Research Article

Exploring The Impact Of Teachers, Parents, And School Leadership On School Activities And Power Dynamics

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

[1*]Department of Education, Sakhnin College, Academic College for Teacher Education, Israel
aboelhi5@gmail.com,*https://orcid.org/0000-0003-1307-7712*
[2]Department of Mathematics, Sakhnin College, Israel. Department of Mathematics, The Arab Academic college for education in Israel, yosefabdalgani@gmail.com, *https://orcid.org/0000-0003-2801-5880*

ARTICLE INFO	ABSTRACT
	The present study exploring the impact of teachers, parents, and school leadership on school activities and power dynamics. Various studies have shown that in recent years and the postmodern era, the prevailing global trend is to decentralize control of education systems and transfer responsibility to the school Leadership, teachers and parents to make education systems more effective and efficient and improve educational products. The assumption is that the greater the school autonomy, the higher the increase in the achievements and outputs of the education systems. This issue has not been studied before in Palestinian Arab society in Israel, hence the uniqueness of this study. The current study was conducted in the quantitative-correlation methodology. It involved 202 teachers who teach in elementary, middle, and high schools in Palestinian Arab society in the country's northern region. The researchers used a questionnaire containing 131 items to collect the study data. The study's findings showed a mixed trend regarding the most influential factor in the activities that take place in the school arena. On the one hand, it has been found that teachers have the highest impact on managing school pedagogy and treating discipline problems. On the other hand, school Leadership were found to have the most decisive influence on school policy design and the use of school resources. In addition, it was found that parents have a marginal effect on what happens in school, despite the transition of Arab society from a traditional culture to more modern society. **Keywords**: Teachers, Parents, School Leadership, Areas of Activity, Power Relations

Introduction

The development of free market economy processes and the blowing spirit of neo-liberalism in recent decades have replaced traditional managerial theories such as the functional and bureaucratic worldviews. This development has significantly affected education systems around the world and forced all players in the educational arena to change their ways of working and develop new and diverse forms of working to promote the quality of education, and educational institutions, streamline the educational process and increase school effectiveness (Adi-Raccah, 2015). One of the most prominent manifestations of the neo-liberalism phenomenon in the academic arena is the decentralization of the education system, which means the transfer of responsibility for the design of educational policies and practices from the upper echelons to the lower echelons of the governmental hierarchy.

The demand for decentralization of education systems stemmed, on the one hand, from the fact that the level of school effectiveness in which decision-making authority is distributed to several players is higher than that of schools in which power is concentrated in only one player. On the other hand, the parents of the students have begun to perceive the importance of education as a means of social mobility and economic growth. As a result, they seek to influence and monitor for themselves the education process. The decentralization of education systems has turned the school into an open organization. This transition of the school to a loose organization made the role of the school Leadership more complex and complicated. It led to the expansion of the number of actors in the educational arena and the birth of a new pattern of school governance. This new

pattern of school governance included in-school actors such as school Leadership and teachers and included out-of-school actors such as local education departments and parents. The nature of the interaction and the power relations between these factors have engaged many researchers worldwide and added a critical tier to developing, which individuals and groups in the organizational context try to use resources of power and influence to advance their interests (Hoyle, 1999).

Similarly, Blase (1991) argues that micropolitics deals with power and how people use it to influence and defend themselves. On the one hand, it deals with conflicts and the way people compete with each other to achieve things. On the other hand, it deals with cooperation and how people gain support from others to satisfy their desires.

Hence, and by what has been mentioned above, there is a vital need for this type of research in schools in Palestinian Arab society in Israel. Few researchers have examined the power relations between school Leadership, teachers, and parents in the education system in the Israeli-Palestinian community in Israel (Fisher, Magen-Nagar & Abu-Nasra, 2014). The research focuses on the areas of activity that take place at the classroom level and the general school level in the education system of the Arab-Palestinian society in Israel and the power relations between them. To this end, the study will need to answer the following questions:

1. What is the impact of teachers, parents, and school leadership on classroom activities and school policy design?
2. Who is the most influential factor among the teachers, parents and school leadership on the activities that take place at the classroom and school level?

The main contribution of this study stems mainly from the description of the nature of the connection and interaction between the various factors in the educational arena in schools in Arab-Palestinian society in Israel. The study's findings may help to understand the political process in these schools. Such an understanding will enable the development of programs and the design of policies aimed at increasing interaction and collaboration between teachers, parents and school management to increase school effectiveness.

Review of the Literature

The position of school leadership, teachers and parents in the educational system

In recent years, and in the postmodern age, the importance of investing in education as an essential component of an individual's socio-economic establishment has increased, and global competition between developed economies for the acquisition of relative advantages based on human capital has increased (Hallinger & Heck, 1996). In light of this, it is no wonder that school governance has undergone and is still undergoing processes of change to meet the demands of social justice, excellence and accountability.
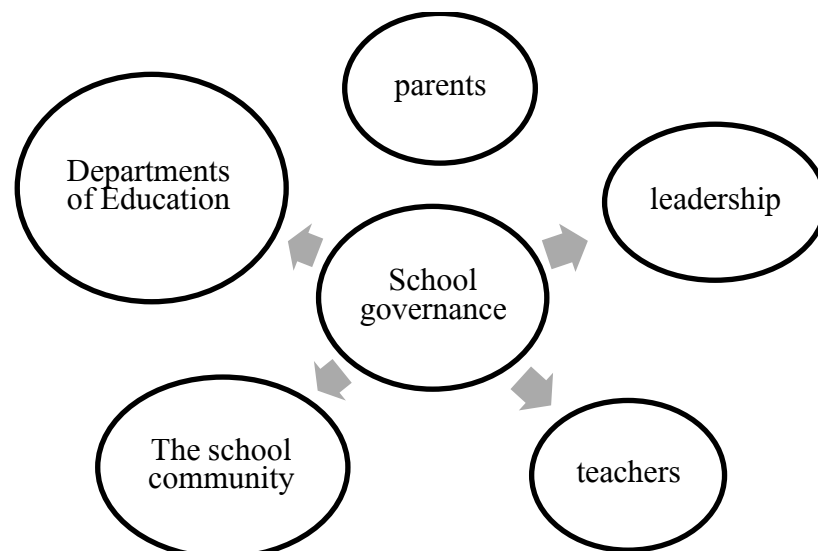
Figure 1: Factors influencing school decision-making

In light of these demands, the prevailing global trend is to decentralize control of education systems and transfer responsibility to school leadership, teachers and parents to make education systems more effective and efficient, leading to improved education system outputs (Mintrom, 2001). Underlying these tenets is the assumption that the greater the school autonomy, the higher the increase in the achievement and work of education systems (Bush & Gamage, 2001). The decentralization of the education system allows factors in the school environment - leadership, teachers, parents, community representatives, local education departments and even the students - to be involved in the decision-making processes and school policy formulation (Figure 1). One of the limitations of decentralization of education systems is the blurring of the boundaries of responsibilities, areas of influence and the degree of involvement of the various factors in the organizational structure of school governance (Allen & Mintrom, 2010).

The position of the school leadership

The position of the school leadership, at the declarative level, is seen as a significant tier in educational endeavours, advancing teaching processes, and improving achievement (Cohen, Mccabe & Michaeli, 2009). It is perceived as a factor that has a decisive influence on what is done in the school, and there is no doubt that the success of schools is primarily attributed to the credit of the school leadership. Sergiovanni (2009), for example, argues that: "Leadership play an important role in the school! There is no other role in the school system whose impact on the quality of education is so great and its contribution to the quality of education so significant" (Sergiovanni, 2009: 354). Other researchers (Austin, 1978; Brookover & Lezotte, 1979; Witzierrs, Bosker & Kruger, 2003; Sergiovanni, 2009; Malen & Ogawa, 1988; Marzano, Waters, & McNulty, 2005) noted that one of the factors that differentiate high-achieving schools from low-achieving ones is the quality and degree of influence that the leadership has on what is done in the school. In the State of Israel, Friedman (1998) concluded that: "One of the main differences between an effective school and an ineffective school, when the effectiveness of the school is measured by the achievements of the students in the school, is in the functioning and definition of the leadership's tasks and behaviour" (Friedman, 1998: 42).

In Israel, until the 1970s, school leadership were considered excellent teachers with teaching and administrative ability, and their central role was pedagogical leadership. In the late 1970s, the prevailing perception of the manager's role and required skills changed. Beginning in the 1990s, there has been a debate about the skills and content required of graduates of executive training programs. Friedman (2000) drafted a position paper entitled "Training for School Management Certification: A Proposal for a New Process", which is essentially a call for training based on general management skills, i.e. skills that are appropriate for the leadership. In contrast, Gibton and Chen (2003) argued that the school leadership required knowledge of education's philosophy, history, sociology, and psychology. In 2007, the Avnei Rosha Institute - the Israeli Institute for Educational Leadership - was established, creating a professional managerial reserve and developing and operating training programs for managers. Through several committees established by the institute, the institute outlined the concept of the role of the school leadership in Israel mainly as a pedagogical leader in the following wording:

"The main role of school leadership is to educationally and pedagogically lead the school to improve the education and learning of all students. Four other areas of management enable and support this role: shaping the future image of the school - vision and change management, team leadership, management and professional development, focusing on the individual, managing the relationship between the school and the community. As the school leader, the leadership must see the school system in a variety of dimensions and areas and create close connections between them for the success of all students" (Israel Institute for School Leadership, 2009: 9).

The teacher's position in the school

Beginning in the 1980s and under the shadow of the demand for teacher empowerment and decentralization processes, teachers have also become active partners in management teams, fulfilling various roles, making them more involved in the school as an organization. The teacher has been exposed to issues such as lack of resources and funds and has become one of the factors involved in school decision-making and defining the goals and policies of his school. The teacher's new place in the school required him to exercise his right to exercise his professional judgment regarding the contents of the curriculum and the ways of teaching it (Bogler, 2005; Darling-Hammond & Bransford, 2005). Thus, the teacher became one of the most critical pillars in the school. Evidence of this can be found in the research findings of Canadian researcher Leithwood and colleagues (Leithwood, Harris & Hopkins, 2008). These researchers determined that school leadership have the second most crucial impact on students' learning after classroom teaching and learning and that leadership' effect on student achievement is mediated by their leadership toward teachers and by the leadership' efforts to improve school teaching and learning processes. Mackenzie and Morshad (2007), who have studied education systems in different countries, have stated that excellent education systems, even when constructed in different ways and planted in entirely different contexts, strongly emphasize the importance of the teacher due to its direct impact on what is done within the school. In addition, they stated that the quality of an education system could not exceed the quality of teachers, and the quality of education systems depends on the quality of teachers. This means that school teachers have the most decisive influence on what happens within the school walls.

Friedman (1995) conducted two surveys among teachers and School leadership in the State of Israel. He identified in the first survey that the teacher's responsibilities in school are expressed in eight areas: teaching methods and assessment, teaching content, advanced training, school policy setting, classroom work patterns, contact with external factors, communication with parents and work patterns with them, social or cultural-value-based in school. In the second survey, the areas of responsibility were reformulated after it was found that out of the eight areas, six were more significant in defining the role of the teacher in the school. Of these, three areas of responsibility represent the pedagogical area of teacher work: determining the content of the informal activity in the school, determining the content of the formal curriculum and the methods for teaching it, the ways of managing the classroom and controlling their achievement. The other three areas represent the administrative-organizational area of the teacher's work: determining the nature of the school and its work arrangements, the content and ways of the teacher's professional training, and how parents participate in school work.

The position of the parents in the school

In the last three decades, parents have become a significant player in the educational arena as a result of several factors: the rise in the level of education of parents, the processes of democracy, the privatization of education systems and the decline in budget for schools and the increase in parental criticism of education systems (Arar, Abu-Asbah & Abu- Nasra, 2014). In the State of Israel, parental involvement in schools has been enshrined in law since 1953. This law has given parents the right to determine approximately 25% of school curricula. The truth is, this law has not been implemented, and if so, in a rather partial or marginal way. Beginning in the 1980s and following the rise of the neo-liberalism phenomenon, parents' voices rose from the high socio-economic class demanding to be involved in their children's education (Addi-Raccah & Elyashiv-Arviv, 2008). The influence of parents has intensified on the decision-making process following their participation in school resource funding (Elboim-Dror, 1985). Since then, researchers have examined the extent of parents' influence on school teaching and learning processes. The extensive research literature highlights the importance of parental involvement in student achievement and the design and implementation of pedagogical and managerial policies in schools (Addi-Raccah & Ainhoren, 2009). In this context, Fisher and Kostelitz (2015) reported that the impact of parental involvement in schools summarizes four main categories which are: parental contribution and enrichment of school resources, supervision and control over the processes that take place in schools, the pedagogical and managerial policy of the school and the well-being of the school.

In any case, few studies have examined how parents influence schools in Arab society in the State of Israel. In addition, the common conclusion that emerges from these studies is that the influence of parents on what is done in school in the pedagogical field, the use of resources, and the design of administrative policy is marginal compared to the Jewish society in the State of Israel (Arar, Abu-Asbah & Abu-Nasra, 2014). The transition of Arab culture from a traditional society to a more modern society also did not contribute much to the increase in the influence of parents on what was happening at school because the organizational culture of schools in the Arab community prevents and discourages parents from being involved and influencing (Arar, Abu-Asbah & Abu- Nasra, 2014; Fisher, Magen-Nagar & Abo-Nasra, 2015). One possible explanation for this phenomenon is the phenomenon of micro-politics in schools.

Micro-politics in schools

Many thinkers, researchers, and theorists have taken a micro-political approach to explaining the interactions between social systems of students, teachers, and School leadership. The micro-political method first appeared in schools in the 1970s by Iannaccone. He examined the interaction between leadership, teachers, and students in schools. In his view, micro-politics is a field that analyses the patterns of interaction between different social systems in the school arena. The inspiration for his research came from the worldviews that prevailed in the 1970s that undermined the importance and place of traditional rational management theories in the study of organizations in general and schools in particular (Opletka, 2015).

Most definitions of micro-politics included concepts of conflicting goals and struggles, cooperation and coalitions, and different groups in values, beliefs and preferences. More specifically, micropolitics examines the strategies by which individuals and groups in the organizational context attempt to use resources of power and influence to advance their goals (Hoyle, 1982). Blase's (1991) studies have revealed how individuals and groups in organizations use force to achieve their interests. He concluded that micro-politics deals with two contradictory poles. On the one hand, it deals with conflicts and describes how people compete with each other to achieve their goals. On the other hand, it is about cooperation and how people gain the support of others to promote their satisfaction.

One of the groundbreaking theories in the field of micropolitics is Ball's theory (Ball, 2012). This theory marked the radical disengagement from traditional organizational theory and emphatically rejected the managerial hierarchy approach and concepts such as "up and down" and placed teachers 'interests and the daily problems facing schools at the centre of educational and organizational discourse. Similarly, Crow & Weindling's research (Crow & Weindling, 2010) showed that school leadership are exposed to internal political issues such as weak teachers, struggles within and with staff, resistance to change, and external political problems such as struggles with parents, with government entities and teachers' organizations. Thus, in response to these political issues, school leadership have developed trial and error tactics and have collected information and data to learn how to think and act politically.

Blasé and Anderson (1995) recognized that the "political sense" must be one of the salient characteristics of educational leaders in schools: "Politics refers to power and influence, ignoring political issues or thinking that political activities are not appropriate for educational leaders means leaving school, staff, students and parents to compete for social forces" (Blasé and Anderson, 1995: 13). Micro-politics is everywhere in schools, especially when leading change processes in extracurricular initiatives.

The cultural characteristics of Arab society in the State of Israel

In the research world, especially those dealing with cultural phenomena, there is no single truth, and the findings depend on the culture and cultural values of the society in which the study was conducted. What is true of one culture is not necessarily true of another (Abu al-Saad, 2013). This study was born in the context of Arab society in the State of Israel, an organization that is unique in being a minority society in a modern state and, at the same time, belongs to Arab culture with traditional characteristics. The Arab community in Israel

has undergone and still undergoes changes and social and cultural processes since the establishment of the state until today. The social and cultural structure of the population that remained after the establishment of the State of Israel was that of a traditional, collectivist society oriented towards group belonging and interdependence (Al-Haj, 1996). One of the basic principles of this company is to maintain harmony between the individuals and the environment since there is a commitment on the part of the individuals to their environment. For peace, the hierarchical relations in society and the family, ties, and collectivist behaviour must be maintained (Abu-Asba, 2007).

Such a social structure has implications for the behavior of the individual. A traditional lifestyle means that the individual must abide by customary laws and social norms. The individual's personality persists in a state of dependence, and he does not build independent identities. These are the characteristics of the typical traditional Arab society in the first two decades of the establishment of the State of Israel (Avitsur, 1987). However, as mentioned, this society has undergone. Still, it undergoes many processes and changes in the direction of modernization, which is reflected in almost all areas of life, especially in this society's attitude to education. The Arab community in the State of Israel is transitioning from a traditional culture to modern society. Following this process, there was a devaluation of the class hierarchy based on clan affiliations, and the differences between individuals within the organization based on individual skills increased (Al-Haj, 1995). Admittedly, Arab society is in transition, a community with a prevailing traditional culture, which has not yet undergone the processes of modernization on all levels, and its members have not yet profoundly internalized the values of modern society.

1. The research method

The study was conducted using the quantitative research approach, the main point of which is to examine the arguments that arose in the literary background of this study and to discover evidence about the phenomenon under investigation and its dimensions using quantitative tools.

The study population

The study population is 202 students (actual teachers in the Arab education system in Israel) studying for a master's degree in Arab teacher training colleges in Israel. The distribution of students by trends and years of study is presented in Table 1.

Table 1: Distribution of students by trend and year of study

Trend	Year	Students' numbers
Management and organization of education systems	1	35
Control and organization of education systems	2	35
assessment and evaluation	1	32
assessment and evaluation	2	33
Treatment of learning disabilities	1	32
Treatment of learning disabilities	2	35
		202

Table 2: Characteristics of the respondents on the research questionnaire

Variable	Statistical indices		
Gender		Male percent	**17.8**
		Female percent	**82.2**
Teaching experience	M		**12.0**
	SD		**6.0**
Percentage of board members			**44.0**
Percent of Scope of Position	M		**88.0**
	SD		**25.0**
School type		Percentage of teachers in elementary	**65**
		Percentage of teachers in the division	**20**
		Percentage of high school teachers	**15**

The participants in the study were 17.8% male teachers and about 82% female teachers. In addition, study participants are characterized by an average of 12 years of teaching experience, with about 44% having a managerial position in the school. The average job scope of the respondents is about 88% of the job. It was also found that 64% of teachers are employed in elementary school, 20% are teachers in middle school, and about 15% are employed in high schools. It is worth noting that the respondents teach in different schools, so there is no dependence between the respondents and themselves based on belonging to the same school.

Research tool

The research tool used in this study was a questionnaire with three components that measured the study variables. The questionnaire was developed by Audrey and Greenstein (2015). The original questionnaire

consisted of seven members that included 131 items, and to fit the context of this study was reduced to 81 items. The researchers internally validated the questionnaire. The components of the questionnaire and the study variables will be detailed below.

1. Background variables of the subjects

This component contains 12 items: gender, age, marital status, number of children, religion, education, teaching seniority, seniority in the same school, job scope, percentage, managerial position, additional positions, teaching profession and type of school.

2. Influence of teachers, parents, and school leadership on school activities

This component included 31 items that measured the degree of influence of each factor: teachers, parents, and school leadership on the range of activities that occur in schools.

To check the validity of the structure for this component of the questionnaire, a factor analysis (EFA) was performed on the 31 items. The factor analysis is performed using the leadership axis factoring method (which assumes a measurement error and refers to the shared variance between the items and the factor) while performing a non-orthogonal rotation of the Direct Oblimin type, which takes dependence between the elements. The Analysis indicated five distinct factors (according to eigenvalue> 1): The first - is school policy design. The second is human resource management—the third - dealing with discipline problems. The fourth is using parental payments, and the fifth is managing pedagogical policy for only 27 items. Three items were omitted in the Analysis, as their charge level in each factor was below 40. Table 3 presents the results of the factor analysis. The questionnaire numbers were kept according to the questionnaire.

Table 3: Exploratory Factor Analysis (EFA) in Rotation using the Direct Oblimin Method

Item number	Statement	Factor loading 1	Factor loading 2	Factor loading 3
81	Determining the school's vision	62.		
82	Determining school policy	85.		
83	Determining the ways of allocating resources and the school budget	63.		
84	Initiate contacts with factors outside the school (such as associations, businesses, factories, community centres, museums, and municipal libraries).	57.		
85	We are introducing changes to the school/classroom (proper nutrition, setting up a library, etc.).	60.		
71	Recruitment of new teachers		91.-	
72	Dismissal of teachers		75.	
73	Dismissal of managers		52.-	
86	Supervision the work of teachers		63.-	
91	Determining the size of the classrooms		68.-	
79	Valuable activities at school (organizing trips, ceremonies)		43.	
75	Initiate social activities in school or classroom (such as Family Day, community garden, social formation			64.
80	Dealing with violence and discipline issues			48.
87	Treating children's social problems			82.
88	Treating children's emotional or personal problems			83.
89	Assisting students having difficulty in school			41.
69	Fundraising and resources for the school			48.-
77	Determining eligibility for exemption/discount from parental payments.			52.-
90	Determining the scope of parental payments			57.-
92	How to use parental payments			76.-
65	The scope of homework given to students.			
66	Classroom teaching methods.			
67	I am determining part of the school curriculum.			
74	Classroom management (e.g ., seating order, student shifts, exam dates and paper submission).			
	average	48.	10.	81.
	Standard deviation	35.	21.	30.
	Percentage of explained variance of each factor after rotation	25	12.24	6.20
	Number of items per factor	5	6	4
	Eigenvalue	6.75	3.43	1.73

The affiliation of most items in the questionnaire according to the factor analysis corresponds to their conceptual association determined during the development of the questionnaire. Table 3 shows relatively high loading values for most of the questionnaire statements about the factors with which they are associated. The reliability of the questionnaire was tested according to internal consistency between the scores on the

questionnaire items, using the alpha Cronbach's index (α -Cronbach's). The reliability values obtained for this component from the questionnaire are presented in Table 4 below.

Table 4: Reliability (Cronbach's alpha) for the questionnaire on the influence of teachers, parents and school leadership on school activities (N = 202).

The variable	The number of statements	reliability
Human Resource Management	6	**0.80**
School policy design	5	**0.74**
Dealing with discipline issues	5	**0.74**
Use of parental payments	4	**0.61**
Pedagogical management	4	**0.55**
Total	24	

As can be seen from Table 4, the reliability values obtained for each of the three variables separately were mediocre and ranged from 0.74 to 0.80.

Findings

The primary purpose of the present study was to examine and map the micro-political landscape and areas of influence of all actors in schools in the Arab education system in the State of Israel in general and to examine the extent of the teacher's impact on classroom and school level activities in particular, the influence of teachers, parents and school leadership on school activities.
Research question: Who is the most influential factor among teachers, parents and School leadership in school activities and policy design?
The findings of the study, which answer the research question, indicate the identification of the most influential factor among teachers, parents, and the school leadership in the activities carried out in the school. The spheres of influence of the various elements were defined in this study according to five factors diagnosed by analyzing the factors: 1. School policy design. 2. Human resource management. 3. Treatment of discipline problems. 4. Use of parental payments. 5. Management of school pedagogy.
The findings in Table 5 refer to the means and standard deviations obtained for each of the five variables according to the different influencing factors (teachers, parents, and school leadership). The findings indicate a significant difference in the impact rate of the various elements in the various areas of influence (school policy design, human resource management, treatment of disciplinary problems, use of parental payments, treatment of disciplinary issues).

Table 5: Averages, Standard Deviations, F Values and Partial Values from Analysis Multivariate Unidirectional Repeat Measure for Differences in Averages of Different Impact Areas (School Policy Design, Human Resource Management, Discipline Dealing, Parental Payment Management, Pedagogy Management School) The various influencing bio-factors: teachers, parents, school leadership (N = 202).

Areas of influence	Statistical index	The influencing factor			F	Partial η^2	Multiple comparisons
		Teachers	Parents	Management			
1. School policy design	SD	48.	14.	87.	***271.80	89.	Management > Teachers> Parents
		03.	02.	02.			
2. Human resource management	SD	10.	08.	53.	***107.04	75.	Management => Teachers = Parents
		02.	01.	0.02			
3. Treatment of discipline problems	SD	81.	39.	69.	***291.80	89.	Teachers> Management > Parents
		02.	03.	03.			
4. Use of parental payments	SD	15.	16.	73.	***109.90	75.	Management> Parents = Teachers
		02.	02.	02.			
5. Management of school pedagogy	SD	83.	15.	48.			Teachers> Management > Parents
		02.	02.	02.	***490.32	93.	

Wilks' Lambda (2)=.25*** Wilks' Lambda (3)=.11***, Wilks' Lambda (4)=.25*** Wilks' Lambda (5)=.07***, df=4, P***<.001 Wilks' Lambda (1)=.11***.

A. The impact of teachers, parents and school leadership.

According to the study participants, the average school leadership (M = 0.87) has the most decisive influence on the design of the school policy, and the intermediate teachers (M = 0.48) have the second most significant influence. However, the average effect of the parents on the design of the school policy according to the perception of the study participants is the lowest (M = 0.14).

Table 5 shows that there is a significant difference (F (4,150) = 271.80, p <.001) in the averages of the design of school policy between the school leadership, the teachers, and the parents. The percentage of variance explained in the average differences in the creation of school policy by the various factors is 89% (Wilks' Lambda = .11***). Post-Hoc analyzes and multiple comparisons using the Tukey test revealed that the origin of the difference in impact averages on school policy design stems from the difference in impact averages of all impact factors. The findings show that school leadership (M = .87) has the highest impact on school policy and teachers have the second largest impact (M = .48).

B. The impact of teachers, parents and school leadership on the school's human resources management.

It can be concluded that the average perceptions of study participants on human resource management in the highest schools relate to school management (M = 0.53).

Another finding is that average parents (M = 0.08 -0.10) have the lowest impact on school human resource management. Multivariate variance analyzes (MANOVA) reinforced the findings of the descriptive statistics. They revealed that there is a significant statistical difference (F (4,150) = 107.04, p <.001) in human resource management averages between management, teachers and parents. It is important to note that the effect size value obtained for this difference (*Wilks' Lambda* =.25***,η^2 = .75) is relatively high. Post-Hoc analyzes, for multiple comparisons using the Tukey test, also supported the findings of the descriptive statistics and suggested that: school management has the most significant impact, parents and teachers have the same effects, and it has the lowest impact on human resource management in the school.

C. The impact of teachers, parents and school management on treating discipline problems.

The findings show that teachers have the highest average impact on the treatment of disciplinary problems (M = 0.82), the school leadership has the second most significant effect on the treatment of disciplinary issues (M = 0.69), and parents have the third most considerable impact on the treatment of disciplinary problems in school (M = 0.39).

Repeated Measure revealed that there is a significant statistical difference (F (4,150) = 291.80, p <.001) in the averages of the treatment of discipline problems between the management, teachers and parents. As shown in Table 5, the magnitude of the effect obtained for this difference (*Wilks' Lambda* =.25***, η^2 = .89) is relatively high. The school leadership also has the second most significant effect on treating disciplinary problems (M = 0.69).

D. The impact of teachers, parents and school management on the use of parental payments.

The results show that the school leadership has the first and most significant impact on the use of parental payments (M = 0.74), for teachers and parents the lowest mark (M = .15-.16). Analysis of variance for repeated measurements and follow-up analyses (Post Hoc), for multiple comparisons using a Tukey test show (Table 5) that there is a significant difference (F (4,150) = .75, p <.001) in the averages of school policy design among leadership, the teachers and the parents, and that an arrangement of the degree of influence of the various factors as it appeared in the descriptive statistics is indeed confirmed. The percentage of variance explained in the average differences in school policy design by the multiple factors is (*Wilks' Lambda* =.25***,η^2 = .75).

In summary, Table 5 shows a difference in the averages of the different areas of influence between the other factors of influence.

E. The impact of teachers, parents and school leadership on the management of school pedagogy.

From the results, the school leadership has the second most significant impact on the management of school pedagogy (M = 0.48) after the degree of influence of the teachers in the school (M = 0.83). However, the result of parents on what is happening in the field of school pedagogy is the third largest (M = .15).

Repeated Measurement Analyzes show that there is a significant statistical difference (F (4,150) = 291.80, p <.001) in the averages of school pedagogy management between the leadership, teachers and parents. As shown in Table 5, the effect size obtained for this difference (*Wilks' Lambda* =.07***,η^2 = .93) is relatively high. The highest impact is for teachers in the field of school pedagogy management.

Discussion

The present study examined the teacher's place in the Arab education system compared with the site of the parents and the school leadership in the educational arena. The test was conducted in the context of the population of students (actual teachers in the Arab education system in Israel) studying for a master's degree. The study's main objective was to identify the most influential factor among teachers, parents and school

leadership in school policy design, human resource management, discipline problem management, use of parental payments and school pedagogical policy management.

The study showed a mixed trend in comparing the degree of influence of teachers and the influence of school leadership. So in some regions of power, like dealing with discipline issues and conducting pedagogical policy, the school leadership has the second largest impact after the influence of the teachers. However, in other areas of power, such as the design of school policy and the use of parental payments, it was found that teachers have the second largest influence after the influence of the school leadership. These findings are in line with the trend involved in the results of studies published in the research literature that examined the extent of the influence of management and teachers on what is happening in the educational arena. For example, Leithwood and colleagues (Leithwood, Harris & Hopkins, 2008) have argued that school management has the second most significant impact on student learning after classroom teaching and learning, and teachers' leadership and efforts mediate the effect of surveillance on student achievement. Sergiovanni (2009) argues that school leadership play an important role and have no other part in the school system whose impact on the quality of education is so significant. Its contribution to the quality of education is so significant. There is a high priority in the postmodern age for adopting teacher participation in decision-making and decentralizing school authority (Crawford, 2012). Underlying this determination is the leadership's recognition that he cannot succeed in leading the school alone. School leadership have considered teachers a significant factor in achieving the goal. Therefore it allows for more leeway, autonomy, and partnership in the decision-making process (Spillane et al., 2011).

Previous studies have shown that parents in the Arab education system negatively influence what happens in schools (Arar, Abu-Asbah & Abu-Nasra, 2014). In this spirit, the pattern of findings of the present study also indicated a marginal effect for parents on what is happening in schools. This finding can be explained by Hofstede's "distance of power" dimension (Hofstede, 1980), which approaches the extent to which differences between people, especially status differences, are considered acceptable and worthy. The cultural characteristics of Arab society in the State of Israel as a paternalistic and patriarchal society undergoing cultural changes since the 1980s (Abu-Asbah, 2007) recognize differences between people and differences in status, so it is assumed that the trait of fatherhood is still rooted in their values. This patriarchal trait acknowledges the importance of functionaries of all kinds, and functionaries are considered acceptable and worthy. This means that people believe that inequality between human beings is natural because they think superiors are essentially different people. The power in the hands of superiors gives them special rights, far exceeding their rights. Thus, their participation in decision-making or non-participation is the "legitimate" choice of those in charge of the schools.

Summary and Conclusions

The teacher's position and the school's leadership at the declarative level is perceived as significant component in the educational endeavour. They are perceived as a factor that has a decisive influence on what happens in school. The teacher and school leadership are considered key figures in influencing the activities done in the school. The findings of this study and a long line of studies show that the level of influence of parents in school is marginal in the Arab education system in the State of Israel, even though Arab society was considered a society in transition from a traditional society to modern society.

One of the recommendations of this study and based on the extensive literature in the field of influencing parental involvement on the level of effectiveness of education system functions, is: It is the duty of the leaders of the education system in Arab society to reveal to, the parents, the teachers and all the factors responsible for the importance of the parent's involvement in the education of their children. Additionally, it is not enough to reveal the issue but to train the educational staff to deal with this involvement. Furthermore, responsibilities should be placed on the various factors that influence the educational process in schools, and agreed insights should be reached between these factors.

Bibliography

1. Abu-Asba, K. (2007). The Arab education system in Israel: a dilemma of a national minority. Florsheim Publishing.
2. Abu-Saad, A. (2013). Socio-political transformations and the development of the formal education system among Bedouins in the Negev: dilemmas and challenges. In Fedhzur, r. (Ed). The Bedouins in the Negev are a strategic challenge for Israel (p. 28-39). Netanya Academic College Publishing.
3. Addi-Raccah, A. (2015). School leadership' role in the interplay between the superintendents and local education authorities. Journal of Education Leadership, 53(2), 287-306.
4. Addi-Raccah, A., & Ainhoren, R. (2009). School governance and teachers' attitudes to parents' involvement in schools. Teaching and Teacher Education, 25(6), 805-813.
5. Addi-Raccah, A., & Elyashiv-Arviv, R. (2008). Parent empowerment and teachers professionalism: Teachers' perspective. Urban Education, 43(3), 394-415.
6. Al-Haj, M. (1995). Kinship and modernization in developing societies: The emergence of instrumentalized kinship. Journal of Comparative Family Studies, 26, 311-328.

7. Alhaj, M. (1996). Education among the Arabs in Israel. Magnes Publishing House.
8. Allen, A., & Mintrom, M. (2010). Responsibility and school governance. Educational Policy, 24(3), 439-464.
9. Arar, K., Abu-Asbah, K., & Abu-Nasra, M. (2014). Arab Parents' Involvement in school Reform in Isreal. International Journal of Education Reform, 23(2), 133-155.
10. Austin, J. L. (1978). How to do things with words. Oxford: L John - Oxford University Press.
11. Avistur, M. (1987). The Arab family: tradition and change. in Garnet, H. (ed.), The Israeli family (pp. 115-99). Kadmon Publishing.
12. Avni Rasha Institute - The Israeli Institute for School Leadership, (2009). About leadership in schools in Israel - a situational picture following a survey among leadership and a series of interviews. Tspanat Publishing House, Institute for Development Research and Organizational Consulting.
13. Ball, S. J. (2012). The Micro-politics of the School: Towards a theory of School Organization. London: Routledge.
14. Barber, M. & Mourshed, M. (2007). How the world's Best-Performing School Systems Come Out on Top. McKinsey and Company.
15. Blase', J. (1991). The politics of life in schools: Power, conflict and cooperation. New bury Park : CA: Sage.
16. Blasé, J., & Anderson, G. (1995). The Micro-politics of Educational Leadership: From Control to Empowerment. New York: Teacher College Press.
17. Brookover, W., & Lezotte, L. (1979). Change in School Characteristics Coincident whit Changes in Shcool Achievement. Michigan: Michigan State University.
18. Bush, T., & Gamage, D. (2001). Models of self-governance in schools: Australia and the United Kingdom. International Journal of Education Managing School, 15(1), 39-44.
19. Cohen, J., Mccabe, E. M., Michaeli, N. M., & Pickeral, T. (2009). School climate: Research, policy, practice, and teacher education. Teachers College Record, 111(1), 180-213.
20. Crow, G. M., & Weindling, D. (2010). Learning to be Political: New English Headteachers' Roles. Educational Policy, 24, 137-158.
21. Darling-Hammond, L., & Bransford, J. (2005). Preparing teachers for a changing world: What teachers should learn and be able to do. San Francisco: CL: Jossey-Bass.
22. Elboim-Dror, R. (1985). Educational policy-makers in Israel. In W. Ackerman, A. Carom, & D. Zucker (Ed), Education in an evolving society (pp. 35-116). Van Leer Foundation Publishing.
23. Fisher, Y., Magen-Nagar, N., & Abo-Nasra. (2015). Sectorial Perceptions of Paternal Involvement: Similarities and Dissimilarities. Advances in Social Sciences Research Journal, 1(17), 66-85.
24. Friedman, J. (1995). The school leadership as a decision maker: thinking patterns and processes in solving problems. Studies in the leadership and organization of education. Haifa University Press.
25. Friedman, J. (1998). School leadership burnout: A self-report questionnaire. Published by the Henrietta Sold Institute.
26. Friedman, J. (2000). Curriculum for school management training: principles, issues and processes. Publishing by the Leadership for Training and Continuing Education for Teaching Staff, Ministry of Education.
27. Gavton, D. and Chen M. (2003). Training of school leadership as public and moral leaders. In, Y. Dror, D. Nebo, and R. Shapira (Eds.), Transformations in Education: Guidelines for Education Policy in Israel for the 2000s (pp. 391-406). Ramot Publishing.
28. Hallinger, P., & Heck, R. (1996). Reassessing the leadership's role in school effectiveness: A review of empirical research, 1980–1995. Educational Leadership Quarterly, 32, 5-41.
29. Hoyle, E. (1982). Micropolitics of Educational Organisations. Educational Management Leadership & Leadership, 10 (2): 87-98.
30. Hoyle, E. (1999). The two faces of micropolitics. School Leadership and Management, 19 (2): 213-222.
31. Leithwood, K., & Day, C. (2008). The impact of school leadership on pupil outcomes. School Leadership & Management, 28(1), 1-4.
32. Malen, B., & Ogawa, R. T. (1988). Professional-patron influence on site-based governance councils: A confounding case study. Educational Evaluation and Policy Analysis, 10, 251-270.
33. Marzano, R. J., Waters, T., & McNulty, B. A. (2005). School Leadership that Works: From Research to Results. Alexandria: Association for Supervision and Curriculum Development.
34. Mintrom, M. (2001). Educational governance and democratic practice. Educational Policy, 5 (5), 615-643.
35. Oplatka, Y. (2015). Fundamentals of educational leadership: leadership and management in the educational organization. Pardes Publishing House.
36. Robinson, V. (2011). Student-centred leadership. San Francisco: CA, Jossey-Bass.
37. Ser Giovanni, T. J. (2009). The Leadershiphip: Reflective Practice Perspective. San Francisco: Jossey-Bass.
38. Witzierrs, B., Bosker, R. J., & Kruger, M. L. (2003). Educational leadership and student achievement: The illusive search for an association. Educational Leadership Quarterly, 25 (1), 82-107.