
*MANAGEMENT, MARKETING, ECONOMIC INFORMATICS
AND CYBERNETICS*

PRINCIPAL'S LEADERSHIP AND THE TEACHERS' STRESS AND SATISFACTION IN BEDOUIN SCHOOLS IN ISRAEL

Sleiman ABURKAYEK

*Faculty of Economics and Business Administration, Timisoara West University, Timisoara, Romania
sleman120@gmail.com*

Abstract: *Stress among teachers at work stems from the working conditions, especially the satisfaction that mediates stress and burnout at teachers' work. Hence, this research investigates the teachers' stress and satisfaction in Bedouin schools in Israel. Data were collected in this research by combining a quantitative and qualitative mixed method. A quantitative research questionnaire was conducted for 303 teachers in schools in Bedouin, Israel, in addition to an interview with four teachers based on the teacher's stress and satisfaction at work. Research outcomes show that the mean score for teacher satisfaction level was 3.24 (64.8%). The highest mean score among the sub-scales was for the principal's relationship with his teachers ($M = 3.62$, 72.4%), which is moderate. In contrast, the principal's professional relationship with his teachers had a lower mean score (3.11, 62.2%), the mean score of teacher stress was (3.16, 63.2%), and the mean score of the job satisfaction sub-scale was the highest (3.27, 65.4%), $s.d=0.90$. We discuss the implications of these findings, which have significant implications when the teachers are the primary, and the school principals are the secondary influences within the classrooms.*

Keywords: *Bedouin; Teachers stress; teachers' satisfaction; School principal*

JEL Classification: M12.

Introduction

Stress's effect on teachers' work in schools is considered one of the most critical issues today. Recognizing the importance of this topic, many studies sought to identify the factors affecting teachers' stress and job satisfaction.

Understanding the meaning of teachers' stress and satisfaction guided this research. The reasons for this are that the teachers are the cornerstone of the school's success, and their job satisfaction is also related to the stress at work and the principal's

professional and personal relationship with his teachers. Another reason the school principal's leadership in the Bedouin sector is also the key to the school's success by properly managing the resources available to the school to improve student learning. In addition, the results of schools in the Bedouin sector are the lowest in Israel and need proper teaching and learning (Weisblai, 2017). In schools in Israel and around the world, it has been reported that the behaviors of school principals, as well as leadership styles, have a positive effect on teacher satisfaction, school performance, teacher motivation, student achievement, and also on reducing stress (e.g., Aburkayek, 2022; Grissom et al., 2021; Alasad, 2017; Smyth & Dermody) 2011: Corrigan et al.; 2002: Okorji et al.; 2016: Louis et al. In contrast, when the school principals and staff teachers are under stress, the school's teaching quality and achievement will be negatively influenced, and teachers' satisfaction will be shallow (Aburkayek, 2022). It will also negatively impact student teaching in general (Moody & Barrett, 2009). This study focuses on the principal's leadership and the teachers' stress and satisfaction in Bedouin schools in Israel.

1. School principal in the Bedouin sector

Andrews and Soder (1987) defined the school principal as an instructional leader seeking continuous improvement of educational programs involved in the employees' development, aiming to improve classroom environments that will enhance student learning. The principal should be an excellent example for all teachers and students at the school. He is responsible for producing a healthy school life and performance that contributes to and supports. There are seven leading roles in implementing and building character in the school: having a clear vision, a more collaborative approach, being proactive and responsive to what is happening outside the school, being consistent in enforcing rules and activities, giving many social rewards, creating a variety of activities that can develop social skills, and devotion to students (Asmendri, 2014). Currently, few studies have investigated the subject of the school principal's leadership in the Bedouin sector of Israel. According to Aburkayek (2022), the political appointments to school principals in the Bedouin sector may reflect their lack of management training, leading to poor performance and affecting the satisfaction of the teachers and staff at the school. The process of appointing school principals is tainted by clan competition for school management and political interference (Abu-Saad, 2006; Arar, 2018). Therefore, school principals use policies and procedures that are inconsistent with the policies of the school management (Alasad, 2017). Hence, the school principal's leadership affects both stress and teacher satisfaction. As a result, stress and satisfaction among teachers are

also a result of the school principal's leadership, which has clear implications for the teachers' performance, affecting the students.

2. Teachers' stress

It can be explained in general that the occupational pressure perceived by the teachers can be one of the following factors: gender, age of the teacher, teaching experience, school climate, teacher's personality, school principals' behaviors, teacher's relationship with the school's principal, parents' involvement in students' achievements, and disciplining students in classrooms. In addition, teachers perceive classroom teaching as a stressful profession. These factors can contribute to the level and symptoms of stress among teachers and directly impact job satisfaction. Kyriacou (1987), who researched teachers' stress in their work, defined stress as the experience of unpleasant feelings such as tension and irritableness arising from daily work, anxiety, anger, and depression, which will lead to a greater risk of exhaustion (Madigan & Kim 2021, p. 11). While High teaching pressure from teachers affects school results, absenteeism, school climate, and burnout (Embse et al., 2019). All of the above is consistent with studies indicating concern about teacher satisfaction and the professional and personal relationship with the principal. Satisfaction is the mediator between stress and teachers and school principals. The principal's relationship with teachers highly influences job satisfaction (Wang et al., 2018). According to Lambersky (2016), the behaviors of school principals also affect the teaching staff's feelings, such as teacher satisfaction, psychological pressure, respect, and organizational commitment. In addition, the research literature has emphasized the importance of teacher satisfaction alongside the teacher's work stress, and they are seen as directly influencing the organization.

3. Teacher satisfaction

Satisfaction is a pleasurable state of affection resulting from appreciating one's work (Locke, 1969). Evans (1997, p. 327) refers to two components of teacher satisfaction at work: comfort at work and fulfillment at work. The first refers to the extent of the individual's feelings of comfort at work. That is, the conditions and circumstances of the individual for himself but not for work. In contrast, the latter refers to the individual's extent of satisfaction with personal achievements related to aspects of his work. The literature pointed out some factors that contribute to teachers' dissatisfaction with work, such as a heavy workload, factors related to the content of the work, and the context at work (Gu, 2016; Tien, 2018). As a result, there can be a greater risk of attrition than the satisfaction that protects teachers (Madigan & Kim 2021, p. 11). According to the Herzberg's dual-factor theory (1959) is one of the

most common theories of job satisfaction. The significant idea of this theory is the difference between motivation and hygiene factors when both affect job satisfaction. Hygiene factors are less critical for satisfaction because they lead to negative motivation at work, such as comfort, work environment, work procedures, and salary. Hence, motivation leads to job satisfaction due to individual identification and emotional satisfaction at work. Motivation factors included responsibility, the possibility of growth and advancement, and recognition. Supporting the idea that motivational factors contribute to and improve employee satisfaction at work and contribute to practical work in the organization. According to Alrawah et al. (2020, p. 6), the results of their research supported Herzberg's two-factor theory approach. Among the employees, the hygiene factors for job dissatisfaction were identified: heavy workload, promotion, salary, recognition, and policies of the organization, while the motivational factors for job satisfaction were identified: professional development and relationships with leaders and co-workers. In addition, Alfayad and Arif (2017, p. 5) indicated a positive relationship between employee voice and job satisfaction.

4. Methodology and results

Objective of the study

This study aims to investigate the principal's leadership and the teachers' stress and satisfaction in Bedouin schools in Israel.

Methodology

The outcomes of this study were collected from 303 school teachers in primary schools, junior high schools, and high schools in the Bedouin south of Israel. The research included questionnaires based on the teacher's satisfaction, measuring the teacher's stress and satisfaction level through five sub-scales: teacher stress, the principal's professional relationship with his teachers, the principal's personal relationship with his teachers, job satisfaction, and teacher satisfaction. The "teacher satisfaction questionnaire" was adopted by Alsaqli (2017). Additionally, the researcher added items to the teacher satisfaction questionnaire to adapt it to the study population. In addition, an interview was conducted with four teachers to gather information about their personal opinions through open-ended questions with four items on various topics related to their levels of stress and satisfaction at work. Each interview lasted about 35 minutes and was conducted with four teachers from different settlements. The names of the participants remain anonymous, following research ethics. The researcher used numbers and letters instead of their real names; the interviews took place in April 2023; and the interviews were recorded and transcribed by the researcher.

Results

The research examines the principal's leadership and the teachers' stress and satisfaction in Bedouin schools in Israel. The research showed important results about the principal's relationship with his teachers and its effect on teachers' stress and satisfaction in the Bedouin education system in Israel.

5. Background Variables

Three hundred and three (303) teachers responded to the teachers' satisfaction questionnaires; 50.2% were female, and the majority (47.2%) worked in junior high schools. Regarding the educational level, the respondents had 45.2% of a bachelor's degree, 49.8% of a master's degree, and 5% of a PhD degree. As Table 3 shows, about 59% of the respondents were from the south of Israel, while the rest were from the north of Israel. As for the age of the teachers, 23.8% were less than 30 years old, 22.1% were between 31 and 40 years old, 33% were between 41 and 50 years old, and the rest were more than 50 years old. Regarding the years of experience, about 38% of the respondents had less than ten years of experience, and 34.7% of them had more than 20 years of experience in education.

According to Table 1 below, the characteristics of the participants are shown in the following table:

Table 1: Characteristics of the participants

Names	Gender	School Type	Teachers Experience	Interview Duration
1A	female	Junior High school	22	31.30
1B	Male	junior high school	12	34
1C	Male	High school	20	32.20
1D	female	Primary school	14	33

According to Table 2 below, the teacher satisfaction scale was measured using four subscales, as shown in Table 2; the mean score for teacher satisfaction level was 3.24 (64.8%), s.d. = 0.53. The highest mean score among the sub-scales was for the principal's personal relationship with his teachers (3.62, 72.4%), which is moderate. In contrast, the principal's professional relationship with his teachers had a lower mean score (3.11, 62.2%), the mean score of teacher stress was (3.16, 63.2%), and the mean score of the job satisfaction sub-scale was the highest (3.27, 65.4%), s.d. = 0.90.

Table 2: mean scores and standard deviations of the teacher satisfaction scale

Scale	Mean score	Percentage	Level	Std. Deviation
Teacher stress	3.16	63.2	Moderate	.83
Principals professional relationship with his teachers	3.11	62.2	Moderate	.78
Principals personal relationship with his teachers	3.62	72.4	Moderate	.78
Job satisfaction	3.27	65.4	Moderate	.90
Teacher satisfaction	3.24	64.8	Moderate	.70

Figure 1: mean scores and standard deviations of the teacher satisfaction scale can be indicated in figure 1.

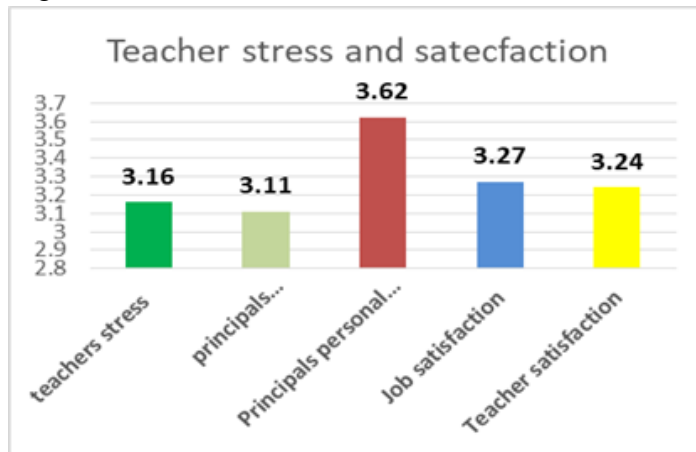


Figure 1: Teachers stress and satisfaction

6. Interviews Analysis

The main challenge currently facing the Bedouin education system in Israel is to provide quality education to all students. This study indicates that teachers in the nomadic education system are an important primary resource that directly influences student achievement.

All four participants stated that they experience stress and challenges in their work. They said that difficult work with teenage students, disciplinary behaviors that affect

other students, and the fact that the class size and school are large and it is pedagogically difficult to follow everyone in terms of their levels add stress at work. The teachers told that the decisions are made individually, and he does not share decisions with the teachers. And the teachers believe that they are part of the reality of changes, and participation in decision-making strengthens belonging to the school. School teachers state that there is a need for improvements, particularly in school leadership in terms of pedagogical direction and team leadership. There is a need for attention on his part, pedagogically. The school principal focuses more on daily routines, such as solving and dealing with daily problems. It is necessary to work with students' levels pedagogically in all classes.

Most of the teachers told about principals' relationships with teachers; there is no personal relationship between the principal and the teachers. Socially, he is not close to teachers. He works only with the management team, and they believe that the principals' personal relationships with teachers reduce stress and increase teacher satisfaction.

All four participants stated that they loved their students and their work and were satisfied with belonging to their students and facing the existing challenges. They said that they feel satisfied at work, especially with the salary.

7. Discussion

This study investigates the principal's leadership and the teachers' stress and satisfaction in Bedouin schools in Israel. This study showed that the participating teachers had moderate to high-stress levels and satisfaction. According to Table 2, the mean score for teacher satisfaction level was 3.24. While the highest mean score among the sub-scales was for the principal's personal relationship with his teachers (3.62), the principal's professional relationship with his teachers was moderate. This indicates that the teachers want more of a personal relationship than a professional one. In other words, the personal moderate predicts professionalism at work.

The school teachers' interview findings reveal that they face stress in their teaching. During the interview, the teachers said they face challenges related to the class size, the number of students, disciplinary behaviors and laziness among students, reducing educational gaps, and teenagers. All of the above indicates that teaching in the teachers' classrooms is stressful, which adds to their fatigue at work. According to the literature, teacher stress and burnout may have a negative effect on students (Herman et al., 2020; Ramberg et al., 2020). It can be varied that there are several reasons associated with this stress in schools in the Bedouin sector, which may be due to the lowest socio-economic cluster in the Bedouin sector and a lack of parental involvement in school life (Tirosh & Eyal, 2018; Aburkayek, 2022, p. 6).

Consequently, teachers working in schools suffer from the lack of parental involvement with them and the low social and economic status of parents and students. This will increase fatigue and emotional exhaustion among teachers. In other words, each school's specific characteristics clearly impact stress levels among teachers. Therefore, successful leadership can counteract stress and protect teacher satisfaction. Our results are consistent with previous studies showing that teacher stress and complaints due to an unfavorable climate are essential for school performance and student well-being (Ramberg et al., 2020, p. 825).

Teachers also talked about the relationship between the principal professional relationship and the need for more participation in decision-making. Teachers in the Bedouin sector indicated that it affects them and predicts stress and job satisfaction. School principal behaviors that encourage sharing leadership, flexibility, participation, and individual support have been revealed to increase satisfaction (Cansoy, 2019, p. 44). According to Table 2, the principal's relationship with his teachers indicates that the teachers have no personal relationship with the principals. This result is consistent with interviews with teachers in the Bedouin sector, who told me there is no personal relationship. They also said a manager's relationship is only expressed with his management team. Personal relationships are defined as trust, respect, cooperation, attention, helping with personal issues, and showing emotionality towards teachers with personal conflicts when they affect the teachers' work during the day. This can be explained as being related to tradition. According to the literature, the political appointments and clan competition for school management among school principals in the Bedouin sector may reflect their lack of teacher satisfaction (Aburkayek, 2022; Abu-Saad, 2006; Arar, 2018). As a result, it can be expected that school principals in the Bedouin sector use policies and procedures inconsistent with school management policies (Alassad, 2017). According to the results in Table 2, the mean score of the job satisfaction sub-scale was the highest. This indicates that teachers in the Bedouin sector are satisfied with their job and have a greater sense of belonging and commitment towards their students than with the atmosphere in the school, which is the relationship between the principal and the teachers. This finding is in line with the interviews with the teachers in the Bedouin sector, who told me that they love the job they perform and have a sense of belonging with their students regardless of school politics. According to Ramberg et al. (2020, p. 825), teachers showed more caring relationships with their students than school satisfaction. In contrast, the interviews with the Bedouin sector teachers indicated that they feel satisfied with their salary at work, especially with the recent increase in teachers' salaries. In addition, they said they were satisfied with the promotions in their positions at school. The finding can be explained by

Herzberg's dual-factor theory (1959), which states that motivation factors include salary, recognition, and responsibility. Improve teachers' job satisfaction and contribute to effective work in schools.

Conclusion

The present study showed some significant results for the Bedouin education system in Israel. Based on the results presented above, it is recommended that the principals of schools in the Bedouin sector improve their personal relationships with the teachers. Listening and talking with them after work about their difficulties creates training and strengthens their relationship. It is recommended that school administrators expand the division of duties and responsibilities among most school teachers. Moreover, I suggest that administrators demonstrate behaviors based on trust in teachers and their participation in decision-making and a vision that defines goals and is common to all when it comes to promoting educational activity on the part of teachers because teachers are an important resource and play a central role in the education of students, which has a social impact as well as on student achievements. Also, it is recommended that policymakers adopt programs and professional development for teachers, together with school administrators, with tools and skills to deal with pressures in teaching in particular and work in general. Because today's teaching is stressful, teachers must work with students at different levels, in different classes, and with different behaviors, which directly affects their stress and satisfaction with student learning.

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