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The Principal as a Leader, as a Coach, and as an Organizational Climate Setter in Tomorrow's Learning Organizations in the Arab Sector of Israel: The Perspective of Arab Students in Higher Education in Israel.

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Abstract

School principals play a central role in the success of learning organizations. However, the extant literature has largely focused on the role of teachers, instructors, and educators in organizations concerning student achievement and learning outcomes. While a growing body of literature has investigated teacher roles in learning organizations, little is known about principals' role in leading tomorrow's organizations. Specifically, there is a potential knowledge gap on the roles principals play as leaders, coaches, and organizational climate setters. The objective of this study was to investigate the role of Arab principals as leaders, coaches, and climate setters within tomorrow's organizations in the Arab sector of Israel. To understand this research problem, a mixed research method was used where relevant data were collected using survey questionnaires and semi-structured interviews. A total of 407 students drawn from the Arab sector of Israel participated in the survey questionnaires, while 69 students also participated in interview sessions. Results from surveys and findings from interviews showed that Arab principals play a key role as leaders in tomorrow's organizations. That is, Arab principals, provide leadership, direction, and coordination within the school. In elaboration, principals achieve this by developing and maintaining effective educational programs within their schools and promoting the improvement of teaching and learning. As coaches, principals facilitate training, knowledge acquisition, skills development, and learning of effective instructional methods for their teachers. As climate setters, principals create positive interpersonal relationships among stakeholders like teachers, parents, students, and faculty. Also, principals support a safe and secure learning environment and create guidelines for discipline while formulating measures to correct indecent behaviors.

Keywords: Principal, Leader, Coach, an Organizational Climate Setter, Arab Students, tomorrow's organizations

1. Introduction

Over the past decades, the education system in Israel has largely focused on teaching students the "3 R's" which are reading, arithmetic, and writing. These three basics remained the mainstay of the Israeli education system in addition to language and social studies (Weissblau, 2019). In this traditional educational system, a teacher largely taught curriculum content by repetition, making students write or say the same things repeatedly which made class less interesting (Kashti, et al. 2021; Weissblau, 2019). Such a traditional model was based on a teacher-centered focus on routine learning, requiring students to memorize a large amount of information to expand their knowledge. Subsequently, teachers then assessed students' knowledge by using

quizzes, assignments, and tests at the end of the term or year to identify students' learning levels (Hopkins, 2012). In the last two decades, however, the world has become more interconnected and interdependent and schools need to prepare students who are globally competitive to succeed (Hargreaves, 2021).

For Israel's children to be globally competitive in the future, schools must establish a curriculum and pedagogy that develops awareness, skills, and knowledge in students so that they can understand, navigate, and thrive in an increasingly global economy (Fullan, 2021; Halon, 2021). However, there is the rising worry that, while students are academically qualified, they are not emotionally prepared for future employment (Fullan, 2021). Students must be intellectually and behaviorally prepared to be college and job-ready (Davies & Ellison, 2017). Effective school principals ensure that learners have relevant "soft skills," such as problem-solving, adaptability, work ethic, and the capacity to communicate in the future corporate settings, as part of these preparations (Davies & Ellison, 2017). Achieving these goals requires a highly competent school principal who is well-positioned to act as a leader, as a coach, and as an organizational climate setter in improving tomorrow's learning organizations.

Traditionally, school principals have been in charge of monitoring the everyday activities and operations of educational institutions (Caldwell & Spinks, 2022). Principals' responsibilities include disciplining or counseling students, approving teachers' curriculum materials, and ensuring that the school environment is safe for all staff and students (Caldwell & Spinks, 2022; Davies & Ellison, 2017). Effective school principals should be concerned about the success of their staff and students, and they should understand that test scores are not the only indicator of a good education in the twenty-first century (Blass, 2020; Caldwell & Spinks, 2022). Principals monitor daily operations and tackle emergent difficulties by immersing themselves in all elements of the school system (Beare, 2021). Whether the learning environment is public or private, the functions of a principal in an elementary, middle, or high school are identical.

Globalization and changing educational expectations, according to a growing body of research, necessitate principals to provide strategic direction in the school system in the twenty-first century (Bayliss, 2019). Principals are in charge of developing standardized curricula, evaluating teaching methods, monitoring student progress, encouraging parental engagement, revising policies and procedures, administering the budget, hiring and evaluating staff, and

overseeing facilities (Tamir, 2018). Developing safety measures and emergency response processes are also critical responsibilities for school principals. Attending school festivities such as basketball games, concerts, plays, parent conferences, and school board meetings is common as a coach and organizational environment setter (Davies & Ellison, 2017; Fullan, 2021). Having a visible presence demonstrates an interest in and commitment to pupils.

Frequently, problems emerge that require rapid action, such as a disciplinary issue with a student or a call from a concerned parent whose child is having difficulty in the classroom (Hargreaves, 2021; Tamir, 2018). Principals are obliged to engage with teachers to establish and achieve high-performance goals, with a legislative emphasis on student accomplishment and measurable student outcomes. Principals must constantly be prepared to answer public queries about how the school is closing achievement gaps between different groups of students and improving overall performance (Kashti, 2022; Weissblau, 2019). Working with children and families is delightful for principals, but it can also be stressful (Hargreaves, 2021). Principals, for example, are under a lot of pressure to fulfill success goals, close budget gaps, avoid bullying, keep up with technology, and hire skilled teachers (Tamir, 2018). Principals, as you can see, play an important part in school achievement by providing leadership, direction, and coordination in the learning environment (Hargreaves, 2021).

Pressure on principals is likely to increase in future learning organizations to ensure schools develop competitive students with modern technical skills and knowledge. For example, the technologies and innovations of the 21st Century, from artificial intelligence to machine learning, are changing the way people live, work, socialize and even move around. Yet the classroom, the four walls where students spend the majority of their most critical formative years, has struggled to embrace the hi-tech revolution. Schools are faced with the challenge of preparing today's pupils for future jobs that do not even exist yet. As technological developments continue apace, tomorrow's learning organizations' education will increasingly require principals who emphasize competencies and motivation rather than the acquisition of knowledge and job-specific skills. As such, there is a need to undertake this study and investigate the role of a principal as a leader, as a coach, and as an organizational climate setter in tomorrow's learning organizations especially in the Arab sector of Israel.

1.1 The Problem of the Study

According to Yoel Rothschild, the deputy director-general for research, development, and training at ORT Israel, the current schooling system is "losing its relevance rapidly" (Stein-Zamir et al., 2020). Similar concerns have been voiced by the National Authority for Measurement and Evaluation in Education (RAMA) where urgent education programs require curriculum and pedagogy change (Halon, 2021; RAMA, 2017a). To educate students for the new dynamic world, societal changes, new professional options, well-being, active citizenship, and unpredictability, Israel's educational system must modernize its current educational concepts and skills (RAMA, 2017b; 2020). Technology and innovation will improve motivation and grit for learning. Innovation will create and bring learning vision, significance, and freshness to the education systems. However, the most important challenge in introducing innovation is ensuring the leadership of principals and the participation of excellent teachers in the process of implementing innovation in the classroom (RAMA, 2017b; 2018).

Furthermore, it is critical that the supporting authorities - the Ministry of Education, local governments, and other stakeholders - be flexible enough to encourage innovative curriculum (Oplatka & Tubin, 2018). Such approaches should be accompanied by new evaluation and assessment techniques that are better suited to 21st-century teaching, skills, and material. However, such objectives have been difficult to achieve, particularly in the Arab world (RAMA, 2019). A rising body of evidence reveals that the Arab Israeli (Arab) education system has been neglected and discriminated against for decades, resulting in major discrepancies in resources allotted and academic achievements compared to the Jewish (Hebrew) sector system (Halon, 2021; Taub Center for Social Policy Studies, 2020). Despite significant changes in global educational standards, these discrepancies persist, and there are concerns that the Arab sector will fall behind in education.

With globalization and the growing adoption of information and technology (IT) in the education sector, there is a natural expectation that tomorrow's learning organizations – the institutions in charge of the next generation's education – should urgently prepare for and adapt to the changes taking place outside their walls, and equip their students with the competencies, knowledge, skills, and values that they will need in the twenty-first century (Toi, 2021). While an OECD assessment on innovation in education from 2020 found that Israel had above-average

levels of innovation in the classroom, it also found that the Arab sector of Israel had relatively low levels of ICT knowledge (Oplatka & Tubin, 2018). In other words, while Israeli education has embraced innovation to a larger extent than some of its Western counterparts, this achievement is not shared throughout society, particularly in the Arab sector.

In the Arab sector, Israel's education system is failing tomorrow's student competitiveness by not preparing learners comprehensive enough for matriculation examinations (Ministry of Education, 2021). A recent Ombudsman report by the State Comptroller (*Matanyahu Englman*) shows that Arab school principals operate in institutions that are largely lacking in technological infrastructure (Oplatka & Tubin, 2018). The ombudsman report stated that despite five years passing since the start of education reforms in 2017, at least half of the curricula have not been updated (Halon, 2021). According to the report, 51% of high school curricula that were approved a decade ago have not been updated more than 11 years later (Halon, 2021; Toi, 2021). The State Comptroller warned that "although international examinations have begun to change by putting their emphasis on skills assessment and less on knowledge assessment, matriculation exams in Israel hardly address 21st-century skills, and do not test them" (Ministry of Education, 2021). The comptroller added that a large number of matriculation examinations invest less in "imparting future required skills for Israel students" (Toi, 2021).

State Comptroller recommended that tomorrow's learning organizations should focus on addressing these challenges to ensure students acquire needed skills for the future globally competitive world (Halon, 2021). Specifically, the major recommendation was that the Education Ministry should "formulate a comprehensive policy and a dedicated strategic plan for the adaptation of 21st-century skills among students." In the Arab sector, there are hardly any standards for future curriculum changes and improvement (Halon, 2021). In response, the Education Ministry stated that "while the report refers to 2015 through May 2020, the ministry has been working on closing curriculum and pedagogy disparities to align student needs with globally competitive skills (Ministry of Education, 2021).

Among other solutions, the education system is aiming to increasingly equip students with entrepreneurship skills in collaboration with start-ups, based on innovation, science, technology, engineering, art, and mathematics, and encourage community service programs for students to enhance collaboration and active citizenship (Halon, 2021). Among its aims, the education

ministry seeks to play a leading role in tomorrow's learning organizations by creating a new educational paradigm, enlisting the well-known Israeli start-up culture to the field of education, and serving as a catalyst for the improvement and development of learning processes (Halon, 2021; Michaeli, 2015). Despite these measures, however, there are concerns that school principals in the Arab sector are inadequately prepared to manage tomorrow's learning organizations (Toi, 2021). These concerns informed the need for this research to understand the role of the principal as a leader, as a coach, and as an organizational climate setter in tomorrow's learning organizations in the Arab Sector of Israel.

1.2 The Importance of Significance of the Study

Educational researchers and practitioners are in consensus that in the 21st century, principals must champion changes in the Arab education sector from studying defined material and learning by rote, to imparting relevant competencies (Hargreaves, 2021; Kashti, 2022; Weissblau, 2019). A key concern has been potential challenges among principals to facilitate teachers and students to contend with a changing world throughout their lifetime (Fullan, 2021). Meta-analysis findings from past studies indicate that principals should facilitate a myriad of important skills for tomorrow's learning organizations. Key among these skills include cultural awareness, ethical learning, self-direction, communication, lifelong learning, collaboration, problem-solving, critical thinking, innovation and creativity, and effective ways of information management (Beare, 2021; Blass, 2020; Caldwell & Spinks, 2022; Davies & Ellison, 2017).

In Israel, the urgent need for adopting a novel education system is no secret to school principals, and over the last decade, various reforms have been launched aimed at generating change (Ministry of Education, 2021). From 2010 to 2015, nine pedagogic reforms were implemented, each of which aimed at adapting specific components of the educational system to the needs of the 21st century (Ministry of Education, 2021). Despite these efforts, the education system in the Arab sector is still struggling to adapt to the needs of the 21st-century learners, as is evidenced by the significant gap between the stated goals and objectives of these reforms and what is happening on the ground in school classrooms (Davies & Ellison, 2017; Hargreaves, 2021). The stated goals focus on 21st-century skills, content knowledge, and expertise (Beare, 2021; Blass, 2020; Caldwell & Spinks, 2022). Also, the curriculum change sought to build understanding across and among core subjects as well as 21st-century interdisciplinary themes rather than shallow

knowledge. Also, principals are encouraged to engage students with the real-world data, tools, and expertise they will encounter in college, on the job, and in a future life (Caldwell & Spinks, 2022; Davies & Ellison, 2017).

Furthermore, The Program for International Student Assessment (PISA) and The Program for the International Assessment of Adult Competencies (PIAAC) test results show Israeli education system posts a low level of achievement, in comparison with that of other countries (Hargreaves, 2021). Such achievement gaps are particularly the case concerning the achievements of students on Israel's socioeconomic periphery, Arab citizens of Israel, and the ultra-Orthodox (Hargreaves, 2021). Therefore, undertaking this study is important to address potential knowledge gaps on the topic and ensure success in tomorrow's learning organizations. The key among the outcomes of this study is to investigate whether school principals in the Arab sector are ready in facilitating the psychological wellbeing of their followers in tomorrow's organizations within the Arab sector of Israel.

Moreover, undertaking the current study would help create an understanding of how principals should apply their leadership responsibilities to contribute to academic performance in future learning organizations in the Arab sector of Israel. Insights from this study will also help in exploring the impact that principals would have on tomorrow's learning organizations in the Arab sector. Considering their limited preparation and inadequate resources, the findings of this study will identify ways by which principals could be prepared to become effective coaches to supplement their teachers' performance in tomorrow's organizations within the Arab sector of Israel. As an instructor, school principals serve as the "lead coach" responsible for engaging teachers in a process that respects them as learners and works with them to reflect on their teaching and identify ways to strengthen their professional practice. The findings of this study, therefore, will help explore essential coaching attributes that principals require to facilitate the professional development of their teachers in tomorrow's organizations within the Arab sector of Israel.

Undertaking this mixed research would also be an anchor to identify leadership attributes principal need to influence coherence between effective teaching and learning in future learning organizations in the Arab sector of Israel. As climate setters, the current study will assess important attributes principals need to enhance the safety of teaching and learning in tomorrow's organizations within the Arab sector of Israel. In addition to learning and teaching, the findings of

this study could help explore how principals as climate setters could contribute to effective leadership via creating and communicating a clear vision in tomorrow's learning organizations within the Arab sector of Israel. Finally, conducting this study was important in discovering how principals as climate setters would strengthen skills development among staff in tomorrow's organizations to meet the 21st-century education and workplace needs within the Arab sector of Israel.

2. Materials and Methods

The Study Methodology

This study employed a mixed research technique, utilizing both qualitative and quantitative methods to investigate the established research topics. The decision to conduct mixed research was motivated by the necessity to triangulate the data acquired to assure its validity and reliability. Each method of research is briefly explored and defended in the following subsections.

3. Results:

To examine the first research question, the formulated hypotheses were tested using chi-square tests, t-tests, and one-way analysis of variance (ANOVA). In addition, regression and correlation analyses were performed to investigate the relationship between dependent and independent variables. In this section, the obtained results and presented analyzed, and discussed in light of the three research hypotheses formulated in this study. A cross-tabulation for the type of Arab principals (i.e., as a leader, as a coach, and as a climate setter) was performed to assess their impact on future organizations. A chi-square test for independence was used in this cross-tabulation to compare variables in a contingency table to see if they are related. Results show that across the 9 categories of the various survey items, there was a statistically significant ($p > 0.05$) difference in Arab principals' influence on tomorrow's organizations. The obtained results where the findings across the 9 survey variables reject the null hypothesis and confirm the following:

H_{a1}: *An Arab principal as a leader, as a coach, and as an organizational climate setter influence tomorrow's organizations*

Table 1: *Chi-Square Cross Tabulation Results Regarding the Impact of Arab Principals as Leaders, Coaches, and Climate Setters in Tomorrow's Organizations (n = 407)*

Survey Scales		Impact on Tomorrow's Organizations
Leadership influence	Chi-square	1.765
	df	3
	Sig.	.023
Leaders' Contribution to organizational performance	Chi-square	9.222
	df	3
	Sig.	.006
Coach's Impact on Future Management	Chi-square	3.999
	df	3
	Sig.	.002
Coaching to supplement teachers' competency	Chi-square	7.611
	df	3
	Sig.	0.005
Coaching Attributes among principals	Chi-square	7.297
	df	3
	Sig.	.006
Principal leadership attributes	Chi-square	1.732
	df	3
	Sig.	.025
Principal as Climate Setters	Chi-square	9.254
	df	3
	Sig.	.006
Creating a conducive climate and communicating vision	Chi-square	3.921
	df	3
	Sig.	.000
Enhancing teachers' professional development	Chi-square	7.654
	df	3
	Sig.	0.000

An independent sample t-test was performed to examine these observations. Table 3 presents the results of an independent sample t-test on the impact of principals on tomorrow's organizations. The test assumption was that the two-population means were equal. Results show that the p-value is 0.005, which is less than the Alpha significance value of 0.05, therefore rejecting the null hypothesis. That is, the two-population means are equal. In this study, results assert that principal leadership is associated with the well-being of their staff. So, the t-test results confirm observations made through the chi-square and correlation matrix test

H₁: *There is a relationship between principal leadership and the psychological well-being of their staff*

Table 2: *Independent Sample t-Test on the Impact of Arab Principals on the Wellbeing of their Staff in Tomorrow's Organizations.*

	Levene's Test for Equality of Variances		T-test for equality of means				
	F	Sig.	t	df	Sig. (2-tailed	Mean difference	Std. Error
Equal variances assumed	2.355	.005	-.948	1150	.343	-.060	.063
Equal variances not assumed			-.948	507.404	.333	-.060	.062

Pearson's R was also captured from the statistical tests. Table 33 presents the Pearson's R results on the possible impact of principal leadership and organizational performance in their organizations. Results show that the p-value was 0.003 that is less than < 0.05 with r= 0.28. Therefore, principal leadership is associated with workplace determinates in tomorrow's organizations, thereby confirming hypothesis 2.

H2: There is a relationship between principal leadership positively influences organizational performance in tomorrow's organizations

Table 3: Person's R Test Results on Principal Leadership and Workplace Determinants in Tomorrow's Organizations

		Principal leadership	Organizational Performance
Principal leadership	Pearson Correlation	1	0.28
	Sig. (2-tailed)		.343
	N	1152	1152
Organizational Performance	Pearson Correlation	.028	1
	Sig. (2-tailed)	.343	
	N	1152	1152

Third, Pearson Chi-Square was also performed to individually examine and confirm whether principals as leaders contribute to the management of tomorrow's organizations. Table 34 presents Person's correlation test results on the impact of principals as leaders on organizations' management. Results show that the p-value (0.026) is less than the significance level of 0.05. Therefore, the null hypothesis was rejected. In this case, hypothesis 3 was confirmed:

H3: *As leaders, school principals would positively influence the management of their organizations*

Table 4: *Person's R Test Results on the Impact of Principal Leadership on Tomorrow's Organizational Management*

		Principal leadership	Organizational management
Principal leadership	Pearson Correlation	1	0.086
	Sig. (2-tailed)		0.003
	N	1152	1152
Organizational management	Pearson Correlation	.086	1
	Sig. (2-tailed)	.003	
	N	1152	1152

Fourth, Pearson Chi-Square was performed to individually examine and confirm principals' responsibilities as coaches could contribute to complementing teachers' work in tomorrow's organizations. Table 35 presents Person's correlation test results on the impact of principals as coaches on teachers' work. As the p-value (0.002) is less than the significance level of 0.05, the null hypothesis was rejected. Thus, it was confirmed that:

H4: *When school principals coach their teachers, they would significantly complement their work.*

Table 5: Person's R Test Results on the Impact of Principals as Coaches in Complementing Teachers' Work

		Instructional coaching	Complementing teachers' tasks
Instructional coaching	Pearson Correlation	1	0.002
	Sig. (2-tailed)		0.074
	N	1152	1152
Complementing teachers' tasks	Pearson Correlation	.002	1
	Sig. (2-tailed)	.074	
	N	1152	1152

Fifth, Table 36 shows the Pearson Chi-Square test to examine whether coaching influences instructional coaching in tomorrow's organizations. Results show that the p-value (.000) is less than the Alpha significance value of 0.05. Therefore, the null hypothesis is rejected. Thus, the findings confirm hypothesis 5 which stated:

H5: *The coaching role played by school principals would significantly contribute to the achievement of the organizational vision and objectives*

Table 6: *Instructional Coaching Influence on Organizational Achievement*

	Value	df	Asymptotic significance (2-sided)
Pearson Chi-Square	7.181[a]	3	.000
Likelihood Ratio	7.680	3	.053
Linear-by-Linear Association	1.213	1	.271
N of Valid Cases	1152		

Sixth, Table 37 shows t-test results examining whether principal leadership would significantly influence coherence between modeling effective teaching and learning environment. Results show that the p-value is 0.001 which is less than the Alpha significance level of 0.05, thereby rejecting the null hypothesis. Thus, it may be concluded that:

H6: Principal leadership significantly influence coherence between modeling effective teaching and learning environment

Table 7: *Independent Sample t-Test Blockchain's Potential Impact in Affecting the Current Processes and the Way to Execute Processes.*

	Levene's Test for Equality of Variances		T-test for equality of means				
	F	Sig.	t	df	Sig. (2-tailed	Mean difference	Std. Error
Equal variances assumed	6.398	.001	21.101	.1150	.271	.069	.053
Equal variances not assumed			23.154	531.058	.249	.069	.060

Table 38 shows the potential impact that principals have on tomorrow's organizations as climate setters. As the p-value (0.014) is less than the significance level of 0.05 we reject the null hypothesis. Therefore, it was concluded that:

H7: *The principal as a climate setter enhances safety, teaching and learning, interpersonal relationships, and the institutional environment.*

Table 8: *Principal Impact on Tomorrow's Organizations as Climate Setters*

	Value	df	Asymptotic significance (2-sided)
Pearson Chi-Square	10.551[a]	3	.014
Likelihood Ratio	10.791	3	.013
Linear-by-Linear Association	10.519	1	.001
N of Valid Cases	1152		

Table 39 presents the t-test results, to examine whether climate setters, Arab principals influence vision creation and communication of organizational objectives. Results show that the p-value is $0.001 < 0.05$, therefore we reject the null hypothesis. Thus, it was confirmed that:

H8: *The principal as a climate setter contributes to effective leadership in terms of creation and communication of a clear vision, accessible to and supportive of staff, providing staff development*

Table 9: *Principal Influence on Vision Creation and Objective Formulation in Tomorrow's Organizations.*

	Levene's Test for Equality of Variances		T-test for equality of means				
	F	Sig.	t	df	Sig. (2-tailed	Mean difference	Std. Error
Equal variances assumed	6.078	.014	3.257	.1150	.001	-.069	.053
Equal variances not assumed			3.329	508.415	.001	-.069	.061

Table 40 shows the potential impact of principals as climate setters on the conducive learning environment and teachers' professional advancement. As the p-value (0.047) is less than the significance level of 0.05 we reject the null hypothesis. Therefore, as climate setters, principals have a potential impact on teachers' professional relationships and attitude to remain committed to working and learning. As such, the findings confirm hypothesis 9, which postulated that:

H9: *Principal as a climate setter strengthens professional relationships in terms of positive attitudes and relationships among staff that support working and learning together effectively*

Table 10: *Smart Things' Potential Impact in Affecting the Current Processes and the Way to Execute Processes.*

	Value	df	Asymptotic significance (2-sided)
Pearson Chi-Square	7.937[a]	3	.047
Likelihood Ratio	9.359	3	.025
Linear-by-Linear Association	4.244	1	.039
N of Valid Cases	1152		

4. Discussion:

While extensive research demonstrates that teachers have the greatest impact on student achievement, numerous studies validate the principal's role (Cohen et al., 2019). In the Arab sector, principals are recognized for their ability to influence a variety of factors that have an indirect effect on student outcomes and have a direct effect on schools, through their recognition and support of teachers and their creation of high-functioning schools. The evidence for successful schools is unambiguous: a great teacher creates an excellent classroom, but only a principal can lead a school to success and sustain long-term improvements (Dahan et al., 2022).

With increased pressure on schools to improve teaching and learning, principals' duties and responsibilities expanded to include the responsibility for leading school reform efforts that would increase student achievement (Feniger & Shavit, 2021). Success in leading reforms to raise student achievement frequently depended on a principal's ability to instill a shared vision within the school community and on his or her ability to implement new organizational structures that engage teachers in shared decision-making (Friedlander & Eisenbach, 2020). Principals have discovered that involving all members of the school staff in decision-making results in increased commitment to school reform initiatives.

Furthermore, principals are responsible for facilitating interactions between their school and parents, and other members of the school community. This responsibility includes collaborating with parents when disciplinary issues arise, students do not achieve academic

success, or parents' express concerns. Moreover, principals work with parents who volunteer on school advisory boards, parent/teacher organizations, and booster clubs. As leaders, principals may spend a significant amount of time communicating with parents to meet the individual needs of their children. Through a conductive learning environment, principals act as climate setters where every stakeholder feels included to engage and meet their learning or teaching needs.

Even though their primary responsibility has shifted, Arab principals remain accountable for the management of their schools. In tomorrow's organizations, school safety would be a significant management responsibility. Davies and Ellison (2017) noted that this responsibility encompasses ensuring that school facilities and equipment are safe and in good working order, developing and enforcing school-wide discipline policies, and assigning supervisory responsibilities to school personnel. At the elementary level, principals are aware of their obligation to ensure constant supervision of the school's youngest students. As students progress through the grades, their supervision requirements change. Supervision responsibilities remain high for older students who are handicapped; who are in areas with a higher risk of injuries, such as labs, shops, and athletic facilities; and who are in situations (field trips, athletic events, etc.) that require additional caution.

Achieving their responsibilities as leaders, coaches, and climate setters, however, would require Arab principals to possess skills of developing a clear vision of how the school could serve its students; have aligned resources and priorities with the vision, and engage other key players, within and outside the school, in achieving the goals embedded in the vision. In this study, findings showed that the key roles principals play in their school's success require they possess leadership characteristics critical to ensure success in tomorrow's organizations. These characteristics include high energy, initiative, tolerance for ambiguity, sense of humor, analytical ability, and common sense. As society grows more diverse, Arab schools would be more inclined in looking into the principal's role in leading tomorrow's increasingly diverse organizations.

5. Conclusion:

The purpose of this study was to examine the role that Arab principals play as leaders, coaches, and organizational climate setters in tomorrow's organizations across the Arab sector of Israel. Findings from survey responses and interview feedback show that principals have a key role to play in setting direction and creating a positive culture in tomorrow's organizations. In elaboration, Arab principals agreed that they should have a proactive school mindset, and support and enhance staff motivation and commitment needed to foster improvement and promote success for schools in challenging circumstances. The role of the Principal is to provide leadership, direction, and coordination within the school. In general terms the Principal shall be responsible for: (a) the detailed organization of the school; (b) the development of the instructional program; (c) the assignment of duties to and the supervision of members of staff and: (d) the general operation of the school facility.

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