Original Research Paper　　　　　　　　　　　　**Education**

The Relations Between Management Style and Work Stress Among the Arab Teachers In Israel

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ABSTRACT

The goal of this research is to enrich the existing knowledge in the field of motivating teachers by proposing and testing a theoretical model, in order to explain the difference in the motivations through interaction between personal variables for leadership of the manager and the environment (school climate). The question that led to this study is: To what extent the level of motivation can be explained through leadership, school climate and work stress? While claiming the main hypothesis of this study: There is a positive relationship between the level of the teacher's motivation, and the school climate as well as to the work stress at schools. The research was conducted in the framework of a survey, which included 200 teachers of teachers among Arabs in Israel, so that the method of selection of the participants in the research was random. The main conclusion of this study is that the most influential factor on the motivation of teachers is the manager leadership. Apparently, the great majority of the population of teachers in the Arab sector in Israel is influenced primarily by their direct manager, rather than from the work environment. In other words, Israeli Arab teachers prefer to receive positive feedback and Strengthening through the continuance of their work, from their immediate manager, and they don't necessarily rely and get stronger from a cooperative atmosphere.

2. Rationale

"Motivation" is a central concept in learning and behavioral sciences. Motivation leads people to action, persistence in that action and investment efforts in doing this (Dornyel, 2001). Motivation among teachers is an essential factor for improving the effectiveness and achievements in the classroom and at school (Ololube, 2006). Our guiding rationale for this study is based on the theory of Lewin (1960), which considers the behavior of human individuality function of the interaction between environmental factors and the person's personality factors.

The present study refers to the variable 'motivation' as a human behavior which affected by school climate and through the head teacher's (manager) leadership as well as pressures on the teacher's work in schools.

The aim of this study is to examine the degree of variation overall motivation level of teachers in Arab schools with regard to the leadership style and school climate which mediated by stress at teachers work.

The main question of this research is to what the variance extent of the general motivation level explained by the transformational leadership of the manager; and by the open and the positive school climate; and by the stress feelings at work?

Background
3.1. Differ between Leadership and management

Leadership exists in individuals who have a basic of leadership personality and a motivation to lead and to influence others. These elements evolve by learning by doing. By using based development methods can nurture leadership potential in those individuals (Mullins, 2005). Managing people requires personal and of personal elements that has developed in social and subjective psychological environments. The terms "leadership" and "Managing" is interpreted very differently by different people. Some see these terms as synonyms and are often used interchangeably across phrases and sentences. Others relate to two terms as extreme opposites; so extreme,

in fact, that they say you cannot be a good manager and a good leader at the same time. However, some people are somewhere in the middle, and understand that while there is a difference between leadership and management, with the right knowledge a person can successfully redirect the path between them in that position (Ricketts, 2010). Leadership is characterized by a number of styles, including the Board of Managers of the transformational and rewarding.

3.2. Rewarding Leadership

Transactional leadership focuses on the basic functions of management, control, organization and short-term proposition. Transactional leadership based on the assumption that employees are motivated by the best system of reward and punishment. This style of leadership works best when organizational problems are simple and clear. Inflexibility of leadership is a feature of this model, so any attempt to change the style of leadership it will be difficult and rarely successful, because the leadership style is part of his personality and from the personal characteristics of the leader (Nikezi, Sveto & Jelena, 2012).

3.3. Management and organization manager's role

Management within the organization including the sequence of actions that need to perform in order to reach the final product. The sequence of operations include: planning, control, supervision, continuous data transfer and reliable several levels of the organization and make informed decisions when all available and reliable information to senior levels in the organization. The main role of manager of the organization is to achieve the organization's objectives in the most efficient and effective with maximum utilization of the resources allocated to it for the benefit of the above goal (Adg'is, 2010). Part of the management process is to "producing" Good managers organize, and highly motivated managers who are aware of the management process.

To produce managers that know how to perform employee motivation, and lead by example, the organization must invest resources, such as executive training and management work-

shops. Managers are committed to creating a sense of value for their subordinates and enterprise customers with added value can be expressed in value added for the organization and to the product. The ability to do this depends on knowing the senior level organization and corporate culture in which he advocates. When the manager gets all the right tools, and there is potential for administrative, achieving the organization's objectives do not constitute an obstacle for him (Geffen, 2013).

3.4. Styles of school management
The goal of any manager is to ensure high performance of students and faculty in achieving the mission of the school. High-performance require the effective use of enterprise resources through leadership functions of planning, organizing and leading monitoring. Only an examination of the four functions of leadership provide a partial picture of the job of the manager. There are three characteristics of the principal's role: managers perform heavy work load relentless pace; Activities of the board varied, fragmented and short; Finally managers prefer verbal communication. To perform these roles, the manager must have three skills - reflective, human and technical. Conceptual skills are more important at the top of the hierarchy of schools; Human skills are important at all levels; And technical skills are more important for supervisors, department managers and team leaders (Lunenburg, 2010). Effective managers engage in two-dimensional categories of tasks. One category includes administrative tasks typically associated with the duties of Manager - creation and enforcement of policies, rules, and procedures, and building relationships based on authority. The second category is called "building cultural relations", which includes norms of behavior, use of symbols, rituals and stories leadership intended to build the cultural foundations of excellence in school (Lunenburg, 2010).

Two main approaches regarding the relationship between motivation and the leadership of the organization and its management;

1. The theory of parallels between the leadership and motivation among employees. According to Landsberg (2003) motivation significantly related to the three dimensions of leadership: vision, inspiration and driving force. Moreover, Landsberg believes that there is a significant correlation between personal motivation to motivation for another. According to him, in order to lead others, the Manager will motivate them. To motivate others, the Manager primarily to motivate himself. Cultivation of motivation in an organization is a process that repeats itself over and over again (circle vitality). Within the circle of faith are essential in order (vision), taking action, knowing the results and obstacles and feedback. In the center of the circle is the manager whose job will motivate himself and others.
2. Theory suggesting that people are creatures productive and creative by nature. Under this approach, the work is a human need and the means to refine impulses, and not burden requires prodding by these and other schemes. Approach is based on the strengths of this approach. According approach of strengths (Buckingham & Clifton, 2002) so that people will realize their potential, the manager must help them to do what they are good at for the best. Good performance leads to satisfaction, satisfaction leads to internal motivation, internal motivation is the key to good performance and so on.

Suitability of values occurs when there is congruence between the values of the employee to the organization's values, or when the organization allows employees to realize their values. With regard to adjusting the values of teacher's values to the school values where he works, it seems that when we try to assess the range of values representing the teachers, we encounter a serious problem. Teacher's values are not homogeneous and it's created in the sector to which they belong (Avishar, Dvir and Sheffi, 2006).

In the context of school, found that when the teacher teaches in a work environment appropriate to his personal values, this has an effect on his motivation at work. For example, a study conducted by Ivgi (2004) found that a greater correlation between the values of the teaching staff and the teaching profession affects the motivation to work, so teachers who teach in religious schools are more motivated than teachers in secular schools. This difference can be explained by the fact that religious life gives meaning to life's values and helps a person deal with stress, tension and uncertainty.

Friedman (2004) points out that manager play a critical role in creating a school teacher welfare and nurturing. Teachers' expectations of managers are receiving support, setting clear responsibilities, setting goals, giving feedback, encouragement, informing, creating good communication and effective professional interactions between team members. Also the manager is responsible for creating an open climate in the school, organized and targeted. From the study of the Pritzker and Chen (2010), we can understand that it is very important from the teacher to his relationship with the board, and is especially significant in the early years teaching. Manager responsible for creating a supportive atmosphere from the management side, and the senior staff to the new teacher. Hoffman (2009) argues that in schools where the principal's leadership style is perceived as leaning towards more democracy, more teachers partners in decision making, and thus have a sense of empowerment and their organizational commitment higher.

Democratic leadership style of the manager may indicate that such manager considers human resource teachers mainly in his power to contribute to the ability of the school, not just teaching. Understanding the significance of the relationship between leadership style characterized by collaboration in decision-making and motivation of teachers at work may increase the awareness of the principal, and to contribute to the purchase of tools and skills it needs to know how to invite the teachers to take part in decision-making.

3.5. Climate and organizational culture
The Group's organizational climate refers to the beliefs and perceptions shared among group members about behaviors and activities that receive support or retaliation in the workplace. Organizational climate has the feeling of employees in the workplace (Cohen & Keren, 2010; Morrison, Wheeler-Smith & Kamdar, 2011). There is a close relationship, and often ambiguous between organizational culture and organizational climate, which often is reviewed in the literature. According to Barker (1994), there is no evidence that the two terms are often used as synonyms. Despite the many studies done on the subject of organizational climate, it is tempting to set the contrast that distinguishes the cultural climate that creates a problem (Field & Ableson, 1982).

3.5.1. School organizational climate
The purpose of the organizational climate in schools is to describe the internal organizational processes of schools, in order to examine its effect on various work processes that exist within the school (Hilali - Levian, 2003). Open school climate is a concept that includes: the active participation of teachers in the process of determining decisions and thus give them a sense of belonging, in consideration of the manager's opinion of teachers, sharing of students in decision-making. Open climate, therefore, leads to more collaborative thinking, both teachers and students, in relation to the decision-making process. This sharing behavior itself leads to promote a positive school climate, and as a result, one can expect an increase in the level of school at all levels. Many studies that have been made on the matter of teacher satisfaction, show that there is a direct correlation between high satisfaction with the organizational climate at school. In order to provide the high level of satisfaction has to fulfill the domestic needs of the teacher (such as volume jobs and salaries). The realization of these needs can compensate teachers when jobs or conditions which are less good (praise-Levian, 2003; Friedman, Horowitz & Liv, 1988).

3.6. Work stress

The stress is defined as a state response that can damage self-esteem or teacher's welfare (Kyriacou, 1987). The burn-out is defined as a slow erosion of the human soul as a result of unspecified stress (Etzion, 1983; Friedman & Lotan, 1993). Stress is a common factor in teaching, however, it is distinguishable differences in the ways in response to stress in different teachers. Some perceive the stress as delaying the work, while the other part which sees in stress as a motivating and challenging. Dunham (1986), believes that the stress that teachers feel in their work in school depends on the way they estimate the required of them, and the way they work to cope with the school demands.

3.6.1. Stressors at work

The workplace is one of the main sources of impact on our lives. Work stress affect our health both mental and physical. Many workplaces undergo rapid change and continuous (Cohen, 2012). Examples are:

- Restructuring - this is a very common issue, which includes the merger of companies and personnel reductions. These changes give rise to uncertainty and anxiety, for the obvious reason that employees see these changes danger to salary and compensation or even dismissal.
- New management styles - many small organizations require that their employees will have many skills.
- Work related factors - job content, workload and pace of work, as well as the organization of time and level of co-decision-making - all these causes of work stress. Most often, these reasons are affected by the management style in the organization.
- Factors associated with the worker - as an addition to the reasons related to the work itself, there is also a subjective aspect of each person regarding to his perception of reality. Stress is a one factor that affects the individual which does not necessarily to affect the other. Various differences are also expressed in the work field.

3.6.2. Stress and its influence on teacher

Teachers are under stress long lasting, which provokes negative emotions and physical symptoms manifested. The stress may lead some teachers to excesses in drink, while others will affect their health. The stress is causing frustration and anxiety. Due to all these, many are teachers abandoning the profession in the early years work. It was found that over 50% of teachers leave the profession in the first seven years and they not return to teaching work. Two-thirds of young teachers abandon the profession during the first four years (Byrne, 1998). Teachers work stress leads to damage which is reflected in a significant loss of experienced teachers from all levels of the workforce. The stress, therefore, leads to undesirable consequences, costly and debilitating, affecting the individual and the organization. manifestation such as: dissatisfaction, poor motivation, absenteeism, retirement-out, burnout, physical illnesses as well as mental illness, negative work climate and lack of co-operation and teamwork. Method.

3.7. The connection between manager leadership, organizational climate and work stress

Any organization that provides service, it is provide for employees an environment where employees feel pride and belonging. In order to obtain maximum efficiency of the employees, the organization take into account many causes, such as job security, working conditions, salaries, and hours of work. Many of these factors and many other donor's motivational employees. Motivation is defined as a person's spirit Mode or as a result of confidence, cheerfulness, tactical obedience and willingness to perform assigned tasks (Perumal, 2011). School teacher motivation is an important factor to ensure that the teachers do all they can, so that students receive the best possible. Climate creating a positive atmosphere in the school contributes significantly to the cooperation between teachers and students (Perumal, 2011).

Methodology

4.1. Sample

The study sample consisted of 140 female teachers and 60 male teachers, from 5 schools in the Arab sector, and the age range 20-39 with half of them (103 teachers) aged 30-34. The sampling method of the schools was simple random sampling from the list of schools in the northern region in the Arab sector. These schools were sampled from 27 schools belonging to the Arab sector in northern Israel.

Findings

Table 1. Demographic characteristics of the sample (N = 200)

percentage	Number of subjects	variable
70.0% 30.0%	140 60	**Gender** female male
35.0% 52.0% 12.5% 0.5%	70 104 25 1	**education** Seminar for teachers B.A. Master or Ph.D. other
21.0% 79.0%	42 158	**marital status** Single married
58.5% 41.5%	117 83	**Educator** Yes No
58.5% 1.5% 39.5% 0.5%	117 3 79 1	**School role** Educator Management Team The teacher's profession Coordinator of the profession
63.5% 30.0% 6.5%	127 60 13	**Seniority (years)** 1-5 6-10 11-15
34.0% 11.5% 16.0% 38.5%	68 23 32 77	**The teaching profession** Science and Math Languages Special Education Humanities

From Table 1, we see that in the sample of 140 (70.0%) female teachers, and 60 (30.0%) male teachers. Multi teachers with a bachelor's degree (52.0%) and married (79.0%). 117 teachers are educators (58.5%) and 79 professional teachers (39.5%). Multi teachers with seniority of one to five years (63.5%) and 30-34 year olds (51.5%). 68 teachers teach science and mathematics (34.0%), 23 languages (11.5%), 32 special education (16.0%) and 77 humanities (38.5%).

Table 2: Demographic characteristics of the sample (N = 200)

percentage	Number of subjects	variable
8.0% 27.5% 51.5% 13.0%	16 55 103 26	**Age** 20-24 25-29 30-34 35-39
33.0% 11.0% 19.5% 36.5%	66 22 39 73	**The school where teaching** Elementary Junior High high school comprehensive school

66 from teachers teach in elementary school (33.0%), 61 teachers teach in junior school (30.5%) and 73 in comprehensive school (36.5%).

Table 3: Statistical data for variables

Standard deviation	average	variable
0.379	4.196	Positive and open climate of the school
0.495	3.086	Feeling work stress
0.515	4.937	Transformational leadership

Table 3 shows that the General motivation of teachers, positive and open school climate, and transformational leadership of the sampled tend to agree with the statements. For a feeling of work stress, fewer respondents tend to agree with the statements.

5.1. Findings regarding Hypotheses
Table 4: Inter-correlations

The general level of motivation	Feeling work stress	General motivation of teachers	
**0.606	**0.394-	0.368	Transformational leadership
0.026-	*0.173	0.369	Positive and open climate at school
**0.584-	-----	0.51	Feeling work stress

Table 4, shows that there is a significant negative correlation between the variables of manager transformational leadership level and feeling work stress (<0.01 ** p, r = -0.394).

Table 5. Multiple regressions predicting variable general motivation of teachers

R2 cumulative	T	β	B	Predictor variable
0.368	**8.088	0.442	0.53	Transformational leadership
0.369 0.51	0.772 **-7.51	0.039 -0.416	0.064 -0.519	Open and positive climate in school Stress & work stress

<0.01**p, p>0.05

The findings in Table 5 indicate that the variables of work stress and transformational leadership clearly explain the changing general motivation of teachers. Variables Transformational leadership has a greater impact on the general motivation of teachers (| 0.53 = | beta) compared with work stress (| 0.519- = | β) is, as the values of Variables transformational leadership will be higher, so will the values of the Variables general motivation. The connection between a positive and open school climate and the general motivation is not statistically significant and no real contribution.

To predict the feeling of work stress based on the variables transformational leadership and positive and open school climate, multiple regression analysis was conducted. Regression analysis shows that can explain the feeling of work stress, based on the above variables (P <0.01, F (2,197) = 22.693).

Table 6: Multiple Regression predicting the changing sense of job stress

R2 cumulative	T	β	B	Predictor variable
0.155	**-6.175	-0.397	-0.382	Transformational leadership
0.187	**2.791	0.179	0.234	Open and positive climate in school

The findings of Table 6 indicate that the variables of transformational leadership and positive school climate and open, clearly explain the variables sense of work stress. Variables Transformational leadership has a greater impact on the feeling of work stress (| 0.382- = |) compared to a positive and open school climate (| 0.234 = | beta). In other words, as the values of variables of transformational leadership will be positive, the lower level of feeling work stresses. However, as the values of a positive and open school climate will more positive. It seems that is a correlation between the positive and open school climate and the level of feeling work stress, but his prediction level is less than the level of predictability of transformational leadership and work stress level in the organization.

To test the hypothesis that there is a negative correlation between transformational leadership of the Manager and the level of feeling work stress, adapter Pearson test was conducted.

Table 7: Correlation between transformational leadership of the Manager and the level of Work stress

Work stress		
**0.394- 0.000 200	Pearson correlation (r) Significance Sample size	transformational leadership

< 0.01   ** p

The findings (Table 7) shows that there is a significant negative correlation between the variables of manager's transformational leadership level and work stress at work (<0.01 ** p, r = -0.394). That is, as every manager's transformational leadership has grown, so the work stress level will go down. The hypothesis was confirmed.

To test the hypothesis that there is a negative correlation between positive and open school climate and the level of work stress at work adapter Pearson test was conducted.

Table 8: Correlation between positive and open school climate and the level of work stress at work

Work stress		
*0.173 0.014 200	Pearson correlation (r) Significance Sample size	positive and open school climate

< 0.05 * p

The findings (Table 8) shows that there is a significant positive correlation between the variables positive and open school climate and the level of work stress at work (<0.05 p, r = 0.173). That is the more positive and open school climate increases the sense of work stress level.

To test the hypothesis that there is a negative correlation between the level of work stress at work and the level of general motivation, Pearson adapter test was conducted.

Table 9: Correlation between work stress of the manager and the level of general motivation

level of general motivation		
**0.584- 0.000 200	Pearson correlation (r) Significance Sample size	Work stress

< 0.01** p

The findings (Table 9) shows that there is a significant negative correlation between the variables in the Work stress level and general motivation level (<0.01 ** p, r = -0.584). That is,

as the level of work stress at work rising that the general motivation level of teachers decreases.

Discussion

The importance of this study in the fact that if the education system understanding the causes of motivation of teachers, then it is can understand the factors that affect the learning process of streamlining and improving the students' achievements. The findings showed that the variables work stress and transformational leadership clearly explains the changing general motivation of teachers. Transformational leadership has a greater impact on the general motivation of teachers compared to the work stress, and the school positive and open climate is not significant statistically and no real contribution.

Findings in the context of work stress and transformational leadership, supported by the scientific literature, which describes the work stress as common in their teaching, as some teachers perceive the work stress as delays in their work, while others see it as a stimulus and a challenge. Dunham (1986), was of the opinion that the level of work stress which teachers feel in their work is dependent on the way that they estimate the required of them, and the way they operate to deal with the requirements, so the work stress is explained as a factor which affecting the general motivation of teachers, as found in our study.

This way in which the manager defines the way of his subordinates work affects employees' work stress. If the manager inspire calmness and reliability of his employees - so that his employees feel that they are good workers and their stress level will decrease. At the same time their general motivation level will increase because they will strive to please their manager, and prove to him that he did not made a mistake, and that they can meet his expectations.

Our results surprising and even attempt to attribute things to the characteristics of the population in Arab society, and culture is not enough to explain the artifacts and remains, perhaps, assume that the use of different research findings from the questionnaire may yield other.

Furthermore, our research findings are compatible with previous studies (Harel, 2001; Cohen, 2012), which described the transformational leadership of the manager as a determining factor in connection with the general motivation and a positive and open school climate.

Work stress at work is one of the factors that influence the behavior of the teacher, are carrying out a variety of his tasks, and in the context of his burnout. Hence, our research finds whereby transformational leadership of the manager is seen as positive in the eyes of his teachers, so naturally must find them with a decreases level of work stress, and this is also reflected in the perceptions of teachers in the Arab sector - The participants in our study. Here the importance of the existence of a leadership manager who informed reduces levels of teacher with work stress.

Our findings are given too much importance, especially because of the fact that the work stress is a common cause of work as teachers (Dunham, 1986), and that there is a direct relationship between the leadership of the manager and the teacher's work stress. From this, the leadership style will appreciate the factors that influence school teachers, and knowledge to provide clear tools to these teachers, leadership style will reduce the level of stress among teachers (Harel, 2001).

These findings are consistent with the conclusions of the study of Perumal (2011), which argues that in order to enhance the general motivation of employees; we must create a safe and calm working environment for them which they feel secure and satisfactory employment conditions.It should be noted that motivation is the result of the confidence and willingness to perform tasks that meet the qualifications of the employee (Perumal, 2011).

By the second hypothesis, the different level of feeling stress at work can be explained statistically by the perception of transformational leadership of a manager and by a positive and open school climate. The findings showed that changing transformational leadership and school climate for positively and open climate should explain clearly the changing sense of job stress. Transformational leadership has a greater impact on the feeling of stress at work. The significance of this finding in relation to the first assumption is also that a positive and open school climate is not influencing the general motivation; it is influencing the sense of stress, and is feeling stress affects the general motivation. Hence, on the practical level - positive and open school climate is a factor which affecting the general motivation. A good manager is a manager that his top priority is the success of his teachers, as well as the success of his students. A good manager is one that exploits the capabilities of leadership, organization and available monitoring to its authority. Therefore, the hypothesis that a good manager raises the level of general motivation of his teachers was confirmed. Manager who is proving to his subordinates that his attention is given to them and has a cares about their difficulties and needs, raises the level of their general motivation and thus achieves its primary objective, namely the success of teachers and students (Lunenburg, 2010). Positive and open School climate, is the result of complex dynamic processes of change throughout the school, and has an impact on the general motivation and feeling of stress at work (Hilali- Levian, 2003). Our results are compatible with findings in the literature, and especially those who argue that transformational leadership of manager is a greater impact on the general motivation of teachers compared with the positive and open school climate.

These findings are supported by findings that highlight the leadership of the Manager as a driver of the teachers. Friedman (2004) noted that managers have a critical role in creating a welfare to teacher at school and nurturing. In his opinion, expectations of teachers from their managers are receiving support, setting clear responsibilities, setting goals, giving feedback, encouragement, informing, creating good communication and professional interaction efficiency between Crew members. Teacher expect to get a collegial support from the manager, which including a support for teacher's professional decisions facing students and their parents, that the manager will contribute its share of brotherly relations between the teachers, and that will allow the use of creative teaching methods and unconventional.

From the study by Pritzker and Chen (2010), we can understand that the teacher attaches great importance to its relationship with the management, as the manager responsible for creating a supportive atmosphere for administrative staff from the old to the new teacher. In the study of Trabia (2001), we also found that the Arab society has a great influence of relationship between managers with their teachers. He claims that there is a danger in having a closed organizational climate (perhaps more common in Arab society), which may lead; strained, estranged and cause a fatigue of the relations between a manager and his teachers t; exhaustion and reduced sense of satisfaction from a work. The importance of the manager's transformational leadership has been described by Hoffman (2009), who found that in schools where the manager's leadership style is perceived as leaning towards more democracy, more teachers partners in decision making, and thus teachers with empowerment and organizational commitment are higher.

Hoffman also supported by Legziel (1987, who argued that democracy of the a manager leadership style may indicate that the manager sees teachers human resource it can contribute to the ability of the school, not only in teaching but also affect motivation. Understanding the significance of the relationship between leadership style which characterized by collaboration in decision-making and the significance awareness of a manager of his leadership, is likely to increase the motivation of the teachers, and encourage him to purchase the necessary tools and skills to enable leadership and inviting

teachers to take part in decision-making. Moreover, the use of pedagogical expertise and promoting the moral leadership of teachers' confidence in the manager, and thus the cooperation and willingness to contribute to the organization. An organization that shares all parts of authority creates a collaboration that brings the entire organization's development and success. Realization teacher can create a more motivated and bring the organization large outputs (Timur, 2004).

Research's on teacher satisfaction (Hilali-Levian, 2003), noted the direct relationship between satisfaction and school climate, and to fulfill high level of satisfaction, it is necessary to satisfy the internal needs of the teacher (salary, for example). The realization of these needs may compensate teachers instead workspace or less favorable working conditions, in many cases are not under the exclusive control of the school principal. It seems that the findings of our study which contradict the prevailing attitude in the literature, can be explained by the findings of Trebia study (2001), that the closed school climate, due to the nature of Arab society, which attributes importance classes and hierarchy inherent tradition, are due to the school climate in Arab schools is climate closed, which is not reflected in the co-decision-making and teamwork, and management is based on openness, trust, personal example, sharing decision-making and reward (Zak, 1981).

In reviewing the relationship between positive and open school climate and stress levels at work, the results indicated the opposite direction - there is a significant positive correlation between the variables positive and open school climate and the stress level at work. In other words, as the positive and open school organizational climate is rising as the feeling of a job stress level will rise as well as. Although it was found that there is a significant positive correlation between the variables, positive and open school climate and the stress level at work, and although there were a negative relationships between variables, we can still refer to the fact that there are connections between the variables, and may be influenced by the direction of these variables, because in the current study various parameters are intervening. The existence of possible relations also found in other researches (Perumal, 2011). This Research has shown that climate creates atmosphere in the school which contributes significantly to the general motivation of teachers and the sense of lowering their stresses.

When we analyzing the meaning of stress among teachers, we find in the literature (Cohen, 2012) that work stress affect employees mental health and their physical alike, and that stress can causes frustration and anxiety, and leads to undesirable consequences, costly and debilitating, affecting the individual and the organization. Phenomena such as: dissatisfaction, poor motivation, absenteeism, retirement-out, burnout, physical illnesses as well as mental illness, negative work climate and lack of cooperation and work simply affected by stress at work (Byrne, 1998). Therefore, it seems logical that the manager who cares for the interests of his teachers, he will demonstrate positive leadership, and downloading the stress level of subordinates at work (Harel, 2001). So the teachers fulfill their work more comfortably and with greater motivation and general success of their jobs.

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