

WEST UNIVERSITY OF TIMISOARA
Doctoral School Of Economy and Business Administration

ABSTRACT

**STRESS MANAGEMENT OF PRINCIPALS AND ITS INFLUENCE ON
JOB SATISFACTION OF STAFF IN BEDOUIN SCHOOLS IN ISRAEL**

DOCTORAL THESIS

Ph.D. SLEIMAN ABURKAYEK

The work environment, including work stress, leadership behaviors, and teacher satisfaction, have all been deemed factors affecting the Bedouin education system in Israel, especially performance. The purpose of this study was to examine the stress management by principals and its influence on school staff satisfaction in Bedouin schools in Israel.

The Bedouins are who were identified as Israeli citizens in the Negev are indigenous Palestinian Arabs who remained in Israel after 1948, and are today a minority of Israeli citizens, most of whom live in the Negev (Abu-Saad, 2006). About 250,000 Bedouins live in the Negev, most of them in recognized areas and a minority in unrecognized areas. The recognized areas are the city of Rahat, which has a population of approximately 62,000 people, and six local councils: Kseifa, Tel Sheva, Arara in the Negev, Hoorah, Lakiya, and Segev Shalom, and two regional councils: Neve Mudbir and Al-Qasum. In terms of their socio-economic status, the Bedouin areas in the Negev are among the weakest in the State of Israel, and they are all in cluster 1, the lowest according to the socio-economic index of the Central Bureau of Statistics (Weissblat, 2017).

The education system in the Bedouin sector is characterized by complex and unique characteristics, as the Bedouin community is a traditional society (Al Asad, 2016). The schools in the Bedouin education system were established close to their clans or lands. As a result, names of the schools were given after the clans, such as Abu Rakeq, Hawahla, Alazazma. On the one hand, the schools belong to their clans, and the school principal will be from within the tribe that will choose its own candidate. Since the establishment of the state, the lifestyle of half of the Bedouins has ended, and some have moved to cities and settled in the labor market (Abu-Saad, 1997).

In recent decades, the state has established schools and education has become more accessible than its predecessor; but the academic success of students in schools is among the lowest in Israel (Abu-

Saad, 1997). More recently, the Bedouin population has undergone changes in the workforce and in the education system, such as, an increase in education, and an increase in the education of women in the Bedouin sector.

As a result of all the abovementioned facts, the status of women, despite the traditional way of life, promoted family life, and the percentage of female teachers among all teaching staff in the Bedouin sector is rising (Barnea, 1991; Abu-Saad, 2010). In addition, there is a strong connection in the Bedouin education system with male and female teachers coming from central and northern Israel, despite the significant increase in the number of local teachers. The same applies to the proportion of northern teachers, which exceeds the number of local teachers. However, there is an impact on the local community in raising the position of women in the education system in the Bedouin environment (Al Asad, 2016), Bedouin education is still related to teaching forces coming from outside the Negev, but the rate of local teachers is increasing rapidly.

Drawing on the multiple definitions of leadership in the research material, there are two different components: the process of influencing a group of people, achieving a common goal and developing a vision (Algahtani, 2014). Therefore, in the last decade, there has been a growing interest in the study of the leadership factors that are perceived as having the greatest influence on the level of motivation at work. Researchers agree that transformational leadership is a leadership that does not accept social definitions in advance, but reshapes them according to the leader's personality and strength. The result of this leadership, according to Burns (1978), is a relationship of mutual stimulation and mutual rising, which transforms teachers into leaders and leaders into moral agents. In recent years, researchers have addressed a number of types of educational leadership, including: Distributed Leadership, Moral Leadership, Shared Leadership, and Pedagogical Leadership (Oplatka, 2007), Transformational, Transactional, Non-Transactional, and Laissez-faire Leadership (Avolio and Bass, 1991).

Andrews and Soder (1987) defined the school principal as an instructional leader seeking continuous improvement of educational programs that are involved in the employees' development, with the aim of improving classroom environments that will enhance student learning.

The school principal's role is to continuously improve his school by improving the students' learning and education. Four aspects have been identified that support this function to identify principals who are supposed to play in the role: Future school image design; building and implementing a vision for change; managing school-community relationships; and focusing specifically (Avney Rosha, 2009). Bedouin school principals typically demonstrate the power and the discipline of work, innovation and involvement (Alkshaala, 2008; Abu-Saad, 2010). In addition, tribal family traditions produce a patriarchal style of leadership (Abu-Saad, Hendrex, 1995). In this style, according to Gelfand et al (2007), paternalistic leaders are viewed professionally and the lives of their subordinates in a similar way to their parents. It means that the leader is acting like a father who follows him (Anwar, 2013). Max Weber (1968) considered parenting as one type of legal authority. Max distinguished three types of Shari'a oversight: critical, charismatic, and traditional (Weber, 1968), Parental leadership relies on values such as the leader's personal loyalty and unquestionable obedience (Pellegrini & Scandura, 2008).

Khan et al (2012), defines stress as the body's response to the negative demands of the environment. Kyriacou (2001) defines stress situations as an experience of negative emotional states such as frustration, worry, anxiety and depression. According to Manos (1997), stress refers

to those situations that include disruptive feelings of anxiety and fear in response to unknown and unspecified threats. Chitty (2005), saw it as the pressure caused by body reactions while trying to maintain balance and meet the requirements of life. Chang (2011), divided stress into four groups: emotional, behavioral, cognitive and physical.

School principals are key figures in the design of an organization that supports teachers and promotes student achievement. School principals deal with students, parents, teachers, and external situations in their daily work, indicating that they are multi-role performers and often under stress. Stress occurs when the school manager is exhausted, when he realizes that there is not enough time or energy to do everything expected of him. School principals may also experience job inability when they realize the lack of leadership and experience to meet mission requirements under stress (Brimm, 1983). Similarly, overloading at work affects school principals' satisfaction and organizational performance so that their desire to retire from the school principals' role arises (Kukemelk & Bedi, 2018).

The few studies that examined the causes of stress among school principals indicated the following results. Friedman (2002), finds that the time constraints and workload related with management of the school, make it hard for principals to effectively complete their assigned tasks. He found that overload and ambiguity in their job were causes of stress for the principals. Excessive workload was the main cause of stress for principals (Denecker, 2019). According to Perry (2016), reporting similar findings, he found a strong relationship between task-based and role-based stress. This means clashes between job ambiguities and increase in workload were predictive of burnout caused by this stress. In other findings, other causes of stress are identified as the number of hours worked by managers as compared with the many tasks assigned to them. It was revealed that managers spend long hours working outside the work, causing them mental and physical fatigue (Alasomuka, 2019; Perry, 2016), also with Fields (2005).

The requirements and tasks assigned to principals to deal with on time have a negative impact on their personal life. According to Denecker (2019), in his research results, he found that school principals view their role as stressful due to the time the principals need to complete what is needed during the usual day. For example, participants have pointed an average of 51 hours per week. The managers feel that the meetings take too long, This is how they had to do some of their work beyond normal hours, early hours, evenings, or weekends, In addition, principals find that they add to their load so that they are between the "rock and hard place", that is, rather than preventing one side from putting great stress so they add it to their workload.

Sparks (2016) noted, "On average, school principals work nearly 60 hours a week, with leaders of high-poverty schools racking up even more time" (Sparks, 2016 in Bennett, 2017). The number of exorbitant hours, the fast pace, and the discomfort of the school principals are not often recognized in role-related studies. Time demands also reflect on school principals performance evaluation (Bennett, 2017).

The academic literature has given importance to social support that reduces stress and fatigue of the principals, such as cooperation and school staff who provide professional support to the principals after decentralizing the roles to the management staff and teachers (Beausaert et al, 2016). Personal relationships at work contribute to the academic achievement and to a culture of excellence. According to Fullan (2001), he emphasized to the school principals the importance of creating professional community learning in the school, partnership culture, and a focus on improving the learning. This results in more effectiveness, maintaining the confidence and a

positive feeling in the organization. While bad interpersonal relationships can lead to stress and stress can also cause a bad relationship and loss of productivity.

Gitonga & Ndagi (2016) conducted a study that examined the effect of professional pressure on organizational performance. The study examined the views of principals and teachers about the degree of vocational expression made in their schools. The study found that the occupational stress had a significant impact on 65% of principals; perhaps because of the nature of their role, while only 40% of the teachers have come under great pressure. This may be an indication that teachers have less stress than principals. Principals faced more pressure than teachers, and this could be due to the nature of their work. In a similar situation, 78% of principals found their work was very difficult (Kyte, 1994). Halling (2003) conducted quantitative research using pressure indicator (ASI) to identify the main causes of stress in school principals of elementary schools. . In a study examining the effect of stress on both principals and mental health, it was found that stress negatively affected the health of school principals as a result of the foreign policy that was developed. In this concern, weight gain, shoulder and neck pain, heart attack, high cholesterol, and high blood pressure are reactions to the work pressure (Krzemienski, 2012). Research findings of Leventi (2017) indicate several stresses in the principal's work, including: lack of infrastructure, limited budget, changes in the education reform, lack of teacher training, student discipline, personal relationships with employees, and interfering and non-participating parents.

High school principals are recently confronting a set of management problems that impede the effective school management (Joy et al, 2015). The principals are required to manage curriculum, teaching, learning, evaluation, employee evaluation, resource allocation, and community relationships. The principal's multifaceted role and his handling of tasks puts him under stress (Joy et al, 2015). Work-related stress amounts have negative consequences when they negatively affect people's health and well-being (McGowan et al, 2006). This professional stress, according to Kyriacou (2001), negative and emotional stress, frustration, anxiety, and depression, are attributed to all the work-related factors.

The teaching staff is an important human resource in the organization, especially for school success. Studies have found that teachers' staff causes stress to the principal (Moody & Barrett, 2009, Friedman 2002, Trenberth & Dewe, 2005, et al, Meneses, et al 2017, Pahnos, 1990). However, the principal behavior of the principal is the main factor that affects teachers' feelings, such as respect, satisfaction, psychological pressure, morale, organizational commitment, self-ability, or deterioration (Lambersky, 2016).

Studies found a positive correlation between the school principal's collaborative style and the school climate, collaboration between staff and principal, and a supportive, friendly and relaxed atmosphere to achieve educational goals and increase student achievement (Okorji et al, 2016). The major role of the principal is to create a work environment, enhance teamwork, guide teachers, and collaborate with staff in decision-making (Anastasiou, 2014). The principal plays a very important and influential role, so that he can successfully motivate the institution in improving the school's image, as well as raising the quality of teaching and learning while making employees feel satisfied and fun at work. This condition is fulfilled once there is cooperation between the manager and the teachers' staff. Furthermore, sometimes the stress problem in the principals increases as mentioned in previous studies. At first, this stress begins to affect both the principal and the teachers' team together.

In conclusion, most of the principals' stress and teachers' stress affect the students' behavioral patterns and academic achievement (Manabete et al, 2016). As a result, once the teacher is under stress, the quality of teaching will be poor, students' satisfaction will become poor, and teachers' output will also be poor (Tahir, 2011).

All the above are in line with studies that indicate an alarming trend for the relationship between principals' stress and teachers' stress. One of the issues explored in this subject is that a very vital leadership style can have a positive or negative impact on the staff, and stress and burnout can be among the reasons. Studies have found that there is a relationship between management style and teacher pressure (Nosheena, 2010). The researchers found a negative relationship, as teachers' stress in work is perceived to be so high that the leadership level of the principal is decreasing. And, as teachers' stress levels decrease, the level of stress in the school principal increases (Marshall, 2015). This result indicates an imbalance in school leadership that affects the climate overall school. This pressure affects teachers' feelings in their work, such as: anger, depression, anxiety, and frustration (Kyriacou, 1987). On the contrary, teachers were also found to cause stress for principals (Friedman 2002; Leventi et al, 2017).

The school principal can refer to the school staff as "people." This means a human attitude towards the school staff. This is how the principal of the school facilitates accessibility and sensitivity towards him and them. These skills are very important for school principals to interact with during their job (Fridman, 2020).). In addition, interpersonal relationships between school principals and teachers are important to the system, because the lack of personal relationships may be strained due to a lack of appropriate communication (Francis & Oluwatoyin, 2019).

According to Friedman (2002), burnout is a process in which stress at work and contact with people cause a negative change in the attitudes and behavior of the professional. Burnout is characterized by the transition from high to low motivation - a transition which practical expression is loss of enthusiasm, excitement at work, and loss of sense of mission. Burnout represents high levels of stress and role tolerance (Whitaker, 1995). In addition, Maslach and Leiter (2002), defined fatigue as the problem of the social environment in which people work, regardless of the work that they do for the personal interactions they design and how they perform their work tasks. If the workplace does not recognize the human aspect of the job, the risk of burnout is higher.

Studies that investigated the level of burnout indicated that school principal's emotional exhaustion and de-personalization decrease by increased "personal achievement." Important positive relationships were noted between "life satisfaction" and "personal achievement". These two dimensions affect each other positively (Karakose, et al 2016).

Recent findings indicate that conflicting roles, ambiguity in roles, and workload, along with some personal factors, such as age and gender, have significant and positive impacts on school principals burnout (Yildirim & Dinc,2019).

Researchers noted the importance of data in the studies that indicated the tools needed to cope with stress in managing; 91% reported that this was necessary (Kyte, 1994). According to Friedman's study (2002) on training the principals, he stated that training should focus on providing interpersonal skills to principals. Management training should also focus on stress management (Boyland, 2011). Recently, researchers have noted the importance of using models to reduce the risk of stress and burnout-related phenomena.

Successful stress management can lead to growth and development. When stress cannot be managed, it can be a distress experience (negative pressure). Moreover, long-term exposure can cause fatigue at work (Devereux et al 2009). Stress can affect the employee's well-being . and have effects on the performance of the organizations (Kukemelk & Bedi, 2018). Stress and burnout are both negative responses (Pines and Keinan, 2015). Principals with pressures try to cope with pressures that are defined as worn pressure. In this context, it identifies the employee's efforts to deal with environmental and self-related problems and inconsistencies between external claims and internal difficulties (Friedman, 1997). In a study that examined coping mechanisms in high school teachers, any management of coping mechanisms used in their work found that they reduced stress levels (Dua Sangwan, 2016).

More recently, other strategies have been adopted and are considered effective in managing stress in school management (Oboegbulem and Onwurah 2011 in Joy et al, 2015): 1) Use of colleagues as human resources. 2) Developing relationships with the team. 3) Improving the team management. 4) Adopting a problem-solving approach with employees and integrating skilled workers to help with management and other issues. Applying the above strategies reduces stress and enhances the work of the organization's management. Failure to use these strategies puts the principal at risk and this also leads to poor performance (Joy et al, 2015).

Leadership behaviors that are perceived as negative have caused employees' anxiety, burnout and job dissatisfaction (Skakone et al, 2010). According to Wang et al, (2018), challenges at work, and the principal's relationship with teachers greatly affect job satisfaction. Furthermore, the critical attitude of the school principal and management staff toward teacher staff at work is another major cause of faculty dissatisfaction. According to principals' lack of respect for teachers, and the lack of respect of some teachers towards their colleagues, reduces teachers' status and makes them less satisfied in their careers. Many teachers reported encountering abusive, arbitrary, or unsupportive school principals (Tien, 2018).

The research methodology

The study's specific goals were as follows: The current study focuses on the stress of principals in Bedouin schools in Israel and discusses how they dealt with it, how it affects teachers' job satisfaction in the classroom, and the relationship between the principals' leadership styles and teachers' job satisfaction, performance, and stress. The questions and the hypothesis of this study were established on the basis of "full range leadership theory" (Avolio and Bass, 1991; Bass, 1985). The two-factor theory of Herzberg (1968), the person-environment fit theory (Kristof-Brown et al., 2005; Lazarus & Folkman 1984), and the job demands-resources (JD-R) model (Bakker and Demerouti, 2006; Demerouti et al., 2001), social support theory (MacEwen & Barling, 1988) and Yerkes-Dodson's Curve Law Theory (Yerkes & Dodson, 1908).

The following hypothesis has been investigated within this framework:

- H 1. There is a negative relationship between transformational leadership and principals' stress.
- H 2. There is a positive relationship between transactional leadership and principals' stress.
- H 3. There is a negative relationship between laissez-faire leadership and principals' stress.
- H 4. There is a positive relationship between transformational leadership and teacher satisfaction.
- H 5. There is a positive relationship between transactional leadership and teacher satisfaction.

- H 6. There is a negative relationship between laissez-fair leadership and teachers' satisfaction.
- H 7. There is a positive relationship between transformational leadership and school performance.
- H 8. There is a positive relationship between transactional leadership and school performance.
- H 9. There is a negative relationship between laissez-faire leadership and school performance.
- H 10 . There is a positive relationship between teacher satisfaction and performance.
- H 11. There is a negative relationship between principals' stress and teachers' satisfaction.
- H 12. There is a negative relationship between principals' stress and school performance.

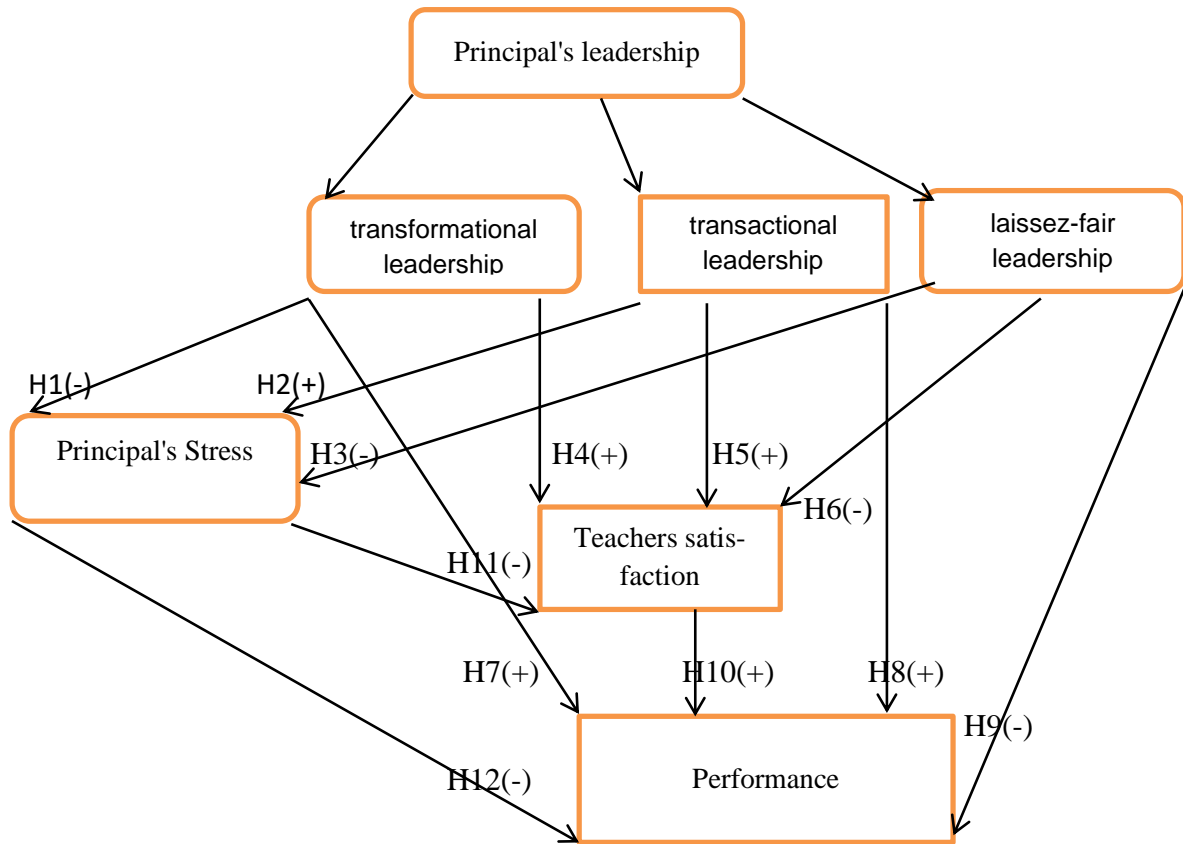
The sample of school principals consists of 36 principals from 36 schools. The majority of the participants were at the master's academic level (80.6%), about 48% of them were aged 41–50 years, and about 42% were over 50 years. About 42% of principals had less than 20 years of experience in education, and about 31% of them had more than 20 years of experience in education. Regarding seniority in management, about 47% of the principals had 10–20 years of experience in management, and 25% of them had more than 20 years of experience in management. The principals were divided into 44.4% for junior schools, 38.9% for high schools, and the remainder were elementary school principals.

The sample includes 304 teachers from 36 different schools. 50.2% of them were female, and the majority of them (47.2%) worked in junior schools. 45.2% of the respondents held a bachelor's degree, 49.8% held a master's degree, and 5% held a PhD. About 59% of the respondents were from south of Israel, while the rest were from north of Israel. The respondents, 23.8%, were under the age of 30, 22.1% were between the ages of 31 and 40, 33% were between the ages of 41 and 50, and the remainder were over the age of 50. Regarding the years of experience, about 38% of the respondents had less than 10 years of experience, and 34.7% of them had more than 20 years of experience in education. Additionally, six school principals from different regions were interviewed.

To collecting data for the study, we used three questionnaires. The validity of these three questionnaires was measured by previous research. The first, “Multi-Facto Leadership Questionnaire(Al-Asad, 2016). The second, Questionnaires of Principal’s stress causes (Sarig, 2005: Shteigman, 2010). Also, the researcher added related components to the work stress of the school principal that are. The third, Questionnaires of satisfaction (Alsahli, 2017). In addition, were added questions to fit for the research population. Also, an interview of six (6) principals who were selected from different settlements. The interview included nine (9) open-ended questions on various topics related to school management.

The research model is described in Figure 1.

Figure 1: Theoretical framework of the hypothesis



It is important to notice that in the teacher questionnaires, Job Satisfaction Questionnaire and Multifactor Leadership Questionnaire, each teacher in the study completed the two questionnaires together. The questionnaires were distributed over the principals and teachers in March 2022, and were given enough time to answer them in their spare time. Then the questionnaires were collected, 303 questionnaires, from 36 schools, from town, big, villages, and from un-planned villages. The three questionnaires were computerized then shared via principals WhatsApp groups and teacher WhatsApp groups.

In light of the results, it was decided to conduct interviews with school principals to compare the questionnaire results with the results of the interview with the principals. The interviews were done in May 2022 and were attended by 6 principals. The number of the principals in the Bedouin schools is one hundred and fifty – five (155) principals. Six (6) principals have been selected from different settlements, (2) from Elementary schools, (2) from Junior school, and (2) from High schools.

The researcher employed the short form of the MLQ 5 questionnaire that includes 28 items (Al-Asad, 2017), for its suitability to the population in Israel, to adapt it to the study community. The questionnaire was applied in high schools in the south of Israel (Al-Asad, 2017). In this leadership questionnaire, no part of the questionnaire was changed. The third questionnaire is a Principal's stress causes questionnaire. The instrument included 32 questions (items). Some of the components of the stress questionnaire at school principals were developed by Friedman (1995)

that were used by Sarig (2005). Other components of the remaining items of the questionnaire were developed by Shteigman (2010). Also, the researcher added related components to the work stress of the school principal that are fit for the research population

The teachers' satisfaction questionnaire that includes 18 items was developed by Alsahli (2017) and the researcher added 17 items to adapt it to the study population. The questionnaire included the demographic part which is at the beginning of the questionnaire. In addition, the questionnaire measures variables related to the teacher job satisfaction such as: Teacher stress, Principals' professional relationship with his teachers, Principals' personal relationship with his teachers, and Teacher satisfaction. The instrument included 35 questions (items) in addition to the researcher's questions that were also added to fit the requirements of the research and the societal sample

Findings of the research

The outcomes of the research indicated that the balance had the highest mean score among sources of stress among school principals. While they had moderate to high stress levels related to parents and teachers, while workload had the lowest stress. During the interview, the school principals stated that their feelings were stress from parents and workloads, as well as difficulties with teachers. All of the above can be a major source of stress at work.

The analysis of the data indicates that the demographic characteristics of the school principals in the Bedouin school influenced the principal's stress. A principal whose experience in management was lower than 10 years was significantly more stressed. Principals between the ages of 41 and 50 had significantly higher stress levels. The principals of junior schools were significantly more stressed than those of elementary and high schools. Principals of schools with 30 to 60 teachers were the most stressed. And the principals of 200-300 students' schools were more stressed.

Pearson correlations revealed a non-significant positive but very weak relationship between principal stress and each of the three leadership styles: transformational leadership, transactional leadership, and laissez-faire leadership. This was most likely related during the COVID-19 period because the learning was done via distance.

The Pearson correlations showed that the level of teacher satisfaction and transformational leadership were linked in a significant, positive, and moderate way. There is a significant positive but weak relationship between teacher satisfaction and transactional leadership. While there is a significant, strong positive relationship between teacher satisfaction and laissez-faire leadership. Transformational leadership fosters a positive attitude and job satisfaction, and teachers become enthusiastic at work. While the reward is a mediator of teacher satisfaction in the Bedouin sector. Also, they like to work independently.

Descriptive Differences in leadership styles according to teachers' demographic characteristics indicate that the transformational leadership mean score was significantly higher for males. While the transactional leadership mean score was significantly higher for females.

The analysis of the data indicates that the demographic characteristics influenced the teachers' satisfaction. Teachers in Israel's south were significantly more satisfied than those in the north. Junior school teachers were significantly more satisfied than elementary school teachers. Teachers over the age of 50 were significantly more satisfied than those between the ages of 30 and 40, 31–40, and 41–50. Teachers who had 20–30 years of education were significantly more satisfied than teachers who had lower seniority in education: less than 10 years and 10–20 years.

The level of school performance correlates with each of the levels of teacher satisfaction and principal leadership styles. Results indicated that there was a significant positive moderate association between level of teacher satisfaction and level of school performance. Transformational leadership and school performance are linked in a way that is both significant and moderately positive. A non-significant positive but very weak association can be noticed between transactional leadership and school level. There is a significant positive but weak relationship between laissez-faire leadership and school performance.

The data show a non-significant, very weak correlation between principals' stress levels and school performance levels. While there is a non-significant, very weak positive relationship between principals' stress and teacher satisfaction.

Conclusions

The transformational leadership has no effect on the principal's stress. This is probably due to the fact that the questionnaires were distributed during the Corona period and that the learning was distance learning. Also, it related to Bedouin traditions. Transformational leadership is called as leadership that maintains moderate stress on the employees and is negatively related with emotional exhaustion and depersonalization.

The data presented an interesting finding for the Bedouin schools in that additionally, transactional leadership has no effect on the principal's stress, probably because the role of the school principal in the Bedouin sector is limited in terms of rewards. While principals are unable to manage teacher punishment, such as reducing teachers' working hours, due to agreements between the Teachers Union and the Ministry of Education on this subject.

The laissez-faire leadership has no influence on the principal's stress. Teachers in the Bedouin sector need leadership to face challenges and difficulties in their work. They need guidance at work, a leader, and support in their work. The lack of a connection between laissez-faire leadership and the principal's stress adds stress to the teachers, leading to bullying and conflicts among the teachers.

An intriguing finding from this study is that teachers rated transformational leadership as important to their job satisfaction. This leadership style reflects a positive attitude and job satisfaction in the teachers, and thus the teachers become enthusiastic at work. Additionally, teachers face difficulties in their daily work, and therefore they see that this style of leadership emphasizes the importance of solving difficulties in schools, such as improving teaching, supporting teachers, and strengthening human relationships.

One of the important findings of the study is that the teachers rated transactional leadership as having an important role in their work satisfaction. Also, based on the data collected and analyzed from the interviews, the school's principal recommended rewarding outstanding teachers. Work is seen as the only source of livelihood, especially among female teachers in the Bedouin sector. Rewards are very important to them because they provide for their families and children. Females had a significantly higher mean score in the demographic characteristics of transactional leadership. The researchers discovered that the teachers voted. On the one hand, teachers like to work independently without this kind of interference from a school principal. The teachers in the Bedouin sector are often particularly experienced in the profession they teach, and the principals are not knowledgeable in the field of knowledge of the teaching professions.

Data collected and analyzed from the interviews for the study indicates that transformational leadership influences school performance in the Bedouin sector. Teachers in the Bedouin sector perceive transformational leadership as a style of leadership that affects the performance of the school and can also face challenges related to the climate and achievements in the school, which is defined as having the lowest achievements in Israel.

Another important finding of the study is that there is no relationship between transactional leadership and school performance. Teachers in the Bedouin education system are not rewarded for their performance. They work according to their daily schedules. Very few of them are rewarded for the tasks assigned to them by the principals. On the other hand, rewards are limited to school principals. The person dealing with the issue of bonuses and raising teachers' salaries is the Israel Teachers Union.

The findings from this study exposed that laissez-faire leadership style of school principals negatively impacts performance in the Bedouin sector. The Bedouin education system needs a leader who influences performance. In this situation, they gave the teachers the freedom to act autonomously in their work, and they received their assistance from other teachers. Due to this, most of the school principals lack effective management techniques, which lead to poor performance and keeps the situation unchanged in Bedouin schools.

Another important and unique finding of the study is that teacher satisfaction is both a mediator and an influence on performance. Teachers who feel a good and pleasant environment, receive appreciation, and work in what is defined as an optimal climate come to work with satisfaction; this affects their enthusiasm for performance and strengthens the school's vision.

One of the important findings of the study is that the teachers voted that there is no relationship between principals' stress and their satisfaction. This is probably because the teaching profession is especially stressful in the Bedouin sector. Also, the school principals feel that the work of teachers is stressful. The teachers face classroom difficulties, low achievements, and workload, and try to let teachers deal on their own without any stress from the principals. As a result, teachers experience stress that is related to their work without the intervention of school principals.

An important finding is that the situation in the Bedouin education system is weak and difficult as a result of the absence of a relationship between school principals' stress and performance. The education system is beset by problems such as low motivation for learning among both teachers and students, a lack of educational guidance from school principals and teachers, and parental involvement.

Recommendations:

In Israel, the Bedouin education system puts a lot of pressure on the principals and teachers, so they must make big changes. Techniques for reducing stress, improving leaders' behaviors, increasing job satisfaction, and increasing the performance of Bedouin schools in Israel. The following recommendations include suggestions for programmers and leadership development to manage occupational stress in the school and its impact on teacher satisfaction and performance

Based on the results of the study, the researcher made the following recommendations:

Stress resulting from work-life imbalance in school principals due to workload is directly related to the exhaustion dimension of burnout. Therefore, the recommendation is that the delegation of

authority and responsibility to employees is one of the mechanisms within the school that the researchers attach importance to. Therefore, it is important to reduce stress while making work easier. Furthermore, by strengthening employees and forming a temporary leadership team that becomes identified and committed to sharing the school's goal with the principal. It also allows managers to achieve a balance between work and family life.

School principals must learn the transformational leadership style. It's very important for the satisfaction of the teachers in the Bedouin schools. Also, it is able to reduce the level of stress and fatigue among teachers to a moderate level and increase their health, productivity, and well-being.

The school principals identified some of the causes that affect educational achievements in the Bedouin sector, including the educational guidance of school principals and teachers. Principals must learn and adopt pedagogical leadership to monitor and improve student achievement effectively.

In the Bedouin sector, there is no link between transactional leadership and how well schools do. Teachers in the Bedouin sector place a high value on rewards. While the researchers attach importance to it, job satisfaction is seen as a mediator of teachers' performance. The recommendation is for school principals to manage the issue of rewards and distribute them equally to all teachers in order to improve school performance.

No correlation can be found between principals' stress and school performance. When a principal is not stressed, he performs poorly, and when stress increases, the performance improves. However, when the amount of arousal reaches a certain threshold, performance decreases. The recommendation is that the principals must adopt Yerkes-Dodson's Curve Law Theory (1908), which explains the relationship between the principal's stress and the school's performance in the Bedouin sector. While work stress has been shown to be closely related to teacher and staff health outcomes such as stress, anxiety, depression, and fatigue.

The demographic data indicates that the A principal whose experience in management was lower than 10 years was significantly more stressed than other ages. The Ministry of Education should be aware of the importance of guiding new school principals into their positions. Additionally, the Ministry of Education must develop plans and coping strategies for school principals to manage stress in a positive way in schools.

According to the decimal demographic data, teachers in the south of Israel were significantly more satisfied than those in the north. The recommendation for the school principals is to integrate them into school and management roles so that they feel satisfied with their work.

The demographic data indicates that the transformational leadership score was significantly higher for males while the transactional leadership score was significantly higher for females. The recommendation is to combine female teachers into school management roles, as they are considered a very important resource because the school employment rate of females in the Bedouin sector is higher than that of males.

It would be a wise decision for parents to keep their children monitored for better educational attainments in schools, and it is a recommendation for them to enroll their children in schools that are not built on family or sectarian foundations. The best schools for their children can be shared

by all the families, so that the social aspect has a strong effect and leads to higher educational attainment.

The data revealed that stress among principals in the Bedouin sector was moderately Influenced by parents. It is recommended that the school principals, together with the teaching staff, develop a parental intervention plan in the educational process in order to achieve the goals of the school and raise the achievements of the students so that the parents feel satisfied and belong to the school.

It is recommended that principals strengthen and raise middle leadership in the school. This is a strategy for dealing with the stress of a heavy workload and can help school principals in their daily work.

The results show that school performance results teachers' job satisfaction. Therefore, school principals are recommended to build the school climate on the value of healthy relationships with the teachers, respect, justice, confidence, and rewards. The teachers in the Bedouin sector are an important human resource in the schools. The recommendation is to involve teachers in decision-making and strengthen human relations between the teachers themselves and between the teachers and the school principal in order to improve the students' achievements.

The results showed that the principal's relationship with his teachers indicates that the staff teachers have no personal relationship with the principals. The recommendation school principals need to improve their personal relationships with teachers. Listening to them and talking to them after the working day solves their difficulties, creates training, strengthens the relationship between them, and reduces the tensions at work. Women in the Israeli Arab education system constitute a high ratio of workers. The recommendation is to integrate them into management positions because most of them have high-level skills that can help school principals with educational and social issues.

The findings revealed a significant and strong positive relationship between teacher satisfaction and laissez-faire leadership. The teachers like to work independently. The recommendation is to give teachers autonomy because the teachers in the Bedouin sector are often especially experienced in the profession they teach, and most of them have skills and training. Student achievements in the Bedouin sector are the lowest compared to the other sectors. Therefore, it is recommended that policymakers adopt programs and professional development on the topic of reducing gaps in educational achievements for schools with low achievements.

The researcher formulated several recommendations for further research. First, this study was not conducted in all schools in the Bedouin area to compare the stress factors of school principals. In addition, geographic regions will add significant value to the existing data for this study. Second, future research can be made by using the skill traits model of Friedman on how to improve the skill of principals in Bedouin education system.

Third, the performance of schools in the Bedouin sector is among the lowest as compared to other sectors in Israel. Teachers in the Bedouin sector are an important resource for schools who also determine the quality of the education system. Also, they are closer to teaching and can point out educational difficulties and solutions for the Bedouin sector. Therefore, it is necessary to examine the level of achievement and climate of students from the point of view of teachers.