

How Do Arab Higher Education Students Perceive the Impact of Educational Leadership on their Academic Achievements and Skills?

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Abstract: The aim of this study is to explore the Impact of educational leadership on students; academic achievements and skills in the Arab sector in Israel. the principal's function as a leader in the school has been the subject of an investigation by several researchers. Principals and vice principals who excel at their jobs combine their managerial expertise with their passion for education so that they may focus on their particular areas of competence while also supporting the teachers in their classrooms. For this research, mixed method research was used. The results of the qualitative and quantitative analysis indicated that principals need persuasive interpersonal skills to work with faculty, students, community members, and parents to get ongoing feedback, pinpoint improvement areas, and spot innovation opportunities. Israel may have progressed to a certain point in implementing this component, but there is still an urgent need to provide high-quality education. Student performance improves when a principal and teacher have a good rapport. Furthermore, the growth of mutual respect and trust leads to increased student achievement, less teacher fatigue, increased cooperation, open professional relationships, and participation in the organisation and school improvement initiatives.

Keywords: School principal as a leader, Elementary Pupils, academic achievements, Arab sector in Israel

1. Introduction:

The principal of an educational institution serves an extremely important function as a leader in any educational system. When it comes to fostering an environment that is favourable to learning and ensuring that students have the assistance, they need to achieve academic achievement, the principal is a pivotal figure in the Arab sector of Israel's education system. In the next essay, we will investigate the principal's leadership's effect on the academic accomplishments and skills of primary school students in Israel's Arab sector (Nassir & Benoliel, 2022).

One of the most important responsibilities of the principal of a school is to serve as an example for the pupils. The principal leads by example and inspires pupils by painting a picture of their potential for greatness in the world outside the classroom. For example, the principal can act as a guide and mentor for students, giving them direction and advice on achieving academic achievement and building the skills essential to success in the future. In addition, the principal is in a position to guarantee that equal opportunities are presented to all students, regardless of their

socioeconomic status, gender, or ethnicity. This responsibility falls squarely within the purview of the principal. The principal can cultivate an atmosphere where all students are encouraged and supported to attain their full potential when they ensure that all students have equal access to similar possibilities (Kaplan et al., 2022).

In addition, the principal plays a significant part in establishing a teaching atmosphere conducive to achieving academic goals. By cultivating an environment that is characterised by mutual respect and cooperative effort on the part of students and faculty members, the principal can provide a setting that is both secure and encouraging. In addition, the principal is in a position to guarantee that adequate learning materials and resources, such as appropriate resources for teaching, are made available to students. The principle may guarantee that students have access to the resources and assistance needed to achieve academic achievement by cultivating a setting that is amenable to learning and providing an atmosphere conducive to learning (Kaplan et al., 2022).

In addition, the principal is in a position to cultivate constructive connections with the parents and the greater community. The principal can ensure that students receive the necessary support and guidance from their families and communities, which can benefit their academic success by establishing and maintaining relationships with the parents and the wider community. The principal can maintain these relationships. Additionally, the principal is in a position to guarantee that parents and other community members are involved in the decision-making processes, which can contribute to the development of a feeling of ownership towards the activities at the school (Ganon-Shilon & Schechter, 2019).

The principal is in a position to guarantee that pupils have access to an acceptable curriculum tailored to match each student's specific requirements and interests. The principal is in a position to guarantee that the curriculum is linked with the national curriculum, that it is relevant to the student's life experiences, and that it is relevant to the local context. The administrator can guarantee that pupils have the essential information and abilities to achieve academically by offering an acceptable curriculum for the students to follow (Ganon-Shilon & Schechter, 2019).

The overall academic accomplishments and general abilities of students in the Arab region of Israel are significantly influenced by the school principal's leadership. The principal can exert a positive influence on the academic success of elementary school students through the cultivation of positive relationships with students' families and the larger community, the provision of opportunities that are fair to all students, the establishment of an environment that is conducive to learning, and the provision of an appropriate curriculum for all students. In the end, the principal's leadership may be an important factor in determining how successfully each student receives the required support and direction to realise their full potential (Tzuriel et al., 2021).

Even though the vast majority of studies show that principals have no direct influence on the academic success of their pupils, they are nonetheless held accountable for the success of their students. The

principals have kept the school's collective attention on achieving the academic goals set for the institution. Scholars' efforts to not only depict effective leadership qualities but also the influence of leadership on the processes and operations of schools alongside the achievement of students have made the management of school districts and individual schools the central focus of intense scrutiny in the modern world. District and school management have been at the centre of this scrutiny (Nassir & Benoliel, 2022). Greater leadership in educational institutions contributes to developing a culture that is both inspiring and encouraging for staff members and helps improve the overall quality of the learning experience for students.

The education system in Arab countries and Israel is a separate system rather than an autonomous one that reinforces itself. The fact that the majority of Israelis speak Arabic as their first language presents a problem for the system's designers. Yet, the system may nevertheless serve Israelis whose first language is Hebrew. As a result, the disparity between both systems has to be considered throughout the research by examining the impact of the school principal's role as a leader on the academic accomplishments and abilities of primary school students (Reingold & Baratz, 2020).

One of the most promising aspects of carrying out this research is that it will contribute to expanding the existing body of knowledge by analysing the relationship between students' academic success and the procedures followed by educational leaders. The goal of having principals is to speed collaborative efforts by coordinating procedures both inside and across the workforce. In addition, they make sure that the solutions are implemented and communicated to the rest of the school by coordinating the efforts of the school personnel and teachers toward the same goals (Kaplan et al., 2022).

1.1 Academic Achievement

The term "academic achievement" refers to the consequences of a student's academic work that indicate the degree to which the student has acquired their intended levels of knowledge.

Additionally, it refers to the completion of educational goals, such as the receipt of any degree. Examinations and ongoing assessments are the primary methods used to evaluate students' academic performance. (Da'as, 2021). According to a study by Qadach et al. (2020a, 2020b), school leadership positively and significantly impacts. This is because principals affect the school's organisational management and direct the teaching practices of staff members.

By analysing the data collected, Arar (2018) claimed that a greater knowledge of leadership's influence on academic performance in the Arab sector in Israel might be obtained. It is feasible to investigate the school's principal's impact on the institution in terms of their management style, capacity to encourage and engage pupils, and ability to successfully address difficulties such as economic disparity and cultural diversity. This information may help inform the design of policies and procedures that will improve the quality of education delivered to Arab students in Israel.

Emphasising successes and urging the school to emphasise academics are examples of leadership practices contributing to teacher efficacy. In addition, the use of persuasion, inspiring messages, and affirmations of teacher competency by principals all play a part in contributing to the beliefs that teachers have in their efficacy. These goals can be reached by allowing instructors to collaborate on decision-making, creating opportunities for teachers to learn from each other's successes, lowering the stress levels of educators, and sharing vicarious experiences. Isolating teachers from the district's requirements illustrates this principle (Aronin & Yelenevskaya, 2022).

Teachers who have a stronger commitment to the values that are upheld by an organisation, as well as the members who make up the organisation, are more likely to adopt the pedagogical strategies that the organisation recommends, lend a helping hand to their colleagues, and put in additional effort to ensure that the organisation achieves its goals. If the school's goals were centred on academic achievement, then a dedication of this sort would lead to improved student accomplishment;

unfortunately, this does not always appear to be the case (Tareq et al., 2023).

1.2 Effects of Principal on School Processes

Although principals typically have stronger effects on school processes than on student achievement, research has shown that some principals make small but statistically significant contributions to students' overall academic performance independent of the indirect effects caused by school processes. These contributions are made to students' overall academic performance despite principals typically having stronger effects on school processes than student achievement (Agbaria, 2021).

This study highlights the problem brought to light by the requirements of society, the academic accomplishment and abilities of elementary school students, and the fact that these are specific to the Arab segments in Israel. Academic success is measured with higher education in the vast majority of research, such as the one conducted by Awad et al. (2022), and significance has been attached to contemporary topics from the bachelor's degree level up to the doctoral level. But more precisely, the current study emphasises the academic accomplishment of students as well as the leadership role that administrators play in schools. Academic accomplishment may be considered a key signal since it serves as a performance gauge that anticipates the educational activities that take place while evaluating a school.

As a result, in this scenario, the performance indicators have the potential to be promoted with the assistance of the efficient leadership provided by principals in the schools. This research is one of a kind compared to the others done on the same topic since the difficulties, scenarios, outcomes, anticipations, and genera are distinct. Because in the literature, people will benefit from the problem statement and future implications to extract the problem for their interest, the current study also has a strong significance in a practical way and literature. This is because people in literature benefit from the problem statement (Tzuriel et al., 2021).

When the theoretical and practical implications are considered, it has a significant bearing on the leaders of Arab businesses operating in Israel who are searching for all-encompassing answers concerning improving their abilities and accomplishing their objectives. Despite this, the findings of this study are particularly important for teachers. This is because, at some point in the future, the same teacher will hold the principal position. As a result, an experienced teacher ought to be able to lead more effectively and serve as an effective principal (Tzuriel et al., 2021).

The first steps toward consolidating Israel's dispersed educational institutions were taken in 1948, the same year the nation of Israel was formally constituted as a state. To a large extent, the financial, administrative, organisational, pedagogical, and structural aspects of the educational system were under the purview of the "Ministry of Education (MOE)", which was represented by the superintendent (particularly at the elementary level). The "Local Education Agency (LEA)" was an administrative entity at the city or county level with very limited responsibilities regarding elementary schools. This was because elementary schools were the responsibility of the state. The LEA's primary focus was assisting with delivering educational services while maintaining a clear division of labour with the MOE. This topic will be discussed in greater depth in the following section. Because the state owns and oversees these institutions, the LEA's primary focus was assisting with delivering educational services (Shapira-Lishchinsky & Ben-Amram, 2018).

The authority to oversee compliance with the policies and regulations of the MOE has been given to the superintendent by the MOE. A vast variety of responsibilities fall on the shoulders of superintendents, including but not limited to providing leadership and contributing to the formulation of educational programmes and objectives (Shapira-Lishchinsky & Ben-Amram, 2018). In addition to the establishment of educational initiatives, participation in the process of adapting the curriculum to the needs of the school, the promotion of a positive school climate to bring about change, and involvement in the training and professional development of teachers,

members of the PTA also play an active role in the stated (Shapira-Lishchinsky & Ben-Amram, 2018).

School administrators can play a crucial role in bringing a community's needs and goals closer to completion by acting as a point of contact between the many educational institutions. School superintendents utilise the task of evaluating and analysing data to better the educational system as a whole and gain a deeper understanding of how to enhance the education of students, professional development for teachers, and instruction in the classroom. Superintendents are responsible for both management and supervision, including the distribution of financial resources. They have a say in who is elevated to higher administrative positions, who is demoted, and who remains in such positions (Ganon-Shilon & Schechter, 2019).

The Compulsory Education Act of 1949 lays out the responsibilities of the LEA, which include the following: maintaining schools by providing them with facilities as well as administrative and support services (such as zoning of school enrolment and custodial and secretarial services), guiding, deciding, or accrediting educational institutions; putting into practise governmental, educational policy; regulating and managing educational activities within the local authority. Due to the continuous trend of decentralisation, the formal roles of the LEA and the superintendent have been less defined in practice. This has resulted in the LEA and superintendent having less power (Arar, 2018).

1.3 Significance of the Study

The relevance of this study lies in the fact that it examines the impact of the school principal's position as a leader on the academic accomplishments and abilities of elementary school students in the Arab part of Israel. This is an important field of research since the Arab sector in Israel frequently has major educational gaps, and the role of the school principal is essential to the success of the school and the academic accomplishments of the kids who attend it. This study has the potential to provide useful insights into the process of developing strategies to improve educational outcomes for Arab pupils in Israel by gaining an understanding of the impact

that principal school leadership has on the educational attainment of pupils in the Arab sector of the education system.

2. Materials and Methods

In this research, the researcher had applied the quantitative as well as qualitative methodology in which the researcher constructs the questionnaire which is further used to conduct a survey among the respondents to collect the data. On the other hand, also conducted interviews to get insight on the study. According to Scheuren (2014) it was stated that survey is a methodology which is adopted in the quantitative study to collect the data. Survey is a process which tends to help in

collecting the data from the individuals directly. Survey tends to produce authentic results through the questions which are asked from the individuals with the help of questionnaire made for survey process (Wang et al., 2019). Quantitative research relies on the collection and analysis of numerical data to gain insight into a topic, while qualitative research relies on the collection and analysis of nonnumerical data (such as text, video, or audio) to gain insight into a topic's ideas, opinions, or experiences. It can be used to learn more about a topic or come up with solid topics for further study. I used a survey/questionnaire and interviews to learn how school principal impact as a leader on elementary pupils; academic achievements and skills in the Arab sector in Israel

3. Results

Quantitative Results:

Table 1: Pearson correlation among variables

Correlations

	Influence on Learning and School Excellence	Curriculum Implementation Survey	Leadership Practices in Teaching and Learning	Working with Family
Influence on Learning and School Excellence	Pearson Correlation	.106*	.099*	.132**
	Sig. (2-tailed)	.034	.049	.008
	Sum of Squares and Cross-products	7773.640	1073.470	2605.200
	Covariance	19.483	2.690	6.529
	N	400	400	400
Curriculum Implementation Survey	Pearson Correlation	1	-.120*	.011
	Sig. (2-tailed)	.034	.016	.827
	Sum of Squares and Cross-products	1073.470	13182.498	-4144.650
	Covariance	2.690	33.039	-10.388
	N	400	400	400
	Pearson Correlation	.099*	1	-.020

Leadership Practices in Teaching and Learning	Sig. (2-tailed)	.049	.016		.695
	Sum of Squares and Cross-products	2605.200	-4144.650	89745.000	-695.600
	Covariance	6.529	-10.388	224.925	-1.743
	N	400	400	400	400
Working with Family	Pearson Correlation	.132**	.011	-.020	1
	Sig. (2-tailed)	.008	.827	.695	
	Sum of Squares and Cross-products	1372.280	148.940	-695.600	13946.560
	Covariance	3.439	.373	-1.743	34.954
	N	400	400	400	400

*. Correlation is significant at the 0.05 level (2-tailed).

**. Correlation is significant at the 0.01 level (2-tailed).

This table indicated that there are mainly correlation coefficients between four variables such as influence on learning and school excellence, curriculum implementation survey, leadership practises in teaching and learning, and working with family. The correlation coefficient between the influence on learning and school excellence and curriculum implementation survey is .106, which is significant at the 0.05 level (2-tailed). Strong curriculum implementation surveys and leadership practices in learning and teaching lead to more learning and school excellence. Furthermore, working with family and other Arab community in Israel has also strong positive relationship with learning and school excellence. The table also indicated that the correlation coefficient between influence on learning and school excellence and

leadership practises in teaching and learning is .099. the correlation coefficient between influence on learning and school excellence and working with family is .132, which is significant at the 0.01 level the coefficient of correlation between curriculum implementation survey and leadership practises in teaching and learning is -.120, which is significant at the 0.05 level.

Two-way ANOVA

Two-way ANOVA (Analysis of Variance) is a measure that determines the difference between the means of various groups. It is used to compare the variance between different independent variables.

Table 1: Two-way ANOVA analysis

ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
Leadership Practices in Teaching and Learning	Between Groups	9699.439	17	570.555	2.723	.000
	Linear Term	873.087	1	873.087	4.167	.042
	Deviation	8826.352	16	551.647	2.633	.001

		Within Groups		80045.561	382	209.543		
		Total		89745.000	399			
School Leadership Characteristics	Between Groups	(Combined)		5289.257	17	311.133	6.584	.000
		Linear Term	Weighted	22.714	1	22.714	.481	.489
			Deviation	5266.544	16	329.159	6.965	.000
		Within Groups		18051.743	382	47.256		
		Total		23341.000	399			

This table indicated the results of the two-way ANOVA, where two independent variables (leadership practises in teaching and learning, and school leadership characteristics) are used to explain the change in a dependent variable, which is learning and education. For Leadership Practises in Teaching and Learning, the results show that there is a major effect of this variable on the dependent variable (learning and education of the student), since the p-value related to the F-statistic is less than 0.05. The linear term of this variable also has a significant effect ($p=0.042$) that indicated that the leadership practices and teachings of the school principal increase student education and learning. The ANOVA results suggested that both principal leadership practises in teaching and learning and school leadership characteristics have significant effects on the learning and education of students, although the effects are not the same for the linear and nonlinear terms of the variables.

Qualitative Results:

After the thematic analysis, a number of themes emerged:

Theme 1: The role of the principal in the development of skills and knowledge skills of students: This theme highlights the importance of creating a supportive and inclusive learning environment that enables all students to succeed.

Participant 1 agreed on this in such a way.

"Principal need and support are important for effective education and teaching resources. For technological reading and learning, the principal must provide effective support to the students. This way, they perform better."

Theme 2: Principal Leadership Styles and their impact on the academic achievements of Pupils:

According to the interviews, Leadership styles have a significant positive impact on academic achievement. Various leaders inspire and motivate their staff and students to achieve their best potential. They have a culture of high expectations and are willing to take risks to improve their school. The leadership styles on the academic achievements of the students. Leaders use rewards and punishments to stimulate their staff and students.

In my experience, educational leadership styles have a major impact on the academic achievements of students. When the principal sets high expectations and motivates staff and students to achieve their best potential, it creates a culture of excellence in the school.

Theme 3: School culture, the role of the principal, and student's academic achievements and skills :

According to this theme, one of the principals as an educational leader is creatin a positive school culture. A positive school culture is characterised by a safe and supportive environment, high academic and behavioural expectations, and a sense of Arab community. When students feel valued and included, they are more likely to feel motivated and engaged in their learning. One of the participants responded:

"When Students feel emotionally safe and supported, and are more likely to be engaged in their learning and perform well academically. Additionally, schools that prioritise mental health and social-emotional learning can help students develop essential skills that will benefit them throughout their lives. "

Theme 5: Principal Leadership Strategy to increase the student motivation: The participants agreed that the student increases their motivation with the help of the principal leadership strategy. Principals can encourage a growth mindset by highlighting the importance of effort and perseverance rather than innate ability. This approach can help students feel more motivated to tackle challenging tasks and persevere through obstacles.

One participant responded,

'Principals can work with teachers to provide engaging and challenging instruction that helps students see the relevance and importance of what they are learning. When students feel that their work is meaningful and challenging, they are more likely to feel motivated to succeed.'

4. Discussion:

The results indicated that the principal leadership characteristics increase teaching and learning and education in school excellence for students. Effective principals have a clear vision and direction for their schools. They set high expectations and goals for their teachers and students and provide the necessary support to achieve them. The leadership characteristics can affect the culture of the school and contribute to the success of students (Webster and Litchka, 2020). By setting high expectations, developing a positive school climate, being an instructional leader, and providing professional development opportunities, principals can support their schools achieve excellence in learning and teaching. the principal leadership learning and teaching on the learning and education in school excellence for students (Bagwell, 2019).

Effective principal leadership in learning and teaching is an important element in promoting school excellence and increasing student learning (Lee & Lee, 2020). With effective learning and teaching, setting clear goals and expectations, giving resources and support, cooperation and collaboration among teachers, using data to inform decision-making, creating a positive school culture, and engaging families and the Arab community in Israel, principals can have a significant impact on student learning and achievement, and this plot

also specified irregular patterns of influence of learning and teaching with effective leadership practises of principals.

The table of regression indicated the coefficients of the linear regression model between the dependent variable school leadership characteristics and the independent variable "professional development needs". The column of unstandardized coefficients shows the coefficients for the intercept and the independent variable.

The results also indicated that students' sense of community and belonging can be developed through a supportive learning environment. This may contribute to the development of a more welcoming and supportive school climate where students receive treatment with respect and value. It can also motivate students to engage in constructive social interactions and foster the growth of strong interpersonal skills. These findings are consistent with the findings of the study (Bagwell, 2019) which indicated that school principals play a significant role in distributed leadership and in increasing student outcomes and achievements. Finally, a supportive learning environment can help children become successful outside of the classroom. The probability that students will possess the knowledge and self-assurance needed to successfully negotiate the challenges of the workplace and their personal life enhances when they experience a supportive and stimulating learning environment.

The results of qualitative results indicated that the principal's strategy for a school's progress can significantly impact students' ability to learn. The principal's strategy for allocating resources can impact student learning (Liebowitz, and Porter, 2019).

The principal's strategy for curriculum development can impact student learning, (Maponya, 2020). The principal can work with the teachers to develop curriculums that are engaging, relevant, and consistent with the standards. A well-designed curriculum can help students develop thinking skills, improve their understanding of concepts, and prepare them for future courses. The principal's strategy for creating a positive school culture can impact student learning. A positive school culture

can promote academic achievement, increase student engagement, and foster a love of learning.

The principal's strategy for supporting teachers can impact student learning. The principal can provide professional development opportunities for teachers to improve their content knowledge, pedagogical skills, and use of classroom technology. Additionally, the principal can support teachers in differentiating instruction and meeting the needs of diverse learners, which can improve student learning in different subjects.

5. Conclusion

This research study focused on the impact of the role of the principal on the student's skills and achievements. Students' sense of community and belonging can be developed through a supportive learning environment. This may contribute to the development of a more welcoming and supportive school climate where students receive treatment with respect and value. It can also motivate students to engage in constructive social interactions and foster the growth of strong interpersonal skills. Finally, a supportive learning environment can help children become successful outside of the classroom. The probability that students will possess the knowledge and self-assurance needed to successfully negotiate the challenges of the workplace and their personal life enhances when they experience a supportive and stimulating learning environment.

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