

The Correlation Between Systemic Factors, Citizenship Behaviors, Misbehaviors, and Work Stress in Female Arab Teachers in Israel

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ABSTRACT

The study investigates the correlation among systemic factors including educational system reforms and managerial leadership style, stress levels, and their effects on job performance, work-family balance, and workplace functionality of Arab mothers who are teachers in Israel. However, the study involved 546 Israeli-Arab mothers working as secondary education teachers, who completed questionnaires focusing on conflict expressions, systemic factors, and their effects on work performance indicators. The examination of the results - among others, suggests that the perception of work stress among participants was related to a high level of the two types of conflict as well as to the high prevalence of withdrawal behavior. The second result showed that actively managing was associated with a lower occurrence of withdrawal behavior at all three levels, while also being associated with a higher prevalence of citizenship behavior. On the other hand, workload related to work or family was not a predictor of a higher prevalence of withdrawal behaviors and a low prevalence of citizenship behavior.

In an understudied field, the current research presents the multi-factorial complexity of the systemic factors in Arab schools in Israel and their impact on work functioning. The practical outcomes are both organizational and social and they concern both the managers and the family environment of the teachers. The study shows that the manager's support is a crucial factor in mitigating the Work-family conflict. Thus, it is suggested to encourage school managers' willingness to give teachers support and a more lenient work environment to help mitigate their work-related stress.

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Introduction

The focus of the current research, which was conducted among working Arab women in Israel – in this instance, teachers – is the factors that influence the teachers' level of commitment to work. The research seeks to examine the relationship between various factors (such as stress, work-family and family-work conflict, and the behavior of employees) and the commitment of teachers to their work and to the organization (the school) where they are employed. The study seeks to answer the question of whether personal load, management style, and the sense of stress at work will intensify the work-family conflict that the teachers experience, and as a result, lower the prevalence of citizenship behavior and heighten the prevalence of withdrawal behaviors they demonstrate at work.

The article will first provide the theoretical background for the mentioned factors; the methodology chapter will describe the participants, research procedure, and questionnaires. The results chapter will present the research model, while the discussion chapter will present the meaning of the results in relation to the hypotheses, limitations, and implications.

Theoretical Background Work Stress

The word stress usually refers to a personal sense of distress which manifests in a variety of personal expressions [1]. The level of stress at work is a significant factor that relates to the intensity of the conflict between the individual's commitment to their family to their commitment to work. One of the main stressors among employees is workload.

The general stress theory offers an integrative theoretical framework according to which objective processes among the workers themselves (personal qualities such as the focus on control and flexibility) are related to sources of stress that derive from the objective or external environment (constructed extreme stimuli of stress such as fear of getting hurt, a work environment with high temperatures, and so on) [2]. Based on this theory, we can understand the circumstances under which certain situations are more stressful than others and the response process of people to such circumstances. According to this theory, stress occurs when the individual perceives their resources as unstable, threatened, or wasted, or when they are not able to obtain or preserve resources within their available means. The term resources were defined as objective personal characteristics, conditions, or energies, which the individual perceives as contributors to obtaining or sustaining resources that are significant for them [2].

Work Functioning and Organizational Behaviors

The research of employees' functioning at their workplace, including the education system, focuses on the organizational behavior of workers and defines two types of organizational behavior: organizational citizenship behavior (OCB) and organizational misbehavior (OMB).

Citizenship Behavior

An employee who enjoys a positive atmosphere at work may volunteer to put in more effort than is required in their job description. Such behavior is referred to as Organizational Citizenship Behavior (OCB), and it is defined as a series of positive and beneficial behaviors taken by the employee not out of a formal contractual obligation following the employer's request [3, 4].

Citizenship behavior in the organization contributes both to the employee and the organization. It improves a wide variety of the individual's functioning, while enhancing the social interactions within the organization [5]. It contributes to successful functioning at work, which in turn results in better pay or other rewards for improved output [6]. In the field of education, citizenship behavior is known to be significant, since the educational setting is based on teamwork and moral and emotional commitment in order to empower people, as well as on a great deal of care and empathy [7]. Furthermore, a study shows that in education organizations it is important to nurture the motivation for OCB among workers, since it may help them fulfill their basic tasks and to advance the organization towards achieving its goals [8].

In the context of the current study, and based on the general stress theory, since OCB is a behavior that extends beyond the scope of the employee's job description, it creates workload and takes away from the resources meant for the fulfilment of the employee's formally defined role; it renders the employee with less resources that could be devoted to the routine tasks of the role and therefore their sense of psychological stress increases [2, 9].

Organizational Misbehavior

Organizational misbehaviour (OMB), which includes withdrawal behavior, is the index of the negative aspects of the employee's functioning, which may harm the organization and its workers [10, 11]. By definition, this behavior is "every intentional and conscious action of the organization member which undermines shared organizational expectations and norms and/or social values, habits, and agreed-upon norms for behavior" [12]. Such behavior includes coming in late, absences, tendency to leave the organization, lack of consideration of the organization or colleagues, intentional spending of resources, lack of willingness to cooperate, and even intentional cause of damages [10, 11].

Management Styles

Management styles are a series of behavior of managers, which purpose is to influence their employees [13]. The management styles theory developed by Bass and Riggio presents the models of transactional leadership and transformational leadership [14]. Management style was found to be related to a wide range of behavior, motivations, and psychological situations of employees, such as the level of mental well-being and sense of work stress [13]. Nonetheless, in stress-inducing work environments, managers may have a mitigating effect on their employees' levels of stress [15].

The research literature indicates a relationship between management style and work-related stress. Findings show that support from the direct manager helps diminish the sense of stress and mitigates the seeping of stress into family life, which may

cause burnout and emotional exhaustion [16, 17].

Transformational Management, or transformational leadership, is high-quality leadership that occurs when the leaders take actions that promote the interests of their subordinates and create among them awareness and acceptance of the team's objectives and tasks [14]. This leadership style creates intellectual stimuli and a change in the expectations and aspirations of the team; however, it does not accept the norms but rather, transforms them [18]. According to Gonnens and Zakai, this leadership style is characterized by a strong ability to motivate subordinates to action. They point to four dimensions of transformational leadership: idealized influence, inspiration, intellectual stimulation, and individual consideration.

Transactional Management

In contrast to the transformational management style, transactional management manifests in the interaction between the leader and the subordinates. In this interaction, the leader promises the subordinates a reward for following instructions well and punishes subordinates if they violate or deviate from instructions [15]. Gonnens and Zakai believe that when employees are motivated by external considerations of gains due to this style, they may reach the desired performance level at best-not more than that. They describe three sub-categories of transactional leadership.

Management by Exception-Passive

Also known as the Laissez-faire style. This style is characterized by ignoring or avoiding interactions with employees; it does not allow any clarification of future events before the subordinates, and the manager sets standards for execution and intervenes only when things do not go as planned, i.e., the manager focuses on errors and mistakes, corrects them, and puts the work back on track.

Management by Exception-Active

This sub-category is characterized by active and continuous control. A manager who operates with this style focuses on identifying abnormalities, deviations, and failures, but in contrast to the manager who operates with the management by exception-passive style, they do not wait until the problem occurs but rather, identify risks and potential deviations in advance.

Contingent Reward

This sub-category is characterized by a manager who highlights in their behavior the transactional factor in the relationship, i.e., they present the desired goals and objectives to the subordinates and determines who is responsible for achieving them while simultaneously clarifying what is the reward to be obtained for meeting the agreed-upon objectives.

Aspland and Patel's findings indicate a negative correlation between transformational leadership and symptoms of burnout and stress (headaches, tiredness, and irritability) [19]. An additional study found that transformational leadership decreases the perception of stress among workers due to the support, encouragement, and emotional involvement that characterize this style [20]. At the same time, the impacts of the passive leadership style do not benefit the workers and may increase the sense of stress due to the uncertainty the workers sense [21].

Reforms in the Education System

Throughout recent decades, many governments, including Israel, have led educational reforms as a means to better the education system, improve learning processes, and promote educational achievements [22]. Systemic changes due to reforms in education create among teachers a sense of workload and the tendency

to resist change, and stress, and they intensify the demand that teachers be more committed to the organization, too many hours, and to fulfil administrative tasks alongside teaching [23, 24]. Together, these may increase the likeliness of Misbehavior rather than citizenship behavior [25]. It was also found that teachers' negative responses to reforms may either decrease or increase depending on the cultural and social context in which they operate, as the level of female teachers' vulnerability to the negative consequences of the organizational reform in education is the product of the socio-cultural climate in the education system [26]. Furthermore, a study conducted in Hong Kong found that reforms in education have created stronger and more consistent stress in female teachers, who felt more stress and exhaustion than their male peers [27]. The same study also found that after the reform was applied, the female teachers lost their patience more often and even felt doubts regarding their professional identity and fitness for the role.

The Relationship between Work Stress and work Functioning and Organizational Behavior among Teachers

Bogler and Somech suggest that the re-organization processes in the education systems in Israel and worldwide shift the responsibility for the success of the school to teachers and highlight their commitment to the success of the organization [28]. Nonetheless, the teachers' commitment involves significant work efforts, more hours, and more responsibilities for areas that they did not have to handle previously. According to researchers, this process of the education system's re-organization places a great emphasis on the performance of teachers, but this is not enough to create an effective functioning of the education system. Thus, the school's dependency on teachers who are willing to invest significant and sometimes abnormal efforts, in addition to the formal demands of the work, in relationships with students, parents, and colleagues. This way, teachers help the school's functioning, volunteer for activities beyond their role, and offer new ways to better the school [28].

The heavy stress involved in teaching is not necessarily connected to the teacher's personality or professional experience, but to the many stressors intertwined with this role, which are the result of workload.

Researchers believe that uncontrolled stress at the workplace, which is not handled properly, is related to negative responses, to key measures of Misbehavior and to a decrease in citizenship behavior, and may negatively impact the mental and health status of teachers [29, 30]. Furthermore, the more teachers' stress increases and persists, the more it affects the academic and social climate in the classroom, the relationships between the teacher and students, and the quality of teaching [31].

Nonetheless, additional studies indicate that teachers who suffer from extremely high levels of stress and burnout are likely those who do not leave their place of work [32]. These teachers often develop a system of behavior referred to as *on-the-job retirement* [1]. This phenomenon is characterized by a decrease in the citizenship behavior of teachers and manifests in many ways, such as absences, diminished efforts dedicated to teaching, diminished involvement in the classrooms and in the quality of classes while consistently distancing from students and work. Further, a study about stress and citizenship behavior in the organization has found that stress among teachers stems mainly from significant workload [33].

Nonetheless, few studies have dealt with the relationship between stress and citizenship behavior at work and therefore it is difficult

to establish the direction of the relationships between these factors among teachers. Thus, for example, a study that examined the relationship between burnout and citizenship behavior among teachers found that when a positive interaction occurred with other teachers, their satisfaction from work increased and, in turn, so did the occurrence of citizenship behavior [34]. The researchers believe that in such environments, teachers sense a higher level of emotional comfort, which has a positive effect on stress and burnout, as well as on the prevalence of citizenship behavior. However, when the levels of stress and emotional burnout at work increase, teachers struggle to create mutual relationships with their peers at the organization.

Since teachers' level of motivation (external and internal) depends on their satisfaction from work, a decrease in their level of satisfaction leads to an increase in Misbehavior, absences and late arrivals, and heightened stress levels [35].

Based on the studies mentioned above, the recent study hypothesizes that personal workload, management style, and the sense of stress at work will heighten the intensity of the Work-family conflict those female Arab teachers in Israel experience, and as a result, the prevalence of citizenship behavior among these teachers will increase, and so will the prevalence of withdrawal behavior at work.

Female Arab Teachers in Israel

The changes in Muslim Arab society accelerate processes of modernization and the liberation from the yoke of tradition among the young generation in many places [36, 37]. These changes are accompanied by the development of career-oriented behavior among women, which simultaneously continue to hold onto their traditional roles [38]. In Arab society, women who are also mothers are empowered by employment outside the home; it enables them to use their education and increase the family's income, and it is perceived as a significant means to create social mobility for the nuclear and extended family, and as a means to reformulate the collectivist and individual objectives of the women in the family [38].

The pressure to modernize and culturally accept women's education and employment in Arab society, alongside the adherence to traditional values and behavioural norms by women in the community, creates a conflict among working Arab women. Furthermore, studies by Mezawi and Culkin-Fishman indicate that the advancement of Arab women in Israel, in the fields of both education and employment, did not become a social resource that contributes to equality between men and women in the context of social and employment opportunities [39, 40]. Moreover, Arab women in Israel still carry the full burden of household work and child-rearing, even when they work outside the home, and they are expected to feel grateful that their husband enables them to go out and work [41]. This perception creates a situation where more and more women take part in the job market, while men do not increase their part in the responsibilities of the household and child-rearing. Thus, the many roles of women create a sense of stress and workload which threaten their ability to effectively allocate their resources to their overall responsibilities [42, 43]. It is not surprising, then, that the conflict between the commitment to the family and commitment to work among employed women and the stress that stems from the demands of work penetrates the family space, and the stress that stems from these two areas simultaneously makes it difficult for them to meet these demands.

As mentioned above, the aim of the current research is to examine the relationships between the systemic factors (reforms in the education system and the management style of the direct manager) and the levels of stress and their impact on performance at work and the level of functioning at work among female Arab teachers in Israel. Since Arab society in Israel has a strict patriarchal tradition, the conflict between work and family that employed women in this society experience should be extreme and affect their functioning in their work at school.

Methodology

Research Participants

The current research is qualitative and used questionnaires that the participants, 546 female teachers who are also mothers, were asked to answer. The research was conducted among Arab teachers throughout Israel. The main criterion for participating in the study was being mothers to children. The average number of children was 2.49 and the average scope of employment was 90.5. The questionnaires are described below.

Research Tools: Questionnaires

1. **Work functioning** was measured through four questionnaires: **Organizational Misbehavior (OMB)** was examined with a questionnaire [44]. The reliability of the questionnaire in the current research is $\alpha=0.94$.

Organizational Citizenship Behavior (OCB)

Was examined with a questionnaire [45]. The questionnaire includes three dimensions of citizenship behavior: towards students, towards the school as an organization, and towards the school staff. The authors of the questionnaire have created, through factor analysis. Its reliability in the current research is $\alpha=0.90$.

Absence from Teaching Work Questionnaire

The questionnaire examined the number of days that teachers were absent from the school in the three months prior to answering the questionnaire (not including maternity leave, vacations, and strikes) [11]. Its reliability in the current research is $\alpha=0.85$.

Late Arrivals Questionnaire

This measure was taken from a study which defined late arrivals as arriving to class 6 minutes or more after it begins [46]. The teachers who participated in the study were asked to note the number of days when they were late for work in each of the three months preceding the time of answering the questionnaires. The reliability of the measure in the current research is $\alpha=0.90$.

2. **Work-Family Conflict Scale** examines two types of conflict: family-work and work-family [47]. Its reliability in the current research is $\alpha=0.84$.

3. **Teachers Stress Inventory (TSI)** The total reliability of the questionnaire in the current research is $\alpha=0.89$ [48].

4. **Multifactor Leadership Questionnaire (MLQ)** The questionnaire includes 36 items that relate to three leadership styles: transformational, transactional, and passive [49]. The total reliability of the questionnaire in the current research is $\alpha=0.87$. The reliability for the passive management style is $\alpha=0.77$ and for the active management style (transformational and transactional) is $\alpha=0.94$.

5. **Personal Data Questionnaire** The questionnaire was presented by the researchers with the aim of controlling for the background variables of the research participants. The data examined included family status, age, years of teaching experience, number of weekly hours, the age of the children at home, and school roles that the teacher fulfills in addition to teaching.

Research Variables

A. Dependent Variables

• Work functioning measures-were examined with the questionnaires: a. OCB; b. OMB; c. Number of absences; d. The number of late arrivals.

B. Mediating Variables

• Work-family conflict.
• Family-work conflict.

C. Independent Variable

• **Work stress:** This variable was measured through teachers' expressions of emotion, signs of exhaustion, and reports of medical symptoms of stress.

• **Personal load (which source is work):** This variable was measured through the participation in the reform Oz LaTmura, which involves more work hours and more responsibilities that the teachers take at school beyond teaching.

• **Personal load (which source is family):** This variable was measured through the number of children and the age of the youngest child.

• Management styles.

Procedure and Research Ethics

After obtaining a formal authorization from the Chief Scientist at the Ministry of Education to give the questionnaires to teachers who teach in secondary schools in Arab society, the questionnaires were given to teachers in schools that had consented to participate in the research accompanied with a letter of explanation. The teachers answered the questionnaires in their free time with no time limit.

Overall, 930 questionnaires were given to teachers, out of which 805 questionnaires were submitted to the researcher. Of the questionnaires submitted, those that were only partially filled or those which answers were the same throughout were not included in the data analysis. Finally, 537 questionnaires were analyzed (66.7%).

Results

Descriptive results of the research variables.

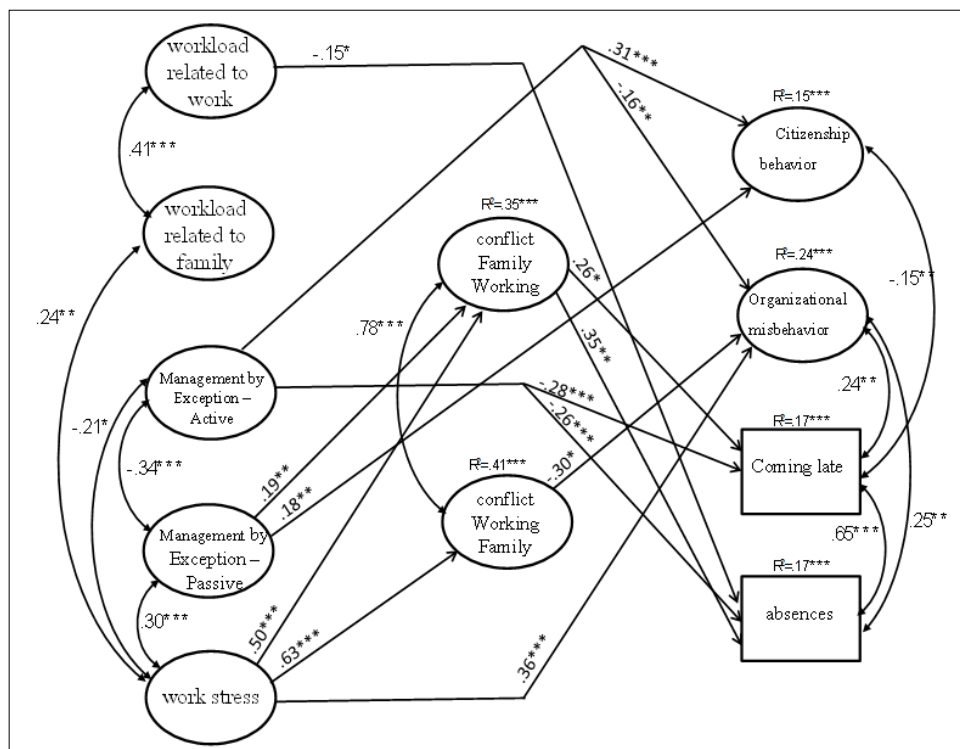
Table 1: Means and Standard Deviations

S.d	Mean	Variable
		Work functioning:
0.66	3.22	Citizenship behavior
0.81	1.94	Misbehavior
1.36	0.77	Late to work
1.33	0.73	Absences
0.61	2.87	Work stress
0.71	3.51	Active management style
0.75	2.48	Passive management style
0.80	2.41	Work-family conflict
0.88	2.90	Family-work conflict

Findings Index: The answers are on a 5-level scale, 1=low, 5=very high.

For a more throughout and integrative examination of the relationship between the variable's personal workload, management style and stress at work, the level of conflict that the participants experience between commitment to family and work, and the level of functioning, we have made an analysis through an empirical model of structural equations that include these variables. The full model included the direct and indirect relationships between variables. Scheme 1 below describes the distinct routes only.

Scheme 1: Structural Equations Model to Test the Relationships Between Research Variables



CFI=.942, TLI=.933, RMSEA=.042, SRMR=.060, N=546, Chi-Square=1127.05, df=569, p<.001.

The oblong shapes represent variables that were measured directly through questionnaires (observed variables, or manifested variables), while the elliptical shapes represent latent variables, which are comprised of a number of relevant items in a questionnaire.

The model presents a complex and wide net of relationships. Thus, for example, there is a significant correlation of 0.78 (p<.001) between the two types of conflict (family-work and work-family). The sense of stress at work is correlated with a high intensity of the two types of conflict, family-work (beta=.50, p<.001) and work-family (beta=.63, p<.001), and with a high prevalence of withdrawal behaviors (beta=.36, p<.001). It is also positively and significantly correlated to family-related workload and to a passive management style, while it is negatively correlated with active management style which was found to be positively and significantly correlated with citizenship behavior and with low prevalence of withdrawal behaviors in all three measures. In contrast, passive management style is correlated with a high intensity of the family-work conflict, but also with a higher prevalence of citizenship behavior.

However, the finding that workload related to work or family is not a predictor of a higher prevalence of withdrawal behavior and a lower prevalence of citizenship behavior is an interesting finding.

To reach a general picture of the findings, the indirect relationships between stress at work and management style and work functioning were also examined through the two types of conflict between family and work.

Table 2: Indirect Effects Between Management Style and Work Stress and Work Functioning Through the Family-Work and Work-Family Conflict

Explaining	Mediating	Dependent	Explaining to mediating	Mediating to dependent	Direct influence	Indirect influence
Work stress	Work-family conflict	Misbehavior	.50*** (.07)	.27 (.15)	.36*** (.08)	.13* (.07)
Work stress	Work-family conflict	Misbehavior	.63*** (.06)	-.30* (.15)	.36*** (.08)	-.19* (.10)
Work stress	Work-family conflict	Coming in late	.50*** (.07)	.26* (.12)	-.01 (.07)	.13* (.06)
Passive management style	Work-family conflict	Coming in late	.19** (.06)	.26* (.12)	.04 (.06)	.05* (.03)
Work stress	Work-family conflict	Absences	.50*** (.07)	.35** (.13)	-.07 (.06)	.17* (.07)
Passive management style	Work-family conflict	Absences	.19** (.06)	.35** (.13)	.03 (.06)	.07* (.03)

*p<.05. **p<.01. ***p<.001.

Table 2 indicates that there are indirect influences between stress at work and management style and work functioning, through the two types of conflict between family and work. Therefore, there is an indirect relationship between the sense of stress at work and two dimensions of withdrawal behaviors: late arrivals and absences, through family-work conflict (indirect=.13, p<.05). However, work stress is not related to misbehavior. The findings also point to an indirect relationship between stress at work and withdrawal behaviors running through the work-family conflict (indirect= -.19, p<.05). The other indirect relationships that were found are full relationships, i.e., the relationship between explaining variables: management style and sense of stress at work, and the dependent variable: work functioning is seen through the mediating variable only; no direct relationship between the variables was found. A positive effect of passive management style on family-work conflict was also found, as well as the relationship between this conflict and a higher prevalence of late arrivals and absences. However, it was not found to be related to misbehavior. The meaning is that the positive effect of a passive management style on withdrawal behaviors at work manifests in an increased intensity of the family-work conflict. These findings provide support for the hypothesis.

Discussion

Based on the findings, citizenship behavior and withdrawal behaviors (misbehavior, absences, and late arrivals), which constitute work functioning, are distinct but related constructs of behavior. Both behaviors were analyzed as dependent variables. The research model argued that citizenship behavior and withdrawal behaviors would be differentially related to specific dimensions of systemic factors at the school.

While the research hypothesis was that personal workload, management style, and the sense of stress at work would increase the intensity of the work-family conflict and as a result, the prevalence of citizenship behavior would decrease, the results indicate that passive management style is related to a higher intensity of the family-work conflict and a relationship between this conflict and higher prevalence of absences and late arrivals. However, this conflict is not related to misbehavior.

This means that the positive effect of a passive management style on withdrawal behaviors at work is seen in the increase in the intensity of the family-work conflict. This finding may be explained in the current context of the absence policy from

schools in Israel. The Israeli absence policy is highly structured; absences are highly regulated in teachers' collective agreements (with a detailed classification of justified absences and unjustified absences). Since absences are covered by national collective rules, it is possible that the teachers tended not to attribute their absences to the clear guidelines of the school, in which strictness provides some protection from discrimination and abuse [50]. The finding that passive management style is related to a higher intensity of the work-family conflict but also to a higher prevalence of citizenship behavior is an unpredictable finding that can be explained according to the organizational-instrumental perception (the degree of employees' belief that citizenship behavior contributes to the organization's functionality and effectiveness), which is related to citizenship behavior, in addition to the individualist-instrumental perception (the degree of employees' belief that citizenship behavior promotes their interests). The organizational-instrumentalist perception and the individual-instrumentalist perception are partially mediating transformational leadership and citizenship behavior [51]. However, employees believe that citizenship behavior impresses their managers, and when they believe that citizenship behavior will gain them a reward, they engage in citizenship behavior to maximize its rewards [52, 53].

Based on these studies, the researcher can also explain the finding that active management is related to a higher prevalence of citizenship behavior and a lower prevalence of withdrawal behaviors in all three dimensions. While the sense of stress at work is also related to the high intensity of both types of conflict – family-work and work-family – it is also related to a higher prevalence of withdrawal behaviors. This finding supports the findings of recent research that points to a negative relationship between transformational and transactional leadership and withdrawal behaviors [54]. In addition, it was found [55].

The both types of conflict, family-work and Work-family, lead to higher levels of stress which are caused by loss of resources when trying to meet the demands of both roles at the same time. Furthermore, the higher the workload, the higher the intensity of both conflicts and as a result, the sense of stress increases. Based on this finding, one can argue that the teachers feel that stress is intensifying at home and family life is interfering with their conduct at work, and as a result, they are required to redirect their energy, which is at risk of dwindling, at the expense of their activity at work.

The current research focused on examining the influence of personal workload, management style, the sense of stress at work, and the quality of functioning at work. The results may indicate that female Arab teachers perceive their commitment to work as a significant value equal to their commitment to the family. Therefore, they try to mitigate the conflict which runs both directions while respecting the ethically-compromising work environment. It should be noted that these analyses included models that did not have hypotheses (for example, the sense of stress has a significant negative correlation with active management style, in contrast with a significant positive correlation with passive management style and family-related workload). These findings are significant as they support the foundations of the current research, which found the full indirect relationships between the explaining variables: management style and the sense of stress at work, and the dependent variable: work functioning through the mediating variable which is family-work conflict and work-family conflict. These findings are consistent with previous studies that discussed the intensity of the influence of the conflicts between family and work on these behaviors.

A manager who expresses positive emotions towards teachers and who serves as a source of professional and emotional support may ease their sense of stress and workload. This suggests that the finding that workload related to work or family is not a predictor of a higher prevalence of withdrawal behaviors and a lower prevalence of citizenship behavior is an interesting one that can add to the research literature about family-related stress. This finding should be studied further. It means that female Arab teachers experience family and work-related workloads, but they do not allow these feelings to influence their functioning at the school and they do not increase anti-social behaviors or the prevalence of absences and late arrivals.

Thus, teachers continue to adhere to the behavioral norms set at the school, do not reduce their citizenship behavior, and continue to demonstrate pro-social and pro-organizational behavior. Here, too, the finding can be linked to the unique character of the research population: it could be argued that the significance that the teachers attribute to their role at work is related to the significance that they attribute to their role in the family, and as a result, and despite the work-family conflict they experience, they demonstrate high levels of work functioning. It should be noted that the laws in Israel that protect women are an important factor mitigating the conflict, in light of the cultural transformation in Arab society. Additionally of that, the research findings strengthen the understanding that Arab teachers tend to perceive work outside the household as a privilege and demonstrate a high level of work functioning, even if this means that work seeps into family life and that the resources required for fulfilling the tasks of both areas of life (work and family) would dwindle [43].

In relation to workload and withdrawal behaviors, the findings contribute to the narrow research literature concerned with this issue, but they are inconsistent with its findings. Thus, it was found that workload related to many demands at the workplace may create among employees less productive conduct, which is one of the many components of withdrawal behaviors [56]. In addition, the sense of workload damages the performance of workers and their general functioning at work [57]. Therefore, the findings of the current research are inconsistent with the research literature; however, as mentioned, the research literature in the field is very limited. In order to determine the direction of the relationships between workload and withdrawal behaviors, further research is needed.

Research Limitations

workload and stress are, among other things, functions of the level of competitiveness between schools and of the manager's level of calmness. It is possible that a certain institute is in competition with nearby schools and that this creates a workload and a sense of stress among the staff, especially if the manager is prone to stress. In contrast, in an instance of a school that has no competition, and the management is calm, the conflict that the teacher's sense between the tasks of family and work significantly decreases. However, based on the results of Klein and Badir's study, the authors found that female teachers are in a bidirectional conflict between commitment to family and work but that they cope with it successfully [58].

Thereby, the current research only considers the general trend without looking into these differences between schools as a variable, and the consideration of such variables, despite the complexity involved in such examination, may provide new insights.

Research Contribution and Implications

The current research has theoretical and practical contributions. Theoretically, the research illuminates the knowledge in the field, since, as mentioned, the research literature in this field is very narrow. To determine the direction of the relationship between workload and withdrawal behaviors, further research is needed, specifically since the current research is inconsistent with the knowledge in the literature.

The study by Cinamon et al. indicates that the overlap between work and family is significant and complex, particularly for women who belong to collectivist and traditional cultures which emphasize women's responsibilities towards the family [43]. According to them, there is a need for a deep understanding of a broad perspective that includes the environment and its characteristics and personal factors. The findings of the current research strengthen the understanding that female Arab teachers tend to perceive their work outside the home as a precious privilege. As noted, these women belong to a patriarchal society where the man makes the decisions regarding finances, and despite relative openness in recent times, women's employment is perceived as conspicuous.

As a result, and despite the Work-family conflict they experience, they demonstrate high levels of work functioning. It should be noted that the laws in Israel which protect women are an important factor in mitigating the conflict in light of the cultural change that has begun in Arab society [59-63].

The practical contribution of the study is in outlining the need to train managers (principals) to become aware of the importance of their support of the teachers who work at their schools and are mothers. The main aspiration should be the focus on strengthening principals' willingness to offer support and a lenient work environment for teachers who are mothers, in order to help ease the stress they experience at work. The principal's support may manifest in periodic personal conversations with teachers in order to understand how they can be assisted with managing their time at work (within the school's time limits and budget), to ease their workload, and to enable them to be more available to the needs of the family, without harming their functioning at the school.

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