**العنوان:**

Female Arab teachers in Israel in an era of cultural change:

Between commitment to family and commitment to work

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**الملخص:**

Abstract

Processes of openness and individualization in Israeli Arab society enhance women's drive to fulfil their professional ambitions, conflicting with sustained Arab traditional family values. The purpose of this study is to examine the importance Israeli Arab women teachers attribute to their roles at home and at work, the dual commitment conflict, and the contribution of spouses and employers to moderating or intensifying it. In this quantitative study, participants (546 women teachers, married with children, aged 25-60) from various districts in Israel responded to questionnaires regarding (1) family-work conflict level, (2) indexes of functioning in both frameworks, and (3) husbands' and employers' support level. The findings indicate that participants' perception of family as central intensifies the family-work conflict. Spouses and employers contribute to moderating, or, alternatively, aggravating the conflict. Spouse support correlates with citizenship behavior at work and reduction of withdrawal behaviors, such as lateness and absenteeism. The study highlights the multi-variable complexity of Israeli Arab teachers' family-work conflict and the processes involved, contributing to research knowledge. The study's practical implications call for dialogue between spouses, concerning family/work needs and home role division, given working mothers' contribution to family economy and the positive effect of their spouses' support.

**كلمات مفتاحيه:**

Arab teachers, citizenship behavior, withdrawal behavior .

**خاتمه لاهم النتائج:**

The findings indicate that attributing high importance to the work role raises the level of organizational citizenship behavior and reduces the frequency of withdrawal behaviors. In addition, mediating associations were found between the importance attributed to family roles and withdrawal behaviors through the family work conflict. Thus, **the innovation of this study** lies in the discussion of the issue of stress and overload at work and the crossover effect on the family, among Arab teachers and mothers. This population is characterized as having long workdays at school, in addition to necessarily investing much time for their schoolwork at home.

The findings indicating that in spite of their commitment to both realms, family and work, and the need to divide their time between work and their family the teachers demonstrate high levels of functioning at work, add another layer to the volume of knowledge about this issue.also, teachers and mothers succeed in maintaining clear boarder lines between work and family, and therefore, overload in one realm does not harm the other, Moreover, developmental processes among women in Israeli Arab society promote their career ambitions while maintaining their total commitments to the family and its traditional values (Katana, 2007). The findings lead to the conclusion that these processes are enhanced by the functional separation of the family realm and the work realm

The current research findings show that the mediating factor, that is, the bi-directional conflict, family-work and work-family conflict, is highly affected by the level of importance the woman attributes to her roles, both at home and at work. A high intensity of the bi-directional conflict leads to an increase in the three indexed of withdrawal behaviors at work.

The research findings point to the importance of the support the teacher receives from her spouse as well as form her employer, moderating the conflict she is subjected to, followed by a rise in the indexes of her functioning at work. A high level of conflict between work demands and family life predicts organizational misbehavior in the workplace

**توصيات:**

1. The current study suggests the potential for developing a theoretical framework delineating the interrelations between the commitment of the Israeli Arab teacher to her work and her functioning within the family unit. This framework takes into consideration the religious, tradition and value complexity that characterizes Arab society in Israel, and the rise in teachers' role requirements in the implementation of educational reforms that aggravate the teachers' role overload and the levels of stress they experience.
2. Further research is recommended to examine whether this tendency of employers to be supportive and considerate exists in achievement professions where there is no female majority. The research findings of this study do not enable conclusions regarding other kinds of workplace.
3. The collision of modern values of equality and liberalism with traditional patriarchal values in Arab society contributes to the conflict that Arab women experience, in spite of the growing support they receive from their spouses and their superiors at work. Therefore, further research should investigate the gender issue from the male point of view as well. It should look into the stress the teachers' spouses, who share the processes of change in the family, experience. Research should examine their reactions to these changes, and the effect they have on their attitude towards their wives. In addition, the children's point of view should be looked into, as well as that of other relevant factors in the extended family.
4. Israeli Arab society lives side by side with the liberal Jewish society, whose values cross over to Arab society and accelerate the transformations occurring in it. Comparative research on teachers with families in the two societies would shed light on the origins of the conflict teachers in both societies experience, and its effect on their functioning at home and at work, in light of the pressures they are given to.