Managing the Process of Stakeholders Involvement in Junior High-School in Arab Sector in Israel, and Its Effect on Pupils, Teachers and Parents

Nicolae BIBU[1]
Husein SARIS[2]

Abstract

This study examined the impact of the stakeholder management model on a variety of variables related to stakeholder satisfaction, the organizational culture of three schools, one in which the stakeholder management model was assimilated, a school that experimented with the model for three years, In order to examine the impact of the stakeholder management model on the school, we distributed a questionnaire that examined several variables for teachers, students.

The leading premise for this study was that schools today operates in complex and competitive reality; so, in order to not just to survive, but to flourish excel and be competitive in its field, it must constantly improve the educational process and the services it provides. In my opinion, beside the school's obligation to advance the individual pupil, which is the product of the educational system, one of the most promising avenue to insure the improvement of the school's efficiency as an educational organization is to make it a learning organization, with built-in formal order and learning mechanisms that will enable its members to create new knowledge and assimilate it in the daily routine of the educational deed.

Keywords: *management. stakeholders' management. Managing school in the 21st century*

JEL classification: I21, I23, I29

1. Introduction

The article describes the role of the school's principal in management of all stakeholders in the school, focusing on the aspects of parental involvement, school culture and conflicts' management among all concerned factors considered critical in the success and development of the school: teachers, pupils, parents, the ministry of education, local municipality, and the education community.

The development of the open systems seeking parallelism between organization and the natural world emphasized the impact of the environment on organizations' survival, and the importance for organizations to work with their

---

[1] Nicolae Bibu Management Department Faculty of Economics and Business Administration Timisoara University of the West Timisoara; Romania.
[2] Husein Saris :phd.student University of the West Timisoara; Romania

environment (Talias, 2009). From this point, it the theory shortly led to wider organizational consideration of several environments (social, political, economic, technologic, etc), and to the creation of mechanisms to work with these environments.

The school as an organization is a product of this change; specifically, the change from traditional society to modern society, and the transition of content determination and imparting of education to expert framework and professionals (Oplatka, 2007).

However, although the spreading of environmental management theories caused a considerable change in several organizations regarding their relationship with their environment, the response of the schools was slow and restricted; since for several years the dominant approach was the four walls approach, meaning, an approach perceiving the organization as an institution, operating within its boundaries (Crowson, Goldring & Haynes, 2010).

The school principal is a key person of critical importance concerning a change in the relations between the school and its environment,. He also has a critical role in the success of the given school. his schedule is affected by several factors of which the main ones are the overload, obtuseness in his role definition, and inter-functional conflicts. He has to deal daily with several diverse and complex issues such as: inter-personal relations, staff management, leading teaching processes, development of school culture, financial and economical management. The principal also has obligations and responsibility to external factors, and in the above-primary education, he has to cope with diverse authorities. Thus, principals are required to satisfy the various needs of the pupils and parents population and the community, and simultaneously meet the standards determined by the ministry of education. Regardless of all the above, there is no clear definition of the principal's roles boundaries in the educational system, and there is an obtuseness regarding the role definition (Vorgan, 2006, Avni Rasha, 2008a)

From the description above and other studies in the field, (Serjiovani, 2002; Oplatka, 2007; Catano & Stonge 2007) we can surmise that the school principal operates within a dynamic reality and is obliges to various diverse tasks. As mentioned above, in recent years, the principal's role underwent a significant change in both local and national level (Catano & Stonge, 2007). The status as importance of this role underwent several perversities; beginning with the perception of the principal as a super teacher and educator, through perceiving him as an administrative director, social manager, professional organizer, system activator, a person leading teaching and learning process, and up to the perception developing currently of a wide ranging professional educational leadership (Inbar, 2007).

In addition to all the above, the changes characterizing the post-modern society penetrated the schools which brought technological development and knowledge enhancement, making the principal's role more complex and demanding; including a diverse deployment of fields: beginning with building

continuing vision, and training his staff as change agents that will lead to learning culture leading to improvement of achievements, and become assessment and resource managing experts (Pounder & Merrill, 2006; 2007; Crow, Darling-Hammond; LaPointe, Meyerson, Orr & Cohen, 2001).Thus, school principals cannot focus solely upon organizing planning and management of the school activities, they are also required to engage in leading teaching-learning processes that will improve staff conduct and pupils' academic achievements.

2. The theoretical basis of the role challenges and stakeholders' management

The guideline of the ministry of education allots principals absolute responsibility to everything that occurs in the institution they appointed to head (Worgan, 2000, p. 5). According to the report submitted by the professional committee of Avni Rosha institute, assigned to consolidate the policy of the ministry of education, "…the central role of school principals is to lead the school educationally and pedagogically to improve education and learning of all the pupils of the school. Four other managerial areas facilitate this role and support it: shaping the future picture of the school- vision and change management; leading the faculty, managing it and its professional development; Focusing on the individual; and management of the school-community relations. The principal must see the school's system on its diverse dimensions and areas and create tight connections between them for the success of all the pupils" (Avni Rosha, 2010 p.8).

The significant changes in the educational reality and the various reforms introduced in several countries, the mission of school management also changes" Avni Rosha 2010; Oplatka, 2007).

Educational leadership focuses mostly in the aspects of the principal's work directed towards advancing the teaching of the teachers and the learning of the pupils. Educational leadership can be classified in three dimensions: phrasing the designation and objectives of the school, coordinating supervision and evaluation of the educational program, the teaching and assessment modes, and nurturing a learning climate (Oreg & Berzon, 2013).

Kats (2013), claims that the present role of the school principal is complex due to several diverse, interdependent fast changing processes. Thus, principals are required to reach decisions in diverse issues which only time will tell if they were right or wrong.

Oplatka (2010) explains that coercing changes as well as introduction of changes incompatible with the professional values and capabilities of the teachers lead to opposition to the change; hinders the teachers' commitment, harms their professional capability and causes a sense of bitterness.

3. Management of the school environment

"Schools operate in complex reality and environmental context affected by the overall constant changes in their near and far environment. The nature, perception, goals and life style of the schools are affected by these changes in the present, but they will also face unexpected conditions in the future" (Avni Rosha, 2010 p.10).

In the post modern era, schools are affecting and affected by the social and cultural contexts in which they operate (Yosifun & Shmida, 2005). Various factors present challenges and demands to the school, but they also form important source for the improvement of educational processes. Good mutual relations between the school and its surrounding community are pre-condition for realization of the visions and goals of the school as well as contributing to establish the social strength of the community.

Talias (2009) says that the school is entrusted with the education and learning of its pupils and the cooperation of the school with its environment for the purpose of improving pupils' achievements should be examine in light of this approach. He continues by pointing out that this rule should guide schools when they look for partners in their environment to form cooperation.

Regardless of all the changes, the response of the schools was slow and limited and for several years the common approach was the "four walls approach" regarding the school as an institution managed inside its walls (Crowson, Goldring & Haynes, 2010).

Talias,(2012) lists a number of advantages for the participation of some environment factors in the school. First, cooperation with interested parties, improves the school's ability to operate in a multi-actors arena. Second, the school must be ready to cooperate with its environment. Third, strengthening the legitimacy and support base of the school and forth, providing answer to the value component of the school work, enhancement of the learning while coping with negative influences of the environment on the child and reducing the risks in his environment.

4. Management of the school's stakeholders

The stakeholders' model is the most common theoretical frame to describe a corporation and analyze the relationship between it and the social environment (post el, 20003; Buchholtz, 2008) describing each of the groups that has interests in the activities of the corporation. This theory joins the question of the organization's manager loyalty is it owed only to the firm owner or to the entire organization? The move from shareholders to stakeholders reflects the change that occurred in the treatment and scientific and social perception of business behavior (Geva, 2013).

From perceiving the firm as instrument to advance the interests of the shareholders to perception focusing on the interrelations among various interests groups: employees, consumers etc. the firm as a system of stakeholders is describes

as a collection of relations that only some of them are clearly documented in legal official records (Geva, 2013). The stakeholders' theory penetrated the academic dialog of management area and wide diverse disciplines like health services, law and public policy (Freeman, Harrison, Wicks Farmer & Cole, 2009).

According to Friman, (1984), that firms have stakeholders and they have to consider them proactively, while the research literature indicates that there is a certain tension between the stakeholders' theory and the shareholders theory. Philips (2003) explains that the stakeholders' theory provides means to connect strategy and ethics. According to Freeman, Harrison, & Wicks, (2009), firms that diligently strive to serve the interests of wide group of stakeholders will create more value in time, while Sherer & Patzer (2011) claim that interpretations of the basic ideas regarding stakeholders are so many and diverse, there is a difficulty to develop a theory.

Geva (2013) points out that organization's stakeholders can be divided by various kinds of classifications such as distinction between primary stakeholders such as employees, customers and secondary stakeholders like social organizations etc, or distinguish between organizational, economic and social stakeholders.

Clarkson (1995) defines stakeholders as people and groups affecting or affected on decisions, policies and functioning of the organization. The interest of the stakeholders in the organization, their expectations and demands of it derive from the firm's past & present actions and those that will be done in the future.

Vilman & Keim (1997) adopted the definition of Mitchell, Egle and Wood (2997), according to which, the main stakeholders are those who are in a certain risks regarding the results of the organization's activities, due to investment of something valuable to the organization: assets, finance or human; meaning, stakeholders that without them, the organization will cease to exist. The term financial & assets investment include suppliers of capital, (shareholders) suppliers of other resources, customers, local communities and the natural environment (Clarkson, 1996; Strike, 1995).

In addition, these scholars point out the group of public stakeholders such as the government and the local community/the local municipal authority, providing infrastructure, markets laws and regulations the organization must obey, and determine to who holds the organization accountable, or in other words, who supervises the activities of the organization.

Philips (2009) says that organizations operate according to rules and regulations, and relay upon groups of stakeholders. The question is to which extent the local law/regulation requires the organization, to work for the benefit or at least in consideration of the interests of these groups. The debate sharpens when moral issues are raised: is the organization has obligation to these groups beyond these specified in the law? What is the justification for such obligations: do businesses/economic entity have any moral obligations? If an organization will honor these non-recorded obligations, what possible benefit it will obtain?

Malka, (2010) defines stakeholders as: everybody who is actively involved in a project, or whose interests may be positively or negatively affected by it. In other words, everyone involved in it in some way.

Thus, the essential question with which we deal here derives from the connection system of the school as an organization: to whom it is accountable? This is a question that concerned scholars studying organizational behavior in recent years (Philips, 2000; Red, 1999; Donaldson & Preston, 1885; Clarkson, 1995; Friedman, 1970).

Friedman, who called for free market and reduction of government intervention in the economy, is perceived as the founder of this theory. This approach was adopted by the governments of USA and England and later on by most Western governments. According to the firm ownership promoted by Friedman, the business is the property of its owner, and its aim is to maximize the returns on the investment of the owners and managers, who are according to this approach, the agents of the shareholders. Therefore, their only obligations are to the later, beside the legal, moral and ethical requirements.

Friedman separated business issues from social issues and perceived anyone speaking of social responsibility as preaching for socialism that "undermines the foundation of the free society". Heath & Norman (2004), point out that supporters of shareholders theory (SHT), perceive the shareholders of the firm only as one group among other groups of the firm's stakeholders such as : customers, suppliers, employees and the local community in which the organization operates. The shareholders are stakeholders affected by the success or failure of the organization.

One of the phrases known to all is the phrase: he's got other obligations – "the organization has obligations to the investors, but it also has obligations to diverse other stakeholders". The organization and its management are required to insure that the investors will receive return to their investment. Nevertheless, the organization has obligations to other stakeholders and these obligations may be more and beyond those required by law. In case of contradicting interests between certain groups of stakeholders, the organization has to modify or even sanctify some of its obligations to its investors to meet other obligations it has to other groups of stakeholders (Heath & Norman, 2004).

There is a wide spread theory claiming that individuals who act to advance their personal interests, benefit the society in general; when we extend this approach to organizations, the rational is that when the organization acts to maximize it profits it benefit the society since "the tide elevates all the boats" (Heath & Norman, 2004).

5. Methodology And Data

This article based on the qualitative method. According to Alpert (2012), the role of qualitative research is to increase knowledge, and contribute to progressive educational policy. For example, assessment studies and studies which dealt in the

relations between teaching methods and academic products, which lead to solutions proposals and policy changes.

The main aim of this article us to thoroughly examine the mode and measure effective management of the school principal affect various stakeholders and how the previously explained model of stakeholders' management can advance various stakeholders in the school.

In light of the above mentioned, this study focused on the following questions: How can a school principal effectively manage the involvement of all the stakeholders to affect the pupils' social, behavioral and learning aspects? And How can the principal effectively manage parental involvement in order to advance the school and the pupils?

To provide answers to the research questions, The research had been conducted in three schools: a) a school that had assimilated the stakeholders' model, b), a school undergoing assimilation of the said model, and a school with no exposure or previous experience with the model.

Population

The overall research population comprised of 456 participants equally subdivided between the three schools; therefore it included 51 parents, 51 teachers and 50 pupils from each of the three schools.

Research tools

A questionnaire: This provides data which can be divided into categories and analyzed statistically. The article is based on a questionnaire that examines the level of satisfaction of the teachers, parents and students of the school in a number of aspects (Ram"ah, 2016).

6. The results

The findings of the questionnaires are presented by participants' group: Teachers; 2. Parents; 3. Pupils.

To examine the research questions that there is a difference in the research variables mean among the three schools we conducted ANOVA difference analysis in significant level of 0.05, The results validated the conjecture, and indicated the following mean differences among the participating schools in the four variables examined: Satisfaction – F $(2,150)229.07$, $p<0.01$ In a continuing test of the SCHEFFE type revealed a significant difference of Satisfaction mean among the three schools: the mean of the school that had assimilated the model was higher than the mean found in the school undergoing assimilation and significantly higher than the mean of the school without a model. Statistically significant mean difference was also found in the teaching perception   **Teaching perception** – F $(2,150) = 204.14$, $p<0.01$ In a continuing test of the SCHEFFE type revealed a significant difference of Teaching Perception mean among the three schools: the mean of the school that had assimilated the model was higher than the mean found in the school undergoing assimilation and significantly higher than the mean of the

school without a model. Statistically significant mean difference was also found in the Teamwork **Teamwork** – F (2,150) -165.51, p < 0.01

In a continuing test of the SCHEFFE type revealed a significant difference of Teamwork mean among the three schools: the mean of the school that had assimilated the model was higher than the mean found in the school undergoing assimilation and significantly higher than the mean of the school without a model.

Statistically significant mean difference was also found in the Management Style **Management Style** – F (2,150) = 142.35, p < 0.01

In a continuing test of the SCHEFFE type revealed a significant difference of Management Style mean among the three schools: the mean of the school that had assimilated the model was higher than the mean found in the school undergoing assimilation and significantly higher than the mean of the school without a model.

Table 1.a Satisfaction

Scheffe [a]

School	N	Subset for alpha = 0.05		
		1	2	3
School without model	**51**	3.1220		
School undergoing model assimilation	**51**		3.9063	
School that assimilated the model	**51**			4.9172
Sig.		1.000	1.000	1.000

Means for group in homogeneous subset are displayed. Uses harmonic mean sample size – 51.000.

Table 1.b Teaching perception

Scheffe [a]

School	N	Subset for alpha = 0.05		
		1	2	3
School without model	**51**	3.1917		
School undergoing model assimilation	**51**		3.8758	
School that assimilated the model	**51**			4.8475
Sig.		1.000	1.000	1.000

Means for group in homogeneous subset are displayed. Uses harmonic mean sample size – 51.000.

Table 1.c Teamwork

Scheffe [a]

School	N	Subset for alpha = 0.05		
		1	2	3
School without model	51	3.1155		
School undergoing model assimilation	51		3.8475	
School that assimilated the model	51			4.9521
Sig.		1.000	1.000	1.000

Means for group in homogeneous subset are displayed. Uses harmonic mean sample size – 51.000.

Table 1.d Management Style

Scheffe

School	N	Subset for alpha = 0.05		
		1	2	3
School without model	51	3.0216		
School undergoing model assimilation	51		3.8608	
School that assimilated the model	51			5.000
Sig.		1.000	1.000	1.000

Means for group in homogeneous subset are displayed.
a.   Uses harmonic mean sample size – 51.000.

Table 2
Parents Questionnaire : in the school, active partnership, invitation for partnership and accessibility, by school type:

Variable	School that assimilated the model (N=51		School undergoing assimilation (N=51)		School without a model (N = 51)		
	M	SD	M	SD	M	SD	F
General satisfaction from school	4.82	0.25	3.30	0.53	2.77	0.79	176.37**
Positive teacher-pupil relations	4.76	0.26	3.41	0.47	2.63	0.85	178.13**
Teaching perceived as interesting and clear	4.77	0.25	3.20	0.56	2.63	0.85	172.13**
Clean landscaped physical environment4.	4.67	0.41.	3.46	0.46	2.63	0.85	147.90**

	School that assimilated the model (N=51		School undergoing assimilation (N=51)		School without a model (N = 51)		
Variable	M	SD	M	SD	M	SD	F
Parents' participation in school	4.84	0.34.	3.67	0.49	2.63	0.85	176.27**
Active participation	4.80	0.32	3.63	0.82	2.63	0.85	121.25**
Invitation for partnership and accessibility	5.00	0.6	3.63	0.82	2.63	0.85	155.40**

*p<0.05, **p<0.01

A significant difference had been found in the mean of the satisfaction variable according to school type (F (2,150) =176.37, p < 0.01), the satisfaction variable of the school that assimilated the model was higher than that of the school undergoing assimilation, and significantly higher than that of the school without a model.

A significant statistical difference was found in the variable of positive teacher-pupil relations; (F (2,150) = 178.13, p < 0.01) the school that assimilated the model was higher than that of the school undergoing assimilation, and significantly higher than that of the school without a model. And A significant statistical difference was found in the perception of the teaching as interesting and clear mean (F (2,150) = 172.13, p < 0.01)

The perception of teaching as interesting and clear variable of the school that assimilated the model was higher than that of the school undergoing assimilation, and significantly higher than that of the school without a model.

A statistical significant difference had been found in the mean of the clean, landscaped physical environment variable according to school type (F (2,150) = = 147.90, p < 0.01)

the school that assimilated the model was higher than that of the school undergoing assimilation, and significantly higher than that of the school without a model.

A statistical significant difference had been found in the mean of the parents' participation variable according to school type (F (2,150) = 176.27, p < 0.01), and in the mean of the active participation variable according to school type (F (2,150) = 121.25, p < 0.01), and in the mean of the partnership and accessibility variable according to school type (F (2,150) = 155.40, p < 0.01). the school that assimilated the model was higher than that of the school undergoing assimilation, and significantly higher than that of the school without a model in all of the aspects above.

Pupils' Questionnaire: means, standard deviations and differences analysis of the variables: general satisfaction, positive teacher-pupil relations, teaching perceived as interesting and clear, clean landscaped physical environment, parents participation

Variable	School that assimilated the model (N=50		School undergoing assimilation (N=50)		School without a model (N = 50)		
	M	SD	M	SD	M	SD	F
General satisfaction from school	4.92	0.16	3.30	0.53	2.43	0.47	176.37**
Positive teacher-pupil relations	4.61	0.39	3.30	0.47	2.48	0.52	178.13**
Teaching perceived as interesting and clear	4.49	0.52	3.63	0.56	2.23	0.73	172.13**
Clean landscaped physical environment4.	4.66	0.46	3.63	0.46	2.48	0.52	147.90**
Parents' participation in school	4.92	0.18	3.30	0.49	2.48	0.52	176.27**
Active participation	4.92	0.18	3.30	0.82	2.48	0.52	121.25**
Invitation for partnership and accessibility	4.66	0.34	3.30	0.82	2.48	0.52	155.40**

An ANOVA difference analysis was conducted to examine the research conjecture that there is a difference in the research variables means of the three participating schools in significant level of 0.05, and the following findings had been received:

A significant difference had been found in the mean of the satisfaction variable according to school type (F $(2,150)$ = 176.37, $p < 0.01$), and A significant statistical difference was found in the variable of positive teacher-pupil relations; (F $(2,150)$ = 178.13, $p < 0.01$), beside A significant statistical difference was found in the perception of the teaching as interesting and clear mean (F $(2,150)$ = 172.13, $p < 0.01$). A statistical significant difference had been found in the mean of the clean, landscaped physical environment variable according to school type (F $(2,150)$ = 147.90, $p < 0.01$). A statistical significant difference had been found in

the mean of the parents' participation variable according to school type (F (2,150) = 176.27, p < 0.01), A statistical significant difference had been found in the mean of the active participation variable according to school type (F (2,150) =121.25, p<0.01). A statistical significant difference had been found in the mean of the partnership and accessibility variable according to school type (F (2,150) = 155.40, p < 0.01).

7. Discussion

This study aimed to point out the usage of model adopted from the discipline of business management in schools. The model chosen is stakeholders' management; a theoretical framework used to describe a corporation and analyze its internal and external relationships with all the factors involved in, affecting and /or affected by its operation. The theory joins in the attempt to answer the questions of manager's (or in this case the school principal) loyalty; is he obliged to be loyal only to his employer, or he has obligations to the society?

The conclusions of this study are:

Regardless the internal and external problems and challenges faced by the Israeli Arab educational system, when a school has a clear structured managerial model that takes into consideration all the various internal and external stakeholders its vision could be realized and it achievement rate will rise.

The principal who supposed to lead a managerial model has to be aware of the measure each of the stakeholders can affect the school, and he has to make the required adjustments to the specific needs of the given school.

In the stakeholders management model the principal has to consider the interests of all the school's stakeholders. The results of the study indicate that the main reason school A' achieved higher scores than the others participating schools in all the variables examined is probably the fact that its principal managed to organize and coordinate his relations with all the relevant stakeholders of the school.

- Analysis of the results suggest the following:
- The principal and the school faculty should be given flexibility in planning daily, weekly and annual schedules, learning environment, and teaching methodologies to suit their world perception and be adjustable to needs and circumstances.
- The school should be allowed to design its program beyond the core requirements.

- There is a need to enable the school's management together with the ministry's and the district educational experts, to build teaching abilities; to train, develop and evaluate the faculty.
- Expansion of the incentives program could be highly beneficial regarding motivation, commitment and dedication of both the educational faculty and the administrative staff of the given school.

• This study shows that models which proved beneficial to business organizations can also benefit educational institutions, if the right modifications are made and the organization is willing to change. The pioneer application of a modified version of the stakeholders' management model in school had been very promising; the school that was the first to adopt it became a success story not only within the Arab society, but compared to similar schools (Junior Highs) in the entire northern district. It is therefore recommended that or educational organizations like schools, would be allowed and encouraged to adopt managerial models from other disciplines and modify them to suit their organization.

• Application of this model affected not only the school and its major stakeholders (pupils, teachers, parents), but the its surrounding community and the factors concerned with education in the Arab society in the district and beyond, who embrace the revelation that regardless of challenges and difficulties caused by their unique situation (being a national ethnic and religious minority marginalized by the state authorities) when there is a strong will, a vision and dedication, along with encouragement and cooperation of community factors, significant positive change in academic achievements can come from within.

The results of this study supports the common perception that some of the difficulties faced by schools serving the Arab society in Israel, derive from internal lack of cooperation between certain relevant departments in the Ministry; the educational system is conducted in two different languages with no coordination and synchronization between relevant departments. Thus, instructions and guidelines are often inconsistent and occasionally can be irrelevant or incoherent since they do not consider social and cultural differences.

As school operated under the jurisdiction of the local municipality, but supervised by agents of the ministry of education, here is a need to clearly define the realms of responsibilities and authority of each factor that works with the school and affects various aspects of its operation; coordination and cooperation would significantly improve diverse processes and interfaces between the school and its external stakeholders, and will definitely contribute to the schools' conduct and achievements.
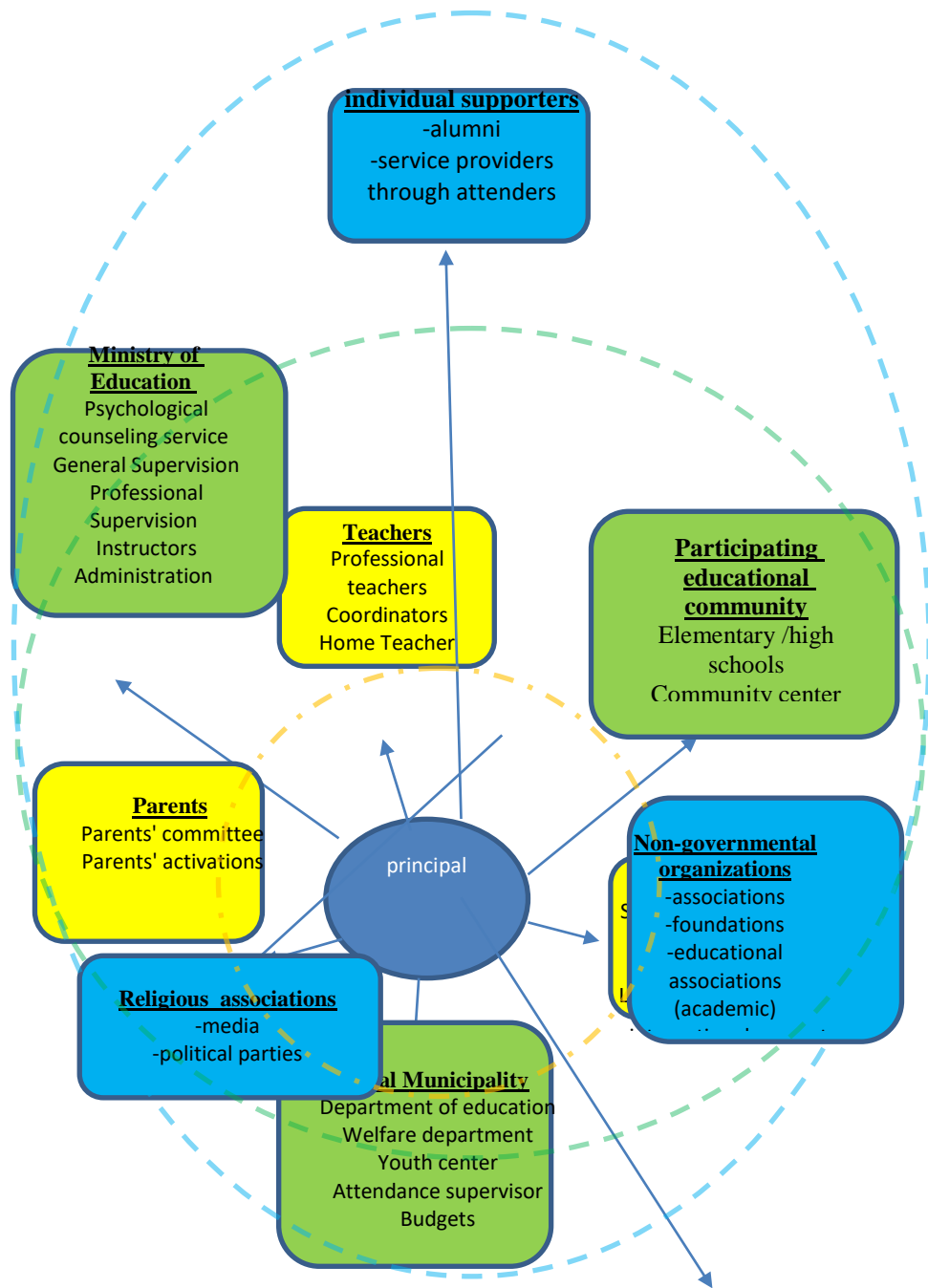
Figure 1. The researcher model

individual supporters
-alumni
-service providers
through attenders

Ministry of Education
Psychological counseling service
General Supervision
Professional Supervision
Instructors
Administration

Teachers
Professional teachers
Coordinators
Home Teacher

Participating educational community
Elementary /high schools
Community center

Parents
Parents' committee
Parents' activations

principal

Non-governmental organizations
-associations
-foundations
-educational associations (academic)

Religious associations
-media
-political parties

al Municipality
Department of education
Welfare department
Youth center
Attendance supervisor
Budgets

Table 4

**The Frequency and the Intensity of the interaction between
principle and stakeholders**

SCHOOL	SCHOOL A		SCHOOL B		SCHOOL C	
Stakeholders						
	I	f	I	f	I	f
Teachers	S	D	S	D	S	W
Parents	S	W	M	M	W	T
Students	S	D	M	D	M	W
Local Municipality	M	M	W	M	W	T
Partners	M	M	V.W	M	VW	T
Ministry of Education	M	W	W	M	W	T
-media	M	W	V.W	M	V.W	T
Suppliers	M	M	V.W	T	V.W	T
-associations -foundations	M	M	V.W	T	V.W	T

KEY

	Frequency		**INTENSITY**
D	DAILY	S	STRONG
W	WEEKLY	M	MIDDLE
M	MONTHLY	W	WEAK
T	TRIMSTRIAL	V.W	VERY WEEK

References

1. Avney Rosha institute (2010). Results expected of beginner principals, Jerusalem, the institute.
2. Avney Rosha institute (2010). Systemic behavior Jerusalem, the institute. http//www avneyroshaorg.il/DevelopAndlearn/pages/leadership.aspx.
3. Catano, A. & Stronge, J. H. (2007). What do we expect of school principals? Congruence between principal evaluation and performance standarts. *Leadership in Education.* 10 (4). pp. 379-399.
4. Crow, G. M. (2006). Complexity and the beginning principal in the United States: perspectives on socialization. *Journal of Educational Administration.* 44 (4). pp. 310-325.
5. Crowson, L. R., Goldring, E. B., Haynes, K. T. (2010). Successful schools and community relationship: Concepts and skills to meet tewenty-first-century challenges .Richmond Ca.: *McCutchan Publishing Corporation.*
6. Clarkson, M. B. E. (1995). A stakeholder framework for analyzing and evaluating corporate social performance. *Academy of Management Review*, 20(1): 92-117.
7. Clarkson, M. B. E. (1995). A stakeholder framework for analyzing and evaluating corporate social performance. *Academy of Management Review*, 20(1): 92-117.
8. Freeman, R. Edward (1984). *Strategic Management: A stakeholder approach.* Boston: Pitman
9. Donaldson, T., & Dunfee, T. W. (1994). Toward a unified conception of business ethics: Integrative social contracts theory. *Academy of Management Review*, 19(2): 252-284.
10. Darling-Hammond, L., LaPointe, M., Meyerson, D., Orr. M. T., & Cohen, C. (2007). Preparing School Leaders for a Changing World: Lessons from Exemplary Leadership Development Programs. Stanford, CA: Stanford University, Stanford Educational Leadership Institute.
11. Freeman R, Harrison, J., Wicks, A., Parmar, B., & de Colle, S. (2010). Stakeholder theory: The state of the art. Cambridge, UK: Cambridge University Press.
12. Heath & Norman (2004). Stakeholder Theory, Corporate Governance and Public Management: What can the History of State-Run Enterprises Teach us in the Post-Enron era? *Journal of Business Ethics September* 2004, Volume 53, Issue 3, pp 247–265.
13. Inbar D, (2009). Educational leadership in era of contrasts, Hed Ha-Hinukh, 83, 52-54
14. post el, (2003). Post, J. E., A.T. Lawrence, and J. Weber. 2003○○*Business and Society.* 10th ed. Boston: McGraw-Hill,
15. Geva, A (2013). Moral and Business: parallel meet, *Hakibuts Hameuhad pub. Tel Aviv.*
16. Malka Y, (2010) Stakeholders 2know yearly.

17. Pounder, D. G. & Merrill, R. J. (2001). Job Desirability of the High School Principalship: A Job Choice Theory Perspective. *Educational Administration Quarterly*. 37 (1). pp. 27-57 The significant changes in the educational reality and the various reforms introduced in several countries, the mission of school management also changes" Avni Rosha 2010;
18. Oplatka Y, (2007). The foundations of educational management: leadership and management in educational organization, *Pardes pub*.
19. Oplatka Y, (2010). Teachers and principals in "Ofek Hadash", from opposition to participation Hed Ha-Hinukh, Vol 3, pp. 28-30
20. Oreg S & Berzon, (2013). Pedagogic leadership in Israel – assessment and prediction of pupils' achievements Jerusalem, Avney Rosha Inst.
21. Phillips, R' (2009). *Stakeholder Theory and Organizational Ethics*. Berrett-Koehler Publishers
22. Reed, D. 1999. Stakeholder management theory: A critical theory perspective. Business Ethics Quarterly, 9(3): 453-483.
23. Ronald K. Mitchell, Bradley R. Agle and Donna J. Wood (1997). Toward a Theory of Stakeholder Identification and Salience: Defining the Principle of Who and What Really Counts. *The Academy of Management Review* Vol. 22, No. 4 (Oct., 1997), pp. 853-886
24. Sergiovanni T, (2002). School management theoretical and practical aspects, the Open University, Tel-Aviv
25. Scherer, A.G. and G. Palazzo (2011). 'The new political role of business in a globalized world – A review of a new perspective on CSR and its implications for the firm, governance, and democracy', *Journal of Management Studies*, 48
26. Talias M, (2009), Cooperation between the school and the environment, Avney Rosha Inst. Jerusalem
27. Vorgan Y, (2006). The status of the principal in the Israeli educational system, a report submitted to the Education culture and sport committee of the Kneset (the Israeli parliament).