The Impact of School Stakeholders Management on the Use of Alternative Teaching Methods in Arab Schools in Israel

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Abstract

This article discusses the impact of the stakeholders management of schools on the use of alternative assessment methods. Utilizing a quantitative-qualitative approach, the research surveyed 350 teachers working in twelve schools from Arab sector that were included in the survey. 197 valid questionnaires were collected back. The questionnaire includes several questions on each of the following variables: School management (independent variable) and 7 dependent variables: School support for learning and teaching; Learning attitudes of students; Relations among teachers; Supporting teachers; Supporting students; Assessment process of students' learning; and Parents relations with the school staff. The qualitative method used the problem-centered guided interview. The sample was made of 8 parents of students acting as heads of the parents school committee, and 8 managers of educational department in local municipalities and cities. Findings indicate significant average and strong positive correlations between the school management support for teachers and the support for students learning, the relationship between teachers at work, and the use of alternative assessment of learning by teachers, which are confirmed by the findings from interviews. About the management of stakeholders such as parents and managers of education departments in local municipalities and cities within the Arab community there has been a marked shift away from passive observation of stakeholders toward hands-on involvement in key school matters, a turn powered by increasing political visibility and the transfer of some authority from central to local government. Parents now press schools and municipalities with clear demands, insisting that both parties take their voices seriously and act in their children's interest.

1. Introduction

This article investigates the impact of stakeholders management on the educational process in Arab schools from Israel. There are two categories of stakeholders for any organization: internal and external stakeholders. Internal stakeholders of a school include teachers, principal, as well as students, and external

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stakeholders include parents, community activists, non-governmental organizations, religious leaders, the local municipality, and central government officials including policymakers from the ministry of education (Bibu & Saris, 2017). The stakeholders management approach discusses major issues, such as: How do stakeholders interact with school activities? How do they influence the decision-making process at school? (Leithwood et al., 2020).

2. Literature review

The literature on the stakeholders management approach examines these interactions between external and internal stakeholders. Multistream management emphasizes "practical wisdom, participation of every group of stakeholders, courage, experimentation, relational self-control, dignification of the others, justice/fairness to all stakeholders, and sensitization" (Dyck & Neubert, 2009). Schools within OECD countries today operates in complex and competitive reality, where parents have several options of where enroll their child including the option of sending the child to either private or public school or to a school in a nearby town. This competition puts pressure on each school to be competitive in order to attract students. Students and their parents in such an environment become customers that need to be satisfied, where each school has to have a comparative advantage over other schools in order to survive. Thus, there is a constant interaction between the school and its social environment, where each side is affecting the other. The pressure operating by society should stimulate a school to improve itself in order to be competitive and attract more students. Close collaboration between the internal stockholders of the school and its external stockholders is a precondition for the success of the school as academic results of students and realization of its goals that are supposed to be compatibles with the expectations of the national and local community.

Managing collaboratively school stakeholders is based on democratic values which are the foundation of the school system in Israel as well as in many other democratic states around the world. Furthermore, numerous studies indicate that increasing external stakeholders, such as parents' involvement in education can lead to higher student achievement (Odhiambo & Hii, 2012; Henry, Dickey, & Areson, 1991). Given that my research uses the participatory-democratic theory as its theoretical framework, the research makes the assumption that key members (both inside and outside the school) are engaged in participation and embody a sense of responsibility in the process (Moeller, 2006). In this sense, "democratic participatory" is defined as active, and explicit public involvement (Gordon & Louis, 2009, 3). In school contexts, this means the involvement of the municipality and parents in the school's improvement efforts and decision making.

Parents certainly have the right to ask about their pupils's achievements, but do they also have the right in intervening in issues such as school management, nomination of the school principal, etc. in the past parents were seen not as integral members of the school system. Recently, scholars and policy-makers have redefined

the relationships between schools and society by endorsing more parent involvement, thus parents' demand for more involvement in school affairs got intellectual legitimacy (Louis & Robinson, 2012).

The consensus has shifted from seeing parents and municipal officials as outsiders to holding schools accountable to their "customers". These arguments are closely tied to the "new stakeholders management" perspective that emphasizes a more company-like approach to managing a school and providing education services (Ismail, Johar, Rasdi, & Alias, 2014). A school that is accountable to society mirrors the local culture, provides open access to students' parents about the school and their pupil's activities and results, and allows the parents to choose another school if they are not satisfied with the educational services. Consequently, parents directly and indirectly become partners in determining school's policies. A number of theorists have, therefore, cautioned against equating parents' involvement with democratic principles, because part of the parents' clout is based on market forces (Connolly, Farrell, & James, 2017).

In fact, reforming school principals leadership towards more democratic participation requires a type of leader that is able to work in a teamwork, and that for the sake of making the school more successful. A successful school principal is one who is willing to share authority and decision power among various stakeholders, while still managing the whole system. One study found that a strong school leadership plays a crucial role in the creation of cooperative partnerships between schools and other external stakeholders and in forming a legitimate shared decision-making (Goldring & Sims, 2005). The study found that collaborative among internal and external stakeholders can flourish under a transformational leadership style of school principal that is open to new ideas and reforms and underpinned in principles of shared power and willingness to learn (Goldring & Sims, 2005, 222; Avney, 2008; Khadija, Bibu, Sala & Dorin, 2024). In addition to guidance from the leaders, they found that bridging is essential for creating and maintaining a successful alliance which promotes a cooperative inter-organizational structure. Furthermore, this study found that school principals who are committed to diffused forms of governance are inclined to have even more effective school committee. Similarly, one other study found that school principals who are seen as trustworthy, communicative, democratic provide formal spaces in which authentic debate is sustained, can have more influence on outcome rather than less influence (Oplatka, 2009). By the same token, teachers respond with strategies of avoidance and self-defense to more authoritative school principals (Oplatka, 2010).

School principals who are embracing the transformative style are capable to build capacity via the involvement of parents and teachers in activities that have the potential to improve students' achievements (Ashqar & Haddad, 2023).

Several studies mention advantages for the participation of some social activists in the school management (Bibu & Saris, 2017; Bibu & Saris, 2018; Oplatka, 2009). First, cooperation with parents, NGOs and community activists increases the capability of a school to function effectively and efficiently in a complex social and political environment. Second, the school depends on its social

environment in order to remain competitive and in order to receive more resources and the school. Third, adequate cooperation provides legitimacy and better support for the school. Fourth, close collaboration between the school and community enhances the learning process of the school about the community's expectations and allows the school to cope more successfully with negative impacts of some social segments on school students, while marginalizing these influences (Khadija, 2022).

The main problems that hinder smooth collaboration between a school and the various school stakeholders in Israel and affect school performance are summarized by Bibu and Saris (2017) who assert "that some of the difficulties faced by schools serving the Arab society in Israel, derive from internal lack of cooperation between certain relevant departments in the Ministry; the educational system is conducted in two different languages with no coordination and synchronization between relevant departments. Thus, instructions and guidelines are often inconsistent and occasionally can be irrelevant or incoherent since they do not consider social and cultural differences" (p. 212). This policy by the Ministry of Education points more to neglect and discrimination. It is indeed possible that the Ministry has interest in the success of Arab schools, but the Ministry is not allocating the necessary resources and efforts to achieve that goal.

The school principal together with members of the management committee of the school aim to develop and maintain strong connections with school stakeholders, developing clear and transparent communication channels with various stakeholders in order to meet their common interests and expectations. Some scholars legitimize the stakeholders' activities that not only seek to put pressure on the school management committee, but also to help this committee to interact with various external agencies (Odhiambo & Hii, 2012).

Some studies assume that through legitimate correspondence channels set up by the committee, it would be possible to improve cooperation among the various stakeholders for the sake of realizing the various school ends (Henry et al., 1991; Bibu & Saris, 2017).

The school principal is the most important figure within the school and her collaboration is critical with regard to the nature of the relations between the school and its surrounding environment. the school principal has to manage her staff members and reconcile among their conflicting demands and interests, principal has to set the blueprint of the school's teaching processes, to clarify the school culture, and to she has manage the financial affairs of the school. Furthermore, the school principal has to deal with external stakeholders, including parents, the municipality and the ministry of education. As Bibu and Saris (2017) mention "school principals are required to satisfy the various needs of the pupils and parents population and the community, and simultaneously meet the standards determined by the ministry of education. Regardless of all the above, there is no clear definition of the principal's roles boundaries in the educational system, and there is an obtuseness regarding the role definition" (p. 201).

The assumption is that the school principal's role is changing (Cohen, 2015). The educational system reforms promoted in Israel are promoting shared forms of

decision-making for the roles of the school principal and other members of the management committee. The reformists claim that the "community control model" of stakeholder management assumes that the school principal's role is to empower internal and external stakeholders and to promote the sharing of authority formerly exerted by the principal only (Fisher, Gardella, & Tanner-Smith, 2019)

Parents want good school for their pupils that prepare them to their post-school life. Parents want the best education for their pupils, to discipline and to teach their pupils about society's manners, customs and adequate codes of conduct. And certainly, parents want their pupils to score high marks in the international exams. At the procedural level, parents want to be part in the decision-making of nominating school principal and be part of the school management. Some scholars argue that competing goals of parents and educators serve to widen the wedge between schools and society (Leithwood & Seashore-Louis, 2011).

Teachers are a very important stakeholder of their school, since they are doing the core activities, teaching and educating students, of the educational process happening in schools. The stakeholder management approach applied in the context of schools focuses on their interests and needs, stimulating them to be effective and efficient, to improve constantly their educational methods to increase the quality of their teaching.

The municipality is an external stakeholder that provides schools with some logistic equipment, and pays the salary of auxiliary workers who are responsible for maintaining, guarding and cleaning the school, etc. The municipality has also a stake in the success and performance of the school, and the municipality participates in the selection process and nomination of its school principals. Oftentimes, the municipality politicizes the process of selecting a school principal, where mayors want a school principal that serves their interest or someone that has close ties with the mayor. The municipality also provides the transportation services to school students within its jurisdiction. Certainly, the municipality has no interest in that its pupils would travel and study in another town, therefore, the municipality has to make sure that schools within its jurisdiction are competitive with high performance.

The researcher formulated the following 5 hypotheses:

H1: There is a correlation between relations with parents and the learning attitudes of students.

H2: There is a correlation between the school management support for teaching and the support for students.

H3: There is a correlation between the school management support for teaching and learning and the relations between teachers.

H4: There is a correlation between the school management support for teaching and learning and the assessment of learning.

H5: There is a correlation between the assessment of learning and the learning attitudes of students.

3. Research Method

We used a mixed Quan-Qual research method (quantitative-qualitative). The researcher distributed a questionnaire to 350 teachers working in twelve schools from Arab sector that were included in the survey. 197 valid questionnaires were collected back. The response rate 56.3% was very good. The questionnaire includes several questions on each of the following variables: School management (independent variable) and 7 dependent variables: School support for learning and teaching; Learning attitudes of students; Relations among teachers; Supporting teachers; Supporting students; Assessment process of students' learning; and Parents relations with the school staff. The qualitative method used the problem-centered guided interview. The sample was made of 8 parents of students acting as heads of the parents school committee, and 8 managers of educational department in local municipalities and cities.

Example of questions from the parents interview are the following: to what extent do you think you can influence school policy, for example: appointment of principal, pedagogical content, etc.?; how would you define your relationship with the school principal?; are you satisfied with the way the school is managed?; does the school in general and the school principal in particular, cooperate effectively with the external environment (community, municipality (council), Ministry of Education, religious organizations)?

Example of questions from the interview with education department managers in municipalities and cities Interviews are the following: to what extent does the school cooperate and listen to your concerns and recommendations? have you ever used your authority to influence school policy; how would you define your relationship with the school principal? ; are you satisfied with the way the school is managed? ; Do the school as a whole and the school principal in particular cooperate effectively with the external environment (community, municipality/council, Ministry of Education, religious organizations)?

4. Results of the Research

Hypothesis 1 there is a correlation between relations with parents and the learning attitudes of students was validated. The analysis found a significant positive average correlation ($r = .577$, $p<0.01$) between the variable "relations with parents" and the variable "learning attitudes of students", meaning that the better are the relations between teachers and parents, the better are the learning attitudes of the school's students.

H3: There is a correlation between the school management support for teaching and learning and the relations between teachers.

H4: There is a correlation between the school management support for teaching and learning and the assessment of learning.

H5: There is a correlation between the assessment of learning and the learning attitudes of students.

Hypothesis 2, there is a correlation between the school management support for teaching and the support for students, was validated. The analysis revealed a significant positive correlation r=0.515, p<0.01 between school management support for teaching and support for students. This indicates that greater support for teaching provided by the school management is associated with increased support for students. This aligns with the qualitative findings suggest that schools with strong support systems for teaching also provide better support for students. For instance, Schools 2 and 4, which showed high levels of teacher support, also reported effective organizational procedures and systems to address diverse student needs.

Hypothesis 3, there is a correlation between the school management support for teaching and learning and the relations among school teachers, was validated. A strong positive correlation r=0.694, p<0.01 was found between relations between teachers and school support for teaching and learning. This suggests that more effective school support for teaching and learning is associated with better work relations among teachers at school. The qualitative data indicate schools with effective school support for teaching and learning reported amiable teacher work relationships, such as Schools 2 and 4.

Hypothesis 4, there is a correlation between the school management support for teaching and learning and the assessment of learning was validated, too. The results indicated a significant strong positive correlation between school management support for teaching and learning and assessment of students' learning. This indicates that enhanced school support for teaching is related to improved assessments of learning. Interviews revealed that schools providing robust support for teaching also implemented effective assessment practices. In Schools 2 and 4, where teacher support was high, assessments were seen as more effective in promoting student learning.

Hypothesis 5, there is a correlation between the assessment of learning and the learning attitudes of students was validated. A significant positive correlation r=0.663, p<0.01 was found between assessment of learning by teachers and learning attitudes of students. This suggests that more effective assessments are associated with more positive learning attitudes among students. Qualitative insights indicate that effective assessment practices positively influence students' learning attitudes. In schools like 2 and 4, positive assessment experiences were linked to heightened student engagement and motivation.

5. Discussion of Results

The results indicate a positive correlational relationship between the quality of the parent-child relationship and students' attitudes toward learning, with a correlation coefficient (r = 0.577), which is considered a moderate to strong correlation.

Within the framework of the School Performance Model based on the Stakeholders Approach, this relationship can be explained by the role of parents as

key stakeholders of the school and that the interaction between family and school forms the "microsystem", which directly influences students' attitudes.

This aligns with the findings of both Epstein (2018) and Bryk et al. (2010), who argue that parental involvement (such as helping with homework, discussing school matters) enhances academic motivation. Parents are considered essential partners in school success, and their absence weakens the overall school performance. Numerous studies confirm that strengthening this relationship can be achieved through regular discussion forums between teachers and parents (as seen in the "Community Schools" model by Sanders & Lewis, 2022) and digital platforms facilitating communication (such as ClassDojo). Research (Kraft & Dougherty, 2023) has shown that these tools increase parental engagement rates by 40%. Additionally, training teachers to involve families in the educational process further reinforces this dynamic. As a result of this parental role, students develop more positive attitudes toward learning.

Khadija (2022) reminds school managers and educators that parents rank among the most influential school stakeholders, and their level of involvement can either lift or undermine a young person's attitude toward learning. When school managers intentionally include mothers and fathers in strategic meetings and classroom plans, she notes that the benefits ripple outward, shaping how students view authority, the institution itself, and the act of learning. Natour and Sirota (2024) echo that insight, insisting that a genuinely stakeholder-minded school management must treat caregivers not as passive consumers but as co-authors of a schools culture. When teachers reach out with culturally attuned messages, invite families to share events and decisions, and honor the views and hopes parents bring, classrooms tend to feel more like a valued communal journey instead of a private chore.

Thaher et al. (2022) illustrate a noticeable shift in East Jerusalems school leadership, showing that school managers now consider community involvement as key to boosting academic outcomes. Their research shows that when school principals build genuine bonds with families, the resulting trust often lifts motivation and keeps discipline on track. This effect matters most in Arab schools, where close-knit family roles and long-standing cultural hopes about education deeply influence how young people see themselves and their future. Amnony et al. (2024) echo this by arguing that, during crises or periods of unrest, strong links between home and school act like an anchor, giving learners a semblance of steady purpose. Thus, the data once again back the idea that students' attitudes towards school learning is largely shaped by how well parents and educators work together.

The interviews' results revealed a clear correlation between the strength of school-municipality relationships and school management effectiveness. A study by Gazley (2017) demonstrated that relationships between schools and municipal authorities follow the principle of mutual interest, where service quality improves by 44% when shared objectives exist, and the resource exchange principle, which enhances school management efficiency.

Recent scholarship confirms that stakeholder governance in Israeli Arab schools hinges on the working relationship between school leaders and local

government. Natour and Sirota (2024) map the wider stakeholder landscape and show that municipal authorities rank among the most powerful external players shaping each schools daily operations. In many Arab towns, where systemic underfunding and scant state investment limit resources, the municipality can either shore up or seriously undermine the leadership. Their research shows that when school principals and city officials collaborate openly, leaders gain the latitude to push pedagogical experiments, address urgent infrastructure gaps, and lobby more boldly on behalf of students and teachers. By contrast, if the partnership is mired in neglect, mistrust, or overt political games, school principals find that their local authority freeze school budgets, and delay for months required administrative approvals.

The qualitative data of our research reinforce Khadija's (2022) observation that local authorities occupy a mixed and often unclear position in Arab educational contexts. Although these agencies can act as strategic allies, providing resources and regional expertise, they also preserve their authority by controlling who leads schools and how much institutional backing each site receives. Interview participants, such as school principals and municipal education heads, unanimously acknowledged this ambivalence, describing municipalities as both enablers and constraints. When a district's goals match those of an appreciative council, leaders gain legitimacy, extra funding, and wider collaborative networks. Yet, if priorities diverge because of partisan competition or long-standing neglect, many principals feel isolated and report that their capacity to effect change is sharply diminished.

Amnony and colleagues (2024) strengthen this argument by cataloguing the obstacles that confront educational leaders when political turmoil or fragmented administration clouds the scene. They contend that, in such contexts, the strategic capacity of school managers hinges on the strength of alliances forged with local governing institutions. This observation holds special weight in the Arab sector, where municipal education offices routinely mediate between the national Ministry of Education and individual schools. Interviews conducted for the present study confirm that vague role demarcations and poor coordination at both municipal and national levels thrust principals into a precarious, often politicized, position. Accordingly, our research results outline that the municipality is a fundamental framework within which—and indeed, through which—effective school management must be understood.

The observed link between municipal partnerships and school performance urges a wider look at governance and fairness within the education system. Thaher et al. (2022) illustrate this point in their study of East Jerusalem, describing how Arab school managers typically contend with a patchwork of authorities whose overlapping mandates blur lines of accountability and leave managers feeling powerless. Inside that complicated landscape, the health of any given school-municipality bond stops being a simple scheduling issue; it translates directly into the institutions capacity to function and into students right to a quality education.

Our results indicate that greater support of school management for teaching is associated with increased support for students. The qualitative findings suggest

that schools with strong support systems for teaching also provide better support for students. For instance, Schools 2 and 4, which showed high levels of teacher support, also reported effective management mechanisms to address diverse student needs. This aligns with the quantitative result indicating a significant positive correlation ($r = 0.515$, $p < 0.01$).

This observation fits neatly with existing studies on Arab schools in Israel, which show that limited resources and political marginalization force many schools to build internal systems that fill gaps left by the broader education system. Amnony et al. (2024) contend that in crisis-prone contexts often found in under-resourced Arab communities, school principals must adopt a holistic lens, treating teacher assistance and student assistance as parts of a common strategic effort. When school managers spotlight only programs directly aimed at students yet overlook the workplace conditions that shape teachers daily, they produce initiatives that feel piecemeal, quickly fade, and fail to provoke lasting change. Effective school managers, by contrast, see that shared planning time, teacher trust, and clear lesson goals lay the groundwork for tailored pupil support.

In a recent study, Khadija and colleagues (2024) examine how different leadership styles shape teacher collaboration and the overall professional climate in a school, factors that in turn condition the ways teachers can support students. Their analysis shows that school principals who actively promote teamwork and a collegial culture create an environment where teachers work together across grade levels and subjects, sharing responsibility for learners who face academic or social challenges and crafting a network of multidisciplinary intervention teams. When this culture is present, school management support for classroom practice extends beyond isolated tasks like planning lessons or designing assessments; it includes broad organisational measures that guarantee every educator has the time, training, and institutional support needed to respond in real time to diverse student needs. These findings mirror those of Amnony (2024), who differentiates between functional school principals—leaders mainly concerned with daily routines and compliance—and substantial school principals, who guide schools with a clear vision and a pedagogy-focused strategy. school principals using substantial leadership style are far more inclined to put layered systems to support teachers and therefore crate and develop a durable foundation for scaling and sustaining student assistance throughout the school community.

The study of (Ashqar & Haddad,2023) found that the management style of the school principal strongly impacts the relations among teachers and relations between the school and parents. School principals and teachers of Arab schools from Israel do not see the parents of their students as "sufficient partners for successful learning". They also found that "the fit between stakeholders' activities and the school expectations of stakeholders' involvement that is necessary for successful learning is low, especially in Arab-Israeli schools with low parent satisfaction" (Ashqar & Haddad, 2023).

Further evidence for the hypothesis comes from Habiballah et al. (2021), who introduce a hybrid leadership model specifically designed for Arab schools in

Israel. Their framework weaves together instructional guidance, resource mobilization, and socio-emotional safeguards, mirroring the complicated context these educators navigate every day. The authors argue that, when budgets are tight, cultural tensions run high, and bureaucracy is unyielding, a school principal must manage to increase teaching quality while also crafting a school climate that feels safe, welcoming, and firmly focused on learners.

The research found that more effective school management support for teaching and learning activities. are associated with better relations among teachers. The qualitative data indicate that managing to enhance collaboration between teachers through stimulating team work and providing needed support for teaching activities enhances positive relationships among teachers at work. Schools with amicable teacher relationships, such as Schools 2 and 4, reported effective school management support for teaching and learning. This supports the quantitative finding of a strong positive correlation (r = 0.694, p < 0.01).

The observation reported above is similar to the broader body of scholarship on educational management in Arab schools. Khadija et al. (2024) emphasize that school principals distinctive leadership styles decisively influence the ability of teachers to work together as a team. In their examination of Arab schools located in Israel, they find that when the top manager of school adopts democratic management, inclusive, and communicative practices, the collegial bonds between teachers strengthen, and a more supportive work climate emerges withing the school. Such positive school climate develops collaborative teaching, mutual assistance, and the joint design of instructional materials by teachers leading to better academic results.

Amnony (2024) differentiates between "substantial" and "functional" school leaders, arguing that only the former fosters a culture of collaboration and shared accountability The functional/technical management style is a mix of Producer and Administrator styles, and the substantial mix is dominated by the styles of the Entrepreneur and Integrator, based on the model of Adizes, (2019). In the schools with substantial leadership style mix school principals, teachers routinely share ideas, co-design lesson units, exchange materials, and examine their practice as a team. Such collegial exchanges do not simply coexist with school management policies; they amplify those policies, converting static rules into an adaptive system of continuous educational improvement. By contrast, in schools where school principals employ a functional leadership style staff members work alone or view one another as rivals, even the cleverest initiatives wither because the necessary bonds of trust and familiarity are absent. Teacher collegiality and formal management support therefore sustain each other-a reciprocal loop that keeps high-quality teaching alive in any school.

In Israeli Arab schools, where political marginalization, chronic underfunding, and uneven infrastructure remain persistent challenges, the mutual reliance of staff takes on unusually high significance. Habiballah and colleagues (2021) argue that in these contexts school principals must adopt hybrid approaches

that blend formal directives with the less structured but equally vital networks of teacher-to-teacher support.

Khadija (2023) lends further weight to the hypothesis by examining how different leadership styles shape teachers commitment. She shows that positive, supportive relationships among staff predict teachers motivation and willingness to engage actively in school-wide learning initiatives.

Khadija and colleagues (2024) add to this argument by showing that school leaders who encourage teamwork among teachers help them coordinate assessment practices across subjects and grades. In settings with deliberate collaborative structures, such as professional learning communities or peer teaching cycles, educators consistently report feeling more confident and more unified in how they gather and interpret student data. Because these networks provide ongoing, visible support, the quality of assessments improves not just through each teachers individual expertise but also through strategic, school-wide investments in shared learning and clear instructional goals. When schools prioritize such collaboration, assessments tend to be more precise, fair, and helpful in guiding future instruction.

The link between exam results and school leadership takes on special urgency in Arab schools across Israel, because deep-seated inequality and systemic barriers request far more than another round of norm-referenced tests. Thaher and colleagues (2022) argue that head teachers in East Jerusalem now manage scarce budgets, external political pressure, and the fear that single scores will decide a schools reputation. Under those strains, a technical overhaul of quizzes and papers fails unless it sits inside a wider push to build teachers skills and confidence. When a school opts out of professional development, mentoring, or timely teaching resources, it inevitably drains the value of any assessment it later demands. By contrast, when educators receive on-the-job support, quality materials and a schedule guided by real-time data, grades shift from mere gatekeepers to precise roadmaps that spotlight struggling students and nudge timely interventions.

The results indicate that more effective assessments used by teachers are associated with more positive learning attitudes among students. Qualitative insights indicate that effective assessment practices positively influence students' learning attitudes. In schools like school 2 and school 4, positive assessment experiences were linked to improved student engagement and motivation. This correlates with the quantitative finding of a significant positive correlation ($r = 0.663$, $p < 0.01$).

Moreover, the strong correlation between learning assessment and learning attitudes of students suggests that positive assessment practices may serve as a bridge to enhance parental involvement, and vice versa. This is consistent with the Hoover-Dempsey and Sandler model (2005) regarding the impact of the comprehensive school environment on academic achievement.

In Arab schools across Israel-the setting for the current study-the link between assessment and student experience matters more because students and teachers contend with distinctive social, cultural, and organizational pressures. Amnony's (2024) review of alternative assessment shows that schools adopting authentic, ongoing, and learner-driven evaluations recorded higher test scores and a

clear shift in how students thought about schoolwork. Amnony (2024) distinguishes between substantial and functional school principals and shows how the former foster a more constructive kind of assessment. Substantial leaders position evaluation work within a larger teaching vision, so students are invited to talk about their own progress rather than simply awaiting a final grade. When assessment feels like a conversation instead of a verdict, students tend to adopt a brighter set of attitudes marked by persistence, curiosity, and willingness to work with classmates, and that attitude lift feeds into stronger academic results. Schools led by functional principals, however, often rely on rigid, end-of-term tests, and under that system many young people retreat into a passive or defensive mind-set, treating each quiz or paper as yet another hurdle to jump over instead of a chance to grow.

Khadija and colleagues (2024) reinforce this argument by showing that coordinated, collaborative teaching teams make classroom assessments help student growth. When educators work together to create tests that match curriculum goals and reflect the wide range of abilities in the room, students tend to view the measures as fair, useful, and encouraging rather than punitive. That positive attitude then spills over into the school atmosphere itself, boosting overall morale and deepening students emotional ties to the ongoing work of learning. In a related study, Khadija (2023) argues that school principals willing to grant teachers genuine autonomy and real trust opens space for assessment practices centered on how students feel about their own learning.

In Natour's recent research on innovative teaching in Arab schools in Israel, he consistently argues that assessment should be woven into student-centered methods rather than treated as a separate add-on. When school principals stimulate and provide support to teachers to use ongoing, project-based, or inquiry-driven tasks as both learning activity and measure, they spark real curiosity and keep enthusiasm alive.

Research from around the world confirms that formative assessments-such as timely feedback, self-evaluation, and peer review-can boost students feelings of autonomy, belonging, and competence, three ingredients believed to support positive attitudes toward learning

6. Conclusions

The school as an organization is a dynamic system that keeps changing as a result of changes in its environment, where schools both parties shape their environment and are reshaped by it. In particular, the transition of the Arab society from a traditional to a modern society and the globalization of the state of Israel shape the school and also shaped by the school.

On a broader scale, the article re-examines the triangle formed by school, parents and local authorities, arguing that managing these stakeholders should be seen as central to school management oriented towards better academic results of students. School principals are the linchpins of that triangle, responsible for effectively and efficiently managing the school, building trust between the school

and its main stakeholders, and mediating the competing needs of teachers, families, and municipal officials.

Within the Arab community there has been a marked shift away from passive observation of stakeholders toward hands-on involvement in key school matters, a turn powered by increasing political visibility and the transfer of some authority from central to local government. Parents now press schools and municipalities with clear demands, insisting that both parties take their voices seriously and act in their children's interest.

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