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Hardiness Behavior of English Teachers in the Northern Districts of Palestine

Master Thesis

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Supervised by:
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**Submitted in partial fulfillment of the requirements
for the degree of master in Education National
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2001

**An-Najah National University
Department of Teaching Methods**

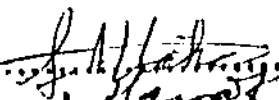
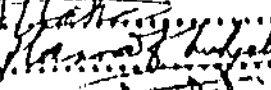
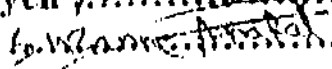
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2001

Dedication

To my mother and father who were the source of inspiration in accomplishing this work .

To my faithful friends

To Mohammed Jihad.

To my brothers Sahar , Hassan, Anan ,Mohammed and to Laila for their prayers ,love ,encouragement, patience and support .

To every honest teacher .

Acknowledgment

Praise and thanks to my *Lord ,Almighty God* ,who is always there providing me with this blessing and guidance for achieving this goal .

My thanks and deep gratitude are extended to my supervisor Dr.Fawaz Aqel for his assistance , kind treatment ,and guidance in directing and helping me in completing this study through his experience and patience .Also , great thanks go to the member of the jury Dr.Susan Arafat and Dr.Hanna Tushyeh for their valuable and constructive comments .

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Abstract

Hardiness Behavior of English Teachers in the Northern Districts of Palestine

By: Hussam Ahmed Qadumi

Supervised by: Dr. Fawaz Aqel

As one may notice teachers are under pressure , stress , and conflict of what they teach .The degree of their commitment , their acceptance of challenge as change , and their feelings of control over the teaching environment are vital for coping with problems and increasing their productivity and motivation toward teaching(Christopher ,1996) .Against this background, this study aimed at determining the level of hardiness behavior of English teachers in the Northern Districts of Palestine .Also it aimed at examining the effect of gender , marital status , experience, qualifications , number of students in class , and salary on English teachers' hardiness behavior level .

This study was conducted on English Teachers in the Northern Districts of Palestine. The researcher used a random sample which was consisted of 271 teachers (136 males and 135 females) .The sample 27 % of the original population .

The study attempted to answer the following questions :

1. What is the level of hardiness behavior of English teachers in the Northern Districts of Palestine?
2. Is there any significant difference at ($\alpha = 0.05$) in English teachers hardiness behavior in the Northern Districts of Palestine due to marital status variable ?
3. Is there any significant difference at ($\alpha = 0.05$) in English Teachers hardiness behavior in the Northern Districts of Palestine due to gender variable ?
4. Is there any significant difference at ($\alpha = 0.05$) in English teachers hardiness behavior in the Northern Districts of Palestine due to qualification variable ?
5. Is there any significant difference at ($\alpha = 0.05$) in English teachers hardiness behavior in the Northern Districts of Palestine due to salary variable ?
6. Is there any significant difference at ($\alpha = 0.05$) in English teachers hardiness behavior in the Northern Districts of Palestine due to class size variable ?
7. Is there any significant difference at ($\alpha = 0.05$) in English teachers hardiness behavior in the Northern Districts of Palestine due to experience variable ?

For data collection the researcher used the Hardiness Inventory (III) (Maddi & Kobasa , 1984). This was the latest inventory for the purpose of the study .

Results revealed that English teachers had a high degree of hardiness behavior domains and the total score in general was high . Results also

indicated that there were significant differences in commitment domain due to gender variable in favor of female teachers .However, there were no significant differences in hardiness behavior of English teachers in the Northern Districts of Palestine due to salary , experience , marital status , qualifications, and class size variables .

Based on the results of the study , the researcher recommended that English teachers ,namely males, ought to be given job satisfaction by increasing their incomes to create motivation and commitment toward work so they can perform more effectively . Additionally, the researcher recommended avoiding routine by introducing changes and activities in classes every while. Also ,there should be clear differences in salaries specialties between the MA holders and BA holders so they-MA and BA holders- pay more effort and feel committed toward teaching. For the future studies the researcher recommended studying the hardiness behavior as a coping strategy in relation to stress .

Nablus , 2001.

Chapter one

Introduction :

English has been an international language for 50 years. It may become the only vehicle that opens the window to the world (Hasman, 2000) .Teaching English as second language (TESOL)or as a foreign language (TEFL) , depends primarily on three major elements : the curriculum , the student , and the teacher . Nowadays , several studies concentrate on the most preferable ways for teaching English language. This , of course , depends basically upon the teachers , methods; material and teachers' skills in creating motivation inside their students. But teachers are not only skills and methods, they are also personalities. In other words, they are expected to have personality traits which enable them to be effective teachers . Yet, teachers' hardiness and its relation with their efficacy has not been determined . In his capacity as a teacher, the researcher noticed that school teachers today are under conflict, frustration, and stress. These circumstances undoubtedly affect their hardiness towards teaching. Christopher (1996) indicated that teachers today are under great pressure, stress , conflict , and burnout. So, this will affect their motivation toward teaching. Angel (1997) believed that students lack of motivation and discipline was the primary source of teachers stress and undoubtedly affected their hardiness .

Many researchers , especially in Palestine , focused their interests on investigating the effect of methods of teaching used by teachers on students' achievement Riyadh (1999) conducted a study on the effect of teachers, interactive reading aloud on ninth grade students

achievement in reading comprehension. But it should be clear that teachers' characteristics and their personality type are very important in the teaching-learning process as well as methods. What is the level of hardiness behavior in English teachers in the Northern Districts of Palestine? Are teachers, hardy ones, in control of their environment? With regard to situations and factors such as salary, number of students in the class, experience, marital status and other related factors, do they influence the level of teachers' hardiness? It is well known that each of learning process elements (teacher, students, and curriculum) has its relevance. For example, the teacher has qualifications that enable him to perform the task successfully. At the same time, it can't be denied that the psychological characteristics of the teacher play an important role in the teaching process because if we have well-qualified teachers with low level of hardiness, they won't perform effectively compared with those who have very high level of hardiness. Accordingly, hardiness appears to play an important role in the teachers' personal characteristics.

According to Heather & Gail (1988) **hardiness** is defined as a mediator in life stress and has been conceptualized as a personality characteristic. They added that hardiness may contribute to an understanding of appraisal, coping responses and adaptation. Self efficacy theory (Bandura, 1986) states that there are four sources of efficacy information: past performance, vicarious experience, verbal persuasion, and physiological states. He concluded that performance sources are based on one's mastery of experiences.

It was confirmed that past experience is the most influential and previous performance affects subsequent efficacy (Feltz, 1994). Feltz maintained that vicarious experience involves observation and comparison of other's performance on a task. He added that seeing other people perform successfully can increase self-efficacy and hardiness,

while observing others perform unsuccessfully can decrease expectations .He argued that vicarious experience can be an influential source for educational setting . Verbal persuasion is usually found in the form of comments or persuasive techniques from significant others (e.g., teachers ,coaches ,parents , peers). Research results have found that there are supporters for the influence of verbal persuasion techniques on self– efficacy (Feltz & Riessinger ,1990; Weinberg ,Grove ,& Jackson ,1992 ; Wilkes & Summers ,1984). Enevoldsen & Dawn (1995) , Heather &Gail (1988) , Spencer & Claudia (1992) found out that the hardiness of personality affects the employees efficacy and motivation toward work. Also, they determined that sex, age , and career beliefs affect the efficacy and hardiness (general and social) toward occupation .Trimble (1996) found similar results. He added that marital status and salary influence teachers' hardiness and efficacy. Hardiness plays role in teaching and in teachers' life. It is defined as *"constellation of personality characteristics. It consists of three non –separable domains : commitment , control , and challenge , which function in the individual personality to mediate a problem"* (Kobasa, Maddi & Kahan ,1982 : 168)

McNeil et al (1986) defined the first domain of hardiness **commitment** as the tendency to be involved in positive activities rather than in feeling different or feeling alienated .Also, those who are characterized of being committed usually have ability to set goals for themselves and recognize their own personal values .

Another important domain is **control** .It is conceptualized as a belief that one can be influential and effective rather than powerless or purposeless (Allred &Smith , 1989). Thomson (1995) pointed out that control involves the ability to develop coping options which are used to transform potential stressful events into part of every day life .

Challenge is the third aspect of hardiness which often refers to change. It is considered as a part of the growth process (Kabasa et al , 1985).

In the light of the above mentioned studies , it can be safely said that hardiness is an important characteristic of a good teacher .The ultimate goal of this study is to determine the level of hardiness as a personality construct of English teachers in the Northern Districts of Palestine . Moreover, this study may benefit teachers ,administrators , and supervisors who may get the best from it .

Statement of the problem :

Studying the problem of hardiness didn't come from a vacuum . Teachers' efficacy is strongly related to their level of hardiness .And because teachers are under stress , conflict and tension as observed from complaints and the current financial and political status, the emphasis of the present study is to identify the level of Hardiness Behavior of English Teachers in the Northern Districts of Palestine. This study attempted to find out the connection between hardiness behavior of English teachers in the Northern Districts of Palestine and demographic variables: gender , qualification , number of the students in the class , salary , marital status , and experience. Christopher (1996) recommended more investigation concerning the construct of teachers hardiness, efficacy, and locus of control. Additionally, in the light of a lack of information connected with level of hardiness behavior of English teachers in the Northern Districts of Palestine , this study was carried out .

Purpose of the study :

This study aimed at achieving the following purposes :

- To determine the level of English teachers hardiness in the Northern District of Palestine .
- To show the effect of gender , marital status , number of students in the class , salary , and qualification on the level of hardiness of English teachers in the Northern Districts of Palestine .

Research questions :

This study tried to answer the following questions :

1. What is the level of hardiness behavior of English teachers in the Northern Districts of Palestine ?
2. Is there any significant difference at ($\alpha = 0.05$) in English teachers' hardiness behavior in the Northern Districts of Palestine due to the marital status variable?
3. Is there any significant difference at ($\alpha = 0.05$) in English teachers' hardiness behavior in the Northern Districts of Palestine due to the gender variable ?
4. Is there any significant difference at ($\alpha = 0.05$) of English teachers' hardiness behavior in the Northern Districts of Palestine due to the qualification variable?
5. Is there any significant difference at ($\alpha = 0.05$) in English teachers' hardiness behavior in the Northern Districts of Palestine due to the salary variable?

6. Is there any significant difference at ($\alpha = 0.05$) in English teachers' hardiness behavior in the Northern Districts of Palestine due to the number of the students in the class variable?

7. Is there any significant difference at ($\alpha = 0.05$) in English teachers' hardiness behavior in the Northern Districts of Palestine due to the experience variable?

Hypotheses of the study :

The present study aimed to test the following null hypotheses:

1. There is no significant difference at ($\alpha = 0.05$) in English teachers' hardiness behavior in the Northern Districts of Palestine due to gender variable .
2. There is no significant difference at ($\alpha = 0.05$) in English teachers' hardiness behavior in the Northern Districts of Palestine due to experience variable .
3. There is no significant difference at ($\alpha = 0.05$) in English Teachers' hardiness behavior in the Northern Districts of Palestine due to qualification variable .
4. There is no significant difference at ($\alpha = 0.05$) in English teachers' hardiness behavior in the Northern Districts of Palestine due to salary variable.
5. There is no significant difference at ($\alpha = 0.05$) in English teachers' hardiness behavior in the Northern Districts of Palestine due to marital status variable .

6. There is no significant difference at ($\alpha = 0.05$) in English teachers' hardiness behavior in the Northern Districts of Palestine due to experience variable.

7. There is no significant difference at ($\alpha = 0.05$) in English teachers' hardiness behavior in the Northern Districts of Palestine due to the number of the students in class.

Significance of the study :

The topic of hardiness hasn't been researched thoroughly in Palestine. Accordingly, this study will be :

- The first study in Palestine that concentrates on determining the hardiness of English teachers in northern district in Palestine.
- Based on the theoretical framework, and the results of the present study, can benefit the educators and curricula planners and designers at the Ministry of Education in Palestine can benefit from the results of the study.

Definition of terms :

For the purpose of the study, the researcher used the following terms :

Hardiness :

It's a personality characteristic that consists of three major, non-separable domains: control, commitment, and challenge (Kobasa, 1979; Wood, 1987).

Commitment :

It's a major dimension of hardiness which is described as the tendency to participate, get engaged, cope, and get involved in ongoing activities rather than feeling indifferent or purposeless (Kobasa, 1979; Wood, 1987).

Control :

It is an important dimension of hardiness that one can be influential ,active ,and can cope with stressful situations in every day life (Kobasa, 1979; Wood , 1987).

Challenge :

Challenge is another factor (dimension) of hardiness which refers to change. Also , change , according to hardy persons , is an essential characteristic of growth(Kobasa, 1979; Wood , 1987).

Limitations of the study :

This study was limited to the English teachers (males and females) in the Northern District of Palestine in the scholastic year of 2000 /2001 .

Summary :

In this chapter the researcher provided a relevant introduction presenting the importance of the subject. Also , the researcher introduced the statement of the problem that concerning the necessity for more investigation to determine the level of hardiness among English teachers in the Northern districts of Palestine . The researcher also presented the significance, purposes, hypotheses , and limitations of the study . There was a list of definition of terms that are related to the subject .

Chapter Two

Review of Literature

Introduction:

No study has been conducted in Palestine on the hardiness behavior of English teachers; despite of this, the researcher managed to get as much as possible of the related literature on the subject .

This study examined the hardiness behavior of English teachers in the Northern Districts of Palestine (Qallqilia, Nablus, Jenin, Tulkarm, Salfit, and Qabatya). Surveying of the literature available, the researcher classified the related literature into the following headings:

Hardiness defined , Dimensions of hardiness, Hardiness and other psychological factors (fields), and relevant studies of the subject.

Some of these studies were up-to-date. Whereas other studies were conducted in the seventies, precisely , from the days of Salvatore Maddi the founder of hardiness concept and institute in 1975 . Maddi carried out a number of studies which examined the characteristics of persons such as hardy teachers. Most of Maddi's and Kobasa's studies(1984), if not all, examined the relationship between hardiness and other psychological factors. Also, Maddi's and Kobasa's 1984 studies investigated hardiness of people in their workplace such as teachers, family members, sportsmen, administrators ,and nurses .

Since hardiness is very important, researchers continued their investigation concerning the relevance of the hardiness concept to their situations and environment *medical, organizational, educational, sports, and mental health*.

This part of the chapter includes the following parts:

A- The first part is definition hardiness .

B- The second part is dimensions of hardiness.

C- The third part is hardiness and other fields.

D- The last part is relevant studies of the subject of hardiness and teachers.

A-Definition of Hardiness

Hardiness was defined as a personality trait dealing with the individuals' feelings of control, commitment, and challenge over a situation around (Christopher, 1996).

Koshaba and Maddi (1999) defined hardiness as an important buffer of the stressful situations . Manning and Fusilier (1999) indicated that hardiness consisted of three concepts: **control, commitment, and challenge**.

This means that *hardy people* tend to have control over event. They are purposeful, and they can take hard events as opportunities rather than stress or source of weakness. Moreover, Kosaka (1996) defined hardiness as "*the measure of one's tendency to make relationship oneself and one's outside world. It's not a mere rigidness or stress endurance but a power to cultivate ones way under difficult conditions ...[It's] an ability to understand conditions around one self...*" (p.11)

Brooks (1999) conceptualized hardiness as an approach that is helpful in which individuals have special characteristics such as *control*, *challenge*, and *commitment*. Also, hardiness is a way by which we understand and approach all aspects of our life.

The hardy persons who possess the characteristics of hardiness are able to successfully cope with stressful situations (Galla et al, 1994). Also, Spencer and Claudia (1992) defined hardiness as a personality characteristic composed of control, commitment, and challenge that are related to self-efficacy, career beliefs (status, motivation, and flexibility).

Hardiness was conceptualized by Heather and Gail (1988) as a mediator in life stress and a personality characteristic that contributes to an understanding of appraisal and adaptation. Michael and Charles (1989) emphasized that hardiness, consisting of *commitment*, *control*, and *challenge*) may be related to optimism and stress resistance. Hardiness was defined as "*a constellation of personality characteristics*" consisting of interrelated factors commitment, control, and challenge which function as mediators of problems (Kobasa, Maddi, Kahn, 1982). According to the above-mentioned concepts of hardiness it was noticed that the majority of researchers confirmed on three dimensions of hardiness :commitment, control and challenge. Accordingly, it is necessary to give detailed explanation, a durable one, to clarify what the three domains of hardiness (commitment, control and challenge) mean. The second part of this chapter discusses dimensions of hardiness Which are considered as non-separable characteristics of the hardy personality (Kobasa, Maddi,& Kahn, 1982).

B- Hardiness Dimensions:

Any person , successful in personal or professional life, possesses features or characteristics that enable him to deal with difficult situations

in his/her job these characteristics are *commitment, control, and challenge*. Several researchers conducted studies on the above mentioned features (commitment, control, and challenge). To provide more convenient information and to clarify what is meant by these features, the researcher provided several up-to-date studies and articles related to these dimensions (features). For example, a study, conducted by Brooks (1999) on teachers, focused on the three dimensions of hardiness which he called the three "C's" since the first letter of each word of the dimensions begins with the letter (C). The first dimension is Commitment. The second is Control, and the third is Challenge.

Commitment: -

Commitment is defined as the tendency of being involved in the teaching environment rather than being strange from life aspects. Individuals will have a sense of meaning, purpose, energy, and passion to our life. Accordingly, teachers with the sense of commitment have proved that there is a meaning to what they do. Brooks(1999) emphasized the importance of commitment when he said:

" Commitment is emotional: we feel a strong attachment to our group goals... Commitment can even express itself... where people see themselves as shareholders rather than employees... " (p.3).

Teachers who reflect strong commitment believe that they increase their interests, values, and importance of what they are doing by involving themselves deeply in it. This study was conducted on teachers in a program of practicing hardiness (Khoshaba and Maddi, 1998). To enhance the meaning of commitment, Galla et al (1994) referred to commitment as a strong involvement in personal values and goals. Moreover, Kobassa et al (1983) defined commitment as one's feelings

toward work, family, social encounters and self. Also, Kobasa (1979) added that persons who have the ability to set their goals and recognize their personal value reflect commitment. Additionally, commitment is the tendency to be involved in the ongoing activities than alienated from it (McNeil et al, 1986).

Alienation is the opposite if commitment (Wood, 1987). Generally, alicnation has been defined as a construct that includes social isolation and meaninglessness. Calabrese and Fisher (1988) examined alienation among teachers and in-service teachers. The subjects of the study were 178 teacher (151 female and 27 male). Results revealed that student teachers significantly were more alienated than in service teacher. This may be because student teachers were not prepared to deal with the stress and frustration of the school climate.

Another important study, carried out by Thomson (1995)on school teachers, investigated the relationship between the hardness as a personality trait and school climate, in terms of their contribution to student teacher alienation. The participants in the study were 106 prospective teachers (83 females and 23 males ages 21-50 years) who were in the last phase in their professional preparation programmer. The Dean Alienation scale and the Social Support Scale were used. Results revealed that individuals indicating higher level of hardiness had significantly lower alienation scores across all school climate conditions than their less hardy counterparts did. Moreover, results showed that the more the school climate becomes supportive the more the hardy teachers become less alienated.

According to what was discussed above , commitment is an important feature and parameter because it involves one's feeling toward work, family, and self. Moreover, those who possess commitment

perceive themselves as active in their life and have purposes of what they do. So their life is meaningful. Towards the end, it leads to four things: involvement, setting goals, participation, and purpose which are very necessary for teachers to have. The other important dimension, in the construct of hardiness, is control. What is control? Is it the classroom control or personality characteristic?

Control:

Control is a belief that refers to those persons who are able to take an active role in and have a sense of responsibility for their life. Control refers to a sense of power (Liechtenstein, 1995). Liechtenstein Added that when control is low, individuals suffer from a feeling of hopelessness and powerlessness to meet the situations. Thomson (1995) emphasized that control is the ability to develop coping options which are used to change stressful events into parts of life. Also, powerlessness is the opposite of control. Zielinski & Hoy (1983) said that teachers with powerlessness feel they can't effectively perform and might not be in control of their classrooms and its environment. Control, including responsibility, is the tendency to be able to perform and be influential (Orr & Westman, 1990). Additionally, control involves belief in one's ability to have control over problems (Galla et al, 1994).

Kosaka (1996) conducted a study on the relationship between hardiness and stress. The researcher carried out the study on a sample consisting of 226 college students. Results indicated that the three components of hardiness had adequate reliability and had moderate inter-correlation. Also, total scores and sub-scores of psychological stress response were negatively correlated with the three components of

hardiness . Moreover , some scores and sub scores of psychological response were higher categories than all components of hardiness in the lower category.

Challenge

When talking about challenge it comes to our mind the aspect of hardiness that refers to *change*. Challenge is based on the belief that change is a constant in one's life. Change was viewed as challenge to face and overcome problems rather than considering it (change) as problem to avoid .This is how successful people believe. They don't ignore problems in the contrary they see that change is a way of growth. For example, Brooks(1999) held a workshop in teach how persons could cope with anger and increase motivation. After completing the workshop, one teacher wrote to him saying that she was dealing with a high risk group of students who were frequently absent.She said that she took the problem as a challenge and she employed what she had learned in the workshop (Brooks,1999). Koshaba & Maddi(1999)maintained that :

"People strong in challenge believe that what makes their life worthwhile is to continue growth in knowledge and wisdom through what they learn from experience, whether positive or negative" (p.106).

This was presented in a study conducted on the hardy personality in Yale New Haven Teachers Institute. Additionally, challenge involves dealing with stressful events as challenging opportunities, not as threats to one's esteem (Galla et al , 1994).Challenge was viewed as a change in a normative mode of life which allows personal growth (Orr and Westman , 1990) .

Lichtenstein (1995) referred to challenge as the ability to view all situations as potentially positive with successful outcomes. He added that individuals who had experienced low levels of challenge perceive

any situation as a threat to them. Kobasa et al (1982) stated that individuals ranking high level in challenge believe that it is necessary and needed as part of growth process. Depending on what have been mentioned , challenge is a sign of growth and it leads to success .Also , it is a good characteristic that allows us, as teachers , in dealing with stressful situations in our workplace .

Surveying the dimensions of hardiness, it could be safely said that the hardy personality in general is preferable because it leads to optimism and these three dimensions are positive if found in a teacher's personality .

C -Hardiness and other related areas :-

Hardiness is a very important characteristic which implies change, growth, determination, involvement, and control. Accordingly, researchers have been interested in searching this field. Naturally, the researcher gave a great care to highlight this value of hardiness by giving examples , necessary ones , concerning hardiness and other related areas .

According to Hardiness Institute (2000), 651 articles on the hardiness concept have been produced since 1975 when Maddi , the founder of hardiness institute, began his research. Researchers were interested in investigating the relationship between hardiness and other areas such as educational, medical, sports, organizational, and mental health. To make the matter more clearer , the researcher categorized studies conducted on hardiness and classified them into areas such as hardiness and stress, hardiness and work place, hardiness and family, hardiness and sports, hardiness and health, hardiness and students and hardiness and teachers.

1 – Hardiness and work place :

Rahim (1990), in his book Moderating Effects of Hardiness and Social Support on the Relationship of Conflict and Stress to Job Burnout and Performance, carried out an investigation on the main relationship to test moderating effect of hardiness personality relation to job and performance.

A study, conducted by Michael et al (1995), examined the effects of pressure for change in the public sector and the potential mechanisms by which employees psychological hardiness impacts feeling and reaction to stress. The sample consisted of 325 employees. It was found that psychological hardiness was negatively correlated with stress and positively correlated with satisfaction.

Another important study was carried out by Thomson (1995). This study investigated the relationship between the hardiness personality trait and school climate, in their contribution to student teacher alienation. The participants in the study were 106 prospective teachers (83 females and 23 males aged 21-50 years) who were in the last phase in their professional preparation program. The Dean Alienation Scale and the Social Support Scale were used. Results revealed that individuals who indicated higher level of hardiness had significantly lower alienation scores across all school climate conditions than their less hardy counterparts did. Moreover, results indicated that the more the school climate becomes supportive the more the hardy teachers become less alienated.

2 – Hardiness and Health

Narsavage and Weaver (1994) examined the relationship between psychological status coping, and hardiness to exercise ability and functional status in 96 adult patients (aged 40-84 years) with chronic obstructive pulmonary diseases. Exercise agility was measured by the Pulmonary Functional Status Scale . The commitment, and challenge components of hardiness were significantly correlated with the 12 mile distance. The commitment component of hardiness was significantly correlated with functional status where the best predictors for exercise ability, commitment and physiological status, were the best for the functional status.

3 – Hardiness and stress :

This field in relation with hardiness received a great interest. Many up-to-date studies and programs were conducted on it. For example, a very relevant study was carried out by Brooks (1999) in which he described the hardy personality and examined stress hardiness. He indicated that individuals who possess characteristics of hardiness compared with those who do not experience hardiness respond to stressful events in a more adaptive and effective way. He explained that challenge is based on the belief that it's a constant in one's life. It (challenge) is to master and confront stress rather than to avoid it .

Huang (1995) examined the relationship between hardiness and stress, through a critical review of issues of definition, concept, and measurement of hardiness. Individual and family hardiness are stress-resistance resources, comprising dimensions, which include control,

challenge, commitment, and confidence. Huang (1995) indicated that hardy persons are likely to stay healthy, and perceive life changes as positive and challenging, through cognitive appraisal. He said that the concept of family hardiness should be incorporated into family stress theory.

Another study was conducted by Florian et al (1995) on the Israeli recruits (N=276) who completed a questionnaire on hardiness, mental health, cognitive appraisal and ways of coping. Path analysis revealed that components of hardiness-commitment and control measured at the beginning of training-predicted mental health at the end of the training through the mediation of appraisal and coping variables. Berwick (1992), Khoshaba & Maddi (1999), Kosaka (1996), Brooks (1999), Majorie (1989) found that persons who possessed features of hardiness experienced and responded to stressful events more effectively than those who did not demonstrate these personality features.

4 – Hardiness and sports

Manning and Fusilier (1999) examined the main and interactive effects of social support, physical exercise, and personal hardiness on objective measures of health. Data were collected from 192 working adults. Results showed main effects of hardiness and exercise on the dependent variables of health. Moreover, hardiness appeared to be associated with fewer health problems.

Sharply et al (1995) found that hardiness was the most powerful predictor of good overall health for a sample of 1925 Australian university staff. Also, Florian et al (1995) found that the hardiness components of commitment and control operated through appraisal and coping to positively influence mental health.

5 – Hardiness and Family

As there is hardiness of individuals, there is also hardiness of family. Huang (1995) examined the relationship between hardiness and stress, through critical review of issues of concepts and measurement of hardiness. The researcher found out that individual and family hardiness are stress-resistance resources when he compared the four dimensions of hardiness control, challenge, commitment, and confidence. Also, results revealed that hardy persons are more likely to stay healthy, and understand life changes as positive and challenging. Moreover, hardiness facilitates family adaptation.

D-Relevant studies on hardiness of Teachers :

As it was mentioned previously, researchers were interested in studying the relationship and the contribution of hardiness with and to many fields such as medical, sports, family, stress and other fields. This part of chapter two presents the most important studies conducted on the relationship between hardiness and teachers.

Hardiness was also studied as it relates to teachers. For instance, Brooks (1999), in a workshop for teachers, recognized that one teacher despite her job frustration and stressful job situation realized a powerful feeling inside her that enabled her to face these stressful situations.

Thomson (1995) studied the relationship between the hardiness personality trait and school climate, in their contribution to student teacher alienation. The participants in the study were 106 prospective teachers (83 female and 23 males, aged 21-50 years) who were in the last phase of their professional preparation program, the student teaching internship. Dean Alienation Scale and Social Support Scale were used. Results indicated that individuals indicating higher levels of hardiness

had significantly lower alienation scores across all school climate conditions than their less hardy counterparts did. Additionally, results indicated that as the school climate became more supportive student teachers who had high levels of hardiness became progressively less alienated. However those who had lower levels of hardiness ,their alienation increased as the school climate became supportive.

Christopher (1996) investigated the relationship of hardiness, efficacy and locus of control to the work motivation of student teacher. The sample of the study consisted of student teachers (32 males and 17 females). Hardiness inventory (Maddi & Kobara 1984), the Teacher Efficacy Scale (Gison & Dembo , 1984) and Internal -- Powerful others Chance Scale (Levenson, 1997) were used for data collection. Results revealed that internal locus of control was found to be significantly positively related to work motivation.

Another study was conducted in relation to teachers. Angle (1997) examined the relationship of stress, burnout, hardiness and social support among urban secondary school teachers. The role of demographic variables was also examined statistically. Analysis, precisely person correlation analysis identified a significant relationship among hardiness, stress, social support and burnout. Hardiness did account for a significant amount of variance in total burn out. Multiple regression analyses also revealed that hardiness and some aspects of stress were very significant predictors of burnout. Age, level of education and years of marriage were found to have significant relationship identified by the statistical analyses secondary analysis of hardiness data failed to support the initial findings. Also results revealed that student lack of discipline and motivation was the primary source of teachers stress. In a field study Carried out by Howard (1996) examined the effects of hardiness,

efficacy and related educator characteristics on health, stress, and burnout. The study was applied on a relevant sample consisting of 357 educators. Multiple regressions revealed no direct or buffering effects for hardiness among teachers. Moreover, the data suggested that academic hardiness might be a more continuous influence, more modifiable, vulnerable and less independent of stress and health factors than previous research has indicated.

A similar study was done by Fimain (1987) in the area of stress perception, burnout, and alienation. The sample of the study consisted of 226 teachers to see if the teacher's relevance of stress instances was related to the concept of teacher stress. The researcher used teacher stress inventory. The study revealed that teacher's perception of stress differed according to teacher's level of hardiness.

To study hardiness in relation to the classroom size control, Pierce and Molloy (1990) used a convenient sample of 722 Australian teachers. He tested the hypothesis which stated that hardiness was negatively related to teacher burnout and positively linked to control ideology. Burnout was measured by using Maslach Burnout Inventory (1981). Control ideology was measured by Pupil Control Ideology by Willower, Eidell and Hoy (1967). Hardiness was measured by using Hardiness Inventory by Kobasa(1984). Further investigation was employed to determine the differences between high and low hardy teachers. They concluded that teachers in high burnout /low hardiness were more custodial in their dealing with students. Those teachers viewed themselves as unable to make any difference in the life of their students. Teachers indicated that it was hard to teach and they preferred to abandon teaching.

Thomson (1995) studied student teachers hardiness. He used a sample which consisting of 106 teachers (83 female and 23 male) and he

used the multiple regression technique to decide if there was any relationship between alienation, school climate and hardiness. He discovered that hardiness and alienation levels were related. The significance of hardiness level revealed that hardiness affected the alienation of teachers. He concluded that if the level of hardiness was high the level of alienation would be low .

Calabrese and Fisher (1988) conducted a study on a sample of student teachers consisting of 187 teachers (151 females and 27 males). Student teachers were found to be statistically more alienated than were in-service teachers. This was due to the lack of experience in dealing with the school climate. Hardiness and its dimensions (control, commitment and challenge), according to what was related to stress / illness had either positive or negative relation. It was also agreed by most of the researchers that hardy persons appeared to cope differently with situations, problems, school climate / environment. They felt in control of their problems and classes, committed rather than alienated, and considered challenge (change) as a part of the growth process. Hardy teachers effectively deal with problems and stressful school environment . They did important things, accepting change and problems as a part of growth (Kosaka ,1996).

SUMMARY :

The researcher provided a relevant introduction to the importance of hardiness , its founder , and what was displayed in the chapter . Moreover, the literature was categorized into three parts. The first part was about hardiness defined. The second was about hardiness parameters or dimensions (*control, commitment, and challenge*). The third was a clarification for hardiness and its relationship with other related fields which were always studied and linked to hardiness such as: stress, mental health, sports, and teaching. This embodies the importance of hardiness

as it relates to multiplicity of areas. Finally, the researcher introduced a relevant set of related studies which highlighted the importance of hardy personality that springs from hardiness and teaching.

Chapter Three

Methodology

In this chapter the researcher presents the methodologies involved in this study. The researcher classified them into the following sections :

(1) Population (2) Sample (3) Instrumentation (4) Procedures (5) Statistical analysis .

1 - Population:

The population of this study consisted of 1,050 English teachers in the Northern Districts of Palestine and they were distributed as in table (1).

Table 1

Population distribution according to district.

No	District	N
1	Jenin	177
2	Salfeet	100
3	Qabatya	164
4	Qalqilia	109
5	Tulkarm	160
6	Nablus	340
	Total	1,050

2 - Sample:

The sample of this study was drawn from the English teachers in the Northern Districts of Palestine. They were selected randomly from six districts located in the northern part of Palestine. The sample included 271 teachers (136 male and 135 female). The sample was randomly chosen. The following tables 2 - 7 show the sample distribution according to the demographic variables of the study.

A -Gender variable :

Table 2

Sample distribution according to gender .

<i>Gender</i>	<i>N</i>	<i>Percentage %</i>
Male	136	50.2
Female	135	49.8
Total	171	100

B- Marital status :

The second table shows the sample distribution according to the marital status variable in which the married were 233 teachers while 38 were single teachers.

Table 3

Sample distribution according to marital status .

<i>Marital status</i>	<i>N</i>	<i>Percentage %</i>
Married	233	86
Single	38	14
Total	271	100

C: Qualification variable :

Table 4 shows the sample distribution according to the qualification variable.

Table 4

Sample distribution according to qualification .

<i>Qualification</i>	<i>N</i>	<i>Percent age %</i>
Diploma	66	24.4
BA	191	70
MA	4	5.2
Total	271	100

D: Salary variable

Table 5

Samples distribution according to salary .

<i>Salary</i> <i>New Israeli Shekel (NIS)</i>	<i>N</i>	<i>Percentage %</i>
Less than 1,500	58	21.4
1,500 – 2,000	164	66.5
More than 2,000	49	18.1
Total	271	100

E: Number of students in the class

Table 6

Sample distribution according to number of students in class.

<i>No. of Students</i>	<i>N</i>	<i>Percentage %</i>
Less than 30	68	25.1
From 30 – 40	144	53.1
More than 40	59	21.8
Total	271	100

F : Experience variable :

Table 7

Sample distribution according to the experience.

<i>Experience (Years)</i>	<i>N</i>	<i>Percentage %</i>
1 – 5	87	32.1
6 – 10	60	22.1
11 – 15	29	10.7
16 – 20	42	15.5
More than 20 Years	53	19.6
Total	271	100

In order to determine the level of hardiness behavior of English teachers in the Northern Districts of Palestine, the study was conducted

on 271 English teachers working in the Northern Districts of Palestine. The researcher tried as much as possible to include both urban and rural teachers in the study. The subjects were both males and females teachers. The researcher used a descriptive research method. The subjects (English teachers) were given the questionnaire by hand to complete immediately or at home. The variables assessed in the study, were both dependent and independent. In this study the researcher assessed one dependent variable which is hardiness. He also assessed six independent variables were assessed (gender, marital status, salary, qualifications, number of students in class, and experience).

- Instrumentation:

The researcher used Kobasa's & Maddi's(1984) Hardiness Inventory (HI). The instrument was used to measure the level of hardiness behavior of English teachers in the northern districts of Palestine. This instrument was the latest instrument for such study (hardiness questionnaire Kobasa, 1984). The instrument consists of three sub-scales, challenge, control and commitment. The original inventory consisted of (50) items .The first sub-scale (challenge) had (17) items. The second sub-scale (commitment) contained (16) items and for third sub-scale (control) contained (17) items.

After its translation into Arabic , the researcher made copies of the questionnaire and submitted it to six juries from the Faculty of Education at An-Najah National University. The instrument has underwent some modifications. For example , three items were dropped because they were not fit for the Palestinians environment. Moreover ,some suggestions were given to rewrite some items to make them more suitable for the Palestinian environment .After the previous modifications, the instrument

had 47 items. Item 16 was dropped from the challenge domain, items 35, and 50 were dropped from control domain.

Accordingly, the new arrangement of the instrument became as follows : The first domain for challenge consisted of 16 items (from 1 – 16). The second domain ,commitment, remained stable consisting of 16 items. From 17-32 the last domain control .Two items were dropped to have 15 items instead of 17. The researcher recoded the negative items and they were 6, 7 ,8,11,13 ,17,18, 20, 13,33,37,38,43,44 as they appeared in the Arabic questionnaire .(See appendix C. P: 73) .

- Validity of the Instrument

To measure what is the instrument aimed to measure, the researcher distributed the instrument after translating it into Arabic on six experts from the Faculty of Education . After the experts approved it is suitable for the purpose of the study. The researcher took the modifications into consideration. For example, all of them confirmed to drop item 50.

- Reliability of the Instrument :

A total sample of 30 teachers (15 males and 15 females) participated to test the reliability of the inventory. Alpha formula was used to determine the reliability of the inventory as in Table 8.

Table 8
Alpha formula of instrument Reliability.

Domains	Reliability
Challenge	0.89
Commitment	0.92
Control	0.88
Total	0.93

The results of Table 8 show that the ranges of reliability of hardiness behavior domains were between 0.88 and 0.92, and for the total 0.93. All of these values were suitable for conducting such study .

- ***Procedures:***

The researcher used the following procedures during the application of this study :

1. Establishing the validity and reliability of the instrument by the experts of the Faculty of Education who approved the utility of the instrument for carrying out the study, the researcher incorporated the changes suggested by the experts .
2. The researcher obtained the number of English teachers in each districts of Northern District of Palestine.
3. After that the researcher has drawn sample, which represented 35% of the population of the study. The researcher obtained A permit from the Ministry of Education and arranged with each directorate of education to distribute and collect of the instrument.
4. The researcher himself distributed the copies of the instrument on English teachers in Qalqilia, Tulkarm, and Nablus districts while the other districts such as Jenin and Salfit copies of the instrument were distributed by the principals in the directorates of education there. This was because of the critical political situation, checkpoints and obstacles. In order to obtain more valid and credible results, English teachers were given the freedom to complete the questionnaire either immediately or at home. Also, the completion was voluntary.

5. The researcher managed to collect almost all the copies. Then the questionnaire data were statically processed .

- Statistical Analysis:

In order to analysis the data, the researcher used statistical techniques using the (SPSS) statistical packages.

The following statistics were used:

- 1) Means and percentages.
- 2) Independent groups t-test.
- 3) One-Way Analysis of Variance (ANOVA), and Scheffes' Post-hoc test.
- 4) Repeated (MANOVA) using Wilks' Lambda test and Sidak Pairwise companions test between means.

Summary:

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This chapter dealt with methodology and design of the study . Moreover, the researcher classified the chapter by first presenting the population distribution. Then, the researcher presented the sample in accordance with the study variables (gender, experience, qualifications, salary, number of students in class and marital status). Additionally, the researcher tested validity and reliability of the instrument used . After that, the researcher detailed the procedures in performing the study.

Chapter four

Results

Introduction:

The purpose of this study was to find out the level of hardiness behavior of English Teachers in the Northern Districts of Palestine and the role of demographic variables (gender , experience , salary , qualifications , class size and marital status) on the level of hardiness behavior .The results are displayed in this chapter . After statistical analysis, the researcher categorized results into seven parts .Part (1) deals with the level of hardiness behavior of English teachers in the Northern Districts of Palestine .In addition , ranks of hardiness domains were calculated. Then part(2) deals with the results related to the first hypothesis (hardiness behavior and gender).Part (3) deals with the second hypothesis (hardiness behavior and experience). Part (4) deals with hypothesis number three which is hardiness behavior and qualification variable .Part (5) deals with hypothesis four (hardiness behavior and salary variable) .Part (6) deals with hypothesis number five (hardiness behavior and class size variable). In the final part (7) deals with the results related to the hypothesis six hardiness behavior and marital status .

Part one : Results related to the first question: What is the level of hardiness behavior of English teachers in the Northern Districts of Palestine?

To answer the question, means and percentages of each item ,domains and total score of hardiness behavior were used as in Tables 9 , 10 11 and table 12 shows ranks of domains and the total score of hardiness behavior .

For data analysis , the researcher used the following percentages :

80 % and more is very high degree of hardiness behavior .

70- 79.9 % is high degree of hardiness behavior.

60 - 69.9 % is moderate degree of hardiness behavior.

50 - 59.9 % is low degree of hardiness behavior.

less than 50 % is very low degree of hardiness behavior.

In the following part the researcher presents each domain of hardiness and its means and percentages .

A - Challenge domain :

Table 9
Means and percentages of challenge domain

No	Items	Means *	Percent (%)	Level
1	<i>I often wake up eager to take up life where I left off yesterday .</i>	3.76	75.2	High
2	<i>I like a lot of variety in my work at school .</i>	3.31	86.2	Very high
3	<i>Most of the time my teachers or superiors listen to me .</i>	3.67	73.4	High
4	<i>Planning ahead can help avoid most future problems</i>	3.35	67	Moderate
5	<i>I usually feel that I can change what might happen tomorrow by what I do today .</i>	3.58	71.6	High
6	<i>I feel uncomfortable if I have to make any changes in my every day schedule.</i>	3.55	71	High
7	<i>No matter how hard I try my efforts will accomplish nothing .</i>	3.04	60.8	Moderate
8	<i>I find it difficult to imagine getting excited about teaching .</i>	4.34	86.8	Very high
9	<i>No matter what you do , the tried and true ways are always the best.</i>	3.00	60	Moderate
10	<i>I feel that it is almost impossible to change my mind about something .</i>	3.77	75.4	High
11	<i>Most teachers are just manipulated by their administrators</i>	2.42	48.4	Very low
12	<i>New rules shouldn't be made if they hurt a persons' chance for a raise or promotion .</i>	3.22	64.4	Moderate
13	<i>When you marry and have children you have lost your freedom of choice.</i>	2.72	54.4	low
14	<i>No matter how hard you work , you never seem to reach your goals .</i>	3.92	78.4	High
15	<i>A person whose mind seldom change can usually be dependent on to have reliable judgment.</i>	4.43	88.4	Very high
16	<i>It doesn't matter if you work hard at teaching since recognition is only given to the administration .</i>	2.59	51.8	Low
Total score of challenge		3.54	70.8	High

* maximum point of response (5) points .

Table 9 shows that hardiness of English teachers in the Northern Districts of Palestine on items of challenge domain are very high on items 2, 8, 11, and 15 .The percentages of responses on these items are greater than 80 % .The level is high on items 1,3,5,6,10,and 14 where the range percentages of responses on these items are between 71-78.4 % and the level is moderate on items 4,7,9,and 12 where the range of percentages of responses on these items are between 60-67%.The level

is low on items 13 and 16 where percentages of responses are respectively 54.4 % and 51.8 % .The level is very low only on item 11 where the percentage of response is 48.4 % .

For the total score of hardiness behavior of challenge domain the level was high where the percentage of response was 70.8 % .

B - Commitment domain :

Table 10
Means and percentages of commitment domain

<i>No</i>	<i>Items</i>	<i>Means *</i>	<i>Percent (%)</i>	<i>Level</i>
1	<i>I don't like conversations when others are confused about what they mean to say .</i>	3.68	73.6	High
2	<i>Most of the time it just doesn't pay to try hard since things never turn right anyway .</i>	3.62	72.4	High
3	<i>The most exciting thing for me is my daydreams and fantasy.</i>	3.63	72.6	High
4	<i>I won't answer a persons question until I am very clear as what he /she is asking .</i>	4.45	89	Very high
5	<i>When I make plans I'm certain I can make them work .</i>	4.11	82.2	Very High
6	<i>I really look forward to teaching.</i>	3.96	79.2	High
7	<i>It doesn't bother me to step aside for a while from something I am involved in if I am asked to something else .</i>	3.98	79.6	High
8	<i>When performing a difficult task in teaching or at school ,I know when I need to ask for help .</i>	4.03	80.6	Very high
9	<i>It's exciting for me to learn something about myself .</i>	4.10	82	Very high
10	<i>I enjoy being with people who are unpredictable .</i>	4.07	81.4	Very high
11	<i>I find it's usually very hard to change a friend's mind about something .</i>	3.17	63.4	Moderate
12	<i>Thinking of yourself as a free person just makes you feel frustrated and unhappy .</i>	3.95	79	High
13	<i>It bothers me when something unexpected interrupts my routine .</i>	3.70	74	High
14	<i>When I make a mistake ,there's very little I can do to make things right again .</i>	3.41	68.2	Moderate
15	<i>I feel no need to try my best at work since it makes no difference anyway .</i>	3.85	77	High
16	<i>I respect rules because they guide me .</i>	3.75	75	High
Total score of commitment		3.84	76.8	High

* maximum point of response (5) points .

According to Table 10 it is clear that it shows the hardiness behavior of English teachers in the Northern Districts of Palestine for items of commitment domain are very high on items 4,5,8,9 ,and 10 where the percentages of these items are greater than (80 %) and the level of hardiness is high on items 1,2,3,6,7,12,13,15, and 16 where the range of percentages of responses are between 72.4 - 79.2 % and the level is moderate on items 11 and 14 where the percentages of responses are respectively 63.4 and 68.2 % .

For total score of hardiness behavior for commitment domain the level was high where the percentage of response was 76.8 % .

C - Control domain :

Table 11
Means and percentages of control domain

<i>No</i>	<i>Items</i>	<i>Means *</i>	<i>Percent (%)</i>	<i>Level</i>
1	<i>One of the of best ways to handle problems is not to think about them</i>	3.92	78.4	High
2	<i>I don't like things to be uncertain or unpredictable.</i>	3.86	77.2	High
3	<i>People who do their best should get full financial support from society.</i>	4.13	82.6	Very high
4	<i>Most of my life gets wasted doing things that don't mean any thing.</i>	3.75	75	High
5	<i>Lots of time I don't really know my own mind.</i>	4.16	83.2	Very high
6	<i>I have no use for theories that are not closely tied to facts.</i>	3.47	69.4	Moderate
7	<i>Ordinary work is just too boring to be worth doing.</i>	2.73	54.6	Low
8	<i>When people get angry at me, it's usually for no good reasons.</i>	3.96	79.2	High
9	<i>Changes in routine bother me.</i>	3.77	75.4	High
10	<i>I find it hard to believe people who tell me that the work they do is of value to society.</i>	3.61	72.2	High
11	<i>I feel that if someone tries to hurt me, there's not much I can do to stop them.</i>	3.93	78.6	High
12	<i>Most days, life isn't very exciting for me.</i>	3.61	72.2	High
13	<i>I think people believe in individuality only to impress others.</i>	3.73	74.6	High
14	<i>When I'm reprimanded in teaching at school, it usually seem to be unjustified.</i>	3.74	74.8	High
15	<i>I want be sure someone will take care of me when I get old.</i>	3.46	69.2	High
Total score of commitment		3.46	74.4	High

* maximum point of response (5) points .

Table 11 shows that hardiness behavior of English teachers in the Northern Districts of Palestine for items of control domain are very high on items 3 and 5 where the percentages of responses are greater than 80%. As one may notice that the level is high on items 1,2,4,8,9,10,11, 12, 13, 14, and 15 where the range of percentages of responses on these items are between 72.2- 79.2%. And the level is moderate is only on item 6 where the percentage of response is 69.4%. The level is low on item 7 the percentage of response is 54.6%. For total score of hardiness behavior for control domain the level was high where the percentage of response was 74.4%.

Table 12

D: Ranks of domains and total score of hardiness behavior:

<i>Domains</i>	<i>Means *</i>	<i>Percent %</i>	<i>Level</i>	<i>Rank</i>
<i>Challenge</i>	3.54	70.8	High	3
<i>Commitment</i>	3.84	76.8	High	1
<i>Control</i>	3.72	74.4	High	2
<i>Total score of hardiness</i>	3.70	74	High	

** Maximum point of response (5) points.*

The results of table 12 show high level of hardiness behavior of English teachers in the northern district of Palestine on all domains and total score of hardiness. The range of percentages of responses on the domains are between 70.8-76.4% and 74% for the total score of hardiness behavior.

Furthermore, the results indicated that the ranks of domains are as follow:

- First rank: Commitment domain 76.8%
- Second rank: Control domain 74.4%
- Third rank: Challenge domain 70.8%

To determine if there is a significant difference among hardiness domains Repeated (MANOVA) using Wilks' Lambda test was used as in Table 13.

Table 13
Results of Wilks' Lambda test for the difference of hardiness domains:

<i>Wilks' Lambda value</i>	<i>(F) Value</i>	<i>Hypothesis Df</i>	<i>Error (Df)</i>	<i>Sig *</i>
0.62	82.07	2	269	0.0001*

* Significant at ($\alpha = 0.05$).

The results of table 13 show that there is a significant difference at ($\alpha = 0.05$) among hardiness behavior domains.

To determine between which domains the difference found Sidak pairwise comparisons test was conducted as in Table 14.

Table 14
Sidak pair wise Comparisons Test among hardiness behavior domains:

<i>Domains</i>	<i>Means</i>	<i>Challenge</i>	<i>Commitment</i>	<i>Control</i>
<i>Challenge</i>	3.54		-0.30*	-.17 *
<i>Commitment</i>	3.84			.11 *
<i>Control</i>	3.72			

* Significant at ($\alpha = 0.05$)

The results of Table 14 show a significant difference at ($\alpha = 0.05$) among hardiness behavior domains and these

- * Challenge and commitment domains in favor of commitment.
- * Challenge and control domains in favor of control.
- * Commitment and control in favor of commitment.

Such results are clear in *figure (1)*.

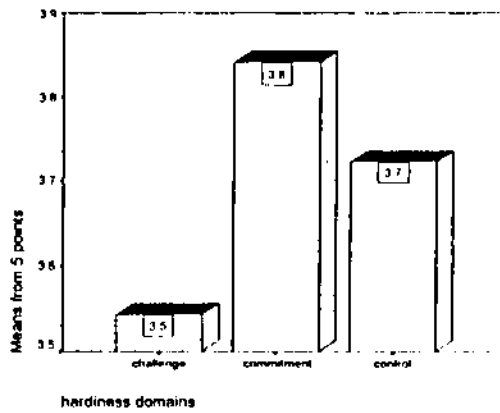


Figure (1) Means of hardiness domains.

2. Results Related to the first hypothesis:

There is no significant difference at ($\alpha = .05$) in English teachers' hardiness behavior in the Northern District of Palestine due to gender variable.

For testing this hypothesis Independent t-test was used as in Table 15.

Table 15

Results of Independent t-test for the difference in Hardiness Behavior for English Teachers in the Northern Districts of Palestine according to gender

<i>Domains</i>	<i>Male</i>		<i>Female</i>		<i>T value</i>	<i>Sig *</i>
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>		
<i>Challenge</i>	3.48	.36	3.60	.32	2.90	0.004 *
<i>Commitment</i>	3.74	.44	3.93	.38	3.66	0.0001 *
<i>Control</i>	3.68	.53	3.76	.47	1.22	.22
<i>Total score of hardiness</i>	3.63	.36	3.76	.33	2.99	0.003 *

* Critical t-test value at ($\alpha = 0.05$) equal (1.96) with DF (269).

The results of Table 15 show that computed t-test value on control domain was 1.22. Such value is lower than critical t-test value 1.96. This means that there is no significant difference at ($\alpha = .05$) on control domain between male and female teachers while computed t-Test for commitment, challenge, and total score of hardiness behavior are respectively 2.90, 3.66, and 2.99 all of these values are greater than the critical value of t-Test 1.96 this means that there are significant differences at ($\alpha = 0.05$) on challenge, commitment, and total score of hardiness behavior between male and female teachers in the Northern Districts of Palestine in favor of female teachers.

Such results are clear in figures 2, 3, and 4 :

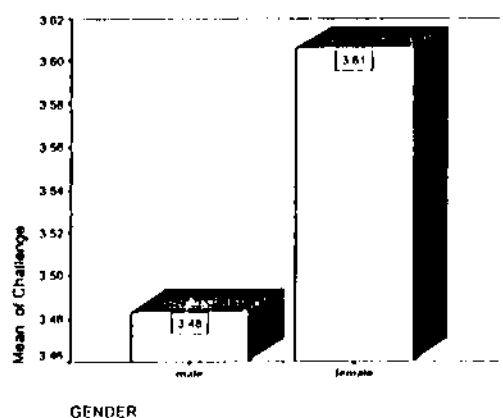


Figure (2) means of challenge domain according to gender .

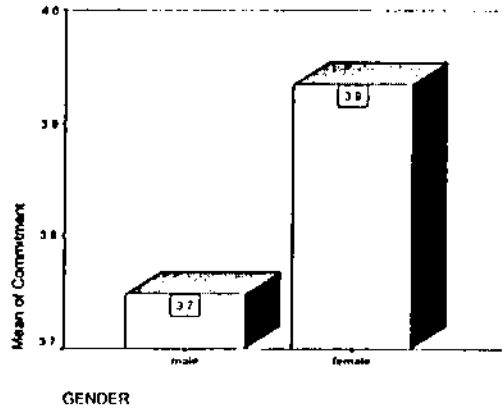


Figure (3) means of commitment domain according to gender

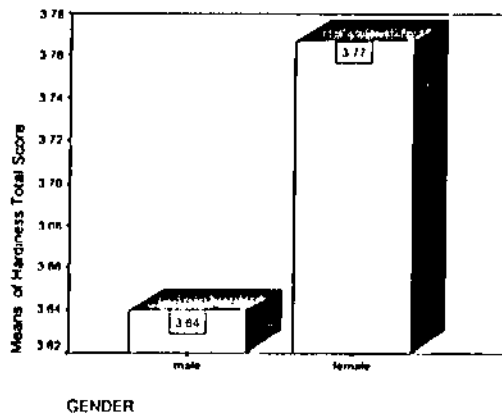


Figure (4) means of hardiness behavior total score according to gender .

3. Results Related to the second hypothesis:

There is no significant difference at ($\alpha = .05$) in English teachers in the northern districts of Palestine due to experience variable.

For testing this hypothesis, one-way-Analysis of variance (*ANOVA*) was used, Where Table 16 Shows means of hardiness behavior according to experience variable and Table 17 show the results of (*ANOVA*) test.

Table 16
Means of hardiness behavior of English Teachers in the Northern Districts of Palestine according to experience

<i>Domains</i>	<i>5 and less</i>	<i>6 – 10</i>	<i>11 - 15</i>	<i>16 – 20</i>	<i>More 20</i>
Challenge	3.58	3.49	3.46	3.56	3.55
Commitment	3.82	3.83	3.71	3.82	3.95
Control	3.71	3.75	3.66	3.75	3.72
Total	3.70	3.69	3.61	3.71	3.73

Table 17
Results of One-Way-ANOVA for Hardiness Behavior according to experience

<i>Domain</i>	<i>Source of variance</i>	<i>Sum of square</i>	<i>DF</i>	<i>Mean square</i>	<i>F</i>	<i>Sig *</i>
Challenge	Between Groups	.442	4	.110	0.898	0.466
	Within Groups	32.72	266	.123		
	Total	33.16	270			
Commitment	Between Groups	1.146	4	.286	1.589	0.178
	Within Groups	47.94	266	.180		
	Total	49.09	270			
Control	Between Groups	.203	4	.05	0.198	0.939
	Within Groups	68.18	266	.256		
	Total	68.38	270			
Total score	Between Groups	.291	4	.07	0.572	0.683
	Within Groups	33.80	266	.127		
	Total	34.09	270			

* Significant at ($\alpha = .05$), critical (F) value (2.40)

The results of table 17 show that computed (F) values on all domains and total score of hardiness behavior are respectively .89, 1.89, 0.57 all of these values are lower than critical (F) value 2.40. This means that there are no significant differences at($\alpha = .05$) in hardiness behavior of English teachers in the northern districts of Palestine due to experience variable.

4. Results Related to the Third hypothesis:

There is no significant difference at ($\alpha = .05$) in English teachers Hardiness Behavior in the Northern Districts of Palestine due to the qualifications variable.

For testing this hypothesis one-way (*ANOVA*) was used, where Table 18 shows means, and Table 19 shows the results of one-way *ANOVA*.

Table 18

Means of hardiness behavior of English teachers in the northern districts of Palestine according to qualification variable

<i>Domains</i>	<i>Diploma</i>	<i>BA</i>	<i>MA and more</i>
Challenge	3.59	3.52	3.52
Commitment	3.94	3.80	3.77
Control	3.76	3.70	3.69
Total Score	3.77	3.68	3.66

Table 19

Results One-Way ANOVA for hardiness behavior according to qualification

<i>Domain</i>	<i>Source of variance</i>	<i>Sum of square</i>	<i>DF</i>	<i>Mean square</i>	<i>F</i>	<i>Sig *</i>
Challenge	Between Groups	.23	2	.11	.93	.39
	Within Groups	32.92	268	.12		
	Total	33.16	270			
Commitment	Between Groups	2.005	2	1.002	5.89	0.01 *
	Within Groups	48.08	268	.17		
	Total	50.85	270			
Control	Between Groups	.17	2	.08	.35	.70
	Within Groups	68.21	268	.25		
	Total	68.38	270			
Total score	Between Groups	.40	2	.20	1.59	.20
	Within Groups	33.69	268	.12		
	Total	34.09	270			

* Critical (*F*) value at ($\alpha = 0.05$), equal (3.03).

The results of Table 19 shows that there no significant differences at ($\alpha = .05$) on challenge control and total score of hardiness

behavior of English teachers in the Northern Districts of Palestine due to qualification variable. However the results are significant at ($\alpha = .05$) on commitment domain according to the qualification variable. To determine between whom the differences were found Scheffe's post-hoc test was conducted as in Table 20.

Table 20
Scheffes' post-hoc test for the differences of commitment domain according to qualification

<i>Qualification</i>	<i>Diploma</i>	<i>BA</i>	<i>MA and more</i>
Diploma		.14 *	.17 *
BA			.03
MA & more			

* Significant at ($\alpha = .05$)

The results of Table 20 show the following:

- There is significant difference at ($\alpha = .05$) for commitment domain between (BA) and (MA) holders.
- There is a significant difference at ($\alpha = .05$) for commitment domain between:

- * Diploma and (BA) holders in favor of Diploma.
- * Diploma and (MA) holders in favor of Diploma.

Such results are clear in *figure (5)*.

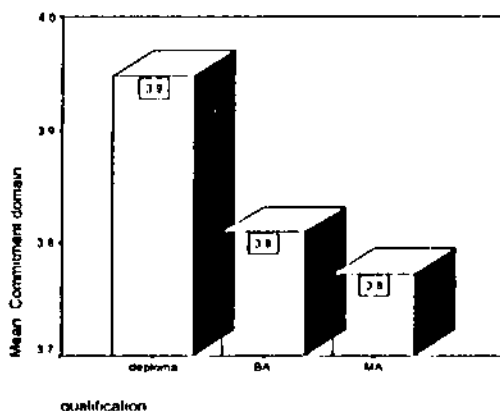


Figure (5) means of commitment domain according to qualification .

5. Results Related to the fourth hypothesis:

There is no significant difference at ($\alpha = .05$) in English teachers' hardiness behavior in the Northern Districts of Palestine due to salary variable.

For testing this hypothesis, one-way (ANOVA) was used, where Table 21 shows means of hardiness behavior according to salary variable, and Table 22 shows the results of (ANOVA) test.

Table 21
Means of Hardiness Behavior of English Teachers in the Northern Districts of Palestine according to salary

<i>Domains</i>	<i>Less than 1500 NIS</i>	<i>1500 – 200 NIS</i>	<i>More 2000 NIS</i>
Challenge	3.59	3.52	3.55
Commitment	3.85	3.82	3.87
Control	3.69	3.73	3.72
Total score of hardiness	3.71	3.69	3.71

Table 22
Results of One-Way ANOVA for hardiness behavior according to salary variable

<i>Domain</i>	<i>Source of variance</i>	<i>Sum of square</i>	<i>DF</i>	<i>Mean square</i>	<i>F</i>	<i>Sig *</i>
Challenge	Between Groups	224	2	112	912	.403
	Within Groups	32.94	268	123		
	Total	33.16	270			
Commitment	Between Groups	118	2	.05	324	.724
	Within Groups	48.97	268	183		
	Total	99.09	270			
Control	Between Groups	.07	2	.03	144	.866
	Within Groups	68.31	268	255		
	Total	68.38	270			
Total score	Between Groups	.03	2	.01	121	.886
	Within Groups	34.06	268	127		
	Total	34.09	270			

* Critical (F) value at ($\alpha = .05$) equal (3.03).

The results of Table 22 show that there is no significant difference at ($\alpha = .05$) in challenge commitment control and total score of hardiness behavior of English teachers in the northern districts of Palestine due to the salary variable.

6. Results Related to the fifth hypothesis:

There is no significant difference at ($\alpha = .05$) in English teachers' hardiness behavior in the northern districts of Palestine due to the class size variable. For testing this hypothesis one-way ANOVA was used, where Table 23 shows means of hardiness behavior according to the number of students in the class variable, while Table 24 shows the results of (ANOVA).

Table 23
Means of hardiness behavior of English teachers in the Northern Districts of Palestine according to the number of students in the class

<i>Domains</i>	<i>Less than 30</i>	<i>30 - 40</i>	<i>More than 40</i>
Challenge	3.53	3.52	3.60
Commitment	3.81	3.82	3.91
Control	3.65	3.72	3.77
Total	3.67	3.69	3.76

Table 24
Results of One-Way ANOVA for hardiness behavior according to the number of the students in the class

<i>Domain</i>	<i>Source of variance</i>	<i>Sum of square</i>	<i>DF</i>	<i>Mean square</i>	<i>F</i>	<i>Sig *</i>
Challenge	Between Groups	.245	2	.122	.99	.37
	Within Groups	32.91	268	.123		
	Total	33.16	270			
Commitment	Between Groups	.13	2	.065	1.13	.32
	Within Groups	48.67	268	.182		
	Total	49.09	270			
Control	Between Groups	.467	2	.234	.92	.39
	Within Groups	67.92	268	.253		
	Total	68.38	270			
Total score	Between Groups	.316	2	.158	1.25	.28
	Within Groups	33.78	268	.126		
	Total	34.09	270			

**Critical (F) value at ($\alpha = .05$) equal (3.03).*

Results of table 24 show that computed (F) values for all domains and total score of hardiness behavior of English teachers in the northern districts of Palestine are respectively .99, 1.13, .92 and 1.25. All of these values are lower than critical (F) value 3.03. This means that there is no significant difference at ($\alpha = .05$) in hardiness behavior of English teachers in the northern districts of Palestine due to the class size variable.

7. Results Related to the sixth hypothesis:

There is no significant difference at ($\alpha = .05$) in English teachers hardiness behavior in the northern districts of Palestine due to the married status variable. For testing this hypothesis Independent t-test was used as in Table 25.

Table 25

Results of Independent t-Test for the difference of Hardiness Behavior of English Teachers in the Northern Districts of Palestine according to married status

<i>Domains</i>	<i>Single</i>		<i>Married</i>		<i>T. Value</i>	<i>Sig *</i>
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>		
Challenge	3.58	.30	3.53	.35	.71	.47
Commitment	3.78	.32	3.85	.44	.83	.40
Control	3.64	.46	3.73	.50	1.06	.28
Total score of hardiness	3.67	.27	3.70	.36	.60	.54

** Significant at ($\alpha = 0.05$) critical (t) value equal (1.96).*

The results of Table 25 show that computed t-test values on all domains and total score of hardiness are respectively .71, .83, 1.06 and .60 all of these values are lower than critical (t) value 1.96.

This means that there is no significant difference at ($\alpha = .05$) in English teacher hardiness behavior in the northern districts of Palestine due to marital status variable.

Summary :

In this chapter the researcher presented the results of the study after the statistical analysis and processing .Of course , the chapter is tabulated into parts after providing an introduction to the chapter ; for example, the first part contains results related to the first question in the study which is about the level of hardiness behavior of English teachers in the northern districts of Palestine .The second ,third ,fourth , fifth ,sixth, and seventh parts portray the results related to the independent variables of the study .

Chapter Five

Discussion, conclusions and recommendations.

Introduction:

The main purpose of this study was to determine the level of hardiness behavior of English Teachers in the Northern Districts of Palestine. Also, the study sought to examine the role of gender, qualifications, marital status, size of class, salary and experience on hardiness level of English teachers in the Northern Districts of Palestine. This chapter is devoted to the discussion of the study results . In the light of the study results the researcher draws conclusions and suggests recommendations.

1 . Discussion of the first question:

What is the level of hardiness of English teachers in the northern districts of Palestine?

The results of Tables 9 , 10 , 11 indicated that the levels of hardiness behavior of English teachers in the Northern Districts of Palestine was high on domains of hardiness (control, commitment and challenge) and total score. This shows that English teachers are hardy people. They are involved in the tasks they do; they are not strange from their school activities. As they indicated high level of hardiness so they are less alienated from the teaching climate.

Concerning the ranks of hardiness domains, the results revealed that the highest rank was commitment domain. This means the teachers of English were involved not alienated. Also, the second rank was control domain. The teachers were performing well and had control over their class environments. However, challenge got the third rank among

the three domains. This indicates that teacher's belief in challenge as change was not as high as commitment and control. In other words teachers' belief in change was the last domain. The researcher attributed such order to the traditional or conventional rules in the educational system which they have to follow even though they are not satisfied with it. Consequently, teachers have high level of hardiness so they are effective, not highly alienated from their work and were generally supporting of the change. Such findings agree with the findings of Thomson (1995) conducted a study on 106 teachers. Results revealed that teachers who had higher level of hardiness had significantly lower alienation (high commitment degree) effectiveness and viewed change as a way of growing.

To determine if there were significant differences among the hardiness domains, Sidak pairwise was used. Results of Table 13 revealed that there were significant differences at ($\alpha = 0.05$) among hardiness domains. Three results were revealed. The first one was between challenges and commitment. Results showed that there were significant difference between the two domains in favor of commitment. The second result was between challenge and control domain in favor of control. The third one was between control and commitment in favor of commitment. These results indicate, from the researcher's point of view, that teachers of English in the northern districts of Palestine were more able to set goals and recognize their personal values and were not highly alienated from their work environment; that is, they are familiar with their job requirements and nature of teaching. Precisely, teaching English as foreign language requires setting goals and to be in control of classroom and its environment. These results support Kosaka's (1996) findings in general. He found that commitment, control and challenge were significantly higher in favor of commitment.

1. *Discussion of the first hypothesis:*

There are no significant differences at ($\alpha = 0.05$) in English teachers' hardiness behavior in the northern districts of Palestine due to gender variable.

The results of t-test analysis on Table 15 indicated that the value of control domain was lower than the critical t-test value which indicated that there was no significant difference at ($\alpha = 0.05$) on control domain between male and female teachers. This indicates that teachers who had low control level on a domain of hardiness domains were losing part of their effectiveness and power despite the high level of hardiness they had. Still, they might suffer from lack of motivation. These findings support Brooks' (1999) who indicated that control was a key of effectiveness and motivation when it is high. And it is a source of power. Naturally, English teachers got lower level of control. The researcher attributed these findings to the type of students in schools. As observed, they lacked motivation and they held negative feelings toward English language. Consequently, their lack of motivation and predisposition to learn will surely affect their teacher's control. Moreover, Khoshaba and Maddi (1998) maintained that the more a person has higher degree (level) of control, the more he will be able to be influential and effective. Additionally, Liechtenstein (1995) found that teachers who possessed the control domain or parameter with high level were able to take active role and be powerful and effective in the work of teaching. When the level of control was low teachers' suffered from a sense of helplessness and powerlessness to meet situations. Such findings (conclusions) are consistent with the researchers' findings since there were significant differences between male and female teachers. Consequently, teachers getting a low level of control (insignificant) will surely affect teachers' functioning and power.

Additionally, computed t-test values for challenge and commitment and total score of hardiness behavior were respectively 2.90, 3.66 and 2.99 . These

values were greater than the t-test value. This means that there were significant differences at ($\alpha = 0.05$) on challenge and commitment and total score of hardiness in favor of female teachers in the northern districts of Palestine. This means that having high level of commitment was being involved in the ongoing activities and female teachers were not alienated from the teaching environment.

The researcher attributed such results to the nature of female teachers as they are usually satisfied in their jobs. The female teachers' income is also a supportive one. On the other hand, it was found that male teachers were less satisfied in their jobs because life requirements oblige them to look for overtime work and pushes them not to give teaching importance as much as female teachers do. Female teachers are always prepared and involved in school activities: curricular and non-curricular. Job satisfaction, as mentioned, plays an important role in teachers' commitment. As the researcher found female teachers were more committed than male teachers.

In the area of job satisfaction, these findings concur with those of Humberman(1992) He found that there were significant differences in job satisfaction in favor of female teachers. Also the study revealed that the higher the teacher was satisfied the more he would be committed. He concluded that female teachers choose teaching as a purposeful work while men choose it as an alternative and supportive source of living. Male teachers look beyond the classroom.

Khoshaba and Maddi (1998) indicated that teachers with strong commitment could increase the interest value and what they do by being involved deeply in schoolwork. Accordingly, the researcher thinks that alienation from teaching is less in female teachers than in male teachers. This agrees with the study conducted by Penni and others (1987) in which they found that female teachers were less alienated from teaching than male teachers

because they had low level of burnout. This study was conducted on the elementary school teachers. The researchers' findings did not agree with Howard's (1996) study in which he found that there were no significant differences in hardiness behavior among female and male teachers due to gender variable. Accordingly, the researcher thinks that alienation from teaching is less in female teachers than in male teachers.

2. Discussion of second hypothesis:

There is no significant difference at ($\alpha = 0.05$) in English teachers' hardiness behavior in the Northern Districts of Palestine due to experience variable.

Results of One-Way ANOVA on Table 17 revealed that there were no significant differences at ($\alpha = 0.05$) in hardiness behavior among English teachers in the northern districts of Palestine due to experience variable. So the null hypothesis was accepted. The researcher attributed such results to the sameness of work circumstances for all levels of experience because the nature of teaching has become routine, and activities are directed by the Ministry of Education. At the end, the teacher has to accept what is given to him/her if he/she is not satisfied. These results agree with Howards(1996) and Fimian's (1987) studies in which it was found that experience variable had no significant differences on the level of hardiness behavior. However, results were not consistent with the study conducted by Calabrese and Fisher (1988) in which they used a convenient sample of experienced and non- experienced teachers. Experienced teachers were found to have higher level in the commitment domain than non- experienced teachers. Also, experienced teachers were found to be not isolated from school climate. Results suggested also that commitment was more evident in teachers who had more experience. The researcher attributed such disagreement between his results and those of other studies to

the difference in teaching environment, sample, salary, system, and the educational system in other countries.

3. Discussion of third hypothesis:

There is no significant difference at ($\alpha = 0.05$) in English teachers' hardiness behavior in the northern districts of Palestine due to qualification variable.

Results of Table 19 of one-way ANOVA revealed that there were no significant differences at ($\alpha = 0.05$) on challenge, control and total score of hardiness behavior of English teachers in the northern districts of Palestine due to qualification variable. However, results were significant at ($\alpha = 0.05$) on commitment domain due to qualification variable. To determine between whom differences occurred, Scheffe's post-hoc test was conducted which revealed that there were no significant differences at ($\alpha = 0.05$) in commitment domain between MA and B.A holders. The significant differences were found on commitment domain between B.A and diploma holders in favor of diploma. And between diploma and MA in favor of the former.

The researcher thinks that this insignificant difference was because M.A and B.A holders didn't need to pay extra effort as their level of education met their needs. Such findings are in accordance with Angle's (1997) found that level of education (qualification) had significant difference study which he on teachers' hardiness. The findings agree with Fimian (1987) who found that there were no significant differences in hardiness behavior level away teachers due to level of education (qualification) variable. Diploma holders were more committed while M.A and B.A holders was less. The researcher attributed this to the salary difference. Diploma holders who had experience, especially those who had worked outside Palestine received higher salary than those inexperienced teachers who had M.A or B.A Also, the researcher thinks that the educational level gap between MA and BA on one side and diploma holders on

the other contributes to evoke diploma holders to be more hardy persons (committed) to match M.A and B.A holders. Moreover, satisfaction were in the core of the subject since diploma holders were more satisfied in teaching so they were more committed, while M.A and B.A holders had more opportunities than diploma holders. There fore diploma holders had more commitment to work. Additionally, salaries of diploma holders, B.A, and M.A holders were not different.

4. Discussion related to the fourth hypothesis:

There are no significant differences at ($\alpha = 0.05$) in the English teachers' hardiness behavior in the northern districts of Palestine due to the salary variable.

The hypothesis was accepted since the results of Table 22 of ANOVA test indicated that there was no significant difference at ($\alpha = 0.05$) in English teachers' hardiness (commitment ,control, and challenge)in the northern districts of Palestine due to salary variable. The researcher thinks that because job satisfaction is one of the basic requirements for increasing the level of commitment domain, an important domain of hardiness, the researcher, as an English teacher, noticed that teachers always complained about the insufficient salaries that did not meet life demands. Also, salary differences among different between degrees (diploma B.A and M.A) were insignificant, teachers' salaries did not affect their hardiness so much. On the contrary, if they (teachers) had felt that their salaries were sufficient they would have been more productive, more involved, more motivated and more challenging. Consequently, their productivity will increase.

5- Discussion related to the fifth hypothesis:

There are no significant differences at ($\alpha = 0.05$) in teacher's hardiness behavior in the northern districts of Palestine due to number of students in class variable.

Results of Table 23 indicated that (F) value of was higher than total score and (F) value of all domains. This means that there was no significant differences at ($\alpha = 0.05$) in English teachers' hardiness behavior due to class size variable. So, the null hypothesis was not rejected. This variable was not studied in relation to hardiness because in America or UK they don't have overcrowded class. Literature or studies related to this variable were not found.

Accordingly, the researcher thinks that class size has insignificant relationship to hardiness because teachers are convinced that teaching medium, small or overcrowded in classes needs the same effort. Therefore, they don't worry about the class size. The hardiness is the same with each size.

6- Discussion related to the sixth hypothesis:

There is no significant difference at ($\alpha = 0.05$) in hardiness behavior of English teachers in the northern districts of Palestine due to marital status variable.

Results of Table 25 show that computed t-test value on all domains was lower than the critical value. This indicates that there was no significant difference at ($\alpha = 0.05$) in English teachers' hardiness behavior in the northern districts of Palestine due to marital status variable. So the null hypothesis was accepted.

Such results agree with Howard's (1996) study which found that there were no significant differences in hardiness behavior due to marital status variable. Also, is study agrees with Trimble's (1996) study conducted on schoolteachers. It found that there were no significant differences in hardiness

level due to marital status and number of children. The researcher thinks that because teachers were married they received an extra NIS200. So the number of children and marital status wouldn't decrease the level of hardiness because being married or not won't change their salaries to an extra making them completely satisfied.

Conclusions

Based on the findings of the study the researcher arrived at the following conclusions:

1. The level of hardiness behavior of English Teachers in the Northern Districts of Palestine was moderately high in general .
2. There was a significant difference in hardiness behavior on commitment domain of English Teachers in the Northern Districts of Palestine due to gender variable in favor of female teachers.
3. There were no significant differences in the hardiness behavior among English teachers in the Northern Districts of Palestine due to experience variable.
4. There were no significant differences in the hardiness behavior among English teachers in the Northern Districts of Palestine due to qualification variable. However, there were significant differences in hardiness behavior among English teachers in the northern districts of Palestine on commitment domain in favor of diploma holders.

5. There were no significant differences in the hardiness behavior of English teachers in the Northern Districts of Palestine due to salary variable.
6. There were no significant differences in the hardiness behavior among English teachers in the Northern Districts of Palestine due to number of the students in the class .
7. There were no significant differences in the hardiness behavior among English teachers in the Northern Districts of Palestine due to marital status variable.

Recommendations

In the light of the results of the study, the following recommendations may benefit future research and educational systems.

1. Job satisfaction and lack of it seem to play a central role in increasing or decreasing the level of hardiness to very high or low levels. So efforts ought to be given to meet teacher's job satisfaction. Then, teachers will be more committed to the teaching process. This will increase their productivity.
2. Hardy teachers (who pay efforts in work) should be rewarded to create motivation and so they will be more hardy teachers by reinforcement either morally or financially.
3. For future research hardiness can be thought to teachers through programs to increase motivation toward work or through instructions from the ministry of education.

4. Salary is one factor that leads to job satisfaction. Consequently, male teachers' salaries ought to be increased, if possible.
5. Differences in payment between M.A and B.A holders should be clear and higher than diploma holders. That is, experience must not be taken only in consideration because educational degree is also vital.
6. Financial support is an important element that motivates teachers involves them in the school environment and makes them more responsible and more committed to the profession of teaching.
7. More research and studies should be conducted to determine the relationship between hardiness and job satisfaction among English Teachers in the Northern Districts of Palestine. In addition studies should be conducted on the relationship between efficacy and hardiness.

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Appendix / A

ملخص

الجدية في العمل لدى معلمي ومعلمات اللغة الإنجليزية في محافظات شمال فلسطين

إعداد الطالب

حسام احمد قدومي

إشراف

الدكتور فواز عقل

هدفت الدراسة التعرف إلى مستوى الجدية في العمل لدى معلمي ومعلمات اللغة الإنجليزية في محافظات شمال فلسطين إضافة إلى تحديد دور كل من المتغيرات التالية : الجنس والمؤهل العلمي و الراتب و الحالة الاجتماعية وعدد الطلاب بالصف و الخبرة. لتحقيق ذلك أجريت الدراسة على عينة قوامها (٢٧١) معلما ومعلمة طبق عليها مقياس كوبازا و مادي (١٩٨٤).
وحاولت هذه الدراسة الإجابة عن الأسئلة التالية : -

١. ما مستوى الجدية في العمل لدى مدرسي اللغة الإنجليزية في شمال فلسطين ؟
٢. هل توجد فروق ذات دلالة إحصائية في مستوى الجدية في العمل لدى معلمي ومعلمات اللغة الإنجليزية في محافظات شمال فلسطين تعزى لمتغير الجنس ؟
٣. هل توجد فروق ذات دلالة إحصائية في مستوى الجدية في العمل لدى معلمي ومعلمات اللغة الإنجليزية في محافظات شمال فلسطين تعزى لمتغير الخبرة ؟
٤. هل توجد فروق ذات دلالة إحصائية في مستوى الجدية في العمل لدى معلمي ومعلمات اللغة الإنجليزية في محافظات شمال فلسطين تعزى لمتغير عدد الطلاب بالصف ؟
٥. هل توجد فروق ذات دلالة إحصائية في مستوى الجدية في العمل لدى معلمي ومعلمات اللغة الإنجليزية في محافظات شمال فلسطين تعزى لمتغير الراتب ؟
٦. هل توجد فروق ذات دلالة إحصائية في مستوى الجدية في العمل لدى معلمي ومعلمات اللغة الإنجليزية في محافظات شمال فلسطين تعزى لمتغير الحالة الاجتماعية ؟
٧. هل توجد فروق ذات دلالة إحصائية في مستوى الجدية في العمل لدى معلمي اللغة الإنجليزية في محافظات شمال فلسطين تعزى لمتغير المؤهل العلمي ؟

استخدم الباحث أداة قياس الجدية في العمل وهي (Maddi & Kobasa, 1984) حيث تكونت الأداة من ثلاثة مجالات وهي . مجال الالتزام والمشاركة commitment المجال الثاني هو مجال التحدي والتغيير challenge والمجال الثالث كان السيطرة والتحكم control .

كشفت نتائج الدراسة ان مستوى الجدية في العمل لدى معلمي اللغة الإنجليزية في محافظات شمال فلسطين كان مرتفع بشكل عام , حيث أظهرت النتائج ان مجال الالتزام في بيئة العمل (commitment) هي ذات دلالة إحصائية لصالح الإناث , بينما أظهرت النتائج انه لا توجد فروق ذات دلالة إحصائية في مستوى الجدية في العمل لدى معلمي اللغة الإنجليزية تعزى لكل من المتغيرات التالية : الراتب , الخبرة , المؤهل العلمي , عدد الطلاب في الصف , والحالة الاجتماعية .

على ضوء النتائج السابقة أوصى الباحث بالبحث عن الطرق التي تعمل على زيادة الرضى الوظيفي لدى المعلمين خاصة الذكور وذلك لارتباط الرضى الوظيفي ارتباطاً وثيقاً بالبيئة العملية للتدريس ومستوى الالتزام والمشاركة في النشاطات والاندماج في بيئة العمل وزيادة مستوى جدية الشخصية , كما أوصى الباحث بتقديم المكافآت وسبل التعزيز للمعلمين الملتزمين وذلك لأهمية في إنتاج الدافعية والرغبة في العمل وبالتالي رفع مستوى الجدية إلى مستوى عال جداً بدلاً من انخفاضه في بعض المجالات وارتفاعه في مجالات أخرى .

كما أوصى الباحث بإعطاء كل درجة علمية الراتب المناسب وذلك أنه لا يوجد الفرق الشاسع في الرواتب الحالية التي تمنح لكل من حاملي شهادة الماجستير والبيكالوريوس والدبلوم . كما أوصى الباحث بزيادة وتنوع الزيارات من قبل المشرفين التربويين , والتنوع في نشاطات العمل وذلك لتفادي الرتابة كونها تعمل على خفض مستوى الجدية وللدراسات والأبحاث المستقبلية , أوصى الباحث بدراسة الجدية بالعمل وعلاقتها بالضغط (stress) وخلق استراتيجيات للتمشي مع ضغط العمل .

Appendix / B

**An -Najah National University
Faculty of Higher Studies
Department of Methods**

Dear teachers ,

This study aims at determining the level of hardiness behavior of English teachers in the Northern Districts of Palestine .And because this questionnaire is only used for scientific research ,all of your responses will be kept .Accordingly , the researcher hops to have your cooperation in completing the questionnaire .

Personal data:-

Study variables :

1. Gender : 1. Male 2. Female
2. Marital status: 1. Married 2. Single
3. qualifications : 1. Diploma 2. BA 3. MA
4. Salary : () NIS .
5. Number of students in the class : () students .
6. Experience : () years .

No	Items	Very high	High	moderate	low	Very low
1	<i>I often wake up eager to take up life where I left off yesterday .</i>					
2	<i>I like a lot of variety in my work at school .</i>					
3	<i>Most of the time my teachers or superiors listen to me .</i>					
4	<i>Planning ahead can help avoid most future problems</i>					
5	<i>I usually feel that I can change what might happen tomorrow by what I do today .</i>					
6	<i>I feel uncomfortable if I have to make any changes in my every day schedule.</i>					
7	<i>No matter how hard I try my efforts will accomplish nothing .</i>					
8	<i>I find it difficult to imagine getting excited about teaching .</i>					
9	<i>No matter what you do , the tried and true ways are always the best.</i>					
10	<i>I feel that its almost impossible to change my mind about something .</i>					
11	<i>Most teachers are just manipulated by their administrators</i>					
12	<i>New rules shouldn't be made if they hurt a persons' chance for a raise or promotlon .</i>					
13	<i>When you marry and have children you have lost your freedom of choice.</i>					
14	<i>No matter how hard you work , you never seem to reach your goals .</i>					
15	<i>A person whose mind seldom change can usually be dependent on to have reliable judgment.</i>					
16	<i>It doesn't matter if you work hard at teaching since recognition is only given to the to the administration .</i>					
17	<i>I don't like conversations when others are confused about what they mean to say .</i>					
18	<i>Most of the time it just doesn't pay to try hard since things never turn right anyway .</i>					
19	<i>The most exciting thing for me is my daydreams and fantasy.</i>					
20	<i>I wont answer a persons question until I am very clear as what he /she is asking .</i>					
21	<i>When I make plans I'm certain I can make them work .</i>					
22	<i>I really look forward to teaching.</i>					
23	<i>It doesn't bother me to step aside for a while from something I am involved in if I am asked to something else .</i>					
24	<i>When performing a difficult task in teaching or at school ,I know when I need to ask for help .</i>					
25	<i>It's exciting for me to learn something about myself .</i>					
26	<i>I enjoy being with people who are unpredictable .</i>					
27	<i>I find it's usually very hard to change a friend's mind about something .</i>					
28	<i>Thinking of your self as a free person just makes you feel frustrated and unhappy .</i>					
29	<i>It bothers me when something unexpected interrupts my routine .</i>					
30	<i>When I make a mistake ,there's very little I can do to make things right again .</i>					

31	<i>I feel no need to try my best at work since it makes no difference anyway .</i>					
32	<i>I respect rules because they guide me .</i>					
33	<i>One of the of best ways to handle problems is not to think about them</i>					
34	<i>I don't like things to be uncertain or unpredictable.</i>					
35	<i>People who do their best should get full financial support from society.</i>					
36	<i>Most of my life gets wasted doing things that don't mean any thing.</i>					
37	<i>Lot's of time I don't really know my own mind.</i>					
38	<i>I have no use for theories that are not closely tied to facts.</i>					
39	<i>Ordinary work is just too boring to be worth doing.</i>					
40	<i>When people get angry at me, it's usually for no good reasons.</i>					
41	<i>Changes in routine bother me.</i>					
42	<i>I find it hard to believe people who tell me that the work they do is of value to society.</i>					
43	<i>I feel that if someone tries to hurt me, there's not much I can do to stop them.</i>					
44	<i>Most days, life isn't very exciting for me.</i>					
45	<i>I think people believe in individuality only to impress others.</i>					
46	<i>When I'm reprimanded in teaching at school, it usually seem to be unjustified.</i>					
47	<i>I want be sure someone will take care of me when I get old.</i>					

Appendix /C

بسم الله الرحمن الرحيم

جامعة النجاح الوطنية / نابلس
كلية الدراسات العليا
قسم أساليب تدريس اللغة الإنجليزية

تهدف هذه الاستبانة التعرف إلى مستوى الجدية في العمل لدى مدرسي اللغة الإنجليزية في محافظات شمال فلسطين ، ولأن هذه الاستبانة تستخدم للغرض العلمي وجميع الاستجابات سوف تكون في غاية الخصوصية ، أرجو منكم التكرم بالإجابة عن الأسئلة بكل موضوعية وصدق .

الرجاء وضع دائرة حول ما ينطبق عليك :

متغيرات الدراسة :

١. الجنس : ١. ذكر ٢. أنثى
٢. الحالة الاجتماعية : ١. أعزب ٢. متزوج
٣. المؤهل العلمي : ١. دبلوم ٢. بكالوريوس ٣. ماجستير
٤. الراتب (شيقل)
٥. عدد الطلاب في الصف : ()
٦. الخبرة (سنة) .

الرجاء وضع إشارة (x) أمام الاستجابة التي تنطبق عليك ..

الرقم	الفقرات	بدرجة كبيرة جدا	بدرجة كبيرة	بدرجة متوسطة	بدرجة قليلة	بدرجة قليلة جدا
١	استيقظ وأنا مستعد بتلف بالاستمرار بما توقفت عنده					
٢	احب التنوع في أنشطة عملي في المدرسة					
٣	معظم الوقت يسمعي المدير الأعلى مني					
٤	يساعدني التخطيط المسبق في تجنب المشكلات المستقبلية					
٥	اشعر عادة بأنني أستطيع تغيير ما الذي سوف يحدث غدا بما افعله اليوم					
٦	اشعر بعدم الارتياح إذا أجبرت على عمل تغيير في برنامجي اليومي .					
٧	لن أقدم في الوظائف حتى لو كنت جادا في العمل .					
٨	أجد من الصعب أن أتفاعل مع التدريس					
٩	تبقى الطرق المعروفة والمجربة هي الأفضل من اجتهاداتي الشخصية					
١٠	يتم استغلال معظم المدرسين من مديريهم					
١١	يجب عدم عمل قوانين جديدة من شأفا أن تفسر فرصة ترقية شخص ما					
١٢	عندما تنزوج وتنجب أطفالا تفقد حرية الاختيار					
١٣	رغم جديتي في العمل فأنني لم أستطيع تحقيق طموحاتي					
١٤	اعتقد أن كل ما في الحياة مقدر له أن يحدث .					
١٥	الشخص ذو العقلية والفكر الثابت يمكن الاعتماد عليه لإعطاء حكم معقول					
١٦	اعمل بجدية في التدريس لكن الاعتراف والتقدير كله للإدارة					
١٧	لا احب الدخول في النقاش عندما يكون الآخرون مرتبكين بما يقصدون قوله					
١٨	معظم الوقت لا بهم أن تبذل جهدا أو جدية لان الأشياء لا تصحح صحيحة في أي حال من الأحوال					
١٩	الشيء المثير لاهتمامي هو أحلامي وخيالاتي					
٢٠	لا أجيب عن أي سؤال إلا بعد التأكد منه وعن ماذا يسأل الشخص					
٢١	عندما أضغ خطط أكون متأكدا من تنفيذها					
٢٢	أنا حقا أتوق للتعليم					
٢٣	الزعرج إذا كنت مهتم المجز عملا معين وطلب مني عمل شيء آخر					

٢٤	عندما أقوم بمهمة صعبة في المدرسة اعرف متى احتاج لمساعدة.
٢٥	انه ممنوع أن اعرف عن نفسي
٢٦	احب أن أكون من الناس الغامضين
٢٧	أجد من الصعب تغيير تفكير وراي صديق عن شيء معين
٢٨	تفكيري بنفسي كشخص حر يشعرني بالتماسة والإحباط
٢٩	الزواج عندما يكون تغيير في روتين حياتي اليومي
٣٠	عندما ارتكب خطأ هناك شيء قليل الفعله لتصحيح ذلك الخطأ
٣١	اشعر بأنه لا حاجة للجهد وللجدية في العمل لان ذلك لن يغير في شيء
٣٢	احترم القوانين لأنها توجهني وترشدني
٣٣	أحد طرق علاج المشكلات هو عدم التفكير بها
٣٤	احب الأشياء التي تكون جادة وغير متوقفة
٣٥	يجب إعطاء دعم مادي كامل من المجتمع للأشخاص ذو الجدية في العمل
٣٦	معظم أيام حياتي تمضي في عمل وجد وهذا العمل لا يحوي نوعاً من الفائدة
٣٧	معظم الوقت لا اعرف حقيقة أفكاري
٣٨	النظريات غير المرتبطة بالواقع لا وجود لها عندي .
٣٩	العمل العادي ممل جداً
٤٠	يغضب الناس مني لسبب بسيط
٤١	التغير في الروتين يسبب لي الإزعاج
٤٢	أجد من الصعب تصديق الأشخاص الذين يقولون أن العمل الذي يقومون به مفيد للمجتمع
٤٣	إذا حاول أحد أن يؤذيني لا يمكنني عمل شيء يمنعه من ذلك
٤٤	معظم أيام ، الحياة غير ممتعة بالنسبة لي
٤٥	أعتقد أن الناس يؤمنون بالانعزال لجلدب نظر الآخرين
٤٦	يوجد مبرراً لتأنيب نفسي إذا حصل تقصير مني في المدرسة
٤٧	أرغب بمعرفة أن أحداً سوف يعتني بي عندما اكبر

مع فائق الاحترام والشكر لكم ،
 الباحث : حسام القدومي