THE ROLE OF THE SCHOOL PRINCIPAL IN THE INTEGRATION OF SOCIAL EDUCATION (NON-FORMAL AND INFORMAL EDUCATION) WITHIN FORMAL EDUCATION AT HIGH SCHOOLS IN THE ARAB SECTOR IN ISRAEL

By: Manal Hasan

PhD student in Varna Free University "Chernorizets Hrabar"

at the Department of "Psychology" Bulgaria

Abstract: The role of the principal is necessary for coordination and to provide a directive way to organise effective educational programs for the students. This study discovered how the school principal positively integrates social education within formal education at high schools in the Arab sector in Israel. Adequate literature is available about social education because it is a global practice, and there are many research studies on the topic. However, there are limited studies about the specific topic which focus on the Arab sector of Israel. This research filled the literature gap through primary data collection.

To establish the result, a survey was conducted from 100 high school principals of the Arab sector. Apart from that, interview of 5 on-service high school principals was also conducted. SPSS and thematic analysis were used to analyse results. Research results show that school principal leadership role is very important to integrate education and provide direction to the students by organising different educational programs and activities. Educational training programs with the integration of non-formal education increase the students learning with regard to academia and skills.

Keywords: Formal education, High schools, Integrate education, social education, Educational training

Introduction

School principal increases the integration of formal or social education (formal and social) in high school. The school principal is an organiser and instructor for teachers and students (Bush, 2018). Formal education is highly structured and organised, while social education is flexible in the curriculum, and it is not as structural and organised as formal education. Hence, school principals are leaders who need to give direction to subordinates regarding school activities and education (formal and social) (Moriña, 2017). Moreover, social learning is the soft-skills development framework, which is also very important at high school level.

School principals are responsible for leading the team and integrating formal education with social education to enhance the understanding and achievement of the students (Maponya, 2020). Therefore, principals not only set objectives but also provide opportunities for integrating formal and social education. Different activities for social education are necessary; therefore, the principal organises the activities for the students effectively. The present study addressed the role and duty of the school principal in integrating social education (non-formal and informal) within formal education at high schools in the Arab sector in Israel.

1.1 Research Aims

The purpose of research is to deal with the overall research strategy. It provides plans to test the existing problem (Pande, 2021). This study aimed to find the role of the school principal in integrating social education (non-formal and informal) within formal education at high schools in the Arab sector in Israel.

1.2 Research Objectives

The following objectives are developed based on the aim of the research:

1. To explore the school principal's role in integrating social education (non-formal and informal) within formal education at high schools in the Arab sector in Israel.

2. To analyse the relationship between the school principal's role and the integration of social education within formal education at high schools in the Arab sector in Israel.

3. To investigate whether the school principal's role significantly impacts the integration of social (non-formal and informal) and formal education at high schools in the Arab sector in Israel.

1.3 Research Questions

1. What is the school principal's role in integrating social education (non-formal and informal) within formal education at high schools in the Arab sector in Israel?

2. How does a school principal enhance the integration of social (non-formal and informal education) and formal education at the high school in the Arab sector in Israel?

3. How does a school principal integrate social education (non-formal and informal education) with formal education at high school in the Arab sector in Israel?

1.4 Rationale of the study

The rationale of the research is to analyse the school principal's role and the integration of social education (non-formal and informal) within formal education at high schools in the Arab sector in Israel. The role of the principal is necessary for coordination and to provide a directive way to organise effective educational programs for the students (Romlah et al., 2021). This study discovered how the school principal positively integrates social education within formal education at high schools in the Arab sector in Israel as there is less research in this domain; therefore, this research developed insight into the school principal's role in the integration of social education within formal education at high school in the Arab sector in Israel.

2. Literature Review

High school principals are the most influential in directing the schools to integrate social education within formal education in the Arab sector of Israel. Social education is necessary for high school students as it develops their mindset to participate in community welfare (Clark, 2018). Arab society is socially connected; therefore, integrating social education is more beneficial for students and the Arab sector. A literature review about the role of principles in integrating social education into formal education is made in this section so that any literature gap is filled through this scientific article.

2.1. Social Education in High Schools

Social education is a soft-skills development framework, which is important at the high school level. As students are in the observation age, they observe the surrounding environment and try to experiment with new things; therefore, integration of social education is highly crucial in high schools. Hamedani & Darling-Hammond (2015) conducted a study of three high schools to examine the effectiveness of social learning and whether it improves students' social

awareness and social responsibility. The results show that social learning enhances students' social, psychological, and emotional characteristics when implemented through practical scenarios. However, diverse students have different cognitive abilities, so it is important that strategies also include individual learning along with whole learning. Chiodo & Byford (2004) conducted a study evaluating high school students' interest in social education. The study aimed to test the notion that high school students do not like social education as part of their syllabus. However, an interview with forty-eight students through this study shows that students are not as negative about social studies as previous researchers projected (Chiodo & Byford, 2004). However, teachers must show enthusiasm and actively involve students in social education to develop their interests.

For this period of development, according of the socio-psychological approach socialization and the learning of social roles are important for adolescence (Hristova, 2022).

2.2. Role of School Principals in Social Education

Principals are responsible for maintaining an effective school environment, implementing the education department policy in schools, and controlling the school's internal affairs. Principals are also crucial because they act as role models for other teachers and staff. Their ethical values about social learning would lead to shaping the behaviour of others (Eilat & Raichel, 2016).

Students have different needs and abilities while pursuing class education so fulfilling their needs effectively is the ultimate responsibility of school principals. The role of Arab sector principals is not only crucial in social learning; it is also important in other functions of the school that includes:

- Managing change and ensuring the positive image of the school
- Professional development of the staff by leading the example
- More focus on the inclusive learning practice for a better society
- Playing the role of the bridge between the school and the Arab sector community (Smith & Squires, 2016)

The Arab education system of Israel is an essential part of the country, as the Arab population is about 21% of the country (Encyclopaedia Britannica, 2020). Despite the different education systems for Jewish and Arab, it is an integral part of the education system. The role of principals in the Arab sector is crucial because they have to ensure their students effectively compete with Jewish students for a bright future. The mental development of students has

critically examined by principals who ensure that effective study-life balance is given to students (Dias & Cadime, 2016).

Israel ethnic composition (2020*)

- Jewish
- Arab
- other

4.9%
74.1%
21.0%
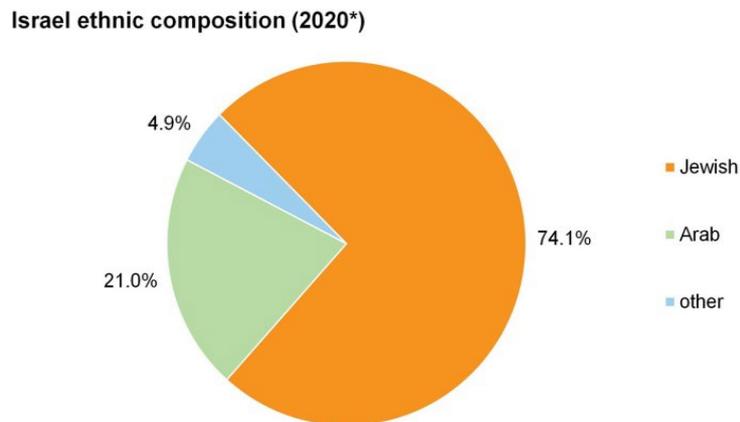
Figure 1: Ethnic Composition of Israel (Encyclopaedia Britannica, 2020)

Arab sector school principals have implemented multiple social learning practices as national policy. The purpose of such programs is to train the teachers, shape their behaviours and educate the students to include their fellows with a disability as part of their social groups (Hopkins, 2019). Principals play their role in training teachers to implement the support system of social learning and outline the syllabus in a way that fulfills the cognitive needs of individual students. By implementing this policy, the personality development of students is enhanced. However, this practice is implemented in large mainstream schools with higher economic budgets and standards (Ministry of Education, 2019). Schools running on a low economic budget are still facing the issue of inclusive learning due to limited resources possessed by principals. As principals are the center of facilitating system changes and infrastructure providing, their role is mandatory in controlling the school staff behaviours and practices of a social education system. Behaviour is something which is not required financial resources (Eilat & Raichel, 2016). So, even if the school is not having adequate finances to support physical resources, they can practice positive behaviour of inclusive learning by integrating social education into the formal education system.

2.3. Teachers' Role in Social Education

The relationship between teachers and students is crucial in high schools as it is the age when students look to experiment with new things. If teachers develop an interest in social education, students can learn effectively and become good humans. Teachers have to lead by example so that students learn from experience. For example, providing an inclusive education

environment for disabled students is the primary responsibility of teachers in the class (Spektor-Levy & Yifrach, 2019). The teacher in inclusive learning easily handles a student with a minor to mild disability. In contrast, students with mild to severe disabilities are difficult to include in regular class activities. The authors added that integrating students with disability is a significant responsibility of the teacher for inclusive learning practices. Here integration does not mean that a particular group of such students is made and they are treated differently (Dias & Cadime, 2016). Instead, the teacher should develop an atmosphere where all students in the class are involved in the activities.

Such practices develop social awareness and social responsibility among high school students, so they take an interest in social education. Besides, pupils with a disability are involved in social groups without hesitation and under peer pressure. Gindi & Erlich-Ron (2019) state that Arab sector teachers have a mixed approach to developing an interest in social learning among students. Hopkins et al. (2019) believe that due to the negative attitude of teachers, social learning might not be possible in the class as discrimination destroys the true aspect of social education. The impact is dangerous because it shows society's collective approach toward social learning. If teachers' attitude is negative, then the class will also make a negative impression on inclusive learning, leading to further bullying, hateful comments, and a class gap among cognitively weak students (Hayes & Bulat, 2017).

2.4. Leadership Role of Principals in Integrating Social Education

Principals in the Arab sector schools have to mediate between the cultural approach of the society and the national policy of social learning. Though there is a different policy for the Arab sector, it is still mandatory for schools to follow state supervision because of the education competition (Spektor-Levy & Yifrach, 2019). The school principals should develop formal guidelines and policies rather than verbally telling the teachers and staff about social education. A written policy has more impact and accountability than verbal guidelines for staff (Hayes & Bulat, 2017). Therefore, the leadership characteristics of Arab sector principals are the guiding force that integrates social education into the mainstream education system.

School principals are leaders who take visionary steps in the progress of the school and students. Integrating informal social education into formal education requires the principal's leadership skills. The role of the principal as a leader is also based on the theories of education to integrate social education in mainstream schools (Alzaghou, 2012). Cognitive Theory is the learning theory of psychology that explains humans' behaviour by understanding thought processes. Behaviourism Theory, also known as behaviour learning theory as it, focuses on the learning of the student. According to Clark (2018), behaviourists believe that if teachers

provide positive reinforcement, they will learn the behaviour independently. Therefore, an appropriate leadership style depends upon applying accurate Theory in the school setting.

2.5. Challenges Faced by Principals in Integrating Social Education

Mainstream school principals have little exposure to the social learning environment, so they have limited practical knowledge to implement it in their school setting. The process of developing a single strategy for all students with different cognitive needs is a lack of knowledge about the situation the principals face. According to Moriña (2017), as there is limited exposure to real challenges of informal social education, schools also employ fewer teachers who are experienced in social education practices. Small and low-budget schools lack specialised teachers; therefore, the problem of social learning is still a major issue in Arab sector schools. Some Arab sector principals also think that social practices are an integral part of the Arab sector, so they do not show serious intent to implement the social education practice in schools (Dorji, 2018). Principals lack financial support to build infrastructure for social education as they are not generating enough funds. The state is providing basic facilities, while the community is not raising funds in adequate numbers because of the society's approach to social learning.

Many Arab sector families cannot afford high-budget schools which are equipped with modern facilities and social learning practices. The major issue in low-budget schools is that they do not have adequate financial resources to enhance social learning practices. School principals are eager to integrate social education into the formal education system and integrate it through effective social learning practices but they lack resources. A social educationist is required in classrooms who is specialised in dealing with classes through inclusive learning settings but school principals cannot afford a large number of specialised teacher assistants. Gal (2017) points out that many schools in the Arab sector are not having the excessive physical resources to integrate social learning activities as well as they lack social contacts in the external world due to limited financial worth (Feder & Katz-Gerro, 2015).

Advanced Western countries and high-income generated countries provide full support to include social learning. The USA is the prime example of this where spending on inclusive social education practices is increased by 80% in the last three decades which shows the intent and change in behaviour toward social learning (Ebersold & Meijer, 2016). At the same time, poor countries in Africa or South America are not spending enough on socially inclusive learning for students because they think that they will use these resources somewhere else. Israel lies in mid-way where the Jewish sector spends more on inclusive learning but the Arab sector does not have enough financial and technical resources to facilitate social learning

(Ministry of Education, 2019). One important aspect is decentralisation of powers from the government to the local government. Schools which lie in advanced urban areas and have strong financial resources support social learning practices while schools in remote areas and in small cities have limited financial spending to support social learning.

2.6. Literature Gap

Adequate literature is available about social education because it is a global practice, and there are many research studies on the topic. However, there are limited studies about the specific topic which focus on the Arab sector of Israel. Adequate literature and stats are available for social learning practices and challenges in Israel. But there are little segregation and unclear stats when discussing the Arab sector high schools. Though more than 20% of schools in Israel are regarded as Arab sector schools, relevant data about social education in those schools is not available in a sufficient manner. This scientific research has tried to reduce the literature gap by primary data collection through principals of Arab high schools in Israel.

3. Research Methodology

A research methodology is a theoretical analysis and systematic way to find the solution to an existing problem. It is a form of an outline that how a particular study is directed. The goal of the research methodology enabled the researchers to choose the right approach to conducting research based on the reasons for choosing the right methodology. This chapter describes the research philosophy, design, research method, and approach (Kumar, 2018). Data collection methods, survey types, and data analysis were also included in this chapter. This chapter included the ethical considerations, research limitations, and research implications.
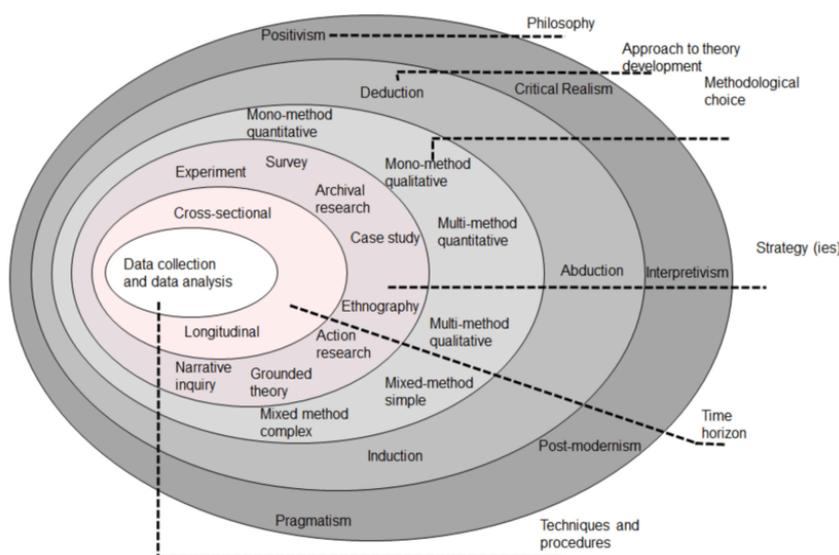

Figure 2. Research Onion Methodology Structure (Saunders et al., 2015)

1364

3.1. Research Philosophy

Research philosophy is a belief that deals with nature, source, and expansion of knowledge. It gave an idea about the specific phenomenon. There are mainly two types of research philosophies that are common in research; positivism and interpretivism. In positive philosophy, the researcher is limited to gathering and interpreting data. This research philosophy is mainly used in the case of quantitative data (Park & Artino, 2020). In interpretivism philosophy, data is based on expressive responses in the form of non-statistical opinions, views, and comments (Alharahsheh & Pius, 2020). In other words, interpretivism research philosophy is applied to qualitative data. In this study, to discover the school principal's role in the integration of social education (non-formal and informal education) within formal education at high schools in the Arab sector in Israel, positivism philosophy was used because the nature of the study was quantitative. The positivist philosophy has its domain in numbers and figures, and it has its own factual knowledge that is gained through observation (Park & Artino, 2020). This research philosophy is mainly used in the case of quantitative data.

3.2. Research Design

Research design is important in developing a framework that guides researchers to research systematically and logically. It is used to study different variables and components logically and coherently. Research design is often selected after critically examining the research problem and the objectives. There are mainly three methods to research designs; quantitative, qualitative and mixed-method research. The qualitative research method is the method that permits the researcher to acquire a comprehensive insight into the meaning in which the participants are assigned to a phenomenon in the natural setting upon which the research area is based (Bloomfield & Fisher, 2019). The quantitative research method uses empirical data to define, infer, and solve critical problems. The quantitative research method highlights collecting empirical data from different resources to review, summarise and draw conclusions by performing different analyses on it (Alharahsheh, 2020). The current study was based on a quantitative approach or research plan because of the nature of the study.

3.3 Data Collection Methods

Data collection is a crucial phase of research because it results in the effectiveness or significance of the research result. Usually, there are two sources of data collection in academic research; primary and secondary. The primary data is gathered from observations, surveys, and observations at specific times to record the responses. On the other hand, secondary data utilise the existing data provided by other researchers, websites, articles, or public institutions (Bowen et al., 2017). The present study gathered the data directly through primary methods.

Questionnaire surveys were conducted for this purpose. A survey of hundred (100) high school principals was conducted to find the school principal's role in integrating social and formal education in the Saudi Arab sector in Israel. The participants were selected by the purposive sampling technique.

3.4 Data Analysis

After the collection of data, data analysis and interpretation was done. First, the survey was performed and directly collected responses. Once the data was gathered, it was analysed through SPSS (Statistical Package for the Social Sciences). This software helped in the interpretation of the research results. Microsoft Excel was also used for the analysis of the data. This research was designed as a quantitative research design (Ishtiaq, 2019). Different data analysis methods were used to explore the results, such as the t-test, Pearson correlation, Wilcoxon signed-rank test, chi-square, and Barlett's test.

3.5 Research Tools

The tools used to collect data are referred to as data collection or research tools. These may include interviewing systems or questionnaires (Kumar, 2018). They have employed to degree a variable or gather data to address a research topic. Researchers can gather, arrange, analyse, visualise, and share research outcomes using research instruments. In this study, for the collection of primary data, questionnaires were used as research tools.

3.6 Sampling Technique

The term sampling refers to the process of selecting a sample from the population. It is very important to determine the accuracy of the research (Kumar, 2018). If anything goes wrong with the sample, it is reflected in the results. In this study, the purposive sampling technique was used to fill up questionnaires from the hundred (100) principals working in a school setting. For qualitative analysis, 5 interviews were conducted with the participants that were selected from the purposive sampling technique.

3.7 Ethical Considerations

Ethical considerations in the research are standard principles that direct research practices and designs. Honesty and objectivity for the completion of the research are very important as they also demonstrate the researcher's integrity (Oliver, 2010). Any data falsification, piracy, and plagiarism were avoided during this research. Ethical consideration was ensured with informed consent throughout the process.

3.8 Research Limitations

Limitations of the research put question marks on the reliable acceptance of the findings. However, these research limitations are highly important to mention for research credibility

and reliability (Chetwynd, 2022). Time and budget constraints were the main limitations of the research because the budget allows for research on a broader scale. The other limitation was about the sample size was small.

Findings and Results

The current study aimed to discover the correlation between the role of the principal in the integration of social and formal education in the Arab sector in Israel. To accomplish this purpose, critical analyses of the role of the principal in the integration of social and formal education in the Arab sector in Israel have been shown in the literature review section. The current study uses a primary data collection method and in this approach, the information is collected directly from the responders (principals) through the questionnaires. After analysing the study variables, this chapter presented a fuller picture of the role of the principal in the integration of formal and social education.

4.1 Quantitative Analysis

Table 1: Descriptive statistics

		To what extent do you think that the role of the principal is important to integrate formal education with different social education (non-formal and informal programs)?	To what extent do social education (non-formal and informal) programs contribute to enhancing the emotional, social, and psychological well-being of the student?	To what extent, does awareness of social education increase the interest of students to participate in the activities with the academia	To what extent do you think that principals are instructors or organisers of social education at high school?
N	Valid	125	125	125	125
	Missing	0	0	0	0
Mean		2.90	3.32	2.59	2.38
Median		2.00	3.00	2.00	2.00
Mode		6	2	2	6
Std. Deviation		1.804	1.978	1.514	1.395
Variance		3.255	3.913	2.292	1.946

This table indicated the result of the responses of the participants and revealed the values of mean, median, and mode in terms of the role of the school principal in the integration of social education with formal education.

Table 2: Pearson Correlation

		ROS	FIN
Role of the school principal	Pearson Correlation	1	.581
	Sig. (2-tailed)		.019
	N	500	500
Integration of formal and Informal Education	Pearson Correlation	.581	1
	Sig. (2-tailed)	.019	
	N	500	500

ROS: Role of school principal, FIN: Formal and in-formal education

The results of the table indicated that there is a significant role the school principal in the integration of informal education with formal education.

Table 3: Pearson Correlation

		ROS	FNF
Role of school Principal	Pearson Correlation	1	.359**
	Sig. (2-tailed)		.000
	N	125	125
Integration of formal and non-formal education	Pearson Correlation	.359**	1
	Sig. (2-tailed)	.000	
	N	125	500

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

ROS: Role of school principal, FNF: Formal and non-formal education

The results of the table indicated that there is a significant role of the school principal in the integration of non-formal education with formal education.

Table 4: Chi-Square Tests

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	205.289a	16	.000
Likelihood Ratio	228.666	16	.000
Linear-by-Linear Association	21.741	1	.000
N of Valid Cases	625		

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 10.76.

Table 5: Crosstab

Crosstab

			once	twice	home_teacher three times	four times	more than four times	Total
social_edu	primary	Count	0	0	27	12	43	82
		% within social_edu	0.0%	0.0%	32.9%	14.6%	52.4%	100.0%
	middle	Count	16	0	27	12	27	82
		% within social_edu	19.5%	0.0%	32.9%	14.6%	32.9%	100.0%
	high	Count	15	27	28	27	39	136
		% within social_edu	11.0%	19.9%	20.6%	19.9%	28.7%	100.0%
	night	Count	40	15	43	27	38	163
		% within social_edu	24.5%	9.2%	26.4%	16.6%	23.3%	100.0%
	others	Count	11	40	12	84	15	162
		% within social_edu	6.8%	24.7%	7.4%	51.9%	9.3%	100.0%
Total		Count	82	82	137	162	162	625
		% within social_edu	13.1%	13.1%	21.9%	25.9%	25.9%	100.0%

4.2 Qualitative analysis

For qualitative analysis, interviews had been conducted and themes had been formulated. It was comprised of the relationship between the role of the school principal and the integration of informal and non-formal with formal education at high school. The interview questions have been covering the major inferences and inquiry points regarding formal and

non-formal learning. Thematic analysis was done and three main themes have been formulated from interviews. The interview questionnaires were made and it contained of 5 open-ended questions. It has been covering the major inferences and inquiry points related to the role of school principals in the integration of formal education with social education at high school.

4.2.1 Theme 1: The positive impact of the leadership role of the principal on the integration of social education with the formal education

The participants (principals) agreed that the school principal leadership role is very important to integrate education and provide direction to the students by organising different educational programs and activities. The participant agreed that

"The principal role should be directive"

The effective principles related to the role of the principal are the integration of formal and non-formal education. Non-formal education develops social, personal, and professional skills in the students which help them in their professional life. The principal's role is significant to enhance the integration and to introduce sports and art-related activities in the school.

4.2.2 Theme 2: The principal's role in social education

The principal uses the social integration approach or policy that is accountable for the integration of formal education with social education at high school. Principal develops proper policies to make aware the teachers and students about the importance of social education with formal education at high school. A participant responds that the school principal should develop awareness among the students and encourage them to participate in social activities. A participant agreed and said,

"Social education plays an important role to enhance emotional, social, and psychological well-being. The students are engaged in the activities and effectively contribute to society. The role of the principal is very important to get aware the students about social activities and organize the activities. In this way, principals integrate formal education with social education"

Principals are instructors or organisers for both the students and teachers; they not only give insight but also organise activities in the schools about social education. The character of the principal is highly important to direct the school for both formal and social learning. Social learning enhances the psychological, emotional, and social well-being of the students. A participant reported that in high school, different students have different metacognitions and abilities. Therefore, the principals need to develop a system that identifies the potential and abilities of the students and then introduce a system to provide social education. Principals have

an influential role in formal and informal education and can integrate social education effectively in their capacity. Linking this theme with the literature review; Sukma et al. (2020) validated that integration is most important because it is the procedure of crafting unity, participation, and inclusion at all stages of education in society within the diversity of personal characteristics. School administrative involvement in social activities can influence the integration of social education because the administration has more power and resources.

4.2.3 Theme 3: Effective integration of social education with formal education

Teachers believe that they cannot integrate informal social education on the individual level because it is a policy matter of schools. One participant elaborated that school administrative involvement in social activities can influence the integration of social education because the administration has more power and resources. Anyhow, teachers have an influential role in formal and informal education and can integrate social education effectively in their capacity. Linking this theme with the literature review; Sukma et al. (2020) validated that integration is most important because it is the process of crafting unity, participation, and inclusion at all stages of education in society within the diversity of personal characteristics.

4.3 Discussion

All the findings of the quantitative analysis concluded that there is a significant connection between the role of the school principal and the integration of social education with formal education at high school. The results of the Pearson correlation also indicated that factors linked with non-formal education enhance skill development among the students and both education systems increase the social skills and academic achievement of the students (Serrano-Iglesias et al., 2019). In this way, the contribution of students to society also increases. These correlation results are aligned with the hypothesis (H1). The principal role is very important to organise the activities in the school that deal with social education. Educational training programs with the integration of non-formal education increase the students learning with regard to academia and skills. The results supported the findings and aligned with the hypothesis (H1).

The findings of a qualitative study with thematic analysis showed that there is a significant role of the school principal in the integration of non-formal education with formal education. The benefits of non-formal and formal education may be attained through a well-designed blended learning curriculum. Both studies are different from each other and have a major effect on the development and growth of the learners. Principals are responsible for maintaining an effective school environment, implementing the education department policy in schools, and controlling the school's internal affairs. Principals also act as role models for other teachers and staff. Their behaviour towards social learning would lead to shaping the behaviour of others.

These findings are consistent with the previous findings which demonstrate the significant role of the principal in the integration of formal and social education (Eilat & Raichel, 2016). Students have different needs and abilities while pursuing class education so fulfilling their needs effectively is the ultimate responsibility of school principals.

Conclusion

School principals have an influential role in high schools as they are the supreme authority in high schools of the Arab sector. This article concludes that social education in the non-formal and informal setting can be integrated with formal education if school principals are willing to do so. However, schools have different policies and community pressure which have to be followed by principals. Social education is a soft-skills development framework, which is important at the high school level. As students are in the observation age, they observe the surrounding environment and try to experiment with new things; therefore, integration of social education is highly crucial in high schools. Although class teachers can facilitate social education during the class through informal activities and their capacity is limited in integrating social education. Principals play the leadership role in high schools and their leadership abilities can integrate an acceptable level of social education in formal education. In this research, for qualitative analysis, interviews were conducted while for quantitative analysis, a questionnaire survey was conducted. The results revealed that the principal role is very important to introduce and organise activities in the school with the integration of social and formal education. Arab sector schools have informal guidelines for teachers as well where teachers are supposed to behave positively and integrate students for social learning in the class. School principals have asked teachers to know the specific needs of class students and accommodate them accordingly.

References

1. Alharahsheh, H. H., & Pius, A. (2020). A review of key paradigms: Positivism VS interpretivism. *Global Academic Journal of Humanities and Social Sciences*, *2*(3), 39-43.

2. Alzaghou, A.F. (2012). The implication of the learning theories on implementing e-learning courses. *The Research Bulletin of Jordan ACM*, *11*(11), pp.27-30.

3. Arkkelin, D. (2014). Using SPSS to understand research and data analysis.

4. Bloomfield, J., & Fisher, M. J. (2019). Quantitative research design. *Journal of the Australasian Rehabilitation Nurses Association*, *22*(2), 27-30.

5. Bowen, P., Rose, R., & Pilkington, A. (2017). Mixed methods theory and practice. Sequential, explanatory approach. *International Journal of Quantitative and Qualitative Research Methods*, *5*(2), 10-27.

6. Bush, T. (2018). Preparation and induction for school principals: Global perspectives. *Management in Education*, *32*(2), 66-71.

7. Chetwynd, E. (2022). Critical analysis of reliability and validity in literature reviews. *Journal of Human Lactation*, *38*(3), 392-396.

8. Chiodo, J. J., & Byford, J. (2004). Do they really dislike social studies? A study of middle school and high school students. *Journal of social studies Research*, *28*(1), 16.

9. Clark, K. R. (2018). Learning theories: constructivism. *Radiologic Technology*, *90*(2), 180-182.

10. Daniëls, E., Hondeghem, A., & Dochy, F. (2019). A review on leadership and leadership development in educational settings. *The educational research review*, *27*, 110-125.

11. Dias, P. C., & Cadime, I. (2016). Effects of personal and professional factors on teachers' attitudes towards inclusion in preschool. *European journal of special needs education*, *31*(1), 111-123.

12. Dorji, S. (2018). Challenges Faced by Teachers in Implementing Inclusive Education: A Case from Changangkha Middle Secondary School, Thimphu (Doctoral dissertation, RIM).

13. Dumitru, T. C. (2018). Impact of non-formal education on the efficacy of school learning. *Studia Universitatis Moldaviae (Seria Ştiinţe ale Educaţiei)*, *119*(9), 229-233.

14. Ebersold, S., & Meijer, C. (2016). Financing inclusive education: Policy challenges, issues and trends. In Implementing inclusive education: Issues in bridging the policy-practice gap. Emerald Group Publishing Limited.

15. Eilat, Y., & Raichel, N. (2016). An inclusive school choir for students in Israel: Using grounded Theory to explore the perceived benefits and challenges. In *Voices: A World Forum for Music Therapy* (Vol. 16, No. 1).

16. Encyclopaedia Britannica, (2020). Ethnic Composition of Israel [Online]. Accessed from https://www.britannica.com/place/Israel/People [Accessed on Nov 01, 2022].

17. Feder, T., & Katz-Gerro, T. (2015). The cultural hierarchy in funding: Government funding of the performing arts based on ethnic and geographic distinctions. Poetics, 49, 76-95.

18. Gal, J. (2017). The Israeli welfare state system: With special reference to social inclusion. In The Routledge international handbook to welfare state systems (pp. 364-378). Routledge.

19. Gindi, S., & Erlich-Ron, R. (2019). Bargaining with the system: A mixed-methods study of Arab teachers in Israel. *International Journal of Intercultural Relations*, *69*, 44-53.

20. Hamedani, M. G., & Darling-Hammond, L. (2015). Social emotional learning in high school: How three urban high schools engage, educate, and empower youth. *Stanford Center for Opportunity Policy in Education*, 1-15.

21. Hayes, A. M., & Bulat, J. (2017). Disabilities inclusive education systems and policies guide for low-and middle-income countries.

22. Hopkins, M., Bjorklund Jr, P., & Spillane, J. P. (2019). The social side of teacher turnover: Closeness and trust among general and special education teachers in the United States. *International Journal of Educational Research*, *98*, 292-302.

23. Hristova, V. (2022). The crises of middle school age. Applied psychology and social practice, XXI International Scientific Conference. Chernorizets Hrabar, University Publishing House, Varna, pp. 199-204, ISSN: 1314-0507

24. Ishtiaq, M. (2019). Book Review Creswell, JW (2014). Research Design: Qualitative, Quantitative, and Mixed Methods Approaches. Thousand Oaks, CA: Sage. *English Language Teaching*, *12*(5), 40.

25. Kavrayici, C. (2021). Metaphoric Perceptions of Pre-service Teachers about the Concepts of "School Principal" and "Education System". *Turkish Online Journal of Qualitative Inquiry*, *12*(2), 222-248.

26. Kumar, R. (2018). Research methodology: A step-by-step guide for beginners.

27. Manning, K., & Stage, F. K. (2015). What is your research approach? In *research in the college context* (pp. 29-54). Routledge.

28. Maponya, T. J. (2020). The Instructional Leadership Role of the School Principal on Learners' Academic Achievement. *African Educational Research Journal*, *8*(2), 183-193.

29. Ministry of Education, (2019). Inclusion and integration in primary education. Jerusalem:The Pedagogical Director, Division A, Elementary Education

30. Moriña, A. (2017). Inclusive education in higher education: challenges and opportunities. *European Journal of Special Needs Education*, *32*(1), 3-17.

31. Oliver, P. (2010). The student's guide to research ethics. *McGraw-Hill Education* Pandey, P., & Pandey, M. M. (2021). *Research methodology tools and techniques*. Bridge Center.

32. Park, Y. S., Konge, L., & Artino, A. R. (2020). The positivism paradigm of research. *Academic Medicine*, *95*(5), 690-694.

33. Romlah, O. Y., Bodho, S., Latief, S., & Akbar, H. (2021). Empowering the Quality of School Resources in Improving the Quality of Education.

34. Smith, B. S., & Squires, V. (2016). The role of leadership style in creating a great school. *SELU Research Review Journal*, *1*(1), 65-78.

35. Spektor-Levy, O., & Yifrach, M. (2019). If science teachers are positively inclined toward inclusive education, why is it so difficult?. *Research in Science Education*, *49*(3), 737-766.