CHANGE MANAGEMENT – CHALLENGES AND PERSPECTIVES

Hussein Saris[1]
[1]West University of Timisoara, 249136@tzafonet.org.il

ABSTRACT: School principals work in dynamic reality. They are obliged to perform several diverse tasks. This paper describes the change in the role and the internal and external relations formed and maintained by school principal in a setting of a Junior High school of the Arabic sector in Northern Israel. The paper describes the unique situation of a school servicing an ethnic minority in its primary language, Arabic, in a state where the majority and official language is Hebrew, the role of education and each educational institution in the modernization process of the Arab society in Israel, the impact of the accelerated technology on education in general and on the Arab society in particular, and the central role of the school leadership in the introduction of change, and the contribution of the school leadership and its various stakeholders to make the school a constantly improving entity to the benefit of its various stakeholders and the surrounding environment. The article presents a stakeholders' management model used in the context of business management and suggests that a version of this model can be used to introduce changes in educational institutions with the modifications required.

KEYWORDS: School leadership, innovations, reconstruction, stakeholders' management, budgetary discrimination, introduction of change.

1. INTRODUCTION

In recent years, there is a growing interest in the issue of pedagogical change leading, and the adaptation of schools to the 21st century. David Hen, [23] states that there are a need and a will to change the educational system to reflect several initiatives, reforms, developments, innovations and systemic reconstructions throughout the world.

This view is supported by several other scholars ([44]; [36]; [16]; and others). These scholars emphasize that this is a global need due the fact that most "classical", conventional educational programs and organizational structures are obsolete and no longer suit the requirements of the present rapidly changing society.

The Arab society in Israel has unique social, cultural, religious and political characteristics distinguishing it from the society of the states' Jewish majority. Arabs in Israel perceive education as an instrument advancing their struggle to receive social and political rights, and as a factor improving the individual's access to economical resources [33].

Official data indicate a considerable gap between achievements of Jewish pupils compared to achievements of pupils in the Arabic sector regarding matriculation exams. According to

Haled Abu-Asba[2], the gaps between academic achievements among various social groups, especially between Jews and Arabs derive from differentiation in stating points, reflected by qualitative and quantitative low level inputs allocations to the Arab society.

Thus, there is a dire need to reconstruct and improve the Israeli Arab educational system. This article describes the challenges and prospective faced by educational leaders within the Israeli Arabic educational system engaged in performing these needed changes, and introduces a new model for reconstruction and the management of the school's stakeholders.

The education system of the Israeli Arab society:

Schools in the Arab sector are still on the average lagging behind schools in the Jewish sectors in most educational areas, due to discrimination of inputs, along with traditional social perceptions. According to several sources, the system endures:

Budgetary discrimination; formal and informal hour's allocation; unsatisfactory participation of Arab educational leadership in decision making and planning processes and lack of learning contents reflecting Arabic culture, history and literature in schools of the Arabic sector.

This apparent inequality of resources allocation, lead to considerable gaps in academic achievements between various social groups in Israel.

2. WHY CHANGE THE EDUCATIONAL SYSTEM?

The Arabic educational system in Israel suffers from both the problems plaguing the general system and those plaguing it specifically; therefore, it has a real need to be reconstructed and undergo a significant change.

Since the beginning of the millennium, calls of teachers and scholars to change the Israeli educational system, increased. In a report, titled: "Education for a society of knowledge and culture changes in the 21st century and their ramification", composed by scholars in the Israeli National Science Academy on 2013, stated the following problems faced by the Israeli educational system: first – changes occurring in structures of family, culture and society in the perception of the role of the state and the work market; second - the accelerated technological developments and accessibility of information that compel schools and educational programs to to enable pupils the acquisition of skills and knowledge required in the 21nd century.

Third - the low academic achievements of the pupils when measured in the ratio of pupils entitled for matriculation card and the threshold requirements of the Academy.

Fourth - the existing educational programs curriculums and teaching methods do not reflect the scientific developments and the rapid knowledge revolution characterizing this century. According to Hen, [23], most teaching materials used do not progress in time, teaching methods did not adapt to present needs and available new technology.

The above mentioned factors affect educational systems throughout the world in general, and in Israel in particular. Therefore, the educational system must be renewed and reformed in order to be relevant to the post modern society

3. REFORMS AND CHANGES IN THE EDUCATIONAL SYSTEM

According to Nir, [31], solutions and suggestions aimed to deal with the considerable challenges the educational system is facing require measures in the tactical and strategic dimensions.

So far, Attempts to implement certain reforms failed to make a significant change in the system, mostly due to the school's central dominant, deeply rooted, built in present behavioral patterns. Other scholars, throughout the world, voice similar impressions [39; 18; 14; and others.]

Some of the conclusions reached by Duke [14] are:

- Only a comprehensive change will succeed. A rearrangement of certain components in the way it operates will not yield the results we seek.

- The change must be tailored to the circumstances and take place in all the operational dimensions of the school.

4. SCHOOL LEADERSHIP AND ITS ROLE DURING THE INTRODUCTION OF CHANGE

Studies conducted by UNESKO emphasized that organizational achievements success reflect the suitability and dedication of their leadership and management, the factors responsible to lead and direct the given organization towards their aims and objectives. [5]. Successful organizations contain the following properties:

1. The ability to adjust and control local needs.

2. Establishment and construction of vision adapted to internal and communal needs,

3. Institutionalizing an organizational core connecting between the organization and the reality.

Thus, schools in the Israeli Arab sector is in a dire need for a thorough comprehensive change; it has to set new policy, and is required to train and a professional responsible leadership.

Until two-three decades ago, principals were perceived as administrators executing the tasks imposed on them by their superiors: organizing the work and operations, schedule building, training teachers and supervising their work and teaching level and methodology [39]. In recent years, principals in Israel were given certain autonomy in which they had been authorized to use and allocate resources, and the responsibility to assess teachers and develop faculty. Today, the principal is perceived as a pedagogic leader rather than administrator [there].

Certain Israeli scholars [5; 33; 19 and others], maintain that educational leadership is a major challenge in the Arab society; Arar [5] recommends training highly committed educational leadership that will lead the Arabic educational system to a better place by improving its conduct and orientation.

5. SCHOOL MANAGEMENT IN THE 21ST CENTURY

The instructions of the ministry of education grants principals complete responsibility to everything that occurs in the school, [45]. The report of a professional committee appointed by the ministry of education to consolidate recommendations for policies [7], defines the principals' areas of responsibility and the roles of the management, the faculty and other factors involves in its daily operation.

In several reforms introduced in recent years in other countries, educational leadership focuses mostly on the work aspects of the principal directed towards the advancement of teachers teaching and the pupils' learning [35; 26; 23; 32; 11; 29].

5.1. Management of the school's environment

"Schools operate within the environmental context and complex reality affected by the entire changes and constant permutations in their close distant environment." [7] other scholars [46; 43] agree that The nature, perception, designations and life modes of the schools are affected by ball these changes in the present, and they may have to endure unexpected conditions in the future.

Thus, an extended consideration of organizations is required to several environments: political, economic, social and technological. The school leadership must create mechanisms to work with these various environments.

Other scholars point out that budgeting school according to number of pupils lead to competition among schools [34]. Talias [43], lists a number of advantages of allowing

environmental factors to participate in the school, including: involvement, cooperation, support of legitimacy base, enhancement of learning materials, and reduction of risks. He also says that principals today find themselves in complex reality, so they deal with the challenges by forming diverse internal and external relations to: receive advisement, locate information relating to policy, identify new trends and financing sources. These activities are not directly related to teaching or education improvement, but some of them can be, especially if the community is viewed as the social cultural contexts in which the school operates. This paper will refer to all factors involves, affecting or affected by school activities as stakeholders

Many scholars [7; 27] view the principal as the main factor responsible for formation and changing the relations between the school and the environment Thus, the principal, together with the school's faculty and other factors in the community, has to lead strategic thinking efforts based on information gathered, methodical learning and data analysis, in order to make plans and set goals. The school as an organization must adapt itself flexibly to future changes in order to improve and progress.

## 5.2. Managing stakeholders in the school

The most common framework to describe a corporation and analyze the relationship between it and its social environment is the stakeholders' model; the term describes every group that has interests in the corporation's operation. This theory joins the question regarding the identity of factors the corporation is obliged to be loyal to, whether it is only to the owner or o the entire society. [17; 15; 37]

Stakeholders can be defined and classified according to various classification methods, for example:

1- **Stakeholders according to geographical proximity**
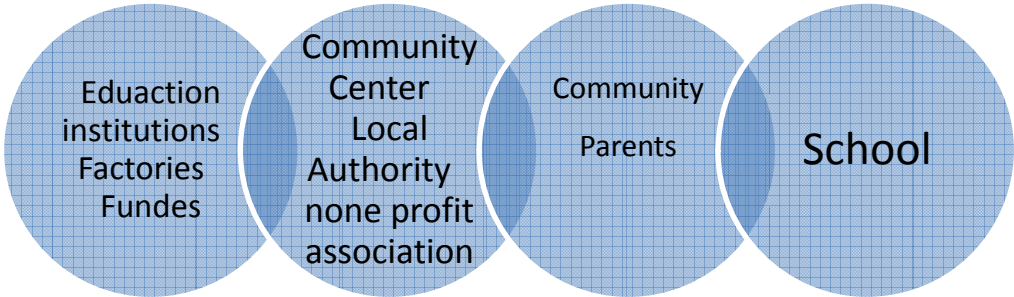
2- **Partners in the school's environment characteristics according to their proximity to the core of the school's employment**
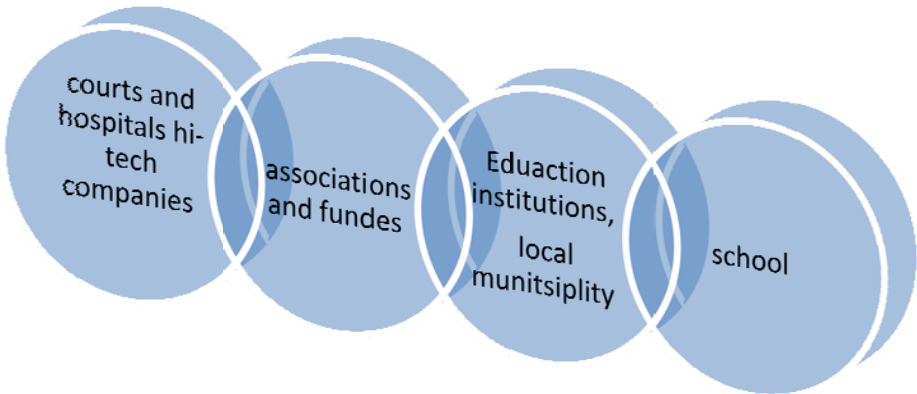
3- Stakeholders model according to Geva

Clarkson [1995] defines stakeholders as people and groups affecting or being affected by decisions, policies and the functioning of the organization. Others [10; 28; 37; 10; 15] suggest that stakeholders are those placed in some risk regarding the results of the organizations' actions due to investment of human, assets, or finance – something valuable in the organization. This refers to stakeholders that without them the organization cannot exist.

This perspective pints out relevant public stakeholder groups including the government, the community and the municipal authority providing infrastructures, markets, laws and rules the organization had to abide, which determine to whom the organization is accountable.

Thus, we deal with essential issue deriving of the relationship of the school as an organization.

The question: to whom the school is accountable, intrigued several scholars who study organizational behavior in recent years. The organization and its management are required to insure that investors will receive value in return but the organization has also obligations to other stakeholders, and these obligations can be above and beyond those required by law. [Like: parents, pupils, other internal factors and the community].

Therefore, when there is a conflict of interests among different groups of stakeholders, the organization has to modify or sacrifice some of its obligations to the investors, in order to meet other obligations it has towards other groups of stakeholders.

There is a common theory stating that individuals acting for personal interests actually benefit the entire society. When we extend this approach from individual to organizations, the rational is that when an organization acts to maximize its own profits it benefits the society since: "High tide elevates all ships" [22], therefore, managers of organizations should act to maximize profit since this is the interest of the shareholders. However, in reality this simple model "did not work", since by neglecting the needs of other factors can easily "turn the tide" and harm the organization. Thus, if organizations want to survive a long time, they must adopt moral principles that will support all factors related and/or connected to it.

A sample of relevant value concepts according to Harrison & Wicks [21]

- Exchange value: value can be subjectively estimated and it can also be negotiated.
- Usable value: based on the subjective estimate of the item's price to a given individual,

- Work value: based on the amount of work required to create the given item.
- Production value: based on the overall costs of the item's production.
- Internal value versus external value,
- Objective value versus subjective value.

6. CONCLUSIONS

The above mentioned and other studies in this particular area indicate that school principal works in dynamic reality and oblige to perform several various tasks. In recent years the role of the school principal changed both in local and national level [8].

The status and importance of this role underwent several perversions, from perceiving the principal as a teacher and super educator to administrative manager, social manager, a professional organizer, system activator, leading teaching and learning processes and up to the current developing perception of comprehensive educational and professional leadership [24].

In addition, the changes characterizing the post modern society entered the schools, and brought technological development and enrichment of knowledge. The role of the principal became highly complex and demanding, including diverse areas that begin with the formation of the vision, and continues as change agents, building and leading a learning culture that brings academic achievements. Today, principals are expected to be educational programs and evaluation experts, and to manage the school's resources [13; 38]

Thus, *"school principals cannot focus only on planning and organizing the activities in the school; they have to lead teaching/ learning processes that will improve the functioning of the faculty and the achievements of the pupils...."* [8] Personally, I believe that the stakeholders' model described and presented above, suits business organizations, but with certain changes, it can be adapted to the educational system. As the Arab educational system in Israel is in a dire need for improvement and reconstruction, I suggest the adaptation of the stakeholders' model might contribute to the general goal stated above or at least, provide a direction for introduction of change and practical reconstruction.

7. REFERENCES

1. Abu Asba H, Issues *and dilemmas in value education in the Arabic school in Israel* inside: Ya'acovIram& others, [ed] Tsamtim – *Values and education in the Israeli society, Published by the office of the scientist general the ministry of education*, Jerusalem, p.479-441,(2001).
2. Abu Asba H, *The Arab educational system in Israel: development and current situation picture*, inside: A Haidar [ed] *The book of the Arab society in Israel*, Van lir institute and the KibutsMeuhad pub.. 201-221, (2005).
3. Amara, M.H. & Mari, *Abd Al-Rahman Language Education Policy: The Arab Minority in Israel. Dordrecht*, Netherlands: Kluwer Academic Publishing. (2002).
4. Arar,H, *The primary school principals in the Arab educational system perceptions of teachers' assessment Jama'a* [an Arabic quarterly] 12, p. 1-44, (2009).
5. Arar H, *The perception of teachers' assessment and its usage among principals of primary school in the Arabic sector*,(2009).
6. AvneyRosha institute,*Results expected of beginner principals*, Jerusalem, The institute,(2010),
7. AvneyRosha institute, *Systemic behavior*, Jerusalem, the institute,(2010).
8. http//www avneyroshaorg.il/Develop And learn/pages/leadership.aspx.

9. Catano, A. &Stronge, J. H. What do we expect of school principals? Congruence between principal evaluation and performance standards. *Leadership in Education*. 10 (4). pg. 379-399,(2007).

10. Chrisman, V'.,How schools sustain success, *Educational Leadership*,62, 5, 16-20, (2005).

11. Clarkson, M. B. E.. A stakeholder framework for analyzing and evaluating corporate social performance,*Academy of Management Review*, 20(1): 92-117,(1995).

12. Cohen S, *Teachers acceptance of change: factors affecting the teachers joining the "OfekHadash"* [New horizon] reform in Israel, the Hebrew University, Jerusalem,(2011).

13. Crowson, L.R., Goldring, E.B., Haynes, K.T.,*Successful schools and community relationship: Concepts and skills to meet tewenty-first-century challenges*,.Richmond Ca.: McCutchan Publishing Corporation,(2010).

14. Darling-Hammond, L., LaPointe, M., Meyerson, D., Orr. M. T., & Cohen, C., *Preparing School Leaders for a Changing World: Lessons from Exemplary Leadership Development Programs*, Stanford, CA: Stanford University, Stanford Educational Leadership Institute,(2007).

15. Duke, D.,*The key to preserve successful school turnovers*, AvneyRosha Inst.,(2010).

16. Freeman, R. Edward, Harrison, J.,Wicks, A., Parmar, B., & de Colle, S.,*Stakeholder theory: The state of the art*. Cambridge, UK: Cambridge University Press,(2010).

17. Fullan, M'.,*The New Meaning of Educational Change* (4th edition). New York:Teachers College Press, (2007).

18. Geva, A, *Moral and Business: parallel meet*, HakibutsHameuhad pub. Tel Aviv, (2013).

19. Halverson, R., & Smith, A., How new technologies have(and have not) changed teaching and learning in school, *Journal of computing in Teacher Education*, 26(2)., 69-7,(2010).

20. HamdAlla R, The influence of the clan in appointment of principals in the Arab settlements in Israel, Jama'ah, 2/17, p. 125-144,(2013)

21. Harbon, A, T, Abu Asba H & Abu Nasra M, *The Arab education in Israel: demand for material resources, or struggle on ideological resources?*, Israeli sociology, a journal for research of the society in Israel,(2013).

22. Harrison, J. S. & Wicks, A. C., Stakeholder Theory, Value, and Firm Performance. *Business Ethics Quarterly*, 23, 97- 124,(2013).

23. Heath, J., & Norman, W., Stakeholder theory, corporate governance and public management: what can the history of state-run enterprises teach us in the post-Enron era?,*Journal of Business Ethics*, 53(3), 247-265,(2004).

24. Hen D, *Experimental schools: the forming workshop to educational innovation*, Tel-Aviv University, (2007).

25. Inbar D, Educational leadership in era of contrasts, *Hed Ha-Hinukh*, 83, 52-54, (2009).

26. Jabarin Y &Ajabaria A, *Autonomy to the Arab education in Israel*, an opinion, issue No. 5 p. 14-35,(2014).

27. Katz I, "*Leadership in the eye of the storm*" inside: http://psychology.huji/ upload/articles/Israelkatz.pdf, (2011).

28. Leithwood, K. Harris, A, Hopkins, D., Seven strong claims about successful school leadership, in *School Leadership and Management*, 28(1), 27-42, (2008).

29. Malka Y, *Stakeholders 2know yearly*,(2010).

30. Maskit D, Teachers' stands towards pedagogic changes and teachers' perception of teaching as profession, connections which are entity, *Research and study in teachers' training*, issue 13, p.82-123,(2012).

31. Michaeli G and Fisher G, *Change and improvement in the educational system*, BrankoVeis, AvneyRosha(2010),

32. Nir A, *How to adapt the Israeli educational system to the needs and demands of tomorrow? Adapting the Israeli educational system to the needs and demands of tomorrow*, The Hebrew University school of Education, Jerusalem, (2013).

33. Oplatka Y, *The foundations of educational management: leadership and management in educational organization*, Pardes pub.,(2007).
34. Oplatka Y, Teachers and principals in "OfekHadash", from opposition to participation *Hed Ha-Hinukh*, Vol 3, p 28-30, (2010).
35. Oplatka Y, & Hertz Lazarowits R, Female leadership in educational organizations: the Israeli uniqueness in the international context. Inside, *Iyunimbeminhaluveirgunhahinukh*, vol. 32, p 51-73,(2011).
36. Oreg S &Berzon, *Pedagogic leadership in Israel – assessment and prediction of pupils' achievements Jerusalem*, AvneyRosha Inst.,(2013).
37. Pijl, S'. J'., What Policymakers Can Do to Make Education Inclusive.,*Educational Management Administration & Leadership*, 37(3), 366-377,(2009).
38. Phillips, R',*Stakeholder Theory and Organizational Ethics*. Berrett-Koehler Publishers(2003).
39. Pounder, D. G. & Merrill, R. J. Job Desirability of the High School Principalship: A Job Choice Theory Perspective. *Educational Administration Quarterly*. 37 (1). pg. 27 – 57, (2001).
40. Sergiovanni, T.,*Rethinking Leadership*. California: Sage Publications, (2007).
41. Sergiovanni T, *School management theoretical and practical aspects*, the Open University, Tel-Aviv, (2002).
42. Sergiovanni T, *What is the best way to conduct profound changes in school*, inside: Gal Fisher &NirMichaeli [ed] Change and improvement in the educational system, BrancoVeis& Avnet Rosha inst. P. 241-212, Jerusalem,(2010),
43. Stauber, S, *The most complicated role*, Ynet, 5.9.09, (2009).
44. Talias M, *Cooperation between the school and the environment*, AvneyRosha Inst. Jerusalem,(2009).
45. Vidislavski M, Peled B &Pevzner A, *Adaptation of the school to the 21st century and innovative pedagogy*, Tel-Aviv University,(2010).
46. Vorgan Y, *The status of the principal in the Israeli educational system, a report submitted to the Education culture and sport committee of the Kneset* [the Israeli parliament],(2006).
47. Yosifun M &Shmida M, *Towards new educational paradigm in the Israeli educational system of the post modern era*. MTH, Tel-Aviv, (2006).
48. Zhang, J'., A cultural look at information and communication technologies in Eastern education. *Educational Technology Research and Development*, 55, 301-314,Retrieved://www.cs.cmu.edu/~cfrieze/courses/Eastern.pdf., (2007).