



The Characteristics of Modern Management Practiced by School Principals in East Jerusalem

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ABSTRACT

The article is discussing the degree of practicing by school principals of Arab secondary schools in East Jerusalem of six main characteristics of modern management. The authors researched also the nature of the correlations between the leadership style of school principals and the six characteristics of modern management. The sample of the research consisted of 375 teachers employed in Arab secondary schools from East Jerusalem. The main results indicate that all the six characteristics are practiced at a high level by school principals. One conclusion is that here is a shift happening in the management of schools towards a more managerial approach based on effective practices due to the various factors, specific to Israel and to East Jerusalem area. Also, the democratic leadership style of school principals is perceived by the respondents (teachers) as being the most positively correlated with four of the six the characteristics of modern management measured by the survey.

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1. Introduction

The city of Jerusalem is among the most famous and ancient cities in the world. It is extremely important holy place for the three main monotheistic religions: Judaism, Christianity and Islam. The city of Jerusalem is the largest city in Israel as population and surface. Due to historical reasons the city is composed of two parts: West Jerusalem and East Jerusalem. There were 349,600 Arabs living in the city of East Jerusalem which represented 38% of its total population in 2018. According to their religious beliefs, 96% were Muslims, and only 4 % Christians. The social and economic situation of East Jerusalem is deteriorating due to its marginalization, and poverty is increasing (Nir, 2010; Association for Civil Rights in Israel, 2017).

The school system of Jerusalem is dealing several economic, political, and social problems, many of them being identical to the difficulties confronting the existing school systems in the Middle East Arab countries. These complex and specific problems are increasing the pressure on their main stakeholders such as students, teachers, school principals, students' families, and community. In this respect the functional congruency refers to the match between stakeholders' expectations regarding the implementation of a social responsibility code and their perceptions about how an organization or system is assessed from the social perspective (Cristache et al., 2019).

The stakeholders of educational institutions "reflect the backgrounds, the environments, and the multiple cultures, which resulted from the various social values and political regimes, and consequently created a generation suffering from a blurry and unclear identity, vision, goals, and values" (Thaher et al, 2022). Consequently, there is a strong requirement to "educate and train principals of schools in East Jerusalem in modern management and leadership skills to increase their capacity to deal with the specific difficulties in an effective and efficient manner" (Thaher et al., 2022).

2. Literature review

The process of development and modernization of education in our times is facing many challenges and requirements, from several factors such as economic, technological factors such as digital technologies and tools, social such as the generational change of pupils, the increasing interest of parents in the way and subjects their children are educated, changes in the teachers' educational level, including their specialized education in new methods and modern approaches to teaching. One of the most important factors is also the existence of a new, modern way to manage the schools, based on the school principal managing the school by applying the principles of multiple stakeholders' participation and cooperation in the management process.

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Management has become an important process in the developed societies. Its importance is constantly increasing due to the expansion of humanitarian fields and activities, and the many challenges it faces. School management is a social science that has specific components, basics and theories. It is constantly developed and renovated to suit the conditions of societies. It progresses through daily interaction between the principal, teachers, and the surrounding environment (Annaji, 2018). School management is defined as the "coordinated efforts that are accomplished by a team of managers, educational staff and technicians, to achieve the educational goals within the school, in line with the country's goals of raising its children properly and on a sound basis" (Thaher et al., 2022 apud Handford & Leithwood, 2013).

School principals are managing the school activities and resources in an efficient and effective manner. They must perform also leadership tasks and be considered as their leaders by their subordinates. When acting as school leader the school principal focuses on the implementation of the school mission and vision, leading the change and improvement process. They must act as school administrators, too, when managing the operations of the school. Consequently, school principals "must switch every day between the three roles: manager, leader, and administrator, and therefore their work becomes more complex and difficult as the need to adapt their school to the changes in their school environment that becomes more volatile, uncertain, complex, and ambiguous" (Thaher et al., 2022).

There are several studies related to the educational management in academic literature which discuss the characteristics of school administration in many regions of the world, including the Middle East, and a number of these studies dealt with various management aspects (Darling-Hammond & Bransford, 2007; Heck & Hallinger, 2009). The study of (Muhammad, 2012) was aimed at identifying the practice of school principals related to organizational justice and its relationship to job satisfaction among secondary school teachers in government schools in the governorates of the Northern West Bank. His research includes many practices of the school management such as the tasks and duties the principals are using to manage their school staff, and mainly their practices that concern promotion and rewards. Another important study that dealt with one aspect of management characteristics in schools is the research of Abdalfattah, (2013). His study aimed to identify the degree of the availability of the learning organization concept, methods and instruments for the Public schools' principals and their perspectives. The study was undertaken in the Northern and Central governorates in the West Bank. The most important finding was that the degree of the availability of learning organization for the principal was very high, the results also showed that there were no statically differences between school principals due to gender, specialization, qualification and management experience. A recent study of Sayma (2017) also dealt with one of the school management characteristics, that is the degree of practicing distributed leadership by high school principals in the five governorates of Gaza.

In conclusion, recent developments in the field of management have identified that there are several main axes describing the effectiveness of modern management and measuring it, namely: decision making, communication with employees and stakeholders, time management, management by objectives, change management, and stimulating employees' performance.

3. The research methodology

The research questions were the following two: First, to what extent each of modern management characteristics are applied in East Jerusalem secondary schools? Second, are there significant correlations between the characteristics of modern management and the leadership styles of school principals in East Jerusalem secondary schools?

There were 1553 schoolteachers in all secondary schools from East Jerusalem. The lead researcher has distributed 550 questionnaires to randomly selected respondents belonging to the study population. The number of completed and valid questionnaires was 375, corresponding to a very good rate of response (68.18%), explained by the interest of teachers for the topics. The questionnaire has three section, such as the following: A) refers to evaluating the leadership style of the school principal: autocratic leadership (12 questions), democratic leadership (11 questions), and permissive leadership style (9 questions). Part B consists of 32 questions, divided into six paragraphs, aimed at evaluating the degree of practice by the school principal of six main characteristics of modern school management.

Findings and discussions

To answer the first research question: To what extent the principals in schools of East Jerusalem practice the characteristics of modern management, the researcher has calculated the percentages of the practice levels of modern management characteristics among school principals and administrators, as perceived by schoolteachers. The intensity level of practice was classified in three levels: low, medium, and high. Next, recurrences and percentages of practice levels of modern management characteristics were calculated. The data is presented in Table 1, below.

Table nr. 1. Frequencies and percentages of practice of modern management characteristics among school principals

Practice levels	Management by Objectives		Decision making		Effective communication		Time management		Management of change		Stimulating employee performance	
	nr	%	Nr	%	Nr	%	Nr	%	Nr	%	nr	%
Low degree of practice	31	9.4	7	2.1	6	1.8	11	3.3	11	3.3	41	12.5
Moderate degree of practice	55	16.7	94	28.6	75	22.8	105	31.9	89	27.1	57	17.3
High degree of practice	243	73.9	228	69.3	248	75.4	213	64.7	229	69.6	231	70.2

Table 1, above, illustrates the recurrences and percentages of the use of management practices in secondary schools in East Jerusalem. The results show that a large majority of teachers (between 64.7% for Time management and 75.4% for Effective communication) are considering that school principals are practicing all the 6 characteristics of modern management to a high degree. Also, a relative low percentage of respondents evaluated a moderate degree of practice of modern management among school principals, the percentage for all the 6 characteristics being between a minimum of 16.7% for Managing by goals characteristic and the maximum of 31.9% for Time management characteristic. Finally, a small number of the school principals were evaluated as practicing modern management practices at a low level. The minimum value was for Effective communication (1.8%) and Decision making (2.1%) while the maximum level was for Stimulating employee performance (12.5%). The researcher has found that all values of (Chi-square) are significant at a level of (0.001) indicating that there are statistically significant differences between the expected values and the actual observed values. That is due to geographical convergence and means of communication with subordinates.

First reason for these results is the principal's commitment towards the responsible authorities, Ministry of Education to adopt and practice the characteristic practices of school modern management. Second, the successful school principal is always keen to achieve the goals of his school, and therefore he adopts the characteristics of modern management as it contributes effectively to the achievement of the school goals. Third reason is that, the training courses established by the Ministry of Education decided to train intensively each newly appointed school principal to provide him with the most important mechanisms, competencies, strategies, and management behaviors that serve the application of modern management characteristics. Fourth, the effectiveness of the characteristics of modern management in building positive atmosphere between the staff and school management, encouraging school principals to adopt these characteristics and work according to them. Fifth, the existence of trade union laws and the development of the teachers' legal rights are encouraging school principals to ensure dealing with teachers in a modern, democratic, and transparent manner. The practices of modern management serve that goal. Sixth, the failure of the school principal to adopt the practices of modern management reduces the level of school compared to other schools, so principals are stimulated to apply these practices and use the specific tools to effectively use them in their daily activities.

As shown in Table 1, above, change management has a high degree of practice is (68.03%), with 166 recurrences and the mean is high to very high (3.996) with a standard deviation of 0.712 indicating a medium spread of the answers around the mean. This is explained by the researcher by the fact that school principals have been trained about change management process, methods, models, and best practices to be applied for a successful achievement of desired organizational change in their schools. These training happened during their academic education at master level and in special training workshops also after being promoted as school principals. In addition, young teachers having master's degrees and higher have acquired the needed knowledge and skills to assist school principals in their change management activities, including acting as change programs managers. Another strong reason is that the predominance of the democratic leadership style that allows for the inclusion of teachers in the change process in their school by stimulating them to contribute with innovative ideas about the organizational change, to assume various tasks and responsibilities that are not directly related to their teaching job activities. The democratic school principal is also accepting any positive proposal for change that brings improvement to the teaching process. On the other hand, the process of change and its management is a thorny and delicate issue involving maintaining carefully and cautiously a fine balance between the new and the traditional values, behaviors and attitudes. It is important to understand that many aspects of change management are not only related to management but

are influenced by the nature of Arab traditional culture that prefers stability and therefore, Arab people are accepting change in a very reluctant manner. Also, change management is linked to educational issues that places several constraints and obstacles to a more effective practice of change management. Also, there are a lot of legal restrictions that limit the capability of the principal to practice change management more effectively, including the increase of management burdens on school principals that may make them giving less time to the process of managing change in their school. Finally, there is a set of reasons linked to the poor infrastructure related to buildings and other infrastructure sites, and the over crowdedness in classes, in addition to the poor budgets that hinder the change management and place many challenges in

According to data from Table 1, above, decision making has a high degree of classification of 69.3%, with 168 recurrences. Its mean value is (4.01), very high, and has a medium standard deviation (0.678) indicating a medium to low spread of the answers around the mean. There are several reasons to explain it. School principals possess the knowledge to apply the modern decision-making methods in the management of their school since they have been trained about the process, type of decisions, methods, techniques, and instruments to make decisions, both individual and collective/group decisions, more effective and more efficient. On the other hand, there are many burdens placed on the school principal, there is little authority to make decisions given to school managers by the Ministry of Education, and there are many regulations, instructions and rules issued by the Ministry of Education, which the school principal cannot ignore or not respect as such, limiting their decision power. Other reasons are the following: the principal's hesitation and failure to resolve several issues to be decided upon, the minimal support of the Ministry and the trade unions provided to the school principal in the decision-making of the school, in many issues and aspects, and the persistence of courtesy and favoritism when making management school decision, being the result of the Arab culture dimension of collectivism at group level represented by family, extended family, clan, or special groups. Finally, there is the lack of confidence in the potential of their school held by some school principals and that many of the decisions are related to sensitive and thorny issues, which hinder the decision-making process of the school principal.

The findings also showed that management by objectives has a high degree of practice (73.9%) with 243 recurrences and the mean value is high to very high (3.94) with a standard deviation of 0.835 indicating a medium spread of the answers around the mean. This is explained by the fact that school principals have been intensively trained about the Management by Objectives (MBO) method for managing organizations to make them more successful and more able to better satisfy the needs of their employees by directly linking the rewards to their personal and group results. First, school principals identify the importance of applying management by objectives to improve the status of the school and achieve the school vision. Second, it is due to the clarity of managerial principles, rules and procedures that support them in a systematic and precise manner and are associated with management by objectives. Another strong reason is the predominance of the democratic leadership style that includes the fact that the school principal is discussing with employees when setting goals for their activity about the nature and level of goals, their importance for the mission of the school. The democratic style practiced by school managers allows for and stimulates employees, teachers to provide innovative solutions to the problems and opportunities arising for their school, too. The democratic leadership style is also favoring the practice of empowering employees to decide themselves about the best ways to execute their work tasks, while still monitoring their progress and achievement of the tasks. Also, the collaborative atmosphere between the administration and the teachers achieved by the management by objectives allows for its wide and effective application and enables the principal to do his job effectively and efficiently. Very important reason is that school principals have the full responsibility towards competent authorities to adopt and apply management by objectives. Therefore, failure of school principals to use "management by objectives" makes them bearing the responsibility for the failure of their school. They are willing to avoid such a situation and therefore they adopt "management by objectives".

The findings indicated that effective communication by school principals has a higher degree of practice reached (75.4%), with 248 recurrences. For the variable "Effective communication" the average arithmetic mean is high (4.06), with a medium standard deviation (0.646), indicating a medium to low spread of the answers around the mean. This is explained by the fact that school principals are aware and possess the knowledge needed to communicate with their school's employees in a more effective and efficient manner. The researcher attributes this result to the following reasons, discussed further. First, the focused education and training of school principals is aimed to providing them with the skills and tools of effective communication, such as: better organized meetings with school employees, and personal meetings with one of them, using various written forms, methods, techniques, and instruments to clearly communicate information related to school issues in an effective and efficient manner to each school staff, academic and non-academic. Second, the rules regulating the relationship between the principals and staff provide and facilitate the emergence of effective communication. Third, the commitment of principals to attend many meetings and communication with teachers contributes to an effective communicative situation. Fourth, the courses of preparation and retraining of school principals resulted in mastering their skills of better communicating with teachers. Fifth, the evolution of technology that has contributed and helps in creating effective communication. Sixth, the psychological openness in a principal's relationship with teachers has

contributed to increased effective communication. Seventh, the existence of a clear organizational structure leading to clarity of competencies, powers and responsibilities has contributed to the improvement of communication between school principals and school educational staff.

The results for the variable "Time management" by school principals indicate a higher degree of practice reached (64,7%), with 213 recurrences and the mean value is high to very high (3.95) with a standard deviation of 0.753 indicating a medium spread of the answers around the mean. This is explained by the researcher by the fact that school principals have been trained about time management skills, methods, models, and best practices to be applied to save time through better organizing their tasks and activities. Another strong reason is that the predominance of the democratic style that includes the fact that the school principal is allocating time to listen to the problems of his employees and acting to solve them according to the best solution given the resources and the specifics of the situation of that employee and of the whole school. Other statements refer to the practice of investing time in the important activities and roles as school manager, the notion of investment indicating a very modern approach to using the time as a resource that cannot be reused and that the use of time for lucrative tasks and goals achievement is representing the desired return in the form of results. However, the score is the lowest indicating that school principals should improve their time management behaviors.

The results for the variable "stimulating employee performance" by school principals as perceived by teachers indicate a high degree of practice achieved (70.2%) with 231 recurrences and the mean value is high (3.87) with a standard deviation of 0.933, indicating that school principals are using intensively various modalities to stimulate the increase of their employee performance, mainly of teachers. This is explained by the researcher by the fact that the incentive system for teachers in Arab schools is perceived as fair at a high level of agreement by respondents. This is also the result of the salary system in place in the state of Israel and the fact that it is based on clear and fair criteria. On the other hand, the high standard deviation indicates that the situation for other incentives provided by school principals is based on other subjective criteria, a behavior characteristic to the Arab culture. This is explained by the predominance of the democratic style that is based on open and direct personal communication between the leader and his subordinates.

The data about modern management practices applied by school principals in schools from East Jerusalem is summarized in table nr. 2, below.

Table 2. Mean and Standard Deviation of respondent on the paragraph of the practices of modern management

Statement	N		Mean	Std. Deviation
	Valid	Missing		
Stimulating employee Performance	375	0	3.8741	.93314
Managing change	375	0	3.9957	.71169
Time Management	375	0	3.9515	.75310
Managing by goals	375	0	3.9356	.83459
Decision Making	375	0	4.0064	.67733
Effective Communication	375	0	4.0613	.64565

On one hand, the results indicate that variable Effective Communication obtained the highest value of the mean (4.06), from other hand we see that variable (Stimulating employee performance) obtained the lowest value of the mean (3.87), however a high level. The researcher points out that the mean results for each of the six variables referring to modern management practices obtained high and quite the same levels of the mean value. On the other hand, the standard deviation for all the variables it indicates a medium to low spread of the answers around the mean. In conclusion, the high level of utilization of modern management practices is explained by the predominance of the democratic leadership style of school principals and also by the fact that the autocratic style of leadership has been found to be the second as importance.

The second research question was about the relation between leadership styles and modern management practices of school principals in the Arab public schools from East Jerusalem. Table nr. 3, below, presents the correlation matrix between the variable "democratic leadership style", variable autocratic leadership style" and permissive laissez-faire leadership style" and the variables "Stimulating employee performance", "Managing change", "Time management", "Managing by goals", "Decision making" and "Effective communication".

Table 3. Pearson's correlation between the main variables

Nr	Variable	Democratic Leadership Style	Autocratic Leadership Style	Permissive Leadership Style
1	Stimulating employee performance	0.129*	0.018	-0.035
2	Managing change	0.073	0.014	-.0084
3	Time management	0.169**	0.026	-0.120
4	Management by Objectives	0.242*	0.166**	0.226**
5	Decision making	0.106*	-0.001	-0.080
6	Effective communication	-0.018	-0.023	0.048

N = 375

P<.01 **P<.05 *

The first conclusion is that the Democratic leadership style of school principals of Arab schools in East Jerusalem is perceived by the respondents (teachers) as being the most positively correlated with four of the six the characteristics of modern management measured by the survey. The strongest correlation is with the variable "Management by objectives" indicating that applying this managerial method is enhanced, as expected, using democratic leadership style by school principals. Management by objectives is one of the most used managerial methods around the world because of its very important advantages. The first one in making plans using specific, measurable, achievable, realistic and timely objectives for the organization, and for each department and individual; second, because it creates a structured and correlated system of objectives for the whole organization, including strategic objectives of the school, next, derived objectives for each department of the school, and finally, deriving individual objectives for each employee. Due to this, the achievement of the individual objectives of each employee contributes to the achievement of department objectives and, finally, contribute to the achievement of the school objectives. The third advantage of Management by Objectives is that it is stimulating employees' performance by clearly linking the rewards individual employees, department managers receive to the degree of achievement of set objectives by each individual employee, and for each department manager.

The results of the study of Arar & Abu Nasra (2020) show that, in Arab schools in Israel, due to the implementation of school-based management," there is a positive relationship between all dimensions of self-management (decision-making, resource and personnel management, availability of resources, and organizational structure) and school effectiveness".

Analyzing together the results for hypotheses between the three leadership styles and the variable Effective communication we see that all have been rejected meaning that the leadership style of secondary school principals is not connected with the effectiveness of their time management practices.

The recurrences and percentages of the use of modern management practices, and the results show that a large majority of teachers (between 64.7% for Time management and 75.4% for Effective communication) are considering that school principals are practicing all the 6 characteristics of modern management to a high degree. Also, a relative low percentage of respondents evaluated a moderate degree of practice of modern management among school principals, the percentage for all the 6 characteristics being between a minimum of 16.7% for Managing by goals characteristic and the maximum of 31.9% for Time management characteristic. Finally, a small number of the school principals were evaluated as practicing modern management practices at a low level. The minimum value was for Effective communication (1.8%) and Decision making (2.1%) while the maximum level was for Stimulating employee performance (12.5%). The researcher has found that all values of (Chi-square) are significant at a level of (0.001) indicating that there are statistically significant differences between the expected values and the actual observed values. That is due to geographical convergence and means of communication with subordinates.

We consider that the practice of the six characteristics of modern management scored high, due to several reasons discussed further. First, is the school principal's commitment towards the responsible authorities, Ministry of Education, to adopt and practice the practices of school modern management. Second, the successful school principal is always keen to achieve the goals of his school, and therefore he adopts the characteristics of modern management as it contributes effectively to the achievement of the school goals. These are supported by the study of Arar & Abu Nasra (2020) which linked the characteristics of modern management of educational institutions with the characteristics of an effective school. The first characteristic is for the school principal to practice strong leadership of the school principal, while the second is focusing on the stimulating the expectations of the main stakeholders: students and teachers, about a high-quality education for students as beneficiaries and clients, and for teachers as education providers and collaborators of the school principal. The third characteristic is to create and maintain order and discipline in the school that represent fundamental principles of management, and it is achieved by effective organizing of the school activities based on managing by objectives, modern time management, participative decision making, managing needed change and effective communication. The fourth characteristic is linked to the focus of the

school activities that should be student-centered, setting specific goals for education activities and on monitoring the process and achievement of expected objectives, using management by objectives, and stimulating employees' motivation and employees' performance. Another characteristic of an effective school is "achieving the satisfaction of multiple stakeholders of the school linked to modern management focused on meeting the needs and expectations of parents, students, and the community, depending on the leadership style of the school principal and the modern characteristics of their management practices" (Thaher et al., 2022). The sixth characteristic refers to the use of the combined approach by school principals of the combined approach, meaning that all the school activities must be self-improved in a systematical and continuous manner to achieve the school objectives by "maximizing its physical, financial, informational, and human resources while maintaining the well-being of teachers and students" (Arar & Abu Nasra, 2020, apud Hallinger & Heck, 2011).

Third reason is the continuous preoccupation of the Ministry of Education to increase the managerial capability of school principals by training them about managerial skills, instruments and methods. Also, the Ministry of Education organizes managerial training after the principal is appointed to his managerial position continue to provide him with the most important mechanisms, competencies, strategies and management behaviors that serve the application of modern management characteristics.

Another reason is the effectiveness of the characteristics of modern management in building positive atmosphere between the staff and school management, encouraging school principals to adopt these characteristics and work according to them. Sixth reason refers to the existence of trade union laws and the development of the teachers' legal rights are encouraging school principals to ensure dealing with teachers in a modern, democratic, and transparent manner. The practices of modern management serve that goal. Finally, the seventh reason is that the failure of the school principal to adopt the practices of modern management reduces the level of school performance compared to other schools, so principals are stimulated to effectively apply these practices and use the specific tools in their daily activities.

As shown in Table 2, change management is one of the lowest management characteristics with 166 recurrences when compared to other characteristics, and rated with high degree of practice (68.03%). First reason is that the process of change and its management is a thorny and delicate issue. Second, the process of managing change involves a lot of counting and balancing that make the application of modern management characteristics done carefully and cautiously. Third reason is the increase of management burdens on school principals that may make them give less time to some aspects of the modern management characteristics associated with managing change. Fourth, many aspects of change management are not only related to management but have cultural influences due to the nature of Arab culture that prefer stability and therefore, are accepting change in a very reluctant manner, as discussed previous in this thesis. Also, change management is linked to educational issues that places several constraints and obstacles on the more effective practice of change management characteristics. Fifth reason is that there are a lot of legal restrictions that limit the ability of the principal to practice change management more effectively. Finally, there is a set of reasons such as: poor infrastructure related to buildings and other infrastructure sites, the over crowdedness in classes, in addition to the poor budgets that hinder the implementation of needed changes and place many challenges in their face.

Table 3 also shows that decision making has also one of the lowest levels of practice of modern management characteristics, although it has a high degree of classification of 69.3%, with 168 recurrences. First reason is that the principal has to do a high volume and diversity of tasks representing many burdens on the school principal. Second, the lack of authority granted to the school principal in school decision-making. Third reason is the large number of regulations, instructions and rules issued by the Ministry of Education, which the principal cannot ignore or not respect as such. Fourth, the principal's hesitation and failure to resolve several issues to be decided upon. Fifth, the minimal support of the Ministry and the trade unions provided to the school principal in the decision-making of the school, in many issues and aspects. Sixth, the persistence of courtesy and favoritism when making management school decision, being the result of the Arab culture dimension of collectivism at group level represented by family, extended family, clan, or special groups (Hofstede, 2021). Seventh, the lack of confidence in the potential of the school by some school principals. Last reason is that many of the decisions are related to sensitive and thorny issues, which hinder the decision-making process of the principal.

The results are similar to the results of Mizel (2018), who concluded that before the implementation of the participative decision making and the practice of the participative leadership style by school principals in Arab schools, "democracy, the culture of dialogue, the new methodology of teaching and working in a team should be adopted. The absence of such bases in traditional and developing societies could constitute an obstacle to the implementation of this project" (Mizel, 2018).

The study also showed that management by goals (also known as managing by objectives) is one of the characteristics of modern management, with a high degree of practice by principals in Jerusalem schools (73.9%) with 243 recurrences. First reason is that school principals consider that it is important to apply management by objectives to improve the status of their school and achieve their school vision. Second, the clarity of the process, organizational systems, and procedures, associated with management by objectives

method enables the school principal to do his job effectively. Third, the collaborative working environment between the school principal and the teachers achieved by the management by objectives allows for its wide and effective application. The fourth reason is that the school principal has the responsibility towards competent authorities to adopt and apply management by objectives in his organization. Fifth reason is that competent authorities have organized and delivered the needed training to provide school principals with the required skills, tools and strategies related to “management by objectives”. Sixth reason, the school principals realized that their failure to adopt the characteristics of “management by objectives” would lead to their school failing to achieve the goals set and thus to their failure as managers, and principals are keen to prevent it from happening to them. Seventh, the principal's keenness to achieve the set goals will lead him to adopt and apply in their school the management by objectives management method.

The results of the research study also showed that effective communication is another of the most used characteristics of modern management by school principals, having a higher degree of practice reached (75,4%), with 248 recurrences. The researchers attribute this result to the following reasons, discussed further. First, the focused education and training of school principals aimed to providing them with the skills and tools of effective communication, too. Second, the rules and procedures regulating the formal relationship between the principal and the academic staff provide and facilitate the emergence of effective communication between them. Third reason is the commitment of principals to attend many meetings and using a variety of communication instruments with their school teachers contributes to more effective communicative situation. Fourth, the courses of preparation and retraining of school principals which resulted in mastering their skills of better communicating with teachers. The fifth reason is related to the evolution of information and communication technologies (ITCs) that has contributed and helps in creating a more effective and fast communication. Another explanation is that psychological openness in a principal's relationship with teachers has contributed to increased effective communication. Finally, the existence of a clear organizational structure leading to clarity of competencies, powers and responsibilities has contributed to the emergence of a more effective communication.

The above results are consistent with the findings of Ates & Artuner (2013) has identified 13 managerial abilities considered important for principals of school, or school managers such as: “strategic leadership, leadership for training and education, managing human resources, providing organizational development, managing the change, getting the life-long learning as basis, making the overall management, developing themselves and others, being directive, establishing and developing relationships with people, improving organization, managing the school, and being effective while using financial resources” (Ates & Artuner, 2013, p.200). The study of Badah (2013) quoted in (Oplatka & Arar, 2017), found that the applicability of school-based management in their schools were neutral among school principals from Jordan. They have indicated as the most important barriers main obstacles to it were the following: first, that a comprehensive educational program to train school principals to apply the self-management approach’ in their schools was not available in their country, and second, they pointed out the existence of an important difference about applying self-management culture between the school and the local community they were serving.

5. Conclusions

The article has discussed to what extent are practiced six major characteristics of modern management in secondary schools in East Jerusalem. The results of the research indicated that respondents (teachers) considered that all the six are practiced at a high level, scoring between 64.7% for Time management up to 75.4% for Effective communication. These results are indicating that there is a shift happening in the management of schools towards a more managerial approach based on effective practices due to the various factors, specific to Israel and to East Jerusalem area, as discussed above.

Another conclusion is that democratic leadership style of school principals of Arab schools in East Jerusalem is perceived by the respondents (teachers) as being the most positively correlated with four of the six the characteristics of modern management measured by the survey. The strongest correlation is with the variable “Management by objectives” indicating that applying this managerial method is enhanced, as expected, using democratic leadership style by school principals. These results indicate also that the school principals of East Jerusalem secondary schools are changing their leadership style towards the democratic leadership style, more participative. However, they are continuing to use the autocratic leadership style, although to a lesser extent, since this style is characteristic to the traditional Arab culture (Hofstede, 2021). Finally, these trends are likely to develop further in the next period, once the school performance improves due to more effective and efficient management.

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