedagogical leader. They are responsible for the pedagogical vision of the school and they are the ones who will assimilate among the staff, parents and students the educational goals of the school. The occupation of a pedagogical leader and their responsibilities are: curriculum development, promoting the quality of teaching, supervision and control over quality of teachers' work in school, carrying out an ongoing evaluation and follow-up of students' achievements in school and curriculum planning and teaching processes (Sergiovanni, 2005).

Another model of leadership that has been postulated by researchers is model of moral leadership. This model was based on the assumption that the factor of value is the one that forms the basis in consciousness of an educational leader and as such, these values as well form the basis for leadership. A moral and ethical leader tends to put emphasis on ethical aspects of the educational work and addresses issues such as social justice, discrimination, social classes, gender and more. A moral leader cultivates among their teachers social consciousness and sensitivity to economic and social diversity among students. In the past, moral leadership was less assimilated into the education system as the system attempted to maintain value neutrality. However, nowadays, there is a trend of school principals in the country to create moral leadership by preparing a social and ethical intervention program of the school in the community (Ford & Greer, 2005).



**Figure 7:** Leadership qualities that Nazrul demonstrates (Abu-Salahuddin, 2016)

In following sub-chapter the two different patterns of school leadership are discussed – formative and rewarding leadership.

#### **2.4.7. School Principal's Skills: Formative and Rewarding Leadership**

In the research literature a distinction is made between a numbers of leadership styles. One of the distinctions made is between formative leadership style and rewarding leadership style. These types of leadership skills are based on trust and commitment, long-term planning, innovation and daring. A formative leader changes the face of reality and in addition gives personal attention to an employee while at the same time expects of the employee to transcend what is required. Formative leadership is expressed in a psychological need for autonomy, self-realization and self-esteem and in values of morality, honesty, justice, duty and commitment (Huang & Anyon, 2020).

##### **a) Formative Leadership Skills**

Formative Leadership is a leadership skill that builds and creates conditions that will encourage and motivate followers to realize their personal and professional potential, so that they reach high levels of commitment and functioning. Formative leadership creates moral leadership that encourages a leader's followers to adopt moral patterns of behavior and strive together to internalize moral values.

Formative Leadership skills are defined as a process of creating substantial changes in attitudes and assumptions of organizational members and building internal commitment to organizational vision or goals. The hallmark of Formative Leadership is the extent to which a leader influences or shapes their followers. Approaches that deal with Formative Leadership skills are characterized by a number of similar values. The following steps are characteristic to an emerging formative leadership: the design of a vision, the

empowerment of leaders and the concern and respect of a leader towards their followers. Other characteristics of formative leadership are existence of personal qualities essential to a leader such as foresight, authority and expression and self-confidence. Finally, all forms of formative leadership skills emphasize the role of organizational culture and context as part of leadership design (Bass & Avolio, 1995).

Leadership skills are defined by three dimensions: reward-contingent behavior, which includes clarification of the work required in order to receive a reward and the use of incentives to influence motivation; active management by exception, which includes monitoring subordinates and taking corrective actions (superficial problem-solving) to ensure that the work is done effectively; passive management according to deviations, including the use of suspended penalties and other corrective actions, in response to clear deviations from the accepted standard performance (Bass & Avolio, 1995).

#### **b) Integrative Leadership Skills - Task and Social Orientation**

In contrast, Rewarding Leadership by their employer is more conservative and is built on traditional management characteristics. Treatment of employees is based on an employer's expectation that they meet the requirements of the job and not beyond that.

Another division into leadership styles was proposed by Ortiz (2012), who divides leaders according to managerial roles and their relationship to those around them by constructing a matrix that includes two dimensions that together form nine ranks and four types of leaders: a task leader, a social leader, a team leader and an impoverished leader. A Task leader is a leader whose attitude towards the task is particularly high, however their attitude towards people is low. Usually, they are managers who are less liked, however their directives are carried out and there is compliance with procedures and goals. A Social leader is a leader with good interpersonal skills and creation of good interpersonal

relations at work is their highest priority. In contrast, their attitude towards the task is relatively low. They are those managers whose employees will love and the actions are not always carried out. A Team leader is the ideal manager, who has a high attitude to both people and tasks and an Impoverished leader is one whose attitude to both people and tasks is low. They are the less loved managers and the tasks usually are not performed or are not completed in a timely manner.

The distinction between management and leadership based on the roles each performs has been described in a different study (Bass & Avolio, 1996). It is based on four leadership skills: planning and budgeting – a manager will carry out annual planning and present priorities, while a leader will develop a vision and strategies for the future: organization and staffing – while a manager will delegate authority and roles in the system a leader will spread his vision in words and by recruiting and cooperating with those around him; control and troubleshooting – a manager will monitor execution and correct deviations and a leader will motivate people to overcome barriers and difficulties; outcomes – a manager will achieve results in the short term while a leader will achieve dramatic changes, long-term achievements and continuous improvements.

The question arises as to where a leader's power comes from and how they manage to obtain from their subordinates the authority to lead them. Popper and Maysless (2007) argue that a leader's power comes from five sources of power: the power of formal authority, the power of professional ability, social/emotional power, the power of personal identification and the power of values and representation of values. In light of these sources of power, it is possible to examine the character and function of a school principal by evaluating their management of power sources they recruit and use.

In following sub-section the skills of a principal in general and of a school principal as an educational leader in particular are reviewed.

#### **2.4.8. Skills of a School Principal as an Educational Leader**

A skill is usually defined as an ability acquired through practice or knowledge (Murphy et al., 2009). Focusing on leadership skills is important for three main reasons. First, skills that represent abilities can be learned and developed and therefore, the potential exists to develop better leadership. Second, focusing on skills shifts the weight from a person holding the position, the leader, towards the job itself, the leadership. Thus, instead of trying to identify the personality traits of leaders the focus is on the role of a leader and the skills required of them. Upon trying to improve leadership, school leaders are more likely to cooperate with the change agent. The third reason is that managerial skills highlight certain capabilities that are essential for leading organizational change, and that are not represented in other leadership structures (Barnes & Smith, 2007). Hargreaves and Fullan (2000) talk about social skills and strategies. Social skills are related to a manager's ability to manage relationships and influence others in order to achieve organizational goals effectively.

At the end of the review and discussion of school principal skills, following sub-chapter deals with school climate.

#### **2.5. SCHOOL CLIMATE**

There are different definitions for the term 'school climate' (Huang & Anyon, 2020). One definition states that school climate refers to the general atmosphere prevailing in a school. It is, among other things, about quality of interpersonal and social relationships among students, between teachers and students and between a principal and the educational staff. A school climate is examined in light of educational vision of a school,

values, norms, interpersonal relationships, meeting goals, teaching and learning methods and organizational structure of a school (Cohen et al., 2009).

The term 'school climate' was borrowed from research in fields of organizational development and managerial change where it has been referred to as 'organizational climate'. The definitions are adapted to interests of each and every researcher. There are differences between them depending on culture, however the common denominator between them all is the attempt to infuse what is called school organizational climate with a theoretical and empirical content (Darling-Hammond & Depaoli, 2020). School climate supports or fails pedagogical initiatives, ethical values, social interaction, group or individual learning strategies and plans to achieve quality learning outcomes (Zullig et al., 2018).

### **2.5.1. Climate and Organizational Environment**

Berkowitz (2019) reports that some researchers employ the term 'organizational environment' in educational context. Others have referred to the concept of 'environment' in very general social structures, while they indicate the effects of diverse experiential conditions ranging from influences of others and patterns of socialization up to functioning and evolution of school culture. The growing recognition of environmental effects on human emotional and social responses, has in turn, led to the recognition that changes in the environment can bring about improvements in quality of life. Changes in the environment have been found to lead to change in human responses which in turn produced far-reaching improvements in quality of life of a student and a community. Indeed, different researchers give different definitions to climate, and accordingly, measure it with different tools as well (Berkowitz, 2019).

It has been found that people behave differently in different environments and the ability to describe and define an environment helps to predict behaviors. The research literature recognizes that the social component of class climate in a classroom is an important component in describing the educational occurrences in a classroom (Shukla et al., 2019). As research on the subject has progressed, attempts have been made to define the climate using “objective” organizational features that can be measured relatively easily, such as size, structure, funding and ecological variables (Bradshaw, 2019). Since these variables have not been found to be closely related to educational outcomes, researchers have determined that schools do not have a decisive impact on their students (Abu-Saad, 2019). Similarly, quite a few studies have been conducted on "background" variables such as: social composition, composition of abilities of the participants, etc., in order to add more data to the dimensions of climate being studied (Rocha et al., 2019).

Other researchers have focused on variables in the field of social process and in the field of cultural dimensions (László et al., 2019). Emphasis on these or other dimensions is a product of a researcher's theoretical orientation. Moreover, school climate descriptions differ from one another, depending on the variables studied. Interpretations of the effect of changes in climate dimensions on organizational outcomes are as well varied, in accordance with measurement methods chosen by the various researchers and the products being evaluated (Lee et al., 2017).

A fundamental problem, in this context of climate inquiry, is the complexity of variables involved in defining and measuring the concept, and the difficulty of separating the effects of individual characteristics of different students from the effects of classroom climatic characteristics (Shukla et al., 2019). Many see climate as both a desirable and possible object of inquiry despite the fact that they are aware of the difficulties of such an inquiry. They believe that the holistic focus on concept of climate rather than the

exploration of distinct and individual variables is most desirable and is the one that may reveal the essence of the concept (La Salle et al., 2018). School climate consists of a relationship between teachers and a principal, between teachers themselves, between teachers and their students as well as between students themselves and relationship of a school with parents and members of the community. Classroom climate is characterized by additional metrics like norms, cohesion and more. These metrics are intertwined with one another and are difficult to separate for analysis (Capp et al., 2020). Classroom climate contributes to the general school climate. The issue of school climate gained research and attention as a way to improve student achievement and reduce problematic behaviors and lack of discipline (Wang & Degol, 2016).

In a study of 'classroom climate' or 'atmosphere', in Allodi's terms (2010), there are two main approaches based on different theoretical conceptions of the term 'climate.' The first approach focuses on a principal and their team of teachers and diagnoses the nature of interaction between a principal and their teachers and students. Studies that assume this approach use observation as a research tool and therefore can be seen as examining the objective aspect of climate, as it appears to an observer from the side. This approach characterizes the first researchers of classroom climate. The second approach focuses on both the principal and their team of teachers, between students and a principal and between students and their teachers and the interaction between students and teachers themselves. This approach examined multiple variables, all of which together made up climate. Classroom climate is tested as perceived by students, using perception questionnaires that are also called self-report questionnaires. This approach can be seen as examining the subjective aspect of classroom climate (Allodi, 2010).

### **2.5.2. Classroom Climate**

The main assumption in research of social environments is that the environment has influence on behavior of the population (Cornell & Huang, 2016). One can, for example, describe an environment as supportive and warm as opposed to rigid and critical environments. Out of the environments studied there were those which emphasized order, clarity and organization, and others which had opposite characteristics. The first type of environment may produce a happy and optimal atmosphere, while the second type leads to anguish and a repressive atmosphere (Cleveland & Sink, 2017). A positive climate creates an atmosphere of fairness that leads to growth and academic and social achievement (Shukla et al., 2020). Interest in researching school environment and effects thereof on student behavior began in late 1960s and early 1970s when it was understood that a classroom is the physical and social environment in which students stay most of the time and in which they share different experiences for many years. A classroom is thus a social-educational organization that creates class, educational, and emotional "climates".

Researchers of classroom social climate have two main assumptions. One assumption is that there is variability in social climate of classrooms and therefore the factors that influence the formation of classroom social climate can be systematically investigated. And the second assumption is that classroom climate is the result of interactions with a wide range of phenomena that may contribute to students' personal development and influence their self-image, self-confidence and attitudes towards various fields of knowledge taught in school. All of these findings suggested that a positive classroom climate contributed to a student's positive self-esteem, provides confidence, relaxes, cultivates personal responsibility and to their willingness to be involved and have a sense of belonging (Kutsyuruba et al., 2015). A group atmosphere maintained the mental health of each individual, and evoked an aspiration to participate in the learning group, allowing

for self-initiative, shared responsibility, giving a sense of acceptance and possibility of activity. Members of a learning group collaborate in learning which brings about a feeling of satisfaction (Jia et al., 2016). Every individual has a place in a group. Group adherence and division of a class into sub-groups determine the social climate in it. It is possible through a group to raise both the self-image of an individual and a group's self-image (Adar, 1969).

### **2.5.3. School Climate as an Agent of Socialization**

Gvaram (1996) reported that social preferences while learning have impact on academic achievement. When students' inclinations in the social field were identified and teaching methods were applied according to their ability, ambition and degree of interest, there was an increase in academic achievement. Staying in an age group that is like a tiny society and experiencing personal processes play a central role in a child's socialization. Shukla et al. (2020) have addressed the classroom framework and found that it influenced personality and social variables beyond intellectual advancement. This effect was attributed to assessment of the social climate in a classroom. Students expect everyone to do their best and help others. Students have a mutual influence on each other and on the teacher (Shukla et al., 2020).

There is a high level of attraction both to the group as a body and among classmates. A group facilitated open communication that allows for processes of development, group work and peer work which create a good atmosphere for learning. In such a climate one can expect strong motivation to support achievement of the group's common goals, a pleasant and relaxed feeling of security, a high level of involvement and a strong degree of attraction on the part of students to their class and school (Shukla et al., 2020).

#### **2.5.4. A School Principal and Climate**

Studies in the field of education have shown that the influence of school principals on school outcomes is mediated by climate and school culture. It was found that the agent of influence on school climate is a school principal. A school principal's positive behavior, which was supported by the outcome of a safe school climate, indicated as well a stable, available, decent and committed school principal who was supported by the community. It was additionally found that a climate of stability and security mediated the relationship between a school principal's leadership and a student's improved achievements (Leithwood et al., 2008).

#### **2.5.5. School Climate and Academic Achievement**

Studies have shown that a positive school climate raises students' self-image and self-worth, instills in them a sense of belonging and promotes their academic achievement. Adverse climate evokes a sense of alienation and impairs their academic achievement (Zullig et al., 2018).

Zedekiah (1988, p.12) emphasizes this finding by stating that a positive classroom climate did contribute to a student's personal development and integration into school and social life. Fostering a positive classroom climate and especially personal intense involvement of students in classroom social climate assessment develops students' ability to appreciate their place and correctly estimate their power in the group and their relationships with their peers. Results of the study showed that there was a positive correlation between classroom climate and academic achievement in school (Zedekiah, 1988).

Influence of emotional and social factors at school, classroom and individual levels in the group has led educators to conclude that social climate change as a strategy aimed at the

creation of a positive climate should be a part of a school's core activities. The change should be based on an understanding of group processes in the classroom and on awareness of the needs of an individual in the various groups they participate in. The power of a group should be used in order to achieve a positive social climate and thus bring about improved academic achievement and impart additional values to students and teachers alike (Ford & Greer, 2005). Diagnosing and measuring school climate, examining the factors that influence it and examining its effects on school educational outcomes, may clarify the social processes operating in a classroom and explain student behavior in cognitive (learning) and emotional (attitudes) dimensions (Jia et al., 2018). Such an evaluation may help educators plan various intervention programs in the educational environment with a view of improving the teaching-learning processes. The atmosphere in a classroom will be influenced by the relationship between teachers, between students, and between teachers and students. As a cohesive group works better, teachers that succeeded in increasing cohesion in a classroom, through joint activities and through interactions obtained learning outcomes of higher quality (Shukla et al., 2020). The following sub-chapter discusses the dependent variable of academic achievement.

## **2.6. ACADEMIC ACHIEVEMENTS**

### **2.6.1. Academic achievements and school climate**

A study by Suldo et al. (2013) found that an achievement climate is a school climate that supports high levels of achievement. This was supported by a study that has shown that a safe and optimal climate is associated with academic achievement of students at all levels (Eliot et al., 2010). A study by Cohen et al. (2009) found that a positive school climate shaped by the school principal produced improved academic achievements. Correlations

were as well found between formative educational leadership, climate and student achievement (Cohen et al., 2009).

Researchers have addressed school climate and found that it influences personality and social variables beyond scholastic advancement. According to Kearney et al. (2020), in a positive climate there is a high level of attraction both to the group as a body and between individual classmates. Open communication was as well reported to enable processes of development, group work, peer work and more. In such a climate one can expect strong motivation to achieve common goals, a pleasant and relaxed feeling of security, a high level of involvement, and a high degree of cohesion. Researchers such as Kotok et al. (2016) have shown that a positive climate raised students' self-image and self-worth. It inspired them with enhanced motivation and a sense of competence. It instilled in them a sense of belonging and promoted improved levels of academic achievement.

### **2.6.2. Academic Achievement and Classroom Climate**

Studies in the field have reported a correlation between classroom climate and student achievement in customary measures of academic success and failure (Bradshaw, 2019; Huang & Anyon, 2020). Indeed, a link has been found between climate variables in an organization, with the educational staff being a key factor in creating a learning environment that yields academic achievements of its students (Capp et al., 2020).

A study that was conducted in a university campus in Vancouver (Canada) and involved 300 students from three classes in Faculty of Law, asked students to fill a semi-structured questionnaire that included questions about classroom climate and good atmosphere. The researchers reported that they found a positive correlation between grades of the students

(academic achievement) and quality of their learning environment. The higher was the rank of their learning environment the higher were their grades (Wang & Degol, 2016).

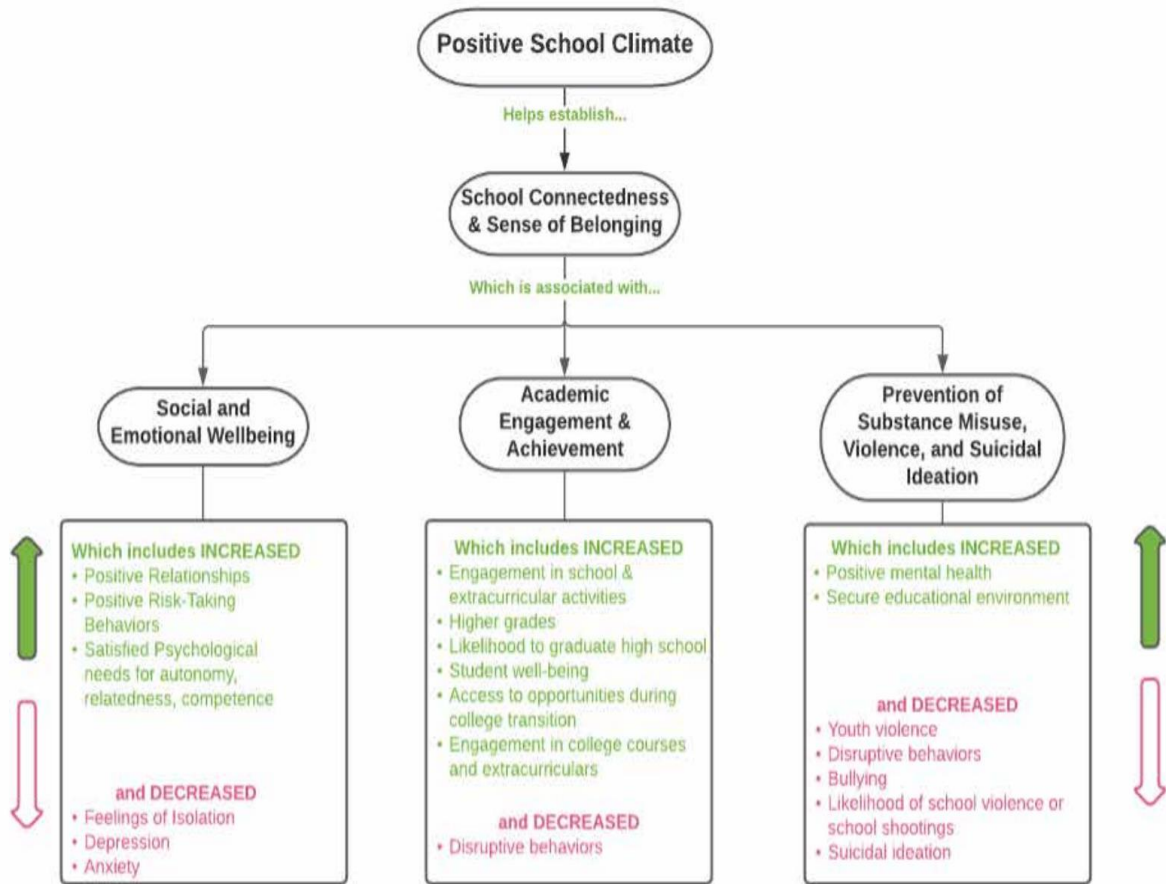
### **2.6.3. Climate and School Violence**

Supportive school climate increased a student's willingness to ask for help in resolving violence problems (Eliot et al., 2010). The decision to absent oneself from school due to fear of violence was found to be indirectly related to school climate and exposure to school-based risk behaviors (Astor et al., 2002).

When school principals discussed the effectiveness of student suspension, Ministry of Education recommended punishment for violent students. Reports (Cornell & Huang, 2016; Cornell & Huang, 2019; Wang & Degol, 2016) showed that school suspension was negatively related to students' perceptions of school climate and attitude of school teachers. Using a sample of 30,799 high school students, it was found that the type of disciplinary decision of suspension due to non-normative and violent behavior on part of students, suggested that school climate variable was critical. The climate stemmed from school disciplinary policies, supportive relationships, teacher-student relationship and more. Findings of the study suggested that students who were suspended from school generally had negative perceptions about school climate and they held more negative attitudes toward school than their peers with no record of disciplinary events (Huang & Anyon, 2020).

Given the fact that current study deals in the impact of a principal's skills on classroom climate and student achievement and that it was conducted among the population of school principals in the Bedouin sector in Northern Israel, the following chapter was

devoted to the Bedouin population in Israel in general and to the education system and school principals in this sector in particular.



**Figure 8:** School Climate: Student and Teacher Outcomes (Thapa et al., 2013)

## 2.7. THE BEDOUIN IN ISRAEL AND THE EDUCATION SYSTEM

Israeli Bedouin population, whose religion is Islam, is a dual minority group both within the Arab minority the general population of Israel. As such, the Bedouin comprise an important part of the mosaic of cultures, religions and languages which make up Israel (Karssel et al., 1991). The Bedouin population of Israel possesses cultural, historical, social and political uniqueness, thus being distinguished from other subgroups. About two-thirds of the Bedouin population resides in the Negev, in Southern Israel, in the area

of Beersheba-Arad Valley, and another third lives in Northern Israel in the Givat Alonim-Shefar'am area of Western Galilee (Barak & Tzvikel, 2001). This second concentration of Bedouin tribes and families is the subject population of current study.

### **2.7.1. Characteristics of the Bedouin Society**

The Bedouin society is a tribal society. The largest social organizational unit of the Bedouin is the tribe. Tribes are divided into several family clans and each clan branches into family houses. In every home, the father is head of the family and is subordinate to the Sheikh of the Tribe (Rabia, 2013). A clan is an independent unit. In Bedouin society, an individual acts out of loyalty to one's family and tribe, and shows great commitment to them. One's education is based, from early years of childhood, on the preference one must show in one's actions to group interest over one's private interests (Rudnitzky, 2011).

The role of an individuals in the Bedouin Arab society and their status varies according to their age and depends on their gender. From childhood, a different social path is mapped out for women than that of men, and there is a clear division of roles between them at all organizational levels. The status of a woman is lower than that of a man. During her life time there are changes that affect the role assigned to her and this role changes accordingly (Ben-David, 2004).

A traditional Bedouin society is a patriarchal (male) society. The father is head of the family, a dominant and charismatic figure. All members of the family are subordinate to him and must show respect to him. A father has a legitimate authority to decide in all matters of his family members' lives. This patriarchal structure is not only expressed within boundaries of a family, but rather exists at all levels of the Bedouin society. In a

tribal society the social order restricts young men and women in different spheres of life according to the rules dictated by each culture, while elders of the family and the tribe retain the authority and power for themselves (Rudnitzky, 2011).

In recent decades, far-reaching change processes have taken place in the Bedouin society in Israel. If for many years the Bedouin society was a traditional collectivist society characterized by being "closed in on itself," then over the years it has become more and more exposed to Israeli society adopting new life patterns. This cultural change involves exposure to theories and practices that have been created and tested in Western societies. An attempt was made to implement these educational and social theories and practices into schools in the Bedouin community (Barak & Tzvikel, 2001).

The Bedouin as well undergo a new settlement process in villages planned and recognized by the authorities. Recognition by the authorities brings along municipal budgets and development. Since the establishment of the State of Israel, most Bedouin have renounced their nomad lifestyle and adopted urbanization. This is a new lifestyle that is not similar to life of the Bedouin in the desert. However, the popular proverb states that in the soul of a Bedouin remained the tendency to "love the tent and the horse" which symbolize the pride of the Bedouin alongside courtesy and hospitality of the Bedouin and their resolve to preserve its traditions. Or as the Bedouin Riyadh of the Ramadin tribe put it: "The Bedouin came out of the desert but the desert not always came out of the Bedouin" (from a personal interview with Riyadh, by Adina Meir, a tour director). For, the Bedouin is a Man of the desert, and his name is derived from the word 'Badia', which means 'desert' in Arabic (Meir, 2006, In: Eyal et al., 2020).

One of the questions examined by current study is whether it is possible to apply the practices derived from current theories in field of motivation in schools that have a collectivist orientation as well such as schools of the Bedouin community in Israel? And

from an educational-motivational perspective, the question then arises whether theories developed in the West are applicable in the East as well. This question has engaged theorists in field of intercultural research, as well as researchers in field of motivation (Eyal et al., 2020).

### **2.7.2. Bedouin Culture in Israel as a Collectivist-Hierarchical Culture**

The Bedouin are a unique group. The group differs from the Arab minority in Israel culturally, historically, socially and politically. Unemployment rate among the Bedouin population is among the highest in Israel. In field of education and higher education, the Bedouin population is under-represented. The number of Bedouin students entitled to a matriculation certificate is much lower than that reported for the general population. School dropout rates reported for Bedouin youths are at an all-time high. As a consequence, Bedouin youths are under-represented in the number of students enrolled in universities (Karssel et al., 1991).

Interestingly, in a study conducted by Zedan et al. (2007) regarding motivations for choosing a teaching profession among Arab and Bedouin students, it was found that women in the Arab sector consider teaching as a prestigious profession that may lead to social mobility. Bedouin students see themselves as agents of change for the society which they came from. The Bedouin society is characterized as a patriarchal, collectivist, hierarchical and traditional society. Bedouin society is a tribal society that is characterized by loyalty to the affiliation group (family, tribe), adherence to values (such as family honor), rigid hierarchical structures and a high level of obedience to male-parental authority (especially the father). The Bedouin emphasize group goals over the goals of an

individual. The accepted social order in this society restricts young people and women in all areas of life (Eyal et al., 2020).

Bedouin women in Israel suffer from double discrimination: being Bedouin they belong to a national-ethnic minority and being women in a traditional-patriarchal society, an even more conservative society than is common in the general Israeli Arab culture (Abu-Asba, 2005). In recent years more Arab and Bedouin women have gone out to study and work, but the status of Arab women continues to be inferior to that of men, and their freedom is limited in many respects (Berger-Polsky et al., 2020).

### **2.7.3. Changes in the Bedouin Society**

In recent decades, there have been significant changes in lifestyle of the Bedouin society in Israel. The processes of urbanization and modernization undermined social and economic foundations that characterized this society in the past. As a result, some of society's collectivity has been lost and this is reflected in changes in traditional frameworks. In spite of these changes, the way of life of the Bedouin in Israel can still be defined as traditional and conservative (Eyal et al., 2020).

As for the unique characteristics of the Bedouin society mentioned above – the class-hierarchical structure, authority of the adults, gender differences and processes of self-formation – it is interesting to examine whether the theory of self-direction is applicable to this society. On the issue of perception of autonomy as a basic human need, it can be assumed that as the collectivist-hierarchical orientation is so strong in this culture, the use of authoritative figures such as family or a tribal head cause various methods of oppression to be perceived as legitimate and part of social norms. Accordingly, Bedouin children can be expected to "willingly accept" the use of these methods by parents and

teachers. It is important, therefore, to examine whether the negative effects of denying expressions of personal or group autonomy found in Western cultures can be found among students in Bedouin society. Another interesting point of view in this context is from the gender angle (Levkowicz, 2006).

#### **2.7.4. Geographical Mobility**

Bedouin society is in the midst of a transition from periphery to permanent settlement. The settlement of the Bedouin in permanent settlements have developed in two directions: spontaneous settlement on State land in concentrations that have no official recognition of the State, and settlement on State land that has been planned and recognized by the State for purpose of urban development (Gal, 2000). This process is manifested mainly in economic and local frameworks and to a lesser extent in social frameworks as well. Presently, Bedouin society undergoes changes in various fields: society, economy, education, status of women, family structure and socio-cultural changes. Upon beginning of the process of transitioning Bedouin society from a traditional-nomadic way of life to permanent settlement, the Bedouin have been exposed to influence of other cultures that it is in constant interaction with. As a result, the Bedouin society has begun to lose some of its collectivity values. Penetration of modernization in last two decades has led to disintegration of some social authority and to change in the traditional family and tribal framework. A significant impact on this is evident in the education system and in schools in the Bedouin sector (Barak & Tzvikel, 2001).

### **2.7.5. Cracks in Bedouin Identity**

Abu-Saad (2013) argued that the Bedouin in Israel are losing their unique identity and their heritage. Their future is as well in danger of general assimilation. The status of economic, social and traditional organizations of the Bedouin was greatly undermined due to a rapid transition from a traditional way of life to an urban society of the twentieth century. The claim is that these changes were made without any prior preparation both in the socio-cultural-educational field and in the economic-employment field. The researcher notes signs of distress typical and unique to the Bedouin population. National statistics show that 70% of total Bedouin population is below the poverty line. Crime rate and drug abuse are in a steady rise. Rate of dropout from schools is among the highest in the country. Rate of success in the matriculation exams is lowest in the country (Gardner & Marx, 2000).

Rate of absorption of Bedouins in Israeli social structure is marginal and the educational gap is with deficits that grow and begin as early as in Elementary school and culminating in higher education. Schools in the Bedouin sector have Arab, Bedouin, Christian and Druze principals and teachers and at times Jewish teachers as well. On one hand, this wide diversity brings about lack of clarity in value and moral system of students, teachers and community, and on the other hand it can have a positive effect on the educational worldview of students, teachers and the community and provide an opportunity to experience "being different" as a value (Kabiyea & Manor-Binyamin, 2019; Taun et al., 2022).

A survey, conducted among Bedouin youth regarding the question of their identity, showed a clear trend of moving away from Israeli identity while strengthening Bedouin identity. Abu-Saad (2016) argued that a generation of Bedouin citizens has grown up, who did not see themselves as part of the State (Abu-Saad, 2016). This situation has

serious consequences for Bedouin society, Arab society and the entire Israeli society (Yeshiv & Kassir, 2013).

### **2.7.6. Growth of the Bedouin Population**

The growth rate of the Bedouin population is very high in relation to growth rates of other Israeli groups (about 3.7% in 2015, Central Bureau of Statistics, 2016a). The CBS (Central Bureau of Statistics) forecasts that by 2035 a significant increase in the Bedouin population is expected. By the year 2035 the Bedouin population in Israel will number between 370-500 thousand people (Central Bureau of Statistics, 2017). The rapid growth rate contributes to the fact that in the Bedouin population percentage of young people is high relative to the general population in Israel. About half of the population are expected to be children and youths aged 0-14 (Eliezer, 2017).

## **2.8. THE EDUCATION SYSTEM IN THE BEDOUIN SOCIETY OF THE STATE OF ISRAEL**

The need to be flexible so as to be able to address challenges as they appear is true of any education system whether in Israel or around the world, however it is doubly relevant to the Arab-Bedouin education system that has to meet external problems as well as internal problems. The system may need to face budgetary issues, a shortage of quality human resources and it must learn how to deliver the curriculum by distance learning (Arar & Abu-Asba, 2013). It as well faces obstacles arising from internal barriers in field of local politics that hinder its development and promotion. Local politics often force a principal to hire unqualified teachers in order to help fulfill election promises handed out by a local candidate for mayor (Frank, 2012),

Studies have examined the characteristics of the Arab education system in Israel (Arar & Abu-A'sba, 2013; El-Hajj, 1996; Jabarin & Ajbaria, 2011). The Arab education system has developed as a by-product of the education system in Israel. The Compulsory Education Law of 1949 and the State Education Law of 1953 have led to increased accessibility of the educational resource to the Arab population in Israel. The Arab educational system received less of a share than rest of the population (Arar & Abu-A'sba, 2013). A comparative examination of investments directed at the Arab and especially Bedouin education system, as compared to those directed at rest of the national system, revealed a clear picture of structural discrimination since the establishment of the State (Blass, 2014), in structures and in allocations (Weininger, 2012). The allocation triangle of the education system, which includes the State, local authority and parents, deepens and widens the gap between the two systems. Bedouin municipalities have a low socio-economic cross-section cluster and therefore a low tax base. The economic situation of most of the Bedouin municipal authorities is precarious, which further complicates the functioning of their education system. In addition, there is a shortage of educational psychologists, educational counselors, truancy officers, communication clinicians and practitioners in a variety of other para educational professions.

The Israeli educational system has nomad tribes or Bedouin who settled in temporary and illegal settlements that received no educational budgets or very little budgets at best. It favors urban legal settlements where schools could be built and learning be budgeted. Where educational services and resources have been provided to the Bedouin community they were few. The potential inherent in education and training as a means of advancing the Bedouin community, adapting it to the process of modernization and its integration into the Israeli society, has not been developed (Abu-Saad, 2011). In examining the issue of equality in Israeli education, the Bedouin are ranked at the bottom of the educational

scale, in a place that is lower than that of other Arab communities (Svirsky & Conor-Atias, 2017).

### **2.8.1. Development of the Bedouin Education System**

The Bedouin community experienced difficulties in exploiting governmental budgets and other resources earmarked for education and lack of interest in formal education among the Bedouin community itself meant that even long after the Compulsory Education Law was enacted in Israel, the education system in the Bedouin sector has not developed. During the military administration, most schools had only four classrooms. The average number of students in the school was about 40 (Abu-Saad, 1991). Students that did not drop out and who were permitted by their parents to attend school were bussed to a larger school. Attendance rates in schools were low, and no serious effort was made to enforce the Compulsory Education Act (Svirsky & Conor-Atias, 2017).

The subject of girls' schooling was particularly problematic. As mentioned, in traditional society women were not allowed to leave the extended family environment. Families preferred not to endanger their dignity, and did not allow their daughters to come in contact with boys from other families and tribes. The Ministry of Education, for its part, did not establish separate girl schools in the Bedouin sector, although this was done by the religious and ultra-Orthodox communities. The Bedouin community was more opposed to girls studying in schools than to boys' studies (Berger-Polsky et al., 2020).

### **2.8.2. Parent-Child Relationships and Family Values**

Presently, the Bedouin society still maintains some of the ancient values and norms, despite the fact of its members undergoing far-reaching changes in all spheres of life.

While Bedouin values and identity are not yet blurred they reside alongside the need for modernization and Bedouin people need to integrate their heritage into various modern living systems. Bedouin families are in this conflict (Shochat & Ben-David, 2000). Bedouin families and tribes of Northern Israel have experienced transformative processes and social pressure triggered by exposure to the Israeli population. These social pressures may undermine some of the traditional family conventions and affect parent-child relationships. When Bedouin adolescents who attend public schools face a new and different social reality, tension is created regarding social and behavioral issues between them and their parents (Suwaed & Swaid, 2015). While Bedouin families accept and practice the inevitable social adjustments that are dictated by living in a modern democratic society (e.g., encouraging women education and involvement in the formal labor market and the economy), they feel that their collectivist ideology is being challenged. Their descendants who are being strictly supervised and are expected to follow tribal rules and customs (Suaid & Suwaed, 2015) including a strict respect of parental authority (Yaffe et al., 2018) are chafing at the bit to engage with Israeli society. As it is with any traditional ethnic group which culture differs from the majority in some essential respects, it is likely to find differences between Bedouin, Christian and Jewish families in regard to parent-children relationship. A traditional Bedouin family is still characterized by a hierarchical, patriarchal structure, preferring values of authority and family honor (Al-Qarnawi, 2000). Accordingly, it is likely that parenting styles and practices practiced in this group will be different than those existing in Christian or Jewish families (Al-Krenawi, 2000).

In light of the ongoing social changes which take place in the Bedouin community in Northern Israel as part of exposure to Western values (i.e. individualist-democratic), the aim of current study is to examine the differences between a Bedouin family and a Jewish

family in terms of parenting styles and methods. According to data collected regarding the Arab-Bedouin it was found that an Arab-Bedouin family was more dominant in conservative and collectivist values such as family honor, strict rules and supervision, obedience and respect towards the elderly and confirmation of parents' legitimate authority. Yaffe et al. (2020) found that Bedouin parents were perceived as authoritative and less permissive as compared to Jewish parents. Bedouin parents were found to be more likely to use authoritative parental practices, and especially corporal punishment.

### **2.8.3. The Place of School Principals in the Bedouin Sector**

Bedouin school principals play a central and critical role in maintaining community education system and in striving to improve the quality of the system's teachers. The repertoire of teaching and learning skills constantly changes across all aspects and metrics of the educational act. In face of the violent social changes in wake of the COVID Pandemic and the rapid development of technology, the education system must adapt to these changes and demonstrate appropriate management skills (Eddie & Chen, 2000).

In the past, employment of principals and teachers and other functionaries in the education system was on basis of affiliation and rarely on basis of achievements and skills appropriate to the position (Taun et al., 2022). Obviously, these practices must be abandoned should Bedouin principals meet criteria of excellence in education of the Bedouin younger generation. The system's discriminatory treatment of the Bedouin community exacerbates the challenges facing a school principal (Abu-Kaf et al., 2020).

Due to the fact that the Bedouin are citizens of the State, they are entitled to benefit from its legislation, among which is education health care and employment being the most important. Despite equality before the law, there are in reality significant gaps between

the Bedouin and the rest of the population in Israel. An expression of the gaps can be seen in participation rates of Bedouin students in the education system. The proportion of young Bedouin children, ages 3 to 6 enrolled in State-supervised education facilities, is particularly low. Part of the reason for this is the huge shortage that exists in supervised facilities in unrecognized settlements (National Economic Council, Ministry of Education and Minority Economic Development Authority, 2015). At older ages, Bedouin children tend to drop out of school, up to 2.6 times more than other educational institutions compared to the national average (Ministry of Education, 2017). The dropout potential of Bedouin students from the education system is the highest of other societies belonging to Arab populations in Israel (Abu-A'sba, 2013). The result is that the average number of years of schooling in the Bedouin sector is significantly lower than that of Arab or Jewish sectors of the national educational system and in 2010-2011 it was only about 9.5 years of schooling (Central Bureau of Statistics, 2012; 2013).

Another expression of educational gaps can be seen in level of achievement of Bedouin students as compared to non-Bedouin students. The scores of Bedouin students in Meitzav<sup>1</sup> national tests are consistently lower than those of other students in Israel. Despite a relative increase in test scores in 2016, no clear and consistent improvement can be indicated among Bedouin students. Furthermore, it appears that Bedouin students' results in international PISA (Program for International Student Assessment) tests are as well particularly low. Although the results of this test, as published by 'Rama' (National

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<sup>1</sup> Meitzav tests are a series of tests and surveys conducted in Elementary and junior High schools in Israel. The tests are in subjects of science and technology, mother's tongue, mathematics and English, whereas the surveys are delivered among pupils, teachers and principals and deal in a long series of subjects that reflect the social and pedagogical climate in school. The tests and surveys are conducted annually in one third of the schools, so that each school participates in the Meitzav once in every three years. The tests and surveys are conducted by Rama, a professional, State independent Authority that is affiliated to the Ministry of Education. The purpose of the Meitzav is to provide school principals with objective pedagogical information regarding the school that would serve the principals for building work programs and improve teaching and school climate. In 2013 the tests were canceled for one year and later on were reinstated in a new format.

Authority for Measurement and Evaluation in Education), do not distinguish Bedouin student scores from the scores of other Arab students, there is a breakdown of student scores by socio-cultural-economic background of students. Students from low socio-cultural-economic backgrounds received the lowest scores in PISA tests. Since all Bedouin communities are ranked at the bottom of the socio-economic scale in Israel, it can be assumed that the scores of Bedouin students in PISA are the lowest (National Heading for Measurement and Evaluation in Education, 2015).

Another gap can be seen in the scores of Bedouin students in the national matriculation exams. In the 2014-2015 school year the rate of recipients of matriculation certificates among students in Bedouin settlements was 38-57%, below the 73-94% general matriculation rate in settlements in the country. Furthermore, the proportion of Bedouin students eligible for matriculation certificates who meet the university threshold conditions is as well low, standing at 20-39%, below the 79-95% rate found among students from other settlements in the country (Central Bureau of Statistics, 2015). Accordingly, the rate of Bedouin students eligible for higher education is particularly low (National Heading for Measurement and Evaluation of Education, 2015). In the 2014-2015 study year only 2.6-4.9% of those of 20-29 years old in the Bedouin settlements studied for a Bachelor's degree, as compared to the average rate in the country which is at 14% and the rate in other Arab settlements being at 9.1% (Svirsky & Conon-Atias, 2017).

The gaps described place the Bedouin youth at a lower starting point than that of other young people in Israel at the end of their school years. This fact makes it difficult for the Bedouin youth to integrate optimally in the country's labor market (National Economic Council, Ministry of Education and Minority Economic Development Authority, 2015).

#### **2.8.4. The Status of Bedouin Principals and Teachers and the Socio-Cultural Conflict**

The status of teachers in the Arab-Bedouin sector schools is unique and their managerial style and skills as principals are recognized as valuable. They have to deal with the following dilemma: on one hand, the need to adopt modern tools for education and for increased achievement and on the other hand, they must conduct themselves within a community where clan and tribal affiliation is of great importance and does not fully support modern education and high achievement (Marai, 1985).

There are occasionally huge gaps between the concepts taught in school and the real world of students and that of their families. The role of bridging these gaps rests with school principals, educators and teachers. As Marai (1985) explained, many of the teachers, feel at war with themselves precisely due to the fact that they are agents of socio-cultural change. They belong, on one hand, to traditional social frameworks, have absorbed traditional values and learned patterns of behavior, typical of their traditional society. As agents of socio-cultural change, they operate in various modern, Western and even according to values that are contrary to the traditions to which they belong. This functional conflict exists at different levels of awareness and affects the power relationships in the teaching community (Taun et al., 2022).

The Bedouin community in general and parents in particular often perceive teachers and principals as ‘agents of the government’, and in their eyes, teachers are considered to be employees of the establishment and its servants. This attitude toward principals and teachers is exacerbated and magnified by the class tension in a Bedouin settlement. Marai (1985) described this issue as existence of much tension between the white-collar class, that the principal and teachers are the vast majority of, and the blue-collar working class. In interviews, the following statements were heard: ‘How can a teacher be appointed if

not by protection?' 'He is not free'. 'He should shut up and serve his bosses'. 'If they offered me to be a teacher, I would not accept, because I do not want to be considered an agent' (Marai, 1985, p. 93).

In the past, the teaching profession was considered as one of the most prestigious and important professions in Bedouin society, however presently, the status of a Bedouin teacher is in constant decline. When coupled with an increased class war, teaching has lost its luster and teaching no longer attracts the best of students. Medicine and paramedical professions, law, etc., turn to the more prestigious professions. Applicants to teaching are among school graduates with the lowest academic achievements. The direct result of this social selection is a low level in performance of teachers (Marai, 1985; Oplatka & El-Kuran, 2020).

#### **2.8.5. The Personal Conflict of a Bedouin Principal and Teacher: Dependence vs Independence**

Principals and teachers in the Arab-Bedouin education system are employed in conditions that often impair their work. Ministry of Education has formulated a policy of appointments, promotions and dismissals, to allow a principal control over the teachers and close supervision over them. Security classification, which served as one of the criteria for hiring teachers for work in Arab and Bedouin education system, allowed for selection, consistent with goals of the Ministry of Education (Abu-Saad, Al-Haj, 1995; Mari, 1998; 2004, 2011a). Through this oversight, Ministry of Education was able to control the delivery of national curriculum and tighten the dependency between the educated group among Arab Bedouin population and the establishment (Abu-Aleon et al., 2020).

Al-Hajj (1996) describes the situation as Arab teachers being forbidden to engage in any political issue that might arouse national feelings among students. In addition, until the early 1980s, they were forbidden to discuss in a class any topic considered to be sensitive such as lands, National Identity and the Struggle for Civil Rights (Abu-Aleon et al., 2020, p. 8).

#### **2.8.6. Bedouin School Principals – Between the Hammer and then Anvil**

Bedouin school principals and teachers are in an uncomfortable situation, where there is a contradiction between their role as representatives of the authorities and their role as educational leaders. Marai (1985) emphasized that school principals, teachers and educators are selected for their positions based on considerations that are more political and less professional, and are examined according to their work. This is in contrast to the claim that a school is an educational institution and therefore should be de-politicized.

#### **2.8.7. The Place of Local Authority in the Bedouin Education System**

In addition to dependence on central establishment, there is another center of dependence, the Local Authority. The status of Local Authority as an employer and as the direct and official person in charge of a school in the Bedouin settlement gives it an important role in the education process in the settlement in general, and in the school in particular. Head of the municipality is involved in appointment of teachers and their promotion to various positions. For the most part, the relationship between Local Authority personnel and school staff is problematic, to say the least. This relationship is often characterized by quarrels and conflicts between Local Authority members, especially between head of the Authority and director of the education department and the school principal or some of

the teachers. Moreover, the existing tribal/clan centralization and dominance in the Bedouin settlements increases the influence of a tribe/clan on schools to such an extent that the formal names of schools are determined by names of the tribes (Marai, 1985).

This reality limits a teacher's function as an educator and even creates conflicts of interest and additional expectations. In addition, Bedouin schools suffer from several deficiencies, which prevent them from improving the service they provide. These deficiencies affect a principal's ability to recruit talented personnel, and procurement of educational equipment for day-to-day operation as well as procurement of construction services aimed at adapting a school building to its academic purposes. In most Bedouin schools the density of students per class is very high, making it difficult for teachers and students alike to engage in learning (Al-Hajj, 1966).

#### **2.8.8. The School and the Bedouin Community**

The relationship between parents and the community and between a school affects the formal and informal education process that takes place within it. Parents and the community are important partners in the process, whether they are active or covert partners. The ties between a school and the Bedouin community are very weak. Some parents and the community treat schools with indifference. Most parents do not visit schools and are not interested in what goes on in them. Both sides blame each other for a school's malfunction. On one hand, parents accuse teachers of negligence and of not doing their job properly, which causes students to fail and drop out of the system. On the other hand, teachers argue that parental non-cooperation is the cause of failure (Abu-Saad, 2011; Ford & Greer, 2005; Marai, 1985). Bedouin parents ask students to start working at an early age with no regard to school attendance requirements.

### **2.8.9. Classrooms in Bedouin Educational Institutions**

Planning and development of educational institutions and other public institutions (community centers, youth clubs, etc.) does not keep pace with growth of the Bedouin population in general, and student population in particular. In addition, there are several factors that make it difficult for the Bedouin system to function normatively. There is a significant and persistent shortage of classrooms in the Bedouin education system. As the number of students in schools is large, the density in classrooms is high as well. For example, in 2004-2005, the average number of students in a class in all age groups in the Bedouin schools was 31.49, as compared with 27.79 in the Jewish education system. The data show that the number of classrooms actually built is much smaller than the number of classrooms budgeted, as reported in a report of the Knesset Research and Information Center (2007) (Warren & Lotan, 2007).

According to data from the National Strategic Plan, adopted by the government in November 2005, the Bedouin sector's education system lacked 1,250 classrooms that year, according to following breakdown: 250 classrooms were missing at the time the plan was submitted; 750 of the classrooms that existed at time of submission of the plan were considered to be in inappropriate structures (buildings with asbestos roofs, portable buildings with a low level of safety, etc.) and were required to be replaced with new ones. Additional 250 classes were required at time of submission of the program to address the increase in number of Bedouin students resulting from natural growth of the Bedouin population. It should be noted that natural growth alone still requires an addition of 150 classrooms each year.

### **2.8.10. Bedouin Principals and Teachers**

Another factor that hinders the development of the Bedouin education system is lack of talented principals and teachers at all levels of education and especially in High schools. The higher a school level is, the smaller is proportion of female teachers and fewer of them teach in High schools. In a community where women are separated from men, High school female students have to deal with a new situation that is an encounter with an environment that is largely masculine, which is contrary to the Bedouin tradition for generations. The problem of integrating female teachers within the education system is one of the most serious and troublesome problems facing the Bedouin education system (Abu-Saad, 2011). The level of skill of Arab-Bedouin teachers is, on the average, lower than that of teachers in the Arab and Jewish education systems (Abu-Saad, 2011).

### **2.8.11. Educational Auxiliary Services in the Bedouin Schools**

In Bedouin schools, there is a great shortage of paraprofessionals such as psychologists, educational counselors and truancy officers. Due to the poor socio-economic situation of the Bedouin population and the drastic lifestyle change in last four decades with onset of urbanization, the needs of Bedouin students in these fields are particularly numerous. According to the desired standard, the Bedouin sector requires close to 90 educational psychologists and 41 of regular truancy officers (Knesset Research and Information Center, 2006). Moreover, the lack of regular full-time truancy officers greatly impairs enforcement of the Compulsory Education Law and the efforts made to reduce dropout rates. In addition, there are no positions filled by educational counselors in Elementary schools in the Bedouin sector as compared to the filled position of educational counselors in Elementary schools in the Jewish sector (Knesset Research and Information Center,

2006). Positions of paraprofessionals which remain unfilled represent wasted budgets and teachers that have to work without the needed support.

#### **2.8.12. Sanitary Situation in Schools in the Bedouin Sector**

Sanitary situation in Bedouin schools is extremely bad. Surveys conducted by Department of Environmental Health on behalf of Ministry of Health in 2005 and 2006 showed that the level of sanitation in most schools is extremely low. The picture presented in these reports is of a very poor level of cleanliness in large part of the schools. School cleaning crews for buildings and grounds are to be provided by the municipality. Those classrooms that are housed in temporary buildings that are mostly outdated and unsuitable to house classrooms are to be renovated to meet the needs of learners and teachers and to meet safety standards. The budgets for upkeep of school buildings are provided by central Government to a municipality where they are used to cover deficits instead of costs of renovation. Building walls and floors are covered with carpets that accumulate dust and dirt. The restrooms in most schools are in a separate building in a courtyard. In 80% of the schools, the level of cleanliness in toilets is disgraceful, there are no dispensers of personal hygiene products and the structure of toilets is not in good functioning order. Schools in unrecognized villages lack about 300 sinks and 260 toilets. There is not enough shaded space in the courtyard. Some schools are short of garbage cans, and garbage is discarded in the school yard (Levkowitz, 2006). Sanitation personnel have to be provided by the municipality and it is missing.

### **2.8.13. Pre-Compulsory Education in the Bedouin Sector**

Pre-compulsory education frameworks are not adequately developed in the Bedouin sector and few of the children are in these frameworks, despite the great importance of this developmental period. The first years of life of children are a period of great developmental importance. During these early developmental years many of a child's skills such as language and conceptualization development, emotional and social development and development of motor abilities are acquired. Professional literature claims that babies come into the world with an impressive basic willingness to absorb sights, sounds and even concepts. Their initial experiences largely lay the foundations for development of learning and reading skills and strategies, for social behavior and for emotional regulation. There is no doubt that support for development at these ages has a direct and far-reaching effect on children's chances of development, their resistance to pressures to drop out of school and their academic success. There is no doubt that early learning in a child's life helps them realize their potential (Ministry of Education, 2011).

### **2.8.14. Special Education in the Bedouin Sector**

The special education system in the Bedouin sector, with all its nuances, is underdeveloped and occasionally nonexistent. Fostering and promoting special education frameworks in the Bedouin education system is of great importance both in order to reduce the dimensions of dropout from schools and in improving academic achievement. Special education of students challenged by disabilities is recognition of all children's ability to learn and to exercise their right to education, out of recognition and acceptance of the diversity they represent as a basic and natural component of the student cohort

(Weissblai, 2017). These students when provided with the necessary professional help, can be integrated in regular classrooms.

### **2.8.15. Achievements of Students in Bedouin Education**

Achievements of Bedouin students in all Meitzav exams are considerably lower than the achievements of students in both the Arab education system, the Jewish and Christian education systems in all age groups being examined. Additionally, the rate of Bedouin students eligible for matriculation certificate is the lowest in the country and as a result, threshold requirements for studies in higher education institutions in the country are not met by Bedouin graduates. There is a gap of 22% in the proportion of students who meet university threshold requirement for admission between Bedouin students and the general population (Abu-Kaf et al., 2020).

It should be noted that there is a significant number of Bedouin students studying in institutions of higher education abroad, most of whom study in Jordan, however there are no exact data on extent of the phenomenon. To address these challenges, initiatives have been funded by the Ministry of Education as follows: a program 'Read together in Arabic' designed to help students in first and second grades who have difficulty acquiring reading and writing skills and developing vocabulary in literary Arabic, through computer work. Additional teaching hours, for all age groups, from compulsory kindergarten until after High school graduation, are provided. The government has provided budgets for additional hours in variety of core subjects (including Hebrew), in order to improve achievement, however this strategy has not produced the expected results (Weissblai, 2017).

To deal with the problem, four main initiatives were funded. Additional hours were budgeted in order to increase the number of those entitled to a matriculation certificate. Additional hours in matriculation subjects were given to 11<sup>th</sup> and 12<sup>th</sup> graders, to about 400 groups in 30 schools. One of the initiatives was the 'Blocked Subject for Matriculation', a program that was initiated in 2001-2002 and was intended for students in 11<sup>th</sup> and 12<sup>th</sup> grades who were missing one or two subjects in order to be eligible for a matriculation certificate. A different program was aimed at Detection and Diagnosis of students with learning disabilities. This program has aimed at increasing the percentage of recipients of a matriculation certificate by detecting those students with learning disabilities who were eligible for matriculation. Those students who had not been detected previously due to a severe lack of support personnel in their municipality were tested and diagnosed and were offered accommodations during the matriculation exams. The project for Detection and Diagnosis of students with learning disabilities enabled provision of funding for purpose of undergoing psycho-didactic diagnoses. Students who required extensions were given additional time periods during exams. Students who were found to be Dyslexic were read the questions and so forth for students with Dyscalculia and Dysgraphia. And last but not least, the 'Mishneh Exam Project', which was in operation since the 2010-2011 school year, was intended to give a second chance to students who have completed 12<sup>th</sup> grade, passed matriculation exams and failed one or two subjects, which prevented them from being eligible to receive a matriculation certificate. These students were invited to participate in a preparatory course that prepared them for re-taking the exams in a subject they failed in, so that they will be eligible for a matriculation certificate.

Out of Arab students who met the threshold requirements for admission to a university or college, only 68% were accepted to universities, as compared with 81% of Jewish and

Christian students who were accepted by a university. The main barrier to being admitted to a university or a college was low matriculation rates in the Arab sector in general and the Bedouin community in particular.

In summary, the main factors hindering access to higher education among the Bedouin population are low level of State education services, poor economic situation of the community and unfair admission conditions, age and lack of academic and economic assistance (Abu-Kaf et al., 2020).

#### **2.8.16. Bedouin Students**

In past two decades, there has been an increase in number of Bedouin students studying in Higher education institutions. A study by Abu-Kaf et al. (2020) investigated mental health problems among Bedouin students and particularly the development of depression. The study examined two aspects. The first aspect was capability to perceive social support, availability, satisfaction and ability to feel. The second aspect was support in predicting depressive and somatic symptoms among Bedouin students.

Total of 89 Bedouin first-year students participated in above study. Participants were found to have higher levels of depressive and somatic symptoms than those found in the general population. Participants reported as well the experience of low levels of social support. Importance of the study lies in the fact that it examined the role of various aspects of social support in predicting depressive and somatic symptoms among Bedouin Arab students. The study highlighted the importance of using perceived emotional support levels in predicting somatic complaints and depressive symptoms among Bedouin Arab students. Results of the study suggested that professionals working with college students had to plan and implement first-year student-focused interventions. Professionals who

provided psychological counseling in colleges and universities had to be aware of the importance and benefits of providing emotional support for all students and especially for ethnic minority students. The researchers recommended that Bedouin students engage in meaningful and enjoyable social activities, which were found to increase the emotional support perceived by them, and to reduce somatic complaints and improve their functioning levels which were of significant value in preventing future somatic symptoms and depression (Abu-Kaf et al., 2020).

### **2.8.17. Dropout of Students in Bedouin Education**

One of the difficult problems that the Bedouin education system faces is that many young men and women do not attend school. This situation is due to a combination of various factors including poverty and basic subsistence difficulties of the families, employment opportunities open to students at a young age, which encourage students to leave schools and help with family economy, learning difficulties often resulting from frequent absences, lack of tracks for weak students and a tendency of parents not to leave their children in school if they do not have the prospect of earning a matriculation certificate or acquisition of a profession. Additional contributing factor to the high dropout rate of Bedouin youth and especially young women, are cultural characteristics of a family including parents who oppose the education of their daughters outside the settlement of their residence, in mixed frameworks for boys and girls and lack of enforcement of the Compulsory Education Law by Local Authorities.

Dropout rate from Bedouin schools is very high, reaching 35 percent in the 2009-2010 study year as compared with 18 percent in the Arab sector and only 12 percent in the Jewish sector (Ministry of Education, 2011). Examining the procedures and ways to treat

the dropout phenomenon and the way to identify students at risk of dropping out, it was found that Bedouin schools identify students with dropout potential by examining absences and tardiness in class diaries, as well as through low academic achievement in various tests during the study year. Interviewees reported that the Bedouin education system is running short of material resources and therapeutic professionals, making it difficult for the system to address the dropout phenomenon. At the same time, schools run a large number of educational programs aimed at treating the dropout phenomenon. Analysis of these preventive programs shows that most of them focus on addressing the academic aspect of potential dropouts while ignoring the social and emotional needs of students at risk (Weissblai, 2017).

The treatment of overt dropouts is assigned to out-of-school factors, belonging to the Youth Promotion Department. The Department offers dropouts programs designed to assist students at risk to complete High school and courses to acquire a profession. Various factors make it difficult for the Department to operate as efficiently as possible, including, lack of cooperation on the part of parents of dropout students who do not sufficiently understand the framework of Youth Promotion. These parents prefer their children to attend regular school and have a deep-seated distrust for authority. Employees of the Youth Promotion Department must as well face the reluctance of dropouts to pursue any studies in light of their past failures and the difficulty of working with dropouts who are asked to attend evening classes. Youth who drop out of school work long hours and report being fatigued. In addition paraprofessionals staffing these programs report a shortage of available resources (Kressel et al., 1991; Shukla et al., 2020).

Data collected during interviews with parents to school dropouts showed their perception of the quality of care received by their children. It was found that, most parents blame school for an inability to provide appropriate care for their under-performing children.

School officials, on the other hand, accused parents of not providing their children with a supportive educational environment. Findings of the study indicated a strained relationship between parents and the school. It was noted that parents were not asked to evaluate the treatment their children received in school (Kressel et al., 1991; Ministry of Education, 2011).

Other research findings indicated that most dropouts remained at home, and did not integrate into the labor market. Those dropouts who have integrated into the labor market work part-time, occasionally without proper economic compensation. Dropouts in large settlements work more for pay and help with housework and are less likely to spend time with friends than dropouts from small settlements. Dropouts in large settlements help less with housework as compared to those living in small settlements. Dropouts living in large settlements surf the internet more and engage less in sport games or reading books and newspapers.

The educational gap that exists at all levels in the Bedouin education system, causes students to drop out of the educational system as they progress through the system from class to class. The obstacles that lie in the way of Bedouin students from kindergarten to university serve as a series of increasingly thin filters. The dropout rate among Bedouin girls is high. This is due to lack of separation between boys and girls in educational frameworks. Many Bedouin parents, both in permanent and unrecognized settlements, do not send their daughters to mixed schools for boys and girls, for traditional and religious reasons. Leaders of the Bedouin community have demanded, and still do, that the Ministry of Education and Culture establishes separate schools for their sons and daughters, however the Ministry has not responded to their request (Kressel et al., 1991).

## **2.9. THE BEDOUIN IN NORTHERN ISRAEL**

Bedouin population living in Northern Israel numbers about 130,000 inhabitants, who belong to about 75 different tribes (Peretz, 1982). About two-thirds of them live in independent Bedouin settlements and one-third live in mixed Arab settlements. The independent Bedouin settlements (21 settlements in number) are within the jurisdiction of six independent Bedouin local councils, one local Bedouin Arab council (Bo'ina Nujidat), one Arab-Bedouin regional council (al-Batuf) and four Jewish regional councils (Mate Asher; Zevulun; Izrael Valley; Misgav). The main Bedouin concentrations in the north are in the Givat Alonim area and around the city of Shefar'am, in the Zevulun Valley in the Misgav area in the Beit Netofa Valley, and in the Sachnin Valley.

The Bedouin population in north of the country has unique cultural and historical characteristics that distinguish it from other sectors of the population in Israel, including members of other minorities. Bedouin population in the North lives in closed communities that preserve their unique culture, while differentiating themselves from rest of the population, including other minority populations. In general, members of the community remain living within their villages and do not move to other places, for fear of the integrity and survival of the community.

Bedouin population in the North enlists in the IDF (Israel Defense Forces), in various defense systems and in National Service system. Presently, the number of Bedouin soldiers serving in the IDF is about 2,000, of whom 1,500 are from Bedouin communities in the North and about 500 are from Bedouin communities in the south. One hundred and seventy nine Bedouin casualties have fallen in wars waged against Israel.

The Bedouin community is characterized by a strong desire to be part of the mainstream and contribute to the country. Its percentage of educated people has been rising over the

years, and its hospitality culture is famous. However, until recently, a particularly prominent motif was not included in the list of superlatives associated with the Bedouin community – cohesion and unity (Wasserman, 2020).

Until establishment of the State, many a Bedouin tribe lived in the Galilee region, most of which are semi-nomadic. During the War of Independence some of them left for Syria and Jordan. Towards the end of the British Mandate in Israel and during the War of Independence, many Bedouins assisted the IDF in a belief that the new Israeli government will benefit them. In 1949, the Bedouin of Northern Israel numbered about 6,500 individuals (Wasserman, 2020).

With increase in the population in the Galilee and an intensive cultivation of the land, Bedouin of Northern Israel experienced a rapid transition to permanent settlements. The government supported this and built permanent settlements especially for the Bedouin and developed an appropriate public infrastructure which included schools, health facilities, etc., as well as water, sewage and electricity infrastructures. The Gush Segev area was the traditional area of migration of two tribes: the Arab El Sawaed tribe north of the Sachnin Road and the Arab Hujirat tribe (rock/stone people) who live south of the Sachnin Road, on the Yodfat ridge.

These two Bedouin tribes are the largest in the Galilee region. In early 1980s, the Hujirat tribe numbered about 3,500, and the Sawaed tribe numbered about 3,000. Most members of the Hujirat tribe lived in the village of Bir al-Maksur and the rest remained on the ridge in the old settlement of Dahara near Old Yodfat.

### **2.9.1. Forum of Heads of Bedouin Local Authorities in the North**

In 2009, the heads of eight Bedouin Local authorities in Northern Israel set up the Bedouin Forum, with an understanding that together they could promote what none of these Authorities would be able to promote alone. The eight heads of the Authorities joined forces to prepare the infrastructure for a government grant of 350 million NIS from the State, which arrived that year (Abu-Rabia, 2009).

This grant preceded Governmental resolution 1480, which dealt in empowerment and socio-economic strengthening of Bedouin settlements in the North. In the years 2016-2019, 950 million NIS was allocated from governmental budget for purpose of this resolution. However the amount received has not suited the needs of the sector even remotely. The impact of this budget allocation was minimal, with only about 70% of the total amount used thus far. According to heads of the Authorities in question, the entire budget will be used by end of the year 2020 (Yiftachel et al., 2016).

The reasons why the budget impact was low include lack of systematic staff work in Local Authorities, lack of monitoring of implementation, lack of proper planning and as well nepotism and internal tribe rivalry. Unity and cohesion among the tribes making up the Bedouin Forum stopped. No joint regional projects have been promoted for the entire Bedouin population and no authentic Bedouin tourism programs have been planned and realized. With regard to the unified tourism program that was planned to provide a sustainable income for all local authorities, it was scuttled before it became reality as the common vision faded away. The dissipation of common vision stood out, both for government employees who had prepared the budget on the national level and among the elected local leadership of the Bedouin population (Yiftachel, 2017).

While divided, the Bedouin failed to arouse the degree of sympathy for their development plans that the Druze were able to muster among the general public in Israel. They did not receive positive exposure but rather coverage that is mostly negative and full of stereotypes. Accordingly, they failed to win adequate budgets or achieve proper employment representation in government Ministries and in the public sector in general. Recently this trend was reversed. The Forum has become wider, more inclusive and more consolidated overnight. This is the result of consistent fieldwork and diplomacy, which has created recognition among current elected Bedouin leadership of the true potential that exists in creating a significant lobby for the benefit of their constituency (Weisblai, 2017)

Heads of the incumbent authorities and their predecessors, who had so far shown rivalry and hostility towards each other, began sitting together for the first time. All eight Bedouin settlements included in the Jewish regional councils in North of the country joined the eight Local Authorities that are members of the Forum. The Forum currently has 21 settlements: eight independent Local Authorities and 13 settlements (two from the Jezreel Valley Regional Council; three from the Zevulun Regional Council; one from the Mate Asher Regional Council and seven from the Misgav Regional Council). "This is a historic step that unites the entire sector," said the leader of the movement, Ahed Rachal, head of the Albatuf Regional Council, who also serves as chairman of the Forum (Waserman, 2020).

Understanding that the Forum is stronger, more influential and more relevant in its current configuration has become a common mantra in the mouths of all heads of the Authorities and of Bedouin villages in the North. The elected Bedouin leadership came before the Government as a cohesive body to explain the needs of their constituent public and try winning adequate budgeting.

### **2.9.2. Electoral Value**

On the eve of the third election in the country, the electoral significance of the move is quite clear. In the North live about 120,000 Bedouin residents, half of whom have the right to vote. Sixty thousand voters constitute about two senate seats, which could lead to a change in the political balance in the country. Thus far this population has not been cohesive in terms of voting patterns. That political party, which has the most to offer, in terms of budgets and government positions, was promised support in the polls in the various Bedouin settlements. The various parties have begun to court the forum leaders and members of the steering committee have been receiving proposals from various factions seeking to meet with them (Wasserman, 2020).

In 2011, implementation of a limited five-year plan for development of Bedouin settlements in the North has begun (in accordance with Government Decision No. 3211 of May 15, 2011). This program was completed at the end of 2015. The program was limited in scope (349 million NIS) and provided only partial solutions for areas such as infrastructure, education, employment, transportation, however it did not address other areas such as culture and sports, tourism, agriculture and personal security. In 2016, a government plan was adopted for empowerment and economic-social strengthening of Bedouin settlements in the North (for the years 2016-2020, decision number, 1480, 18.09.2017) (Hadad & Rudnitzky, 2018).

### **2.9.3. Gaps between Bedouin Settlements in the North as Compared to Other Settlements in Israel**

In general, real gaps can be noted in development and quality of life between Bedouin settlements in the North and other settlements in the country, including minority

settlements. These gaps are manifested in following areas: lack of public institutions and as a consequence, lack of response to many an educational and social community program. Additional developmental gaps are educational achievements that are lower than those characterizing the whole of educational Arab sector society in the country, lack of developed infrastructure for industry and commerce that generate employment and tax income, lack of municipal income for Bedouin Local Authorities, which prevents them from reaching independence and economic stability and poor transportation infrastructure within a settlement and between settlements (Hadad & Rudnitzky, 2018).

Level of infrastructure in Bedouin settlements in the North does not provide a satisfactory answer to needs of residents and the Authorities are required to make special investments in areas of planning and construction, infrastructure, public services and public institutions. Lack of independent budgetary resources in the Authorities on one hand, and difficulty in implementing government budgets on the other hand, leaves Bedouin Authorities in an ongoing financial crisis. As a result of this crisis, they are in most cases unable to fulfill their role towards the residents in all matters related to provision of municipal services (Government Policies, 2016).

The proposed development plan is intended for Bedouin population in the North, as opposed to Bedouin population in the Negev which has other special characteristics and for which the government adopted Resolution No. 3708 of 11.9.2011 which included addressing various issues for Bedouin population in the South not included in the program (Ministry of Agriculture and Rural Development, 2011).

#### **2.9.4. Physical Housing and Infrastructure**

Some of the problems that has been hindering development of the settlements and which had a direct impact on lives of residents is unavailability of land for construction, large development costs for construction on land that is available and lack of sewage treatment solutions. Lack of land availability is due to difficulties in advancing planning and construction plans as well as a result of rapid population growth and the fact that the Bedouin seek to preserve their communities and generally do not leave their settlements. These social and cultural characteristics directly affect the difficulties in development of settlements and the need for special assistance for such development (Government Policies, 2016).

Due to the topographic nature of Bedouin settlements in the North, and due to the cluster complexity around which most settlements are developed, each clan being assigned a separate cluster, unique care and investment is required in a variety of areas such as public institutions, schools, transportation infrastructure and public transportation. For example, the settlement of Kaabiyah, Tabash Hajagra is a connection of three small settlements in which three clans live, Kaabiyah, Tabash and Hajagra. A similar situation is found in the settlement of Beit Zarzir, which consists of a number of clans, including Hive, Arifat, Ayadat, Joamis and Mazarib. Such settlements require a large investment of resources on the part of Local Authorities, which are anyway in poor economic health due to lack of independent sources of income. As a result, the level of services that the municipality can provide each citizen in these settlements is severely affected (Rabia, 2013).

### **2.9.5. Local Authorities**

Local Authorities are responsible for providing public services to their residents, including services such as education, garbage disposal, water and sewage and welfare. Therefore, it is of great importance that the Local Authority is able to develop independent sources of income to be able to provide quality services to its citizens. The analysis of local revenues of the various Bedouin Authorities, and in particular those revenues received from non-residential property taxes, shows that there is a dramatic difference between the taxes collected by Bedouin Authorities in the North and those collected by other Local Authorities. The total charge of non-residential property taxes (property taxes for businesses) per capita in Arab Authorities is only about 15% of national average, and in the Bedouin sector it is estimated at less than 10% of national average (Haruti-Sover, 2020).

Lack of self-sufficiency among Bedouin Authorities in the North, and their heavy reliance on government support undermines financial strength and economic resilience and leads to significantly lower development budgets planned for Bedouin municipalities. This issue affects all areas under the responsibility of Local Authorities and particularly their ability to fulfil their duty towards their residents in areas such as education, welfare, leisure, infrastructure and business-economic development (Haruti-Sover, 2020).

### **2.9.6. Transportation Infrastructure**

There is a considerable infrastructure gap between Bedouin settlements in the North and other settlements in the State of Israel. They are far behind the other minority communities in terms of preparing master plans for transportation and allocating road rights that will enable transportation projects to be carried out. The way in which Bedouin

settlements in the North have grown due to transition from nomadic life to life in permanent settlements, the style of construction that characterizes Bedouin settlements in the North, their land utilization practices, all require massive government investment in these settlements (Government Policies, 2016).

### **2.9.7. Tourism**

The field of tourism in Bedouin settlements in the North has not been adequately treated by State authorities in the past, despite the fact that it has great tourism potential based largely on ancient Bedouin hospitality traditions, which had taken root and were passed down from generation to generation. Preservation and promotion of this tradition requires investment on part of State authorities both in infrastructural aspect and in aspect of marketing and advertising activities and festivals (Government Policies, 2016).

### **2.9.8. Health**

The physical condition of health infrastructure in Bedouin settlements in the North is relatively poor as compared to the state of similar infrastructures in other minority settlements. Most of them require immediate renovation and maintenance. In addition, a number of small Bedouin settlements have been granted municipal standing in recent years within existing regional councils, however they lack physical infrastructure, including family health facilities (Government Policies, 2016)

### **2.9.9. Education**

Quality of education and level of education have a significant impact on personal and professional development of an individual, and as such, on their earning potential as well.

In addition, quality of the education system has a significant impact on social mobility options of students from relatively weak socio-economic backgrounds. Data from the education system and the CBS (Central Bureau of Statistics) indicate a relatively low performance of the education system in Bedouin settlements in the North in terms of participation rates and performance achievements, at each stage of the school system.

#### **2.9.10. Industrial Areas**

Apart from the settlements of Beit Zarzir and Bo'ina Nujidat, which have industrial areas, other Bedouin settlements have no industrial areas at all. This makes it especially difficult to integrate Bedouin women, who are not allowed to leave their village, into the labor market (Government Policies, 2016)

#### **2.9.11. Encouraging Entrepreneurship and Business Promotion**

In light of the analysis of needs and the nature of business conduct of businesses from the Bedouin sector in the North, a professional work plan was prepared to encourage the promotion and development of small and medium-sized businesses in the target population (Government Policies, 2016).

#### **2.9.12. Higher Education**

In the higher education system, low participation rates are recorded among Bedouin communities in the North. The number of Bedouin students from Northern settlements studying for a Bachelor's degree in academic institutions in Israel is at only about 350 in the year 2004. This rate is significantly lower than the rate reported for the relevant age

group (18-29) in towns and villages that other minorities live in and in the general population (Abu-Kaf et al., 2020).

### **2.9.13. Water and sewage**

Some of the Bedouin settlements in the North have been incorporated into existing corporations that allocate and distribute water and collect and treat sewage, other settlements are yet to be incorporated due to planning reasons. Presently, about 30% of houses in the program's settlements are not connected to the sewer network and still use septic tanks that constitute a major environmental and sanitary hazard. The proposed plan addresses this issue in a substantive way by arranging the sewage infrastructure, connecting all houses in the settlement settlements to the national sewage network, establishing pumping stations and connecting the settlements to adjacent sewage treatment facilities (Government Policies, 2016).

### **2.9.14. Environmental Protection**

Presently, Bir al-Maksur operates an environmental unit that deals with education and training for environmental protection, waste treatment and prevention and management of environmental hazards, recycling, enforcement and supervision. This framework provided a partial solution to some of the Bedouin settlements in the North (Government Policies, 2016).

In conclusion, in order to reduce these developmental gaps and enable Bedouin settlements to be financially independent and able to provide an adequate level of services to their citizens, while enabling the Bedouin population in the North to maintain its special

characteristics, the Forum leaders requesting that the program settlements be recognized as national priority areas (Government Policies, 2016).

## **CHAPTER III**

### **3. RESEARCH QUESTIONS, OBJECTIVES AND HYPOTHESES**

The main research goals were determined in light of importance of the research topic and its vitality, the subject of the research is a subject that worries and interests every teacher in the Bedouin society in the State of Israel, therefore, topical goals were set that would shed light on the issue under investigation, and a central aspect of the education and teaching system in Bedouin society in the State of Israel will be revealed. In addition, this chapter presents the main research questions, which were formulated based on the literature review and the rationale of the study, the research questions were formulated in light of the findings presented in previous studies which were presented in the literature review chapter, and are testable and measurable. The research hypotheses were derived from the research questions, they are temporary answers to the research questions, and the decision to confirm or refute the research hypotheses was made after appropriate statistical tests.

#### **3.1. RESEARCH QUESTIONS**

All of the teachers and principals across the Arab Sector in general and across the Bedouin sector in particular experienced the organizational educational pursuit during COVID-19 period. This period was not simple, and it is still existent.

Teaching in this crisis situation, requires multiple skills. Moreover, school management as well requires skills in and adoption of leadership style by the principal, in order to be able to lead the school with teachers, students and the community, to a safe place, especially when a population that suffers from neglect, low achievement and lack of resources is under discussion.

Current study is significant as there are only a few empirical research studies in the literature review that associate a certain leadership style skills of a principal to affecting teacher perception.

School principals in Israel are faced with multiple difficulties such as poor school climate, lack of control over teacher training, political intervention in education and multiple other pressures and challenges. Therefore, it is of importance that a principal is aware of the management skills they possess and adapt them to nature of a school and if necessary, develop them through advanced training. In addition, Inspectors working for the Ministry of Education should be aware of the capabilities of each principal and whether these capabilities need to be improved through training. A principal is faced with a dynamic and constantly renewing environment and this brings about a necessity to innovate, upgrade and adapt oneself to the challenges one faces in the 21<sup>st</sup> century.

Current study examines the knowledge, skills, strategies and tools that are needed for leaders to be able to create an optimal school climate that can support the changes needed in order to bring about dramatic improvement in student achievement.

Current study examined the relationships between teachers' perceptions of principals' management styles, their trust in them and the effects of these perceptions on teachers' organizational commitment and motivation and student achievement in the Northern Bedouin sector in Israel. Therefore, the research questions are:

- How do teachers perceive the leadership style of their school principal?
- Are there any differences in perception of leadership style based on teachers' characteristics/differences?
- How do school principals describe and perceive their abilities and skills?
- Are there any differences in perception of the level of ability and skills based on characteristics of school principals?

### **3.2. GENERAL OBJECTIVES**

The primary purpose of current research study is to investigate the relationship between teachers' and principals' perceptions of a school principal leadership style and skills. Second, the study will examine the differences in teachers' and principals' perceptions of a principal leadership style and skills, based on teachers' and principal's demographics.

#### **3.2.1. Specific objectives**

1. The first objective of current study is to describe how teachers perceive the leadership style of their school principal, and to describe whether there is any difference in perception of leadership style based on teachers' characteristics/differences.
2. The second objective of current study is to describe how school principals describe and perceive their abilities and skills, and additionally, to describe whether there are any differences in perception of level of ability and skills based on characteristics of school principals.

### **3.3. RESEARCH HYPOTHESIS**

1. Teachers perceive the dominant leadership style of their school principals as a charismatic style, and differences will be found in perception of leadership style based on teachers' characteristics.
2. School principals describe and perceive their abilities and skills at a very high level (available and accessible communication skills, decision-making skills, planning skills, employee care, organizational skills, dynamics and organizational climate skills, morale and motivation skills, information and development skills, personal skills and general ability).
3. Differences will be found in perception of level of ability and skills based on characteristics of school principals.

## **CHAPTER IV**

### **4. METHODOLOGY**

This chapter provides detailed information with respect to the methodology employed in current research study. Specifically, the chapter outlines a description of the participants including detailed information about the sample population and selection criteria. Additionally, included within this chapter are the indices used to determine the correlation being examined as well as evidence of reliability and validity regarding the questionnaires used to survey the respondents. Additionally, the research design is included which details the general description and nature of the research design, including identification of the variables in question. Procedures for the research study are as well discussed at length, including the method of data collection, the rate of return and a delineated description of the procedures utilized by the researcher in organizing the research study with the respondents. The chapter is concluded with a data analysis in which the researcher restates the research questions and includes a brief description of the assumptions regarding the statistical analyses performed to determine statistical significance with respect to the research questions.

The following research questions will be explored in order to determine the correlation between teachers' perceptions of school principal leadership style and skills and to answer the question of whether the differences in teachers' perceptions of school principal leadership style and skills are based on teachers' and principals' demographics (i.e., age, education level and combined years of teaching experience).

#### **4.1. RESEARCH DESIGN**

The primary purpose of current research study is to investigate the relationship between teachers' and principals' perceptions of school principal leadership style and skills. Second, the study will examine the differences in teachers and principals' perceptions of principal leadership style and skills, based on teachers' and principal's demographics. Current particular study is considered to be a quantitative research as it measured two variables of interest — perceived school principal leadership style and skills — by utilizing two questionnaires designed to measure those specified variables using Likert scales. Current study can as well be classified as a correlational research study with a quantitative, non-experimental cross-sectional research design as the researcher measured perceptions of the subjects without attempting to introduce a treatment and collected data on two variables (school principal leadership style and skills) to determine whether they are correlated (Slavin, 2007), thus it is as well called ex post facto research.

The purpose of quantitative research is to seek explanations and predictions that could be generalized to other persons and places (Leedy & Ormrod, 2010). Current study meets that criterion as results could assist in making school principals more aware of their own leadership style and assist them in developing their own leadership capacity to support teachers in handling the increased demands that are cast upon them in this educational age of accountability.

This increased awareness and adaptation of a principal's leadership style may as well contribute to higher school environment and job satisfaction levels among teachers (Zedan, 2018).

## **4.2. POPULATION AND SAMPLE**

The study aims at describing how Bedouin schools have been run during the COVID-19 pandemic and answering the central question: How do school principals perceive their surroundings, roles and ability to cope with the COVID-19 crisis? While in addition describing teachers' perception of the leadership style of their school principal and examining how this relates to management style of school principals during COVID-19 pandemic. Accordingly, the research participants are school principals and teachers in the Bedouin sector.

The research population is the Bedouin population in Israel, whose religion is Islam, that is a dual minority group, both within the general population of Israel and, at the same time, within the Arab minority in Israel. As such, the Bedouin are an important part of the mosaic of cultures, religions, and languages which make up Israel (Gal, 2000).

The Bedouin population of Israel has cultural, historical, social and political uniqueness that distinguishes it from other subgroups. About two-thirds of the Bedouin population lives in the Negev, in the area of Beersheba-Arad Valley, in Southern Israel, while the other third lives in the Givat Alonim-Shefar'am area, in Western Galilee of Northern Israel (Barak & Tzvikel, 2001). This second concentration of Bedouin tribes and families is the subject of current dissertation.

For purposes of current study, 36 schools from ten Bedouin settlements were selected, using quota sampling method in order to sample all parts of this Bedouin community and ensure adequate representation of all relevant components, including socioeconomic levels, settlement size and place of residence. Out of these, 36 schools have responded, along with 367 teachers and 36 school principals that participated in the study. They were selected by covering sampling method. The population resides in two regions in the

country, the Northern region and the Southern region, and schools were chosen from large and small settlements in the North and from the South as well in order to cover all characteristics of the population.

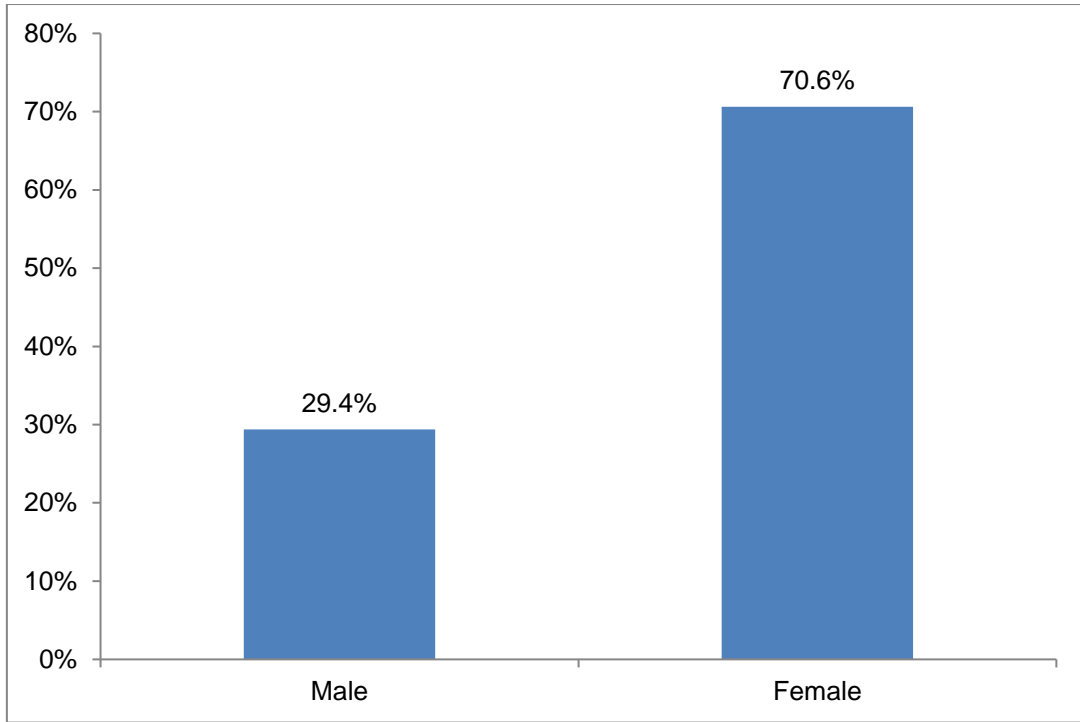
Tables 1 and 2 describe the distribution of participants according to variables of their professional and personal background.

It can be seen that about 70% of the participants are females, the vast majority are married (90%), about three-quarters of the teachers have a Master's degree, and about half of them are teachers without another position in the school.

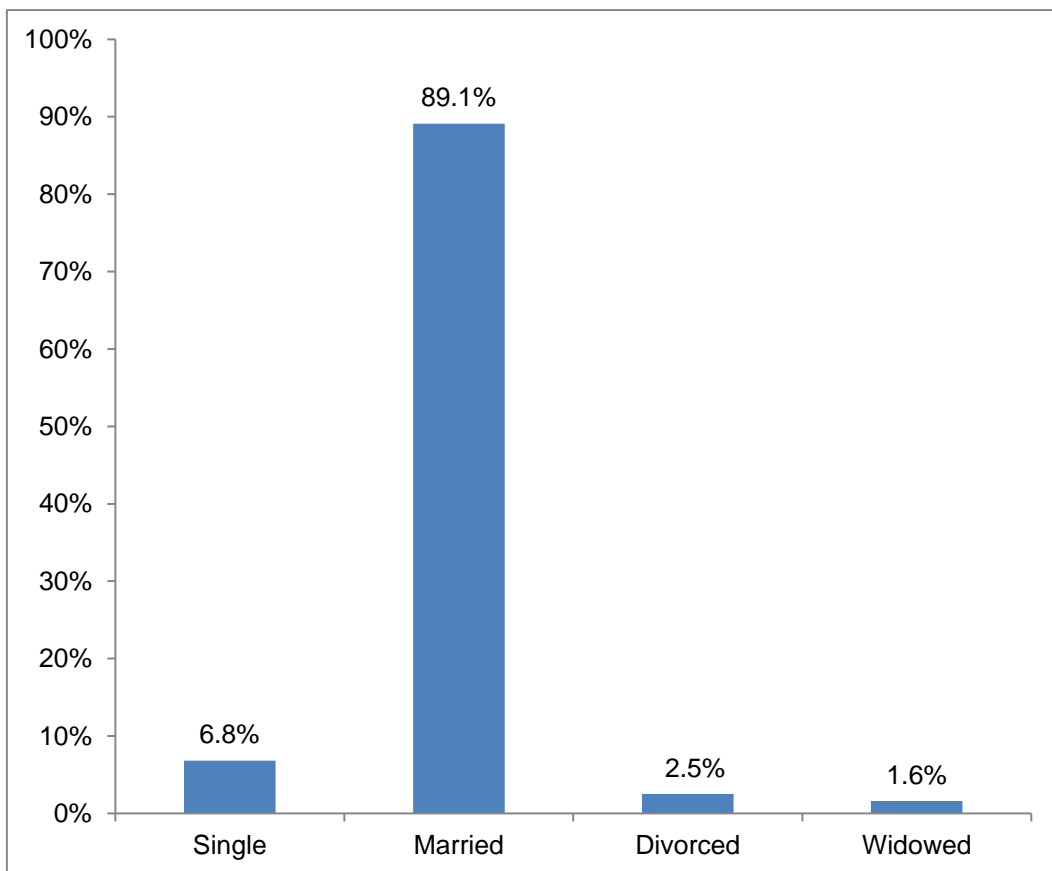
As for the principals, about 60% of them are men, who have defined their schools as having a low socioeconomic status.

**Table 1:** *Distribution of teachers according to their background's variables*

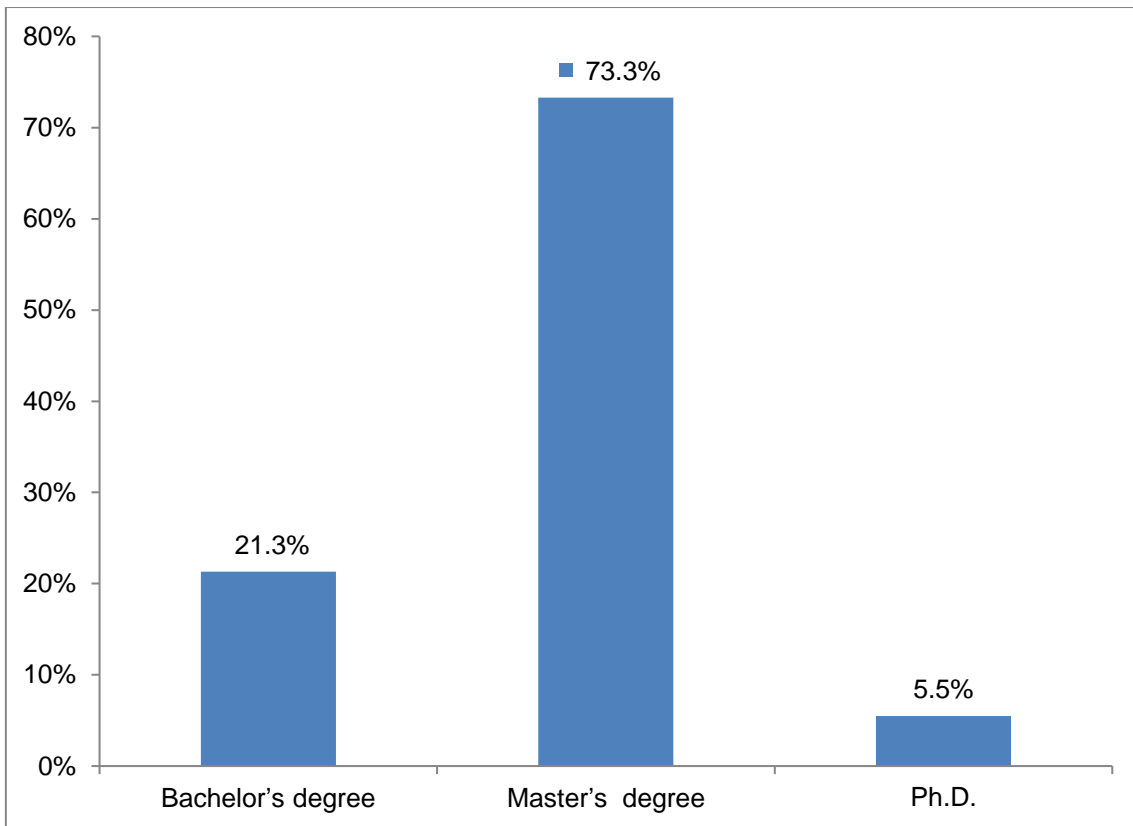
	<b>Variables</b>	<b>Number</b>	<b>Percentages</b>
Gender	Male	108	29.4
	Female	259	70.6
Family status	Single	25	6.8
	Married	327	89.1
	Divorced	9	2.5
	Widowed	6	1.6
Education	Bachelor's degree	78	21.3
	Master's degree	269	73.3
	Ph.D.	20	5.5
Role	Educator teacher	40	10.9
	Coordinator	35	9.5
	Teacher	178	48.5
	Counselor	91	24.8
	School Principal/ Deputy	9	2.5
	More than one role	14	3.8



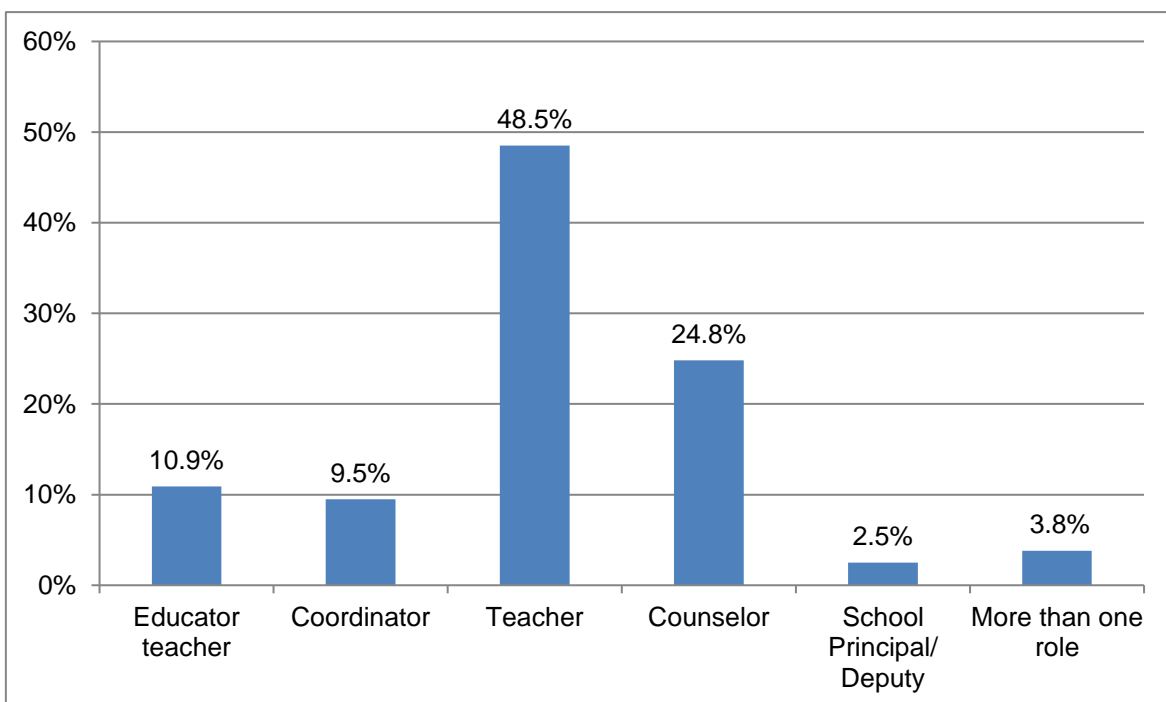
*Chart 1: Distribution of participants according to teacher's gender*



*Chart 2: Distribution of participants according to marital status*



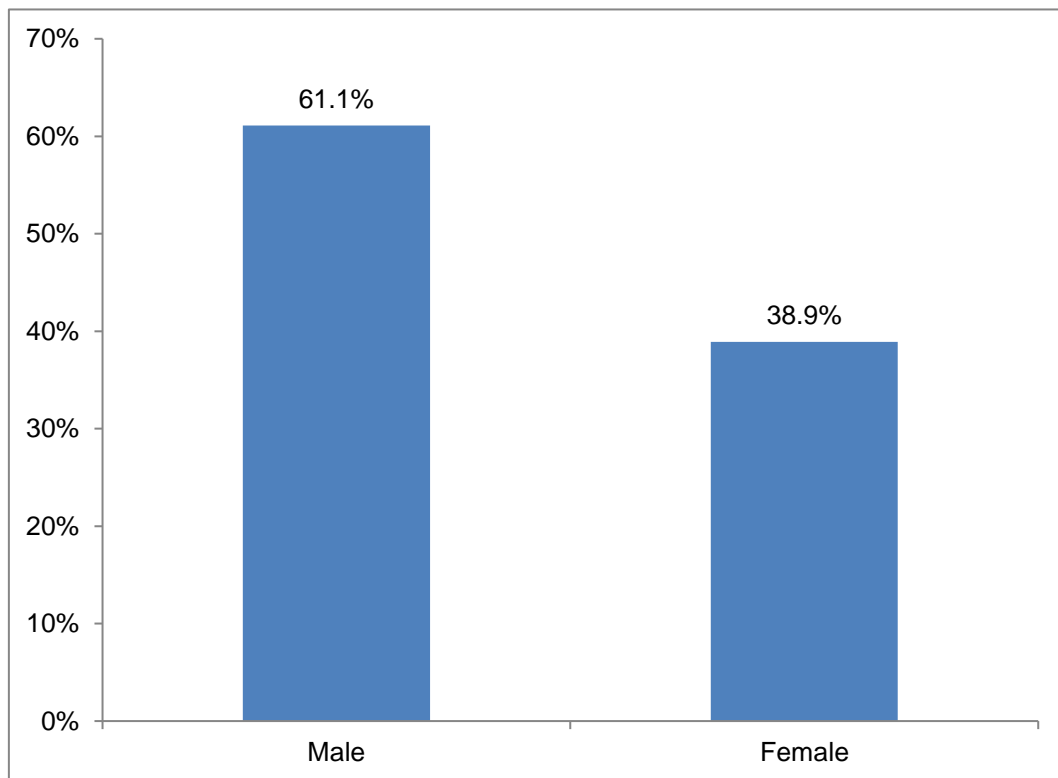
*Chart 3: Distribution of participants according to education*



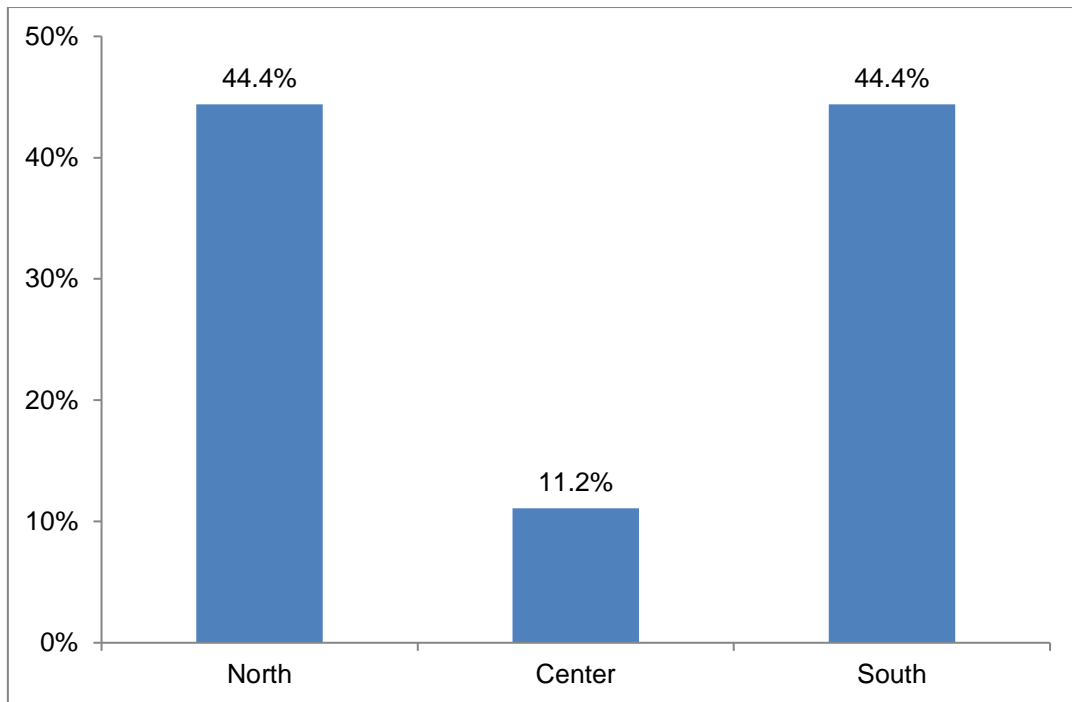
*Chart 4: Distribution of participants according to role*

**Table 2:** *Distribution of school principals according to their background's variables*

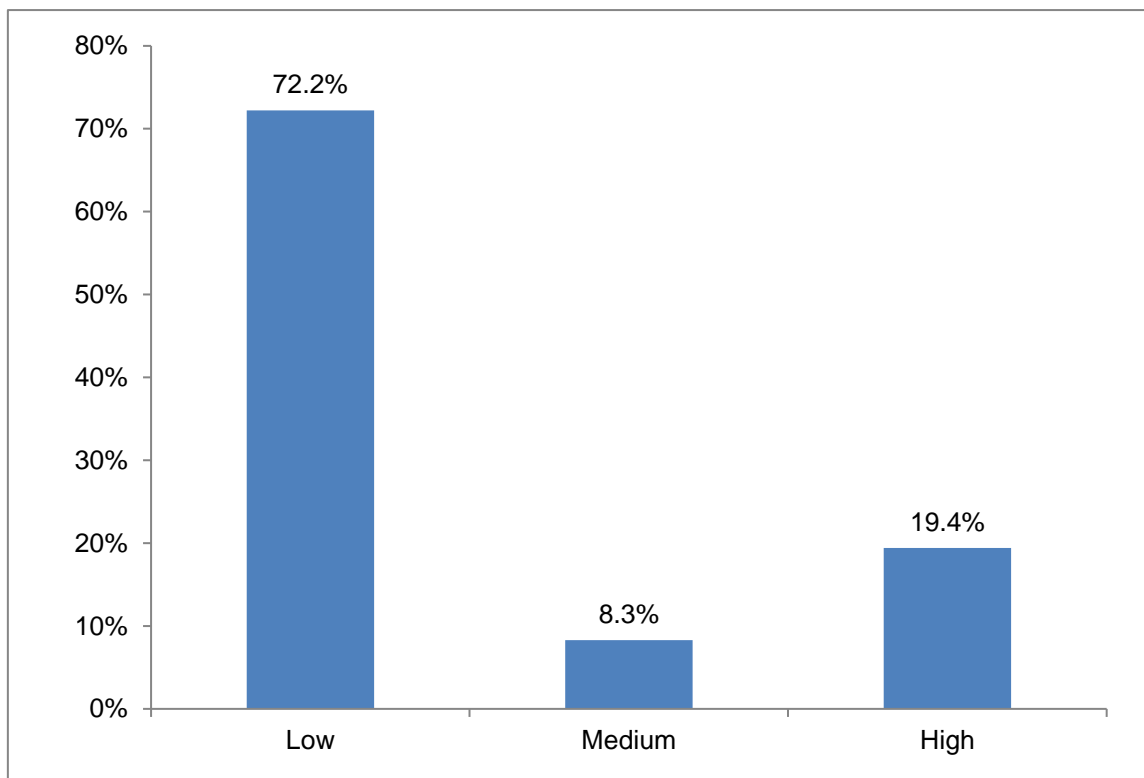
Variables		Number	Percentages
Gender	Male	22	61.1
	Female	14	38.9
Area	North	16	44.4
	Center	4	11.1
	South	16	44.4
Socioeconomic Status	Low	26	72.2
	Medium	3	8.3
	High	7	19.4



**Chart 5:** *Distribution of participants according to principals' gender*



*Chart 6: Distribution of participants according to area*



*Chart 7: Distribution of participants according to socioeconomic status*

**Table 3:** Description of age, seniority and the other variables among teachers

		Minimum	Maximum	Mean	Std. Deviation
Teachers (N=367)	Age	25	66	42.66	8.66
	Teaching Experience	1	46	16.86	8.71
	Seniority within the school	1	40	12.31	8.02

**Table 4:** Description of age, seniority and the other variables among school principals

		Minimum	Maximum	Mean	Std. Deviation
School principals (N=36)	Age	40	60	47.14	5.27
	Teaching Seniority	12	37	21.38	6.15
	Management Seniority	1	20	6.67	5.17
	Number of Students	250	800	500	155
	Number of teachers	20	70	44	15

As can be seen in tables 3 and 4, the age of teachers ranges from 25 to 66 with an average of about 43 years, and their seniority ranges from one year to 46 years with an average of about 17 years of seniority. For principals, their age ranges from 40 to 60 and their seniority in management ranges from one year to 20 years, with an average of about 7 years of seniority in management.

#### **4.3. RESEARCH INSTRUMENTS**

Two questionnaires were used in current study, a questionnaire distributed to school principals and another one for teachers.

The questionnaire for school principals is a structured questionnaire that examines self-reported level of self-confidence and management skills. The questionnaire, prepared by Gostander and Fox (1992) was used by Frank (2012) and Lindberg (2014). The questionnaire was used in an Israeli study conducted by Avni (2008). It relates to skills and knowledge in various and varied areas of a school principal's work. The areas covered include group dynamics, morale, motivation, decision-making, planning, management, organization, creativity, conflict management, originality, self-reliance, dedication and involvement, activity in stressful situations and more. The questionnaire consists of 57 statements, which make up nine aspects according to factor analysis conducted in accordance with a correlated variable conceptual structure of the statements. The scale of answers was of seven levels.

Participants were asked to rate their answers according to a 5-grade Likert scale, with grade 1 expressing opposition to a statement and grade 5 expressing full agreement, grades 2, 3, 4 being intermediate grades.

The variables and dimensions were constructed by calculating the average of participants' responses to the statements that make up each variable or dimension.

Each participant was given a value in each of the variables and dimensions, which ranged from 1 to 5, the higher value indicating a higher perception of the variable or dimension.

Table 3 presents dimensions of the questionnaire, according to a conceptual structure of the constituent statements, with value of the level of reliability made according to Cronbach's alpha.

*Table 5: Dimensions of the questionnaire, Cronbach's alpha*

Dimensions	Items	Cronbach's alpha
Communication Skills, Availability, and Accessibility	19, 31, 34, 37, 38, 42	0.9570
Decision Making Skills	8, 10, 13	0.686
Planning Skills	1, 5, 6, 16	0.654
Employee Care Skills	7, 15, 36, 46, 56	0.928
Organizational Skills	2, 9, 17, 45, 47	0.954
Skills in the field of group dynamics.		
The atmosphere and organizational climate	4, 11, 50	0.916
Skills in morale development and team motivation	12, 13, 14, 18, 22, 24, 33, 35, 39, 41, 57	0.978
Informational and developmental skills	3, 23, 30, 40, 43, 44, 48, 49, 51, 52, 53, 54, 55	0.977
General personal skills (setting goals, challenges, perseverance, self-observation, coping with stress)	20, 21, 22, 25, 26, 27, 28, 29, 32	0.925

Alpha index values for internal consistency were found to be high, except for two-dimensional borderline alpha values. It is important to emphasize that the alpha value for the overall variable is high and equal to 0.925 which indicates a high degree of reliability for the questionnaire. Therefore, the dimensions were constructed by calculating the average responses of school principals to those statements that make up each dimension. Each school principal received a value between one and seven in each dimension. A high value indicates an increased positive perception of dimensions and skills. Ability means

capacity for producing a desired result or effect; effectiveness. The teachers' questionnaire is a structured questionnaire that tests their self-reported perception of leadership style of their school principal. This questionnaire was built by Eyal (2000) and Kirk (2000) and is based on the questionnaire of Bass and Avolio (1995). The questionnaire is composed of 28 statements that make up four dimensions. Example for items: examines again main regulations in order to test their current relevance; focuses his attention on anomalies, mistakes, and deviations from the norm; talks with us about the values and beliefs that are most important in his view.

Participants were asked to rate their answers according to a 5-grade Likert scale, with grade 1 expressing opposition to the statement and grade 5 expressing full agreement, grades 2, 3, 4 being intermediate grades.

The variables and dimensions were constructed by calculating the average of participants' responses to the statements that make up each variable or dimension.

Each participant was given a value in each of the variables and dimensions, which ranged from 1 to 5, the higher value indicating a higher perception of the variable or dimension.

Table 6 presents the dimensions of the questionnaire, the constituents of a dimension and the value of level of reliability according to Cronbach's alpha.

**Table 6:** *The dimensions and make-up of a school principal's leadership perception questionnaire. The statements/questions that make up each dimension and the level of trustworthiness according to Cronbach's alpha*

Statement	Items	Cronbach's alpha
Formative leadership	1, 7, 12, 14, 17, 22, 23, 24, 25	0.885
Charismatic leadership	5, 8, 10, 11, 19, 27, 28	0.947
Transactional leadership	3, 16, 18, 20	0.631
Leadership avoidance	2, 4, 6, 9, 15, 21, 26	0.825

The alpha index values for internal consistency were found to be high, indicating a high reliability of the questionnaire. The values were constructed by calculating the average teacher's response to those statements that make up each dimension. Each teacher received a value between one and five in each dimension. A high value indicates a very positive perception of the dimension of a school principal's leadership style.

The questionnaire included as well a section for demographic details, such as: gender, age and more.

#### **4.4. PROCEDURE**

In the first stage, a principal was approached by the researcher, in a coordinated visit, in order to explain to the principals about the research, its goals and its importance. Explanation regarding the research was given to the principals during a face-to-face meeting during October-November of 2021, when the research proposal was presented to those principals who asked to review it. All principals expressed consent except for two principals who did not agree to cooperate. In same meeting the principals undertook to gather the teachers in the teachers' room during a break, they presented the researcher and

the research and asked the teachers to cooperate with the researcher. Then, a date was been set for each school for distribution of the questionnaires and collection of the data. At the set time, the researcher personally contacted and arrived to the school, distributed the questionnaires to those teachers who agreed to fill out the questionnaire and to the school principal. The researcher was ready for any question or inquiry and upon completion of filling out the questionnaires, she collected them. The time that was required to fill out the questionnaire was about half an hour for the principal and about half an hour to an hour for the teachers. Teachers and the principal were naturally promised anonymity and confidentiality and were assured that the data would be used for academic research purposes only.

There are a number of ethical principles that were taken into account. In essence, these ethical principles stress the need to (a) do good (known as beneficence) and (b) do no harm (known as non-maleficence). In practice, these ethical principles mean that a researcher needs to: (a) obtain informed consent from research participants; (b) minimize the risk of harm to participants; (c) protect their anonymity and confidentiality; (d) avoid using deceptive practices; and (e) give participants the right to withdraw from the research. All of these principles have been observed, and the data collection process with participants has been conducted in strict compliance with one or more of these rules.

#### **4.5. DATA ANALYSIS**

After collecting the data, it was typed into the SPSS25 software and all the appropriate indices and statistical tests were conducted to describe the sample and the questionnaires, such as frequencies by numbers and percentages, means and standard deviations, ranges of the values to describe the demographic variables and the dependent and independent

research variables. Cronbach's alpha was as well calculated for internal consistency reliability of the research variables and dimensions.

In order to test the research hypotheses and produce the findings, statistical tests were conducted, such as variance analyzes, t tests for comparison between the groups and Pearson's correlation coefficient to examine the relationships between variables.

## **CHAPTER V**

### **5. FINDINGS**

#### **Descriptive Statistics**

In the first phase, descriptive analyzes were conducted for the dependent and independent research variables among both principals and teacher. Dispersion and center indices of the research variables, as can be seen in the tables 7 and 8, indicate a normal distribution of the data and no abnormal bias in the data can be indicated. It can be noted that there is no dispersion of the data.

**Table 7: Dispersion and center indices of the research variables among principals**  
(N=36)

<b>Variable</b>	<b>Min</b>	<b>Max</b>	<b>M</b>	<b>Sd.</b>	<b>Var</b>	<b>Skew</b>	<b>Sd.E.</b>	<b>Kurt</b>	<b>Sd.E</b>
Gander	1.00	2.00	1.39	0.49	0.24	0.48	0.39	-1.88	0.77
Region	1.00	3.00	2.00	0.96	0.91	0.00	0.39	-1.98	0.77
Socioeconomic status	1.00	3.00	1.47	0.81	0.66	1.29	0.39	-0.15	0.77
Age	40.00	60.00	47.14	5.27	27.72	0.83	0.39	0.08	0.77
Teaching seniority	12.00	37.00	21.83	6.15	37.86	0.47	0.39	-0.43	0.77
Seniority in management	0.00	20.00	6.67	5.17	26.69	1.01	0.39	0.58	0.77
Students number	250.00	800.00	499.94	155.11	24058.63	0.34	0.39	-0.91	0.77
teachers' number	20.00	70.00	44.44	15.10	228.08	0.13	0.39	-1.20	0.77
Communication skills are available and accessible	2.17	7.00	5.76	1.26	1.60	-2.04	0.39	3.67	0.77
Decision making skills	2.33	7.00	5.32	1.30	1.69	-1.25	0.39	0.56	0.77
Planning skills	2.00	7.00	5.25	1.38	1.90	-1.24	0.39	1.00	0.77
Employee care skills	2.20	7.00	5.78	1.32	1.73	-1.82	0.39	2.70	0.77
Organizational skills	2.00	7.00	5.48	1.27	1.62	-1.78	0.39	2.79	0.77
Dynamic and organizational climate skills	2.00	7.00	5.65	1.31	1.71	-1.91	0.39	3.18	0.77
Morale and motivational skills	2.18	7.00	5.60	1.22	1.48	-1.91	0.39	3.41	0.77
Information and development skills	2.08	7.00	5.56	1.24	1.55	-1.91	0.39	3.26	0.77
Personal skills	2.67	7.00	5.31	1.00	1.00	-1.24	0.39	2.65	0.77
Skills and general ability	2.19	7.00	5.54	1.20	1.45	-1.87	0.39	3.22	0.77

**Table 8: Dispersion and Center indices of the research variables among teachers**

(N=367)

Variable	Min	Max	M	Sd.	Var	Skew	Sd.E	Kurt	Sd.E
Gander	1.00	2.00	1.71	0.46	0.21	-0.91	0.13	-1.19	0.25
Family situation	1.00	4.00	1.99	0.40	0.16	1.48	0.13	11.53	0.25
Age	25.00	66.00	42.66	8.66	75.01	0.39	0.13	-0.21	0.25
Education	1.00	3.00	1.84	0.49	0.24	-0.33	0.13	0.53	0.25
Role	1.00	6.00	3.10	1.10	1.21	0.11	0.13	0.74	0.25
Teaching seniority	1.00	46.00	16.86	8.71	75.87	0.58	0.13	0.04	0.25
Seniority in the school	1.00	40.00	12.31	8.02	64.32	0.85	0.13	0.53	0.25
Formative leadership	1.33	5.00	3.26	0.84	0.71	-0.28	0.13	-0.47	0.25
Charismatic leadership	1.00	5.00	3.77	0.98	0.96	-0.83	0.13	0.12	0.25
Transactional leadership	1.00	5.00	3.28	0.76	0.58	-0.04	0.13	-0.10	0.25
Leadership avoidance	1.00	4.43	2.35	0.81	0.65	0.50	0.13	-0.28	0.25

### **Inferential analysis**

Present chapter presents the findings obtained from comparing principal's leadership perception by teachers and principal's skills according to independent variables of both principals and teachers. The findings presented below refer to the research questions.

#### **First question**

**How do teachers perceive the leadership style of their school principals? Are there any differences in the perception of leadership style based on teachers' characteristics/differences?**

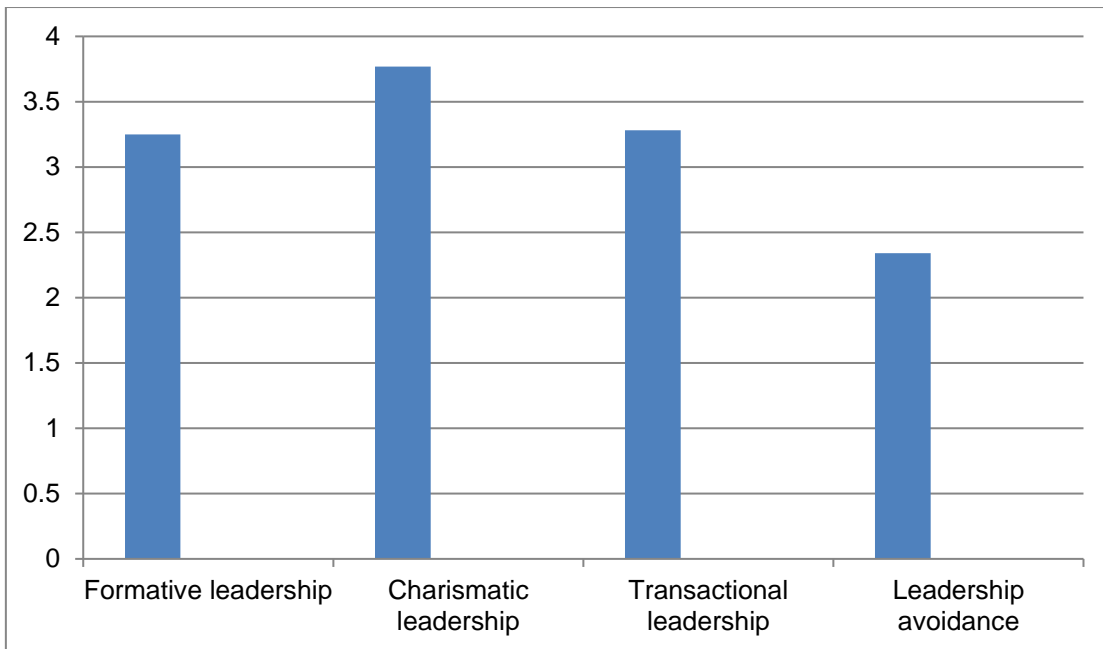
The findings presented in table 5 indicate that teachers perceive school principals' leadership at an above-average level. The average perception of formative leadership

style of school principals by teachers equals 3.25 on a scale of 1-5. It was as well found that teachers perceive the type of charismatic leadership of principals at an above-average level, with average perception of 3.77 on a scale of 1-5. Additionally, it was found that teachers perceive transactional leadership of principals at a level above average and equals to 3.28 on a scale of 1-5. However, it was found that teachers' perceptions of leadership avoidance by principals were below-average with an average of 2.34. In conclusion, it was found that charismatic leadership was the dominant leadership style and the weakest one was avoidance style.

Examining the differences in perception of leadership styles based on teachers' level of education and the roles they fulfil, a one-way ANOVA variance analysis was conducted.

**Table 9:** *Averages and standard deviation for teachers' perceptions of the different types of leadership*

	Minimum	Maximum	Mean	Std. Deviation
Formative leadership	1.33	5.00	3.25	0.91
Charismatic leadership	1.00	5.00	3.77	1.08
Transactional leadership	1.00	5.00	3.28	0.87
Leadership avoidance	1.00	4.43	2.34	0.87



*Chart 8: Averages of teachers' perceptions of the different types of leadership*

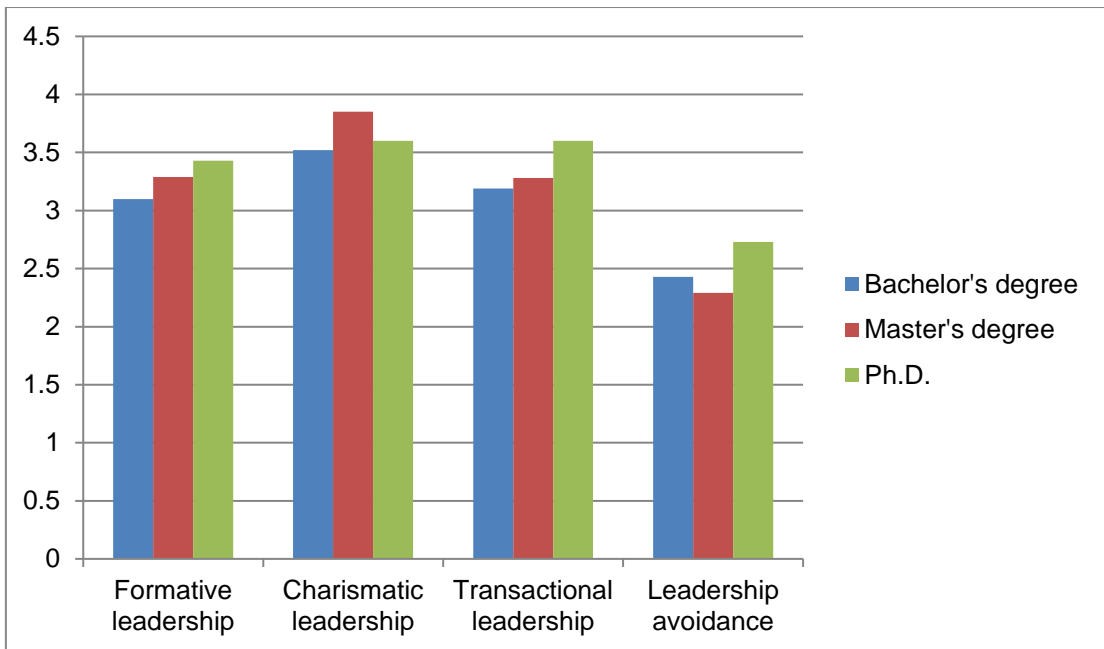
Table 10 shows that there is a significant difference between teachers with a Bachelor's degree and teachers with a Master's degree in perception of a charismatic leadership style ( $f=3.878$ ,  $P<0.05$ ). Additionally, it was found that teachers with a Master's degree perceive a charismatic leadership style to a greater extent than teachers with a Bachelor's degree. Additionally, it was found that teachers with a Master's degree perceive the formative and transactional leadership styles to a higher degree than teachers with a Bachelor's degree. However, the difference between them is not significant.

It was also found according to table 10 that there is a significant difference between teachers with a Bachelor's degree and teachers with a Master's degree in perception of leadership avoidance style ( $f=3.345$ ,  $P<0.05$ ) teachers with a Master's degree perceive leadership avoidance to a lesser extent than teachers with a Bachelor's degree.

**Table 10:** Averages and standard deviations for perception of leadership styles based on teachers' level of education, F ANOVA test values (N=367)

	Education	N	Mean	Std. Deviation	F
Formative leadership	Bachelor's degree	78	3.10	.970	1.959
	Master's degree	269	3.29	.790	
	Ph.D.	20	3.43	.840	
Charismatic leadership	Bachelor's degree	78	3.52	1.18	3.878*
	Master's degree	269	3.85	.900	
	Ph.D.	20	3.60	1.08	
Transactional leadership	Bachelor's degree	78	3.19	.840	2.292
	Master's degree	269	3.28	.730	
	Ph.D.	20	3.60	.830	
Leadership avoidance	Bachelor's degree	78	2.43	.820	3.345*
	Master's degree	269	2.29	.790	
	Ph.D.	20	2.73	.900	

\*  $p < 0.05$

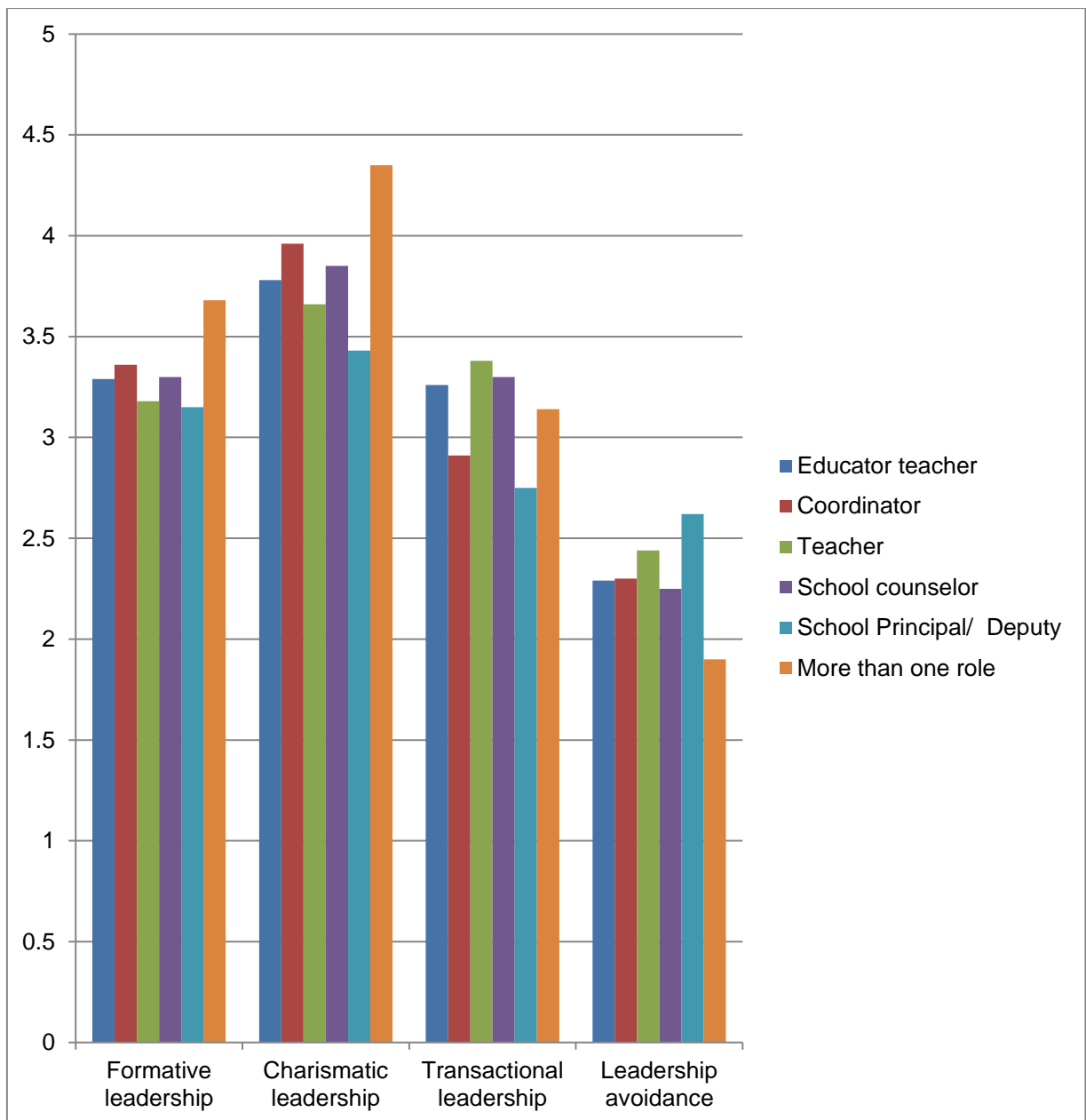


*Chart 9: Averages for perception of leadership styles based on teachers' level of education*

Table 11 shows a significant difference in perception of avoidance leadership style based on teachers' role ( $f=3.417, p < 0.05$ ). It was found that teachers with more than one role perceive the transactional leadership style to a higher degree. Still, no significant differences were found in perception of other leadership styles among teachers based on their roles.

**Table 11:** Averages and standard deviations for perception of leadership styles based on teachers' role, F ANOVA test values (N=367)

<b>Leadership styles</b>	<b>Role</b>	<b>N</b>	<b>Mean</b>	<b>Std. Deviation</b>	<b>F</b>
Formative leadership	Educator teacher	40	3.29	0.94	1.207
	Coordinator	35	3.36	0.69	
	Teacher	178	3.18	0.83	
	School counselor	91	3.30	0.92	
	School Principal/ Deputy	9	3.15	0.22	
	More than one role	14	3.68	0.65	
Charismatic leadership	Educator teacher	40	3.78	1.03	2.057
	Coordinator	35	3.96	0.78	
	Teacher	178	3.66	1.07	
	School counselor	91	3.85	0.87	
	School Principal/ Deputy	9	3.43	0.64	
	More than one role	14	4.35	0.73	
Transactional leadership	Educator teacher	40	3.26	0.73	3.417*
	Coordinator	35	2.91	0.72	
	Teacher	178	3.38	0.84	
	School counselor	91	3.30	0.63	
	School Principal/ Deputy	9	2.75	0.38	
	More than one role	14	3.14	0.57	
Leadership avoidance	Educator teacher	40	2.29	0.84	1.884
	Coordinator	35	2.30	0.69	
	Teacher	178	2.44	0.79	
	Counselor	91	2.25	0.89	
	School Principal/ Deputy	9	2.62	0.57	
	More than one role	14	1.90	0.54	



**Chart 10:** Averages for perception of leadership styles based on teachers' role

The correlations between teachers' seniority and their perception of leadership style were examined and a correlation test was conducted using Pearson's correlation coefficients.

The findings presented in table 12 indicate a significant positive correlation between a teacher's seniority in a school and seniority in teaching and perception of a formative leadership style ( $r=0.233$ ,  $p<0.01$ ;  $r=0.185$ ,  $p<0.05$ ). This shows that as school seniority

increases, teachers' perception of a school principal's formative leadership style becomes more positive.

Additionally, a significant positive correlation was found between teaching seniority and seniority in school and perception of a charismatic leadership style. ( $r=0.196$ ,  $p<0.05$ ;  $r=0.177$ ,  $p<0.05$ ). This means that the higher is teaching seniority the more positive is a teacher's perception of charismatic leadership.

The findings presented in above table indicate a significant positive correlation between seniority in school and seniority in teaching and the perception of a transactional leadership style ( $r=0.184$ ,  $p<0.05$ ;  $r=0.192$ ,  $p<0.05$ ).

This means that as seniority increases, teachers' perception of a principal's transactional leadership style becomes more positive. Additionally it was found that there is a significant negative correlations between seniority in school and seniority in teaching and the perception of leadership avoidance ( $r=-0.215$ ,  $p<0.01$ ;  $r=-0.185$ ,  $p<0.05$ ). This means that the higher is teaching seniority, the lower is perception of a school principal's leadership avoidance style.

Correlations were as well found between teachers' age and their perception of a school principal's leadership style. Thus, significant positive correlations were found between teachers age and perception of formative and charismatic leadership styles ( $r = 0.130$ ,  $p <0.05$ ;  $r = 0.170$ ,  $p <0.01$ ). Meaning, as age increases, formative and charismatic leadership perceptions become more positive. In contrast, a significant negative correlation was found between a teacher's age and perception of leadership avoidance style ( $r = -0.162$ ,  $p <0.01$ ). Meaning, as age increases, the perception of leadership avoidance style will decrease.

**Table 12:** Pearson's correlation coefficients for correlations between teachers' seniority and age and their perception of school principals' leadership styles (N=367)

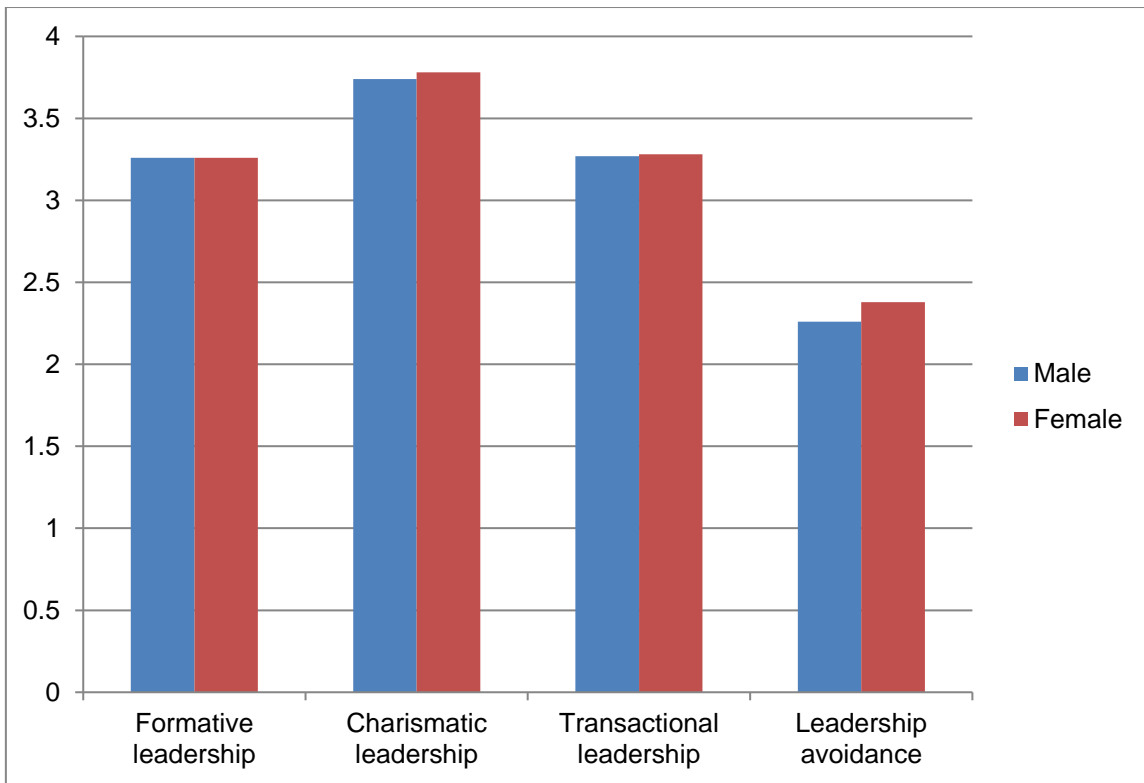
Leadership styles	Seniority in school	Seniority in teaching	Age
Formative leadership	.185*0	0.233**	0.130*
Charismatic leadership	0.177*	0.196*	0.170**
Transactional leadership	0.192**	0.184*	0.077
Leadership avoidance	-0.215**	-0.185*	-0.162**

\*p<0.05, \*\*p<0.01

Differences between teachers in perception of a school principal's leadership style were examined as well. The findings presented in table 13 indicate insignificant differences in perception of a school principal's leadership style based on gender.

**Table 13:** Averages and standard deviations for perception of leadership styles based on a teacher's gender, t-test values (N=367)

Leadership style	Gender	N	M	S.D.	t
Formative leadership	Male	108	3.26	.71	0.028
	Female	259	3.26	.89	
Charismatic leadership	Male	108	3.74	.94	-0.386
	Female	259	3.78	1.00	
Transactional leadership	Male	108	3.27	.79	-0.163
	Female	259	3.28	.75	
Leadership avoidance	Male	108	2.26	.71	-1.371
	Female	259	2.38	.84	

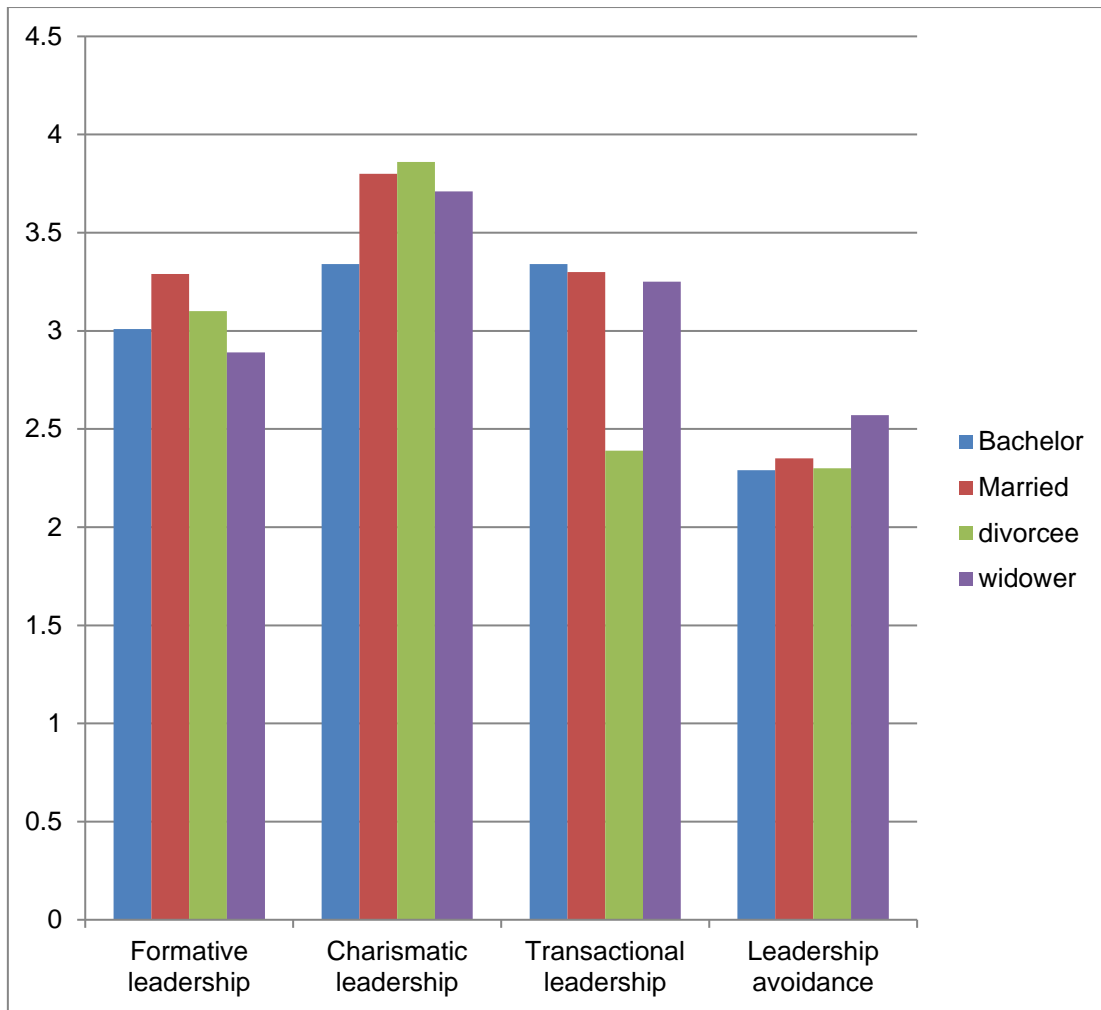


*Chart 11: Averages for perception of leadership styles based on a teacher's gender*

Differences between teachers' perceptions of a school principal's leadership style were examined based on their marital status. The findings presented in the table 14 indicate that there was an insignificant difference in teachers' perception of a school principal's leadership style based on their marital status.

**Table 14:** Averages and standard deviations for perception of leadership styles based on a teacher's marital status, F ANOVA test values (N=367)

Leadership style	Marital status	N	M	S.D.	F
Formative leadership	Single	25	3.01	1.11	1.380
	Married	327	3.29	0.82	
	Divorcee	9	3.10	1.05	
	Widow/er	6	2.89	0.00	
Charismatic leadership	Single	25	3.34	1.63	1.701
	Married	327	3.80	0.92	
	Divorcee	9	3.86	1.07	
	Widow/er	6	3.71	0.00	
Transactional leadership	Single	25	3.34	1.04	1.334
	Married	327	3.30	0.74	
	Divorcee	9	2.39	0.61	
	Widow/er	6	3.25	0.00	
Leadership avoidance	Single	25	2.29	0.89	0.210
	Married	327	2.35	0.82	
	Divorcee	9	2.30	0.33	
	Widow/er	6	2.57	0.00	



*Chart 12: Averages for perception of leadership styles based on a teacher's marital status*

### **Second research question**

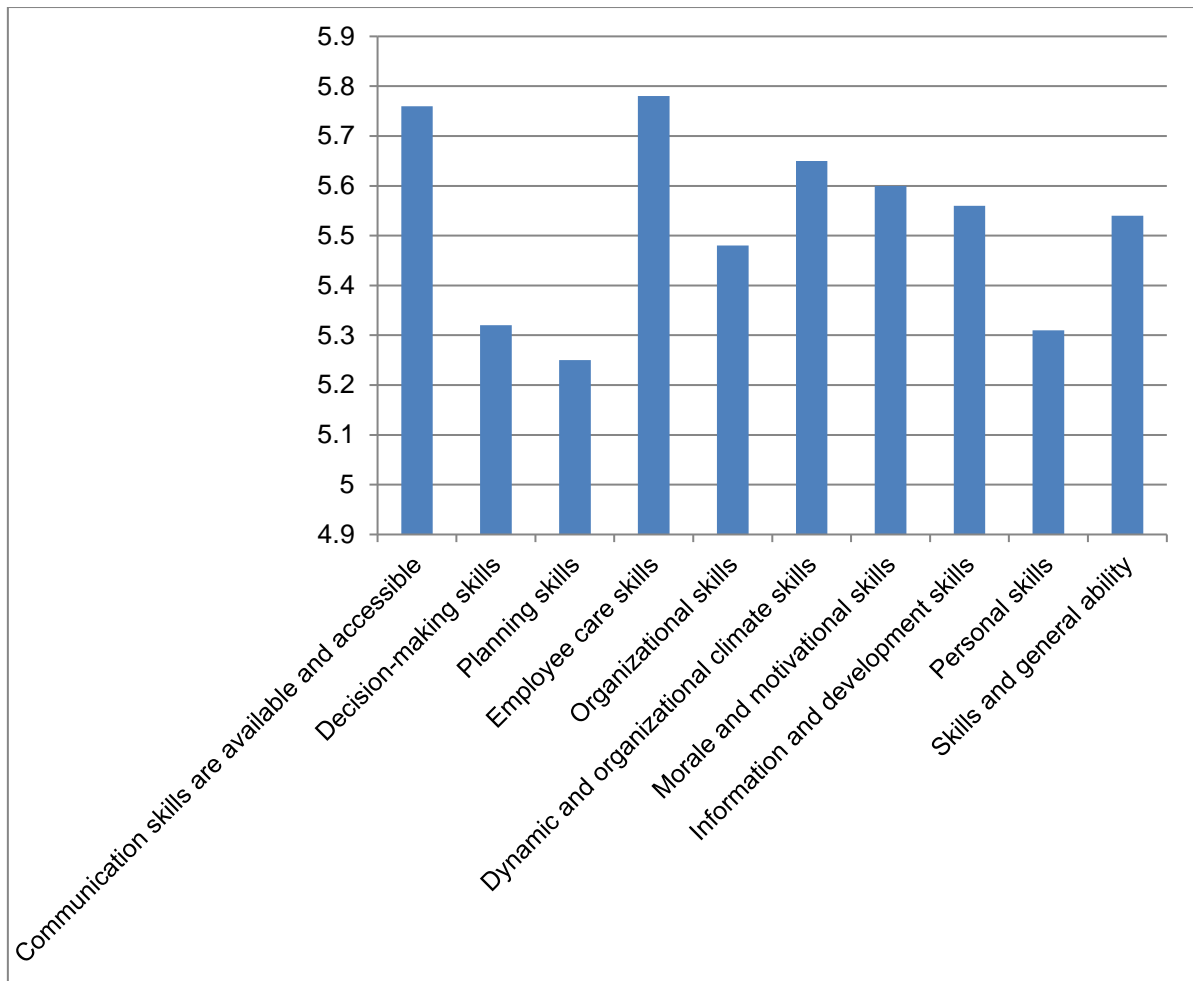
**How do school principals describe and perceive their abilities and skills?  
 Additionally, are there any differences in perception of level of ability and skills based on characteristics of school principals?**

The findings presented in table 9 indicate a high level of ability and skills of all types. Additionally, the averages were found to be between 5.25 to 5.78 on a scale of 1-7, meaning that school principals' ability and skills (available and accessible communication skills, decision-making skills, planning skills, employee care, organizational skills,

dynamics and organizational climate skills, morale and motivation skills, information and development skills, personal skills, skills and general ability) were at a very high level.

**Table 15:** Averages and standard deviation for ability and managerial skills (N=36)

<b>Ability and Managerial skills</b>	<b>Min.</b>	<b>Max.</b>	<b>M</b>	<b>S.D.</b>
Communication skills are available and accessible	2.17	7.00	5.76	1.26
Decision-making skills	2.33	6.67	5.32	1.30
Planning skills	2.00	7.00	5.25	1.38
Employee care skills	2.20	7.00	5.78	1.32
Organizational skills	2.00	6.60	5.48	1.27
Dynamic and organizational climate skills	2.00	6.67	5.65	1.22
Morale and motivational skills	2.18	6.73	5.60	1.24
Information and development skills	2.08	6.77	5.56	1.13
Personal skills	2.67	7.00	5.31	1.00
Skills and general ability	2.19	6.82	5.54	1.26



*Chart 13: Averages for principals' ability and managerial skills*

A t-test was conducted to examine the difference between male school principals and female principals in their perception of ability and skills. Findings of that test indicated non-significant differences between male school principals and female school principals in their perception of various levels of ability and skills.

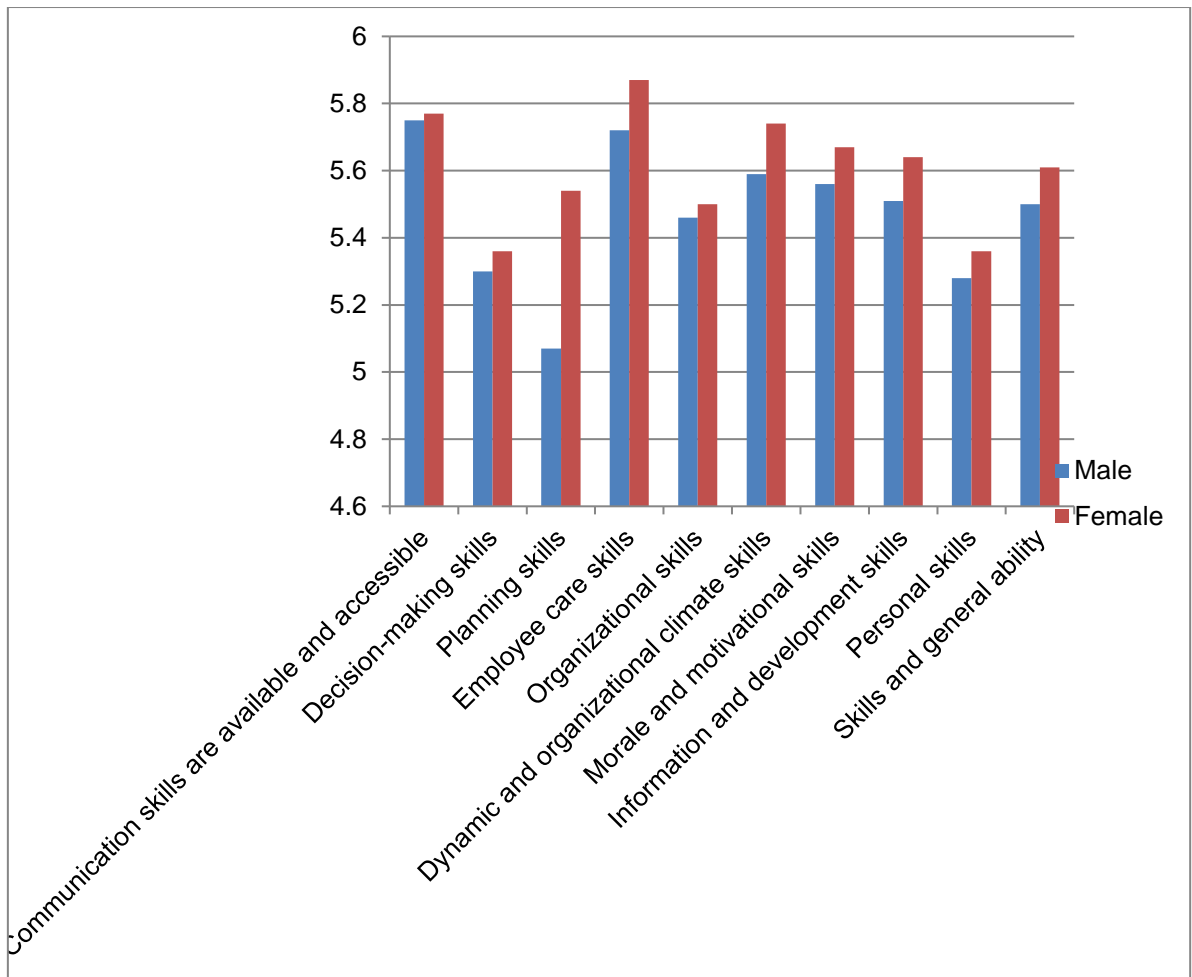
However, it is important to note that perception of levels of ability and various skills among female school principals is higher than among male school principals, however these differences are not significant.

In addition, there were moderate and above-average positive correlations between seniority in school management and perception of school principals' ability and skills.

Still, these relationships were not found to be significant. This lack of significance is due to the small number of male school principals.

**Table 16:** Averages and standard deviation for ability and managerial skills among male and female principals, t-test values (N=36)

Skills	Gender	N	Mean	Std. Deviation	t
Communication skills are available and accessible	Male	22	5.75	1.30	-0.054
	Female	14	5.77	1.25	
Decision-making skills	Male	22	5.30	1.30	-0.120
	Female	14	5.36	1.36	
Planning skills	Male	22	5.07	1.32	-0.992
	Female	14	5.54	1.46	
Employee care skills	Male	22	5.72	1.34	-0.336
	Female	14	5.87	1.32	
Organizational skills	Male	22	5.46	1.32	-0.082
	Female	14	5.50	1.25	
Dynamic and organizational climate skills	Male	22	5.59	1.32	-0.325
	Female	14	5.74	1.33	
Morale and motivational skills	Male	22	5.56	1.22	-0.254
	Female	14	5.67	1.25	
Information and development skills	Male	22	5.51	1.30	-0.286
	Female	14	5.64	1.20	
Personal skills	Male	22	5.28	1.02	-0.214
	Female	14	5.36	1.00	
Skills and general ability	Male	22	5.50	1.22	-0.265
	Female	14	5.61	1.21	



**Chart 14:** Averages for ability and managerial skills among male and female principals

As can be seen in table 16, the positive correlations suggest that as seniority of school principals rises, their abilities and skills rise as well. A correlation was found between the number of teachers in school and the number of students and principals' age. Still, the relationships shown were both positive and negative as well as weak and insignificant.

**Table 17: Pearson's correlation coefficients for correlations between principals seniority, number of students and number of teachers and their ability and managerial skills (N=36)**

<b>Ability and Managerial Skills</b>	<b>Seniority in management</b>	<b>Number of students</b>	<b>Number of teachers</b>	<b>Age</b>
Communication skills are available and accessible	0.250	-0.133	-0.176	-0.130
Decision-making skills	0.321	-0.006	0.005	0.015
Planning skills	0.221	-0.047	-0.092	-0.093
Employee care skills	0.143	-0.156	-0.210	-0.223
Organizational skills	0.120	-0.251	-0.297	-0.289
Dynamic and organizational climate skills	0.113	-0.172	-0.211	-0.269
Morale and motivational skills	0.142	-0.102	-0.167	-0.200
Information and development skills	0.178	-0.144	-0.205	-0.227
Personal skills	0.173	-0.013	-0.089	-0.149
Skills and general ability	0.189	-0.124	-0.178	-0.186

In summary: The school principals report a high level of availability and accessibility as well as good communications with the parties relevant to their work. Additionally, the school principals reported a high level of decision-making ability and appropriate judgment in addition to planning and high organizational skills as well as information and planning skills.

Employee care skill was ranked first; the school principals believe that they have the skill and competence required for supervising their subordinates. Cultivating organizational climate is as well a priority for principals. They believe that they can develop comfortable and positive support for the organizational atmosphere. The school principals believe that

this is at the core of their work, and through this, they as well increase motivation and morale of teachers. Self-perception of the school principals indicated a high level of ability and self-confidence alongside with team management expertise. School principals perceive themselves as having a high level of ability and personal team management skills and expertise. Therefore, it can be concluded that teachers' perceptions of school principals' leadership styles are formative and transactional styles. A less avoidant style is consistent with the school principals' self-perception of high ability with well-developed skills at all levels. Additionally, the school principals report high levels of availability and accessibility with all relevant parties to their work. They as well report a high level of decision-making ability and appropriate judgment and high organizational skills, alongside with their information and planning skills.

Managing employees was ranked first; school principals are sure they have all the necessary skills and experience to administer and supervise their subordinates. Cultivating the organizational climate is as well a priority for school principals; they believe that they know how to develop a comfortable and supportive organizational atmosphere. For the school principals, this is the heart of their work. Through this, they raise teachers' motivation and boost their morale. School principals see themselves as having high standards with excellent personal team management skills and abilities.

## **CHAPTER VI**

### **6. DISCUSSION**

Current study discusses a fundamental issue among a population with unique characteristics, while the research and the discussion centering on the challenges in running a school during the COVID-19 pandemic.

Current study examined what knowledge, skills, strategies and tools are needed for leaders to be to create an optimal school climate that can support the changes needed for bringing about dramatic improvement in student achievement.

Current study examined the relationships between teachers' perceptions of principals' management styles, their trust in them and the effects of these perceptions on teachers' organizational commitment and motivation in the Northern Bedouin sector in Israel.

The impact of a school principal's leadership skills on school climate was tested. The research was conducted in the Bedouin community of Northern Israel. Such a study has not been conducted before, it is a pioneer study. Most of the research and academic articles published in the field have dealt with the Bedouin population in the Negev, the Southern part of Israel, and not in the north. Therefore, present work is a pioneering study in this important field, as it has particular implications for the studied population regarding the place of Northern Bedouin society in the State of Israel and the points at which this social group meets the dominant Jewish culture of Israel. The Bedouin culture in Northern Israel is a culture of a minority within a minority (the Arab-Muslim Israeli sector).

Current study examined a broad theoretical and practical applied variables in order to clarify the issue, which has impacted the Northern Bedouin educational system. There are two main analysis points in the study. One is devoted to the three research variables: school principal skills, organizational climate and academic achievement, and the second point of analysis focused on differences within the Bedouin education system in general and the Northern communities in particular.

Current study addressed the extent to which a principal's skills as an educational leader affect school climate and students' academic achievements. At the same time it will illuminate the challenges facing a Bedouin school principal and the impact of their skills on resolution of these challenges. The education systems in general and school principals in particular, had to face different challenges during this challenging period (Zhang et al., 2020). Despite the fact that each country has its own characteristics (Kearney et al., 2020), the Israeli education system and its school principals were asked to navigate the stormy COVID waters. In current era, characterized by dramatic, technological innovations and social changes, rapid and occasionally unexpected education system changes, adoption of new managerial strategies are required to meet the demands of the educational act. Imparting information, supporting the formation of knowledge and acquisition of skills required to create knowledge are complex and demanding professional pursuits, requiring skills like formative leadership and the flexibility that is required to adapt to changing conditions. A school principal has a crucial role to play in tackling these new challenges (Huang & Anyon, 2020).

The main research question in current study is how do school principals evaluate their abilities and skills that are required of them in managing their schools during the pandemic? Additionally, in what ways do school principals interact with their surroundings, function and view their ability to cope with the crisis? Moreover, the study

aims at describing the perception of teachers subordinate to same school principals and their leadership style. Thus, the managerial skills and competence of school principals based on their leadership style, as perceived by the teachers were explained.

The findings are consistent with the conclusions of Oplatka (2015), which indicate that this skill emphasizes the ability to show flexibility in thinking style and inspires confidence. He as well concludes that school principal must create a supportive climate and understanding among employees that participate in the process of change, making it clear to all that it is an ongoing process, a long-distance run rather than a one-time event. Managing a process of change in the organization, and especially in organizations exposed to constant change, is the central role of any principal. The repertoire of management skills that a principal brings to a school can tip the scales for an organization's success or failure. DuFour (1999) supported the importance of a school principal when he stated that "where principals are effective instructional leaders, student achievement escalates" (p. 15). McEwan (2003) confirmed the significance of instructional leadership in relation to student achievement by stating that "while each researcher has generated a slightly different set of descriptors that characterize effective or excellent schools, one variable always emerges as critically important: ability of a principal to build, particularly in the instructional arena" (p. 1).

In this context, it is of high importance to note that school principals are highly aware of the need to make changes in a school (Fox, 1998). A school principal is the key figure in the process. The process starts once they are able to kick start it by recognizing the staff's horizon or vision and their ability is to direct and stir the introduction of change. A principal's skills are to study the subject, understand the needs of teachers and the problems that arise and lead to their resolution. When a principal is involved in the process and supports it practically and psychologically, the process of change carries to

the teachers an important message and a sense of support. Two main types of school principals are recognized by Oplatka (2015), the principal who initiates change and considers oneself responsible for leading it, and the one actively involved in the processes and directing and leading the change. Therefore, the more a principal plays a key role in making a decision for the change, the more they are actively involved in guiding, supporting and helping to create the conditions that will enable it to be realized, the greater is the chance of success for the change. However, it is important to remember that an excess of unfinished changes and innovations can adversely affect employees (Levy, 2013).

There is mutual influence between a principal's skills and a teacher's performance, therefore professionalism and managing skills in the field of teaching profession are regarded as an employee's tendency to review and improve their knowledge, skills and competencies in order to be more efficient in their job, and for providing a more qualified service (Demirkasımoğlu, 2010). Grady et al. (2008) associated professionalism and managing skills with having knowledge and skills unique to a specific field, undertaking responsibility for professional improvement and making decisions in matters concerning the related field. Thus, it can be argued that professionalism is exhibited when employees improve the qualifications required in their field to deliver a better service. Professionalism and managing skills are as well associated with a teacher as an employee. Principals' professionalism and managing skills include principals' ability to perform and enrich effective school practices, create an environment appropriate for learning in a school and improve their professional knowledge and skills with the aim of providing students with richer learning experiences. Another study explained principals professionalism as having the required knowledge and skills, meeting the study needs of students, developing a high-level commitment to the teaching profession and having

adequate autonomy to make decisions regarding the teaching process (Day, 2002, in: Cerit, 2013).

Within the context of professionalism, managing expectation of both a school and a teacher is an important factor in achieving more effective teaching. Cerit (2013) argued that the social demands and expectations of schools towards the cultivation of active, entrepreneurial and creative individuals forces schools to provide a higher-quality teaching and learning environment. Furthermore, the needs of students to improve their team-work skills, develop high-level thinking and use communication and information systems effectively not only directly affects the form of teaching in a school, but rather makes it necessary for teachers to continually improve their knowledge and skills to ensure more effective classroom teaching. These student-focused needs as well require teachers to learn from one another and to collaborate efficiently with their colleagues, school administrators and parents, thus improving the professional skills of principals to ensure maximal satisfaction of teachers and students (Hargreaves, 2000).

According to teachers' perception, the main research finding indicated that charismatic style is the dominant leadership style of school principals and the weakest style is considered as avoidant style. In addition, it was found that school principals reported a high level of availability, accessibility and proper communication management with those groups relevant to their work. The school principals as well reported a high level of decision-making capability and appropriate judgment calls, in addition to their high standard of organizational planning skills as well as information and development skills, dynamics and organizational climate skills, morale and motivation skills, personal skills, skills and general ability.

School principals assigned their employee care skills to first place and believe that they have the necessary skill and ability to deal with their subordinates. Furthermore,

cultivating organizational climate is a priority for school principals; they believe that they can create a pleasant and supportive environment. This is their primary job, alongside with increasing the motivation of teachers and lifting their morale.

School principals perceive themselves as having a high standard of ability and the necessary qualities for team management. These findings are consistent with those of a study by Boyatzis (2009) who found that when a school is led by a skilled principal with recognizable interpersonal skills, business and strategic skills, it will bring about increase in teacher participation in decision-making and in their commitment to the organization. This was reflected in high standards in school climate that, in turn, promoted high-level achievements of students. This finding was consistent with Person Organization theory, which maintains that superior performance is achieved when a person's abilities match the requirements created by the environment one operates in.

Additionally, the findings of current study reinforce the findings emerging from a study of Zhang, Sjoerds and Hommel (2020) of school principals' ability to meet and deal with challenges regarding their skills and competencies; thus school principals with skills and competencies in a variety of fields can effectively address challenges and changes in the education system. Challenges, be they different and familiar, small and significant, had to be faced during these challenging times by education systems in general and school principals in particular.

The findings of Kearney et al. (2020) indicated as well that school principals had the capability to cope with the challenges of COVID-19 pandemic. Changes that entered into the education system in light of the pandemic were due to skills and abilities of school principals. The Israeli education system and its school principals were asked to navigate the stormy COVID-19 waters. All the findings of above study indicated that school principals know that they are skilled in fostering and developing positive environment

and group dynamics, which has led to success in coping with the new situation. These findings reinforce the finding of current study revealing that significant learning has occurred when school climate and culture encouraged the use of ICT (Information and Communications Technology), and when it was open to introduction of innovative pedagogies and maintained teamwork by providing appropriate support for the teaching staff and for school administration (Shukla et al., 2019).

Education lies at the forefront of Jewish and Bedouin communities and families in Israel. School is the most important socializing agent after family. It impacts a student's education, integration into society and behavior as a future citizen (Vidergor, Givon & Mendel, 2019). School principals are central and influential figures in multiple aspects of engineering school climate and their skills are recognized to have significant impact on the achievements of students (Capp et al., 2020).

The research findings revealed as well that charismatic leadership style of school principals, as perceived by teachers, had significant impact in creating a feeling of school affiliation, motivation and high morale among teachers, as well as cooperation and reciprocity. Teachers became partners to the decision-making process and school principal demonstrated ability to navigate and care for their subordinates with constant consultation and cooperation. Further studies revealed that the principle of informality refers to learning outside the physical framework of a school and permits learning in any space and at any time with almost no limitations, allowing for rapid adaptation to the changing reality. Current COVID-19 pandemic serves as a tangible and typical example for this. Students have been encouraged to study at home, in small groups in school and in parks with a teacher. The universality principle is reflected in a balance within learning processes between global content and another content that strengthens the local identity of a student. In the digital world, a learner is required to acquire comprehensive universal

knowledge skills that include, among other things, familiarity with different religions and languages. At the same time, there is a preservation of community which strengthens community identity of a student. This combination of the two is balanced by universal and community sentiments, which allows for students to find their personal balance point (Ministry of Education, 2018).

In current study, school principals reported regarding their initiative and creativity and regarding their desire and capability to adopt new ideas. These skills and characteristics had impact on the ability of school principals to cope with challenges of the period. In a previous study of Lindberg (2014), it was found that when school principals consider implementation of a new idea, they must think carefully about the type of environment being required to support the change. In addition, change can be crucial for both leaders and the team that implements it. Admittedly, the change can be brought about should the people involved see a school principal as possessing the skills to meet innovation challenges.

It should be noted that an important finding in current study was competence of school principals and their proficiency in fields of information and development as well as introduction of educational changes and innovations. The school principals demonstrated and reported on mastery and expertise in introducing educational changes into teaching and management of their schools.

Significant studies have indicated the important role of a school principal in directing the school during difficult times, alongside with introducing necessary changes to securely galvanize staff and students. It has been reported in previous studies that a school principal is perceived to be a key figure in the implementation of change. When school principals support and commit to a change, there is greater chance of success, and when

they ignore or are indifferent to it, innovation is usually not introduced into a school successfully or it fades quickly (Oplatka, 2007).

In order to ensure success of a change process in school, a school principal must be responsible at all stages of implementation for including the staff in school vision. Involvement of a school principal is essential for implementation and success of the process overtime. A rapidly changing global environment and the need to deal with an open market with sophisticated and advanced technology bring change to characteristics of managerial roles. Until the 1970s, work environment was relatively stable and changes and innovations were quite slow. Upon emergence of a rapid change in all areas of life, an approach emerges that emphasizes the role of a manager in field of change and that accounts for the skills being required for reaching the organization's goals (Levy, 2013).

The most important finding that sums up all the findings revealed in current study is that school principals can cope with challenges of COVOD-19 period. These factors, alongside with successful planning, organization and management ability, support and reinforce the study of Fullan (2013) who maintained that the most important thing school principals need to know in the 21<sup>st</sup> century is how to manage change. Assigning such importance stems from an assumption that any change is accompanied by difficulties. However, proper management can facilitate the process and reduce difficulty (Koter, 2013). According to Taylor's approach (in: Levy, 2013), school principals must engage constantly in control and measurement of performance and processes aimed at continuous improvement. According to this approach, school principals are classified according to the degree of change that they have the willingness to assume and how they see their role as leading a process of change or initiating and driving for change in their school. The term for such type of a school principal is 'change-agent', a person who initiates, pushes and directs changes.

Current study addressed such important aspects of principals' work and teachers' perception of their style during the COVID-19 crisis; however, the study was conducted through quantitative method, and it was important to incorporate a qualitative part that included interviews with teachers, in order to describe perceptions in depth and integrate the qualitative paradigm into future research.

Thus, teachers perceive the leadership style of school principals as charismatic, formative and transactional, rather than evasive. This is consistent with the school principals' perception of their abilities as being high and that they have developed skills at all levels. Additionally, principals report a high level of availability and accessibility regarding their work. They as well report a high decision-making ability and appropriate judgment calls. This is in addition to high organizational and planning skills, alongside with expertise in information and development. Employee care skill was ranked first, with the school principals being sure that they have the necessary skill and expertise to administer their subordinates. Another priority for school principals is fostering the organizational climate; they believe that they can cultivate a pleasant and supportive positive organizational environment. This is the core of school principals' work, increasing teachers' motivation and boosting their morale. School principals see themselves as having high standards of personal skills alongside with team management and competence. These high standards aided school principals in coping with challenges of the pandemic and traversing them safely.

From the research literature in the field, it has emerged that there are two types of school principal. A manager who initiates change and considers oneself to be responsible for leading it. Such a principal is usually actively involved in the processes and directs and leads the changes. The second type of a principal is the one who as well initiates change,

however gives up the lead. In this case the principal does not see oneself as a leader, usually not being personally and practically involved in what is being done.

The findings of the study relate to correlations between personal and professional characteristics of teachers and principals and perception of leadership style and skills of principals, and it revealed that there is significant difference between teachers with Bachelor's degree and teachers with Master's degree in perception of charismatic leadership style. Additionally, it was found that teachers with Master's degree perceive charismatic leadership style to a greater extent than teachers with Bachelor's degree. It was as well found that teachers with Master's degree have higher perception of formative and transactional leadership styles than teachers with Bachelor's degree. However, the difference between them is not significant.

It was additionally found that there is a significant difference between teachers with Bachelor's degree and teachers with Master's degree in perception of avoidance leadership style. Teachers with Master's degree have lesser perception of leadership avoidance than teachers with Bachelor's degree.

There was significant difference in perception of leadership avoidance style based on a teachers' role. It was found that teachers with more than one role have higher perception of transactional leadership style. Nonetheless, no significant differences were found in perception of other leadership styles among teachers based on their roles.

Correlations between teachers' seniority and their perception of leadership styles were examined, and using Pearson's correlation coefficients a correlation test was performed.

The findings presented in above table indicate a significant positive correlation between a teacher's seniority in school and seniority in teaching and between perception of

formative leadership style. This shows that as school seniority increases, teachers' perception of formative leadership style of a school principal gets more positive.

However, it is of importance to indicate that perception of levels of ability and various skills among female school principals is higher than among male school principals; however, these differences are not significant.

Additionally, moderate and above-average positive correlations were found between seniority in school management and between perception of ability and skills of school principals. Nonetheless, these correlations were not found to be significant. This lack of significance stems from the low number of male school principals.

Additionally, a significant positive correlation was found between seniority in teaching and between perception of charismatic leadership style. This means that the higher teaching seniority is the more positive is a teacher's perception of charismatic leadership. The findings indicate a significant positive correlation between seniority in school and seniority in teaching and between perception of transactional leadership style.

The meaning of this is that as seniority increases, teachers' perception of a principal's transactional leadership style becomes more positive. Additionally a significant negative correlation was found between seniority in school and seniority in teaching and between perception of leadership avoidance; meaning, the higher is teaching seniority, the lower is perception of leadership avoidance style of a school principal.

This findings support the findings of other studies, such as the study of Abu-Saad (2011) that found another factor that hinders the development of the Bedouin education system, which is lack of talented principals and teachers at all levels of education and especially in upper Secondary schools. The higher is the school level, the smaller is the proportion of female teachers and fewer of them teach in High schools. In a community where

women are separated from men, High school female students have to deal with a new situation of encounter with an environment that is largely masculine, which is contrary to the Bedouin tradition for generations. The problem of integrating female teachers within the education system is one of the most serious and troublesome problems facing the Bedouin education system. Level of skill of Arab-Bedouin teachers is, on the average, lower than that of teachers in the Arab and Jewish education systems (Abu-Saad, 2011).

These characteristics may as well be related to the way teachers and principals perceive and behave in unconventional situations. For example, Oplatka (2015) found that school principals with practical orientation and with a task-oriented leadership style were perceived as more effective and less friendly than principals with moral-value orientation and a thoughtful and intentional leadership style, oriented toward people. Levy (2013) perceived the status of a school principal as a key contributing factor to school wellness and with a decisive influence on the change process. He describes the role of a school principal as an educational leader who integrates and coordinates between various staffs and assists them in the change process. A school principal takes care of resources and makes contact with the community and other institutions, which can provide resources (Oplatka, 2015).

The figure of a school principal that emerged from the research was one who, with their sleeves rolled up, has led and implemented a process of change, has focused on needs of students, has divided and distributed authority, has strengthened school climate, has made time for interactions with students, with teachers and with community members of the developed group learning in the organization and has helped maintaining the school vision in action. Some researchers warned about a potential problem in the professional literature regarding the issue of leadership in effective schools. According to them, professional literature sees a leader as one who controls the behavior of others and who

does not pay attention to the contribution of most members of the organization. Teachers, students and members of the community are viewed as a kind of sheep to be led, devoid of independent thinking and motivation. The complexity of school and its range of goals require recognition that there are no leaders without people who choose to be led. They require a design of a culture of professionals who share educational values and professional commitment to students, recognize the value of each individual's contribution to the collective and are therefore interdependent (Leithwood et al., 2007).

Relational demography theory, which originated in social psychology research, suggests that demographic variables such as gender, race, education level and socioeconomic status are central in promoting important professional characteristics, performance and skills (Sacco et al., 2003). According to this theory, homophilia is a key human inclination, thus similar individuals in a workplace, sense some type of interpersonal attraction fueled by a desire to define one's self-perception as part of a social group (Goldberg et al., 2010). Relational demography research shows that demographic similarity between individuals at work is associated with individuals perceiving work as a supportive environment (Avery et al., 2013). Supervisor-employee gender similarity has been shown to influence employees' work attitudes. Gender similarity between principals and teachers is said to directly enhance a sense of interpersonal trust. Addressing principal-teacher relations, Price (2012, p. 51) contended that "persons are more likely to build trusting relationships with others of similar gender." Reflecting on limitations of his study, which was based on a sample of 166 male Primary school principals and 449 teachers (55.6% female), Zeinabadi (2014, p. 401) recently speculated that principal-teacher gender match influences trust in a principal.

And this is what emerged from the findings of current study, which indicated correlation between professional and personal characteristics of teachers and principals and teachers'

perceptions of a principal's leadership style and between a principal's perceptions of their managerial skills.

As revealed in current study, school principals' perceptions have a large impact on how decisions are made and on which teaching and learning methods are chosen. Education is an activity guided by beliefs and perceptions. The sources that feed a school principals' beliefs and perceptions are values, social framework of teaching and expectations of teachers and students, of the system, of parents and of peers. The argument is that it is impossible to lead changes in education without understanding the interrelationship between a principal's beliefs and perceptions that predate the change process and the assimilation of these beliefs and perception into the new educational paradigm. Principals' perceptions and skills affect their willingness to embrace change in the school environment (Lim & Chai, 2008) and their conduct upon implementing innovative pedagogy (Barnes & Smith, 2007).

This could explain the success of principals in managing schools in times of crisis as was found by Oplatka (2007), that a school principal is perceived as a key figure in the implementation phase of a change. When a principal supports and is committed to change, there is greater chance for success, and when they ignore or are indifferent to it, innovation is usually not introduced into a school or rapidly fades (Oplatka, 2007). To ensure success of a school change process in the best way possible, a principal must be responsible for enlisting the staff to school vision at all stages of the implementation. Involvement of a school principal is essential for implementation and success of the process overtime. A rapidly changing global environment and the need to deal with an open market, with sophisticated and advanced technology, change the characteristics of managerial roles.

In light of the findings of current study regarding a school principal's perception of leadership style and skills of principals in dealing with the COVID-19 crisis according to teachers' perceptions, and in light of the correlations between principals' and teachers' personal and professional characteristics and perceptions and principals' skills, it can be stated that there is a desperate need for effective principals as the world of education continues to change rapidly in order to meet the new demands of 21<sup>st</sup> century learning. Fullan (2001b) argues that “for better or for worse, change arouses emotions, and when emotions intensify, leadership is key” (p. 1). Consequently, principals discover that their past duties and responsibilities are quite different from the complex role of a school principal nowadays, as the role of a school leader has indeed changed.

A principal's role in the 21<sup>st</sup> century has been transformed from focusing primarily on managing various rudimentary aspects of a school (i.e., staff, students, buildings and grounds, safety, etc.) to concentrating more on leading issues related directly to curriculum, assessment and instruction. Despite the fact that a principal must definitely be able to “manage” effectively, they must as well be able to properly lead from an instructional standpoint in order to lead schools to proficiency and beyond. Likewise, the role of a principal in the 21<sup>st</sup> century, especially in companies characterized by low level of achievements and resources such as the Bedouin population, must further expand on the component of instructional leadership by continuing to integrate effective management skills and sound instructional leadership practices, while simultaneously articulating development of the entire school community as collaborative partners in the learning process. However leadership is designed, divided or structured, principal leadership must be a matter of effectively leading a community of teachers, learners and other school community members (Institute for Educational Leadership, 2000, p. 5).

The accountability level of a school principal perhaps lies at its pinnacle, and it is not surprising that they struggle with the pressure of increased accountability for student learning and continuous progress with an obvious obligation to functioning as an instructional leader (Hallinger, 2007).

School principals are indeed an essential component of effectiveness of any school and their indirect effect on success of the school cannot be underestimated. Essentially, a school principal in the 21<sup>st</sup> century will face the extraordinary challenge of integrating concepts of instructional, community and visionary leadership. These areas of future principal leadership are important; however, the focus must continue to be on creating a sustainable vision and mission, establishing appropriate goals, reinforcing staff through systematic support systems, collaborating with community partnerships, and creating a positive school culture (Institute for Educational Leadership, 2000).

Elmore et al. (2009) affirmed that principals should strive at enhancing the knowledge of all stakeholders in order to create a collaborative, cohesive learning atmosphere that emphasizes personal responsibility and accountability. Fullan (2003) expanded this notion, arguing that a "principal of the future must lead a complex learning organization by helping to establish new cultures in schools that have deep capacities to engage in continuous problem solving and improvement." Fullan (2001b) further asserted that there are four key roles of school leadership including extending teacher knowledge of contents; creating a culture focused on collaboration and professional learning communities; maintaining coherence, continuity and consistency of school-wide initiatives; and assuring appropriate access to space, time and materials that encompass the technical resources of a school.

In developing societies, characterized by a low level of achievement, the importance of school and its principal is particularly prominent, as emphasized throughout current

study, the Bedouin society is a weak society, with low socioeconomic status. Education in general and a school in particular constitute for this society a tool of promotion of social and economic status, making school one of the most important educational institutions in a person's life. Thus, many things from actualization of the learning to characterization of someone are offered to students in schools by teachers and principals. Principals and teachers are responsible for maintaining the proper stability of school for purposes of the school and the education system. Yet, nowadays, principals' and teachers' duties become more complex day by day. In this chaotic setting, expectations of stakeholders of school have risen as compared to past (Ail, 2015). Principals cannot provide the sustainable management with their management skills alone. Self-renovating of schools and shaping the future are dependent upon principals' leadership. Due to this reason, school principals should exhibit contemporary leadership behaviors to manage their schools effectively and beneficially in crises periods, and in processes of change and innovation and to commit their staff in the organization. School principals' leadership behaviors which they perform in relation to people whom they are in interaction with have substantial role in fulfilling the purposes of school. Instructional leadership that was revealed by effective school studies, became the most expected behavior from principals (Hallinger, 2005) as school principals as instructional leaders must focus on the teaching and learning process to form effective schools (Nayir, 2012). Thus, a school principal can coordinate all existing resources of a school skillfully, take under control, inspect them to actualize educational purposes of a school and as well provide the required conditions.

Thus, instructional leaders have knowledge of implementation to make learning and teaching easier, as an impact to motivate people (Spillane & Diamond, 2007). Actually, instructional leaders are aim-oriented in relation to other leaders and focus on students' academic success. Therefore, instructional leaders try to create a school culture that

includes high expectations and standards for both teachers and students, and in addition they move cooperatively with the stakeholders of school and try to keep their motivation high, care about teamwork and rewarding (Niqab et al., 2014).

However, those scales were similar to each other and include factors to make school effective. In another words a principal's leadership style has a major impact on school climate and the study environment (Pepper & Hamilton, 2002). A principal can lead in a way which promotes a positive school climate, thus increasing student achievement. Oppositely, a principal can as well lead, or manage, in a way uncondusive to a positive school climate and can negatively impact student achievement. A transformational leadership style tends to have the qualities most conducive to developing and nurturing a positive school climate. Transformational leaders raise leaders, support their followers' individual needs and encourage their followers to become innovative thinkers. Transformational leaders find value in collaborative approaches to problem solving. Transformational leaders are not managers, but rather they lead in a way that is not focused on position and power, but rather the best interest of the people within a school. Transformational leadership leads to more committed teachers and increased student learning (Hauserman & Stick, 2013).

## **Chapter VII**

### **7. Limitations and future prospects**

Current study investigated an important issue of "impact of a school principal's leadership skills on school climate and student achievement in the Northern Bedouin sector", among a population with poor working conditions, when teachers and principals across the Arab Sector in general and across the Bedouin sector in particular experienced the organizational educational pursuit during COVID-19 period; this period was not simple, and it is still existent.

Teaching in this crisis situation, with poor working conditions, requires multiple skills. Moreover, school management as well requires skills in and adoption of a leadership style by a principal, in order to be able to lead the school with teachers, students and the community to a safe place. Especially when it comes to a population that suffers from neglect, low achievement and lack of resources.

The first limitation of current study is that it is a pioneer one. There are few empirical research studies in the literature review chapter that associate a certain principal leadership style skills to impacting teacher perception, which created some difficulty to understand the specific theoretical context.

The second limitation is in dealing with multicultural population with complex features. Such population is characterized by a high level of variation, in terms of socioeconomic level, achievement level, geography and mentality, therefore, it was difficult both to choose a representative sample and to generalize the findings afterwards.

The third limitation is the period in which the study was conducted, teaching in a crisis situation – the COVID-19 crisis, which requires multiple unusual management and teaching skills, as well as adoption of a leadership style by the principal. Therefore, the working style of teachers and of principals was not routine. They have experimented with a new style that did not characterize them previously. Thus, current study fell into new dimensions that were not reported in literature of previous studies.

The fourth limitation is in connecting between two different groups – teachers and principals, while the primary purpose of current study is to investigate the correlations between teachers' and principals' perceptions of a school principal's leadership style and skills. It demands an extra effort to match the data and to explain the findings afterwards.

For further research in the field, it is important to note above limitations, it is as well of importance to integrate additional research methods, especially in-depth interviews with teachers and administrators.

In addition, publication of the findings and conclusions of current study may shed light on the issue, and help in building and consolidating a theoretical framework in the field.

It is important to note that results from current study could assist in making school principals more conscious of their own leadership ability, skills and style, while simultaneously facilitate the development of their own leadership capacity to support teachers in dealing with the increased demands placed on them in this educational age of accountability, such as the COVID-19 period.

This deepened awareness and modification of principals' leadership style may contribute to strengthened levels of teachers' job performance and satisfaction, and to improve school climate and student achievement.

## **CHAPTER VIII**

### **8. CONCLUSION AND SUMMARY**

#### **8.1 CONCLUSIONS**

Teachers perceive the leadership style of school principals as charismatic, formative, and transactional, rather than evasive. This is consistent with school principals' perception of their abilities as being high and a belief that they have developed skills at all levels. Thus, principals report a high level of availability and accessibility. Regarding their work, school principals as well report high decision-making capability and appropriate judgment calls. That is in addition to high organizational and planning abilities and alongside with expertise in information and development. Employee care skill was ranked first, with the school principals being sure that they have the necessary skill and expertise to administer their subordinates. Another priority for school principals is fostering the organizational climate; they believe that they can cultivate a pleasant and supportive, positive organizational environment. This is the core of school principals' work – increasing teachers' motivation and boosting their morale. School principals see themselves as having high standards of personal skills alongside with team management and competence. These high standards aided school principals in coping with challenges of the pandemic and traversing them safely.

## **8.2 SUMMARY**

Current study discussed a fundamental issue among a population with unique characteristics, while the center of current study and discussion is the challenges in running a school during the COVID-19 pandemic. The study examined which knowledge, skills, strategies and tools are needed for leaders to be able to create an optimal school climate that can support the changes needed in order to bring about a dramatic improvement in student achievement. It as well examined the correlations between teachers' perceptions of a principal's management styles, their trust in them and the effects of these perceptions on teachers' organizational commitment and motivation in the Northern Bedouin sector in Israel. Evaluating the impact of a school principal's leadership skills on school climate was one of the purposes of current study as well.

The study was conducted in the Bedouin community of Northern Israel. Such a study was not conducted previously, it is a pioneer study. Most of the research and academic articles published in the field have dealt in the Bedouin population in the Negev, the Southern part of Israel, rather than in the north. Therefore, current work is a pioneer study in this important field, as it includes particular implications for the researched population regarding the place of Northern Bedouin society in the State of Israel and those meeting points that this social group has with the dominant Jewish culture of Israel. The Bedouin culture in Northern Israel is a culture of minority within a minority (the Arab-Muslim Israeli sector).

Current study examined a broad theoretical and practical, applied variables in order to clarify the issue which has impacted the Northern Bedouin education system. There are two main points of analysis in the study. One is devoted to the three research variables: school principal skills, organizational climate and academic achievement, and the second

point of analysis focused on differences within the Bedouin education system in general and in the Northern communities in particular.

Current study will address the extent to which a principal's skills as an educational leader affect school climate and students' academic achievements. At the same time, it will illuminate the challenges facing Bedouin school principal and the impact of their skills on resolution of these challenges. The education systems in general and school principals in particular, had to face different challenges during this challenging period (Zhang et al., 2020). Although each country has its own characteristics (Kearney et al., 2020), the Israeli educational system and its school principals were asked to navigate the stormy COVID waters. In current era, characterized by dramatic technological innovations and social changes, rapid and occasionally unexpected education system changes, the adoption of new managerial strategies are required in order to meet the demands of the educational act. Imparting information, supporting the formation of knowledge and acquisition of skills required to create knowledge are complex and demand professional pursuits, requiring skills such as formative leadership and the flexibility required to adapt to changing conditions. A school principal has a crucial role to play in tackling these new challenges (Huang & Anyon, 2020).

All the teachers and principals across the Arab Sector in general and across the Bedouin sector in particular experienced the organizational educational pursuit during COVID-19 period. This period was not simple and it is still existent. Teaching in this crisis situation, requires multiple skills. Moreover, school management requires skills in and adoption of a leadership style by the principal, in order to be able to lead the school with teachers, students and the community to a safe place, especially when it comes to a population that suffers from neglect, low achievement and lack of resources.

The primary purpose of current study is to investigate the correlations between teachers' and principals' perceptions of a school principal's leadership style and skills. Second, the study examined the differences in teachers and principals perceptions of a principal's leadership style and skills based on teachers' and principal's demographics. This particular study is considered to be a quantitative investigation as the researcher measured two variables of interest, perceived school principal leadership style and skills, by utilizing two questionnaires designed to measure those specified variables using Likert scales. Current study can as well be classified as a correlational research study with a quantitative, non-experimental research design due to the fact that the researcher measured perceptions of the subjects without attempting to introduce a treatment and collected data on two variables (school principal leadership style and skills) to determine whether they are correlated (Slavin, 2007; Zedan, 2018).

The study involved 367 teachers and 36 school principals from 36 Government Bedouin schools in Israel, with the data collected by use of structured questionnaires. The main research findings indicated that teachers perceive the leadership style of their school principals as a formative and rewarding part of their personality rather than evasive style. The principals report a high level of availability, accessibility and appropriate communication levels with all relevant parties. Moreover, the principals report on their own high-level decision-making capability and sound judgment calls, in addition to their excellent organizational planning skills and knowledge development abilities. Additionally, cultivating the organizational structure is a priority for principals; they believe that they can develop a comfortable and supportive organizational atmosphere and that this is the core of their work. School principals perceive themselves as having a high level of ability and the requisite skills as well as efficient team management skills.

Self-confidence and high level of competence have helped school principals to cope with the challenges of COVID-19 pandemic and safely traverse them.

Results from current study could assist in making school principals more conscious of their own leadership ability, skills and style, while simultaneously facilitate the development of their own leadership capacity to support teachers in dealing with the increased demands placed on them in this educational age of accountability such as the COVID-19 period.

This deepened awareness and modification of principals' leadership style may contribute to strengthened levels of teacher's job performance and satisfaction, and to improving school climate and student achievement.

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## Appendix

### Questionnaire for school principal

Dear principal,

We apply to you to fill out this questionnaire, which purpose is to study the behavior characteristics of school principals during the COVID-19 crisis.

The questionnaire is anonymous.

We would appreciate if you honestly answer all the questions.

Respectfully,

Khazni Taun

Jaen University, Spain

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**Self-capability questionnaire for school principals:** the questionnaire includes questions that describe actions that principals usually perform.

The questionnaire seeks to evaluate the extent of your capability to perform the actions described in following statements at time of COVID-19. To what degree are you capable?

- 1 – completely incapable
- 2 – to very low extent
- 3 – to low extent
- 4 – to medium extent
- 5 – to large extent
- 6 – to very large extent
- 7 – definitely capable

		<b>Com- pletely incapa- -ble</b>	<b>To very low extent</b>	<b>To low extent</b>	<b>to medi- um extent</b>	<b>To large extent</b>	<b>To very large extent</b>	<b>Defi- nitely capable</b>
1	To check and examine many different possibilities for action prior to its execution.	1	2	3	4	5	6	7
2	To find and understand the common denominator of the complex of various things that take place in the school.	1	2	3	4	5	6	7
3	To isolate the needs of school environment (community) in order to formulate the school vision accordingly.	1	2	3	4	5	6	7
4	To set clear targets for staff and pupils.	1	2	3	4	5	6	7
5	To plan your workweek so that time will be found for the things you consider as important.	1	2	3	4	5	6	7
6	To prepare workplan for the school for a time period that is beyond current study year.	1	2	3	4	5	6	7
7	To plan the distribution of manpower, duties, authorities and resources in the school.	1	2	3	4	5	6	7
8	To execute programs and decisions that were made.	1	2	3	4	5	6	7
9	To operate an effective system of control and monitoring of execution of the decisions that were made.	1	2	3	4	5	6	7
10	To make decisions in a process of systematic discretion.	1	2	3	4	5	6	7
11	To coordinate between different positions holders and teams in the school so that all work towards a common goal.	1	2	3	4	5	6	7
12	To motivate teachers to reach excellence.	1	2	3	4	5	6	7

13	To include a large group from the staff in decision-making processes.	1	2	3	4	5	6	7
14	To delegate significant authorities on subjects that are important for teachers.	1	2	3	4	5	6	7
15	To remark to a teacher on a job not properly done.	1	2	3	4	5	6	7
16	To prepare an annual work plan that includes a corresponding budget planning.	1	2	3	4	5	6	7
17	To find balance between demands of immediate handling and coping and between dealing with programs prepared in advance.	1	2	3	4	5	6	7
18	To motivate the teaching teams to work out of a sense of moral-ideological obligation rather than just by force of rules and regulations.	1	2	3	4	5	6	7
19	To explain and clarify persuasively your decisions and instructions.	1	2	3	4	5	6	7
20	To persist in execution of a program overtime, even if you cannot see immediate results.	1	2	3	4	5	6	7
21	To operate in school in the way you think right, even if it is not routine and does not match exactly outside dictates.	1	2	3	4	5	6	7
22	To act enthusiastically and stir the staff to follow you.	1	2	3	4	5	6	7
23	To constantly study to expand your education.	1	2	3	4	5	6	7
24	To allow for entering changes initiated by teachers.	1	2	3	4	5	6	7
25	To set for yourself targets for achievement and to check whether you have met them.	1	2	3	4	5	6	7
26	To set high and challenging goals for yourself.	1	2	3	4	5	6	7

27	To observe yourself, recognize your weaknesses and handle them for purpose of improvement of your functioning.	1	2	3	4	5	6	7
28	To hold back in face of anger at work.	1	2	3	4	5	6	7
29	To overcome the fear of failure upon beginning of a new initiative.	1	2	3	4	5	6	7
30	To raise new creative ideas for operating the school.	1	2	3	4	5	6	7
31	To communicate well and equally with a junior clerk and with a senior and influential authority.	1	2	3	4	5	6	7
32	To affect people to change opinions and actions and act in a way that you desire.	1	2	3	4	5	6	7
33	To be attentive and caring regarding personal problems of the staff members.	1	2	3	4	5	6	7
34	To listen to distresses, complaints and remarks of parents.	1	2	3	4	5	6	7
35	To put in a good word to a teacher.	1	2	3	4	5	6	7
36	To resolve conflicts between people by enacting your full authority.	1	2	3	4	5	6	7
37	To be accessible and available at all times, for pupils, teachers and parents.	1	2	3	4	5	6	7
38	To listen thoroughly to what a child has to say.	1	2	3	4	5	6	7
39	To support people and be sensitive towards them without being considered too conceding at work.	1	2	3	4	5	6	7
40	To develop professional capability of the weaker members of the staff as well.	1	2	3	4	5	6	7
41	To show kindness towards people and at the same time not to compromise with your demands of them.	1	2	3	4	5	6	7

42	To develop good connections with people in the community and the Local Authority for benefit of the school.	1	2	3	4	5	6	7
43	To encourage initiatives for cooperation between school and community.	1	2	3	4	5	6	7
44	To contribute to the community around the school by your active involvement.	1	2	3	4	5	6	7
45	To present your demands to various factors and achieve what to your opinion is the right of the school to receive.	1	2	3	4	5	6	7
46	To handle conflicts relating to relations between school and its environment and satisfactorily resolve them.	1	2	3	4	5	6	7
47	To act for raising funds and donations for the school from various sources.	1	2	3	4	5	6	7
48	To spread successful ideas developed in your school in professional forums.	1	2	3	4	5	6	7
49	To isolate innovations customary in other schools and get training apprenticeships for your school in order to implement them.	1	2	3	4	5	6	7
50	To manage the school with transparency, so that anyone interested would be able to follow up on the processes, decisions and appointments.	1	2	3	4	5	6	7
51	To "market" the school.	1	2	3	4	5	6	7
52	To be involved in promotion of school study programs preparation.	1	2	3	4	5	6	7
53	To enact diverse teaching methods in the school.	1	2	3	4	5	6	7
54	To enact diverse evaluation methods in the school.	1	2	3	4	5	6	7
55	To serve as a source of knowledge in fields of pedagogy for teachers	1	2	3	4	5	6	7

56	To perform a professional evaluation of teacher functioning.	1	2	3	4	5	6	7
57	To provide the teaching staff a beneficial and detailed feedback for their work.	1	2	3	4	5	6	7

**Multifactor Leadership Questionnaire) according to Eyal (2000) and Kark (2000) based on Bass & Avolio's (1995)**

Below are the statements describing the principal's behavior in your school. Please, evaluate how frequently your school principal engages in the behavior described.

	<b>The principal at my school:</b>	<b>never</b>	<b>very rarely</b>	<b>sometimes</b>	<b>often</b>	<b>always</b>
1	examines again main regulations in order to test their current relevance	1	2	3	4	5
2	avoids intervention, until the problems become serious.	1	2	3	4	5
3	focuses his attention on anomalies, mistakes, and deviations from the norm.	1	2	3	4	5
4	avoids intervention when important issues arise.	1	2	3	4	5
5	talks with us about the values and beliefs that are most important in his view.	1	2	3	4	5
6	is not there when he is needed.	1	2	3	4	5
7	while solving problems seeks different points of view.	1	2	3	4	5
8	speaks optimistically of the future.	1	2	3	4	5
9	waits until things go wrong before taking any action.	1	2	3	4	5
10	speaks enthusiastically about goals that need to be achieved.	1	2	3	4	5
11	states the importance of being a person with a strong sense of purpose.	1	2	3	4	5
12	invests time in guiding me.	1	2	3	4	5
13	greatly believes in the saying "If it ain't broke, don't fix it."	1	2	3	4	5
14	treats me as an individual and not as a team member.	1	2	3	4	5
15	takes action only when problems become chronic.	1	2	3	4	5

16	gives his full attention to mistakes, complaints and failures.	1	2	3	4	5
17	takes into consideration the ethical and moral consequences of his decisions.	1	2	3	4	5
18	follows up on mistakes.	1	2	3	4	5
19	expresses passionate vision for the future.	1	2	3	4	5
20	focuses his attention on failure to meet the standards.	1	2	3	4	5
21	avoids making decisions.	1	2	3	4	5
22	treats each of us as an individual with needs, abilities and ambitions different from others.	1	2	3	4	5
23	makes me see a problem from different angles.	1	2	3	4	5
24	assists me in developing my strong points.	1	2	3	4	5
25	offers new ways to look at my working methods.	1	2	3	4	5
26	postpones answering urgent questions.	1	2	3	4	5
27	emphasizes the importance of the sense of shared task.	1	2	3	4	5
28	expresses confidence in our ability to achieve the goals.	1	2	3	4	5