

**An-Najah National University  
Faculty of Graduate Studies**

**The level of commitment and its relation to Students'  
Achievement as perceived by English Language teachers in  
Public Schools in Tulkarm District**

**By  
Abdul Salam Jameel Mohammad Abdul Raheem**

**Supervised by  
Dr. Fawaz Aqel**

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**By:**

**Abdul Salam Jameel Mohammad Abdul Raheem**

**This thesis was defended successfully on 3/ 10 / 2009 and approved by:**

**Committee Members**

**Signature**

**1.Dr.Fawaz Aqel Supervisor**

*[Signature of Fawaz Aqel]*

**2.Dr. Hanna Tusheyeh External Examiner**

*[Signature of Hanna Tusheyeh]*

**3.Dr. Suzan Arafat**

**Internal Examiner**

*[Signature of Suzan Arafat]*

### III

## DEDICATION

*To haj Jameel and hajja Fareeza,*

*To my wife,*

*To my son Amr,*

*To all my family,*

*To all my friends,*

*To all martyrs,*

*To all who taught me.*

#### IV

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أنا الموقع أدناه مقدم الرسالة التي تحمل العنوان:

**The level of commitment and its relation to Students' Achievement as perceived by English Language teachers in Public Schools in Tulkarm District**

أقر بأن ما اشتملت عليه هذه الرسالة إنما هي نتاج جهدي الخاص، باستثناء ما تمت الإشارة إليه حيثما ورد، وأن هذه الرسالة ككل، أو أي جزء منها لم يقدم من قبل لنيل أية درجة علمية أو بحث علمي أو بحثي لدى أية مؤسسة تعليمية أو بحثية أخرى.

**Declaration**

The work provided in this thesis, unless otherwise referenced, is the researcher's own work, and has not been submitted elsewhere for any other degree or qualification.

**Student's name:**

اسم الطالب:

**Signature:**

التوقيع:

**Date:**

التاريخ:

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**The level of commitment and its relation to Students’ Achievement as perceived by English Language teachers in Public Schools in Tulkarm District.**

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By

**Abdul Salam Jameel Mohammad Abdul Raheem**

**Supervised by**

**Dr Fawaz Aqel**

**Abstract**

This study aimed at investigating the level of secondary English language teachers' commitment toward their work in public schools and its relation to several variables (gender, qualification, school climate, administration type, marital status, years of teaching experience, age and salary), on the one hand, the relation between teachers' commitment and their students' academic achievement, on the other hand, through answering the following questions:

1. To what extent are the secondary English language teachers committed to their occupation?
2. Are there any significant differences at ( $\alpha=0.05$ ) in the level of school commitment of secondary English language teachers due to gender, qualification, school climate, administration type, marital status, years of teaching, age and salary variables.

The population of the study consisted of all secondary English language teachers in Tulkarm District in the scholastic year 2003-2004. The sample of the study consisted of 39 teachers (23 males and 16 females).

The Organizational Commitment questionnaire, which was developed by Celep (2000), was adopted for this study to measure the level of teachers' organizational commitment. It included 28 items distributed on the four domains of the study. It also included two open questions about teachers' commitment.

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Study validity was confirmed by a group of experts Dr. Fawaz Aqel, Dr. Faiz Aqel, and Dr. Susan Arafat. The reliability coefficient of the study instrument was (0.88), which was suitable for the study purposes.

The data was collected and analyzed by the Statistical Package for Social Sciences (SPSS). The major results of the study that the researcher found were the following:

-English language teachers' commitment achieved a high degree, with a mean of (3.63) and percentage of (72.6). Commitment to teaching work domain achieve the first rank, commitment to work group achieved the second rank, and commitment to teaching occupation achieved the third rank, while commitment to school achieved the fourth rank.

-There were significant differences at ( $\alpha=0.05$ ) in the level of commitment of secondary English language teachers among the four domains in favour of commitment to teaching work.

-There was a significant relation at( $\alpha=0.05$ ) between teachers' commitment and students' achievement.

-There were significant differences at( $\alpha=0.05$ ) among comfortable climate, moderate climate, and bureaucratic climate in favor of comfortable climate, whereas the results didn't show significant differences in teachers' commitment due to gender, qualifications, school administration type, marital status, teaching years, age, and salary.

Concerning the two open questions results showed that the democratic climate was the most important factor in increasing teachers' commitment to their job, whereas the low salary was the most important

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factor in decreasing teachers' commitment to their job.

Based on the results of this study, it was recommended that teachers should be involved in the school activities, given more freedom, and engaged in the process of decision making to encourage them be more committed. Moreover, committed teachers should be rewarded to reinforce them, hence increase their commitment to their occupation. Finally, further research is needed to compare the level of commitment of elementary, secondary, and university English language teachers using a larger sample than the current one.

*Chapter One*  
*Introduction*

## **CHAPTER ONE**

### **Introduction and Theoretical Background**

English has become an international language for many years, thus, it became the major means of communication among nations all over the world. Nowadays almost everyone learns and uses English. Thus, non-native speakers of English learn to use and speak English through training in the educational institutions in their countries. Hasman (2000) believes that English has been an international language for the last fifty years.

Teaching in general, includes (TEFL) or (TESOL) depending primarily on three major elements: the curriculum, the student, the teacher, and on many secondary issues.

It is believed that the learner is the most important element in the educational process. Celep (2001) stated that in any educational institution, a human being is the most important element because s/he participates in any position of the input-output process circle of the educational institutions.

According to Hoy, Tarter, & Kottkamp (1991), effective teachers need high level of organizational commitment. This suggests that high level of student's achievement requires dedicated teachers who contribute effectively. There is no doubt that high level of student's achievement is strongly related to high level of organizational commitment.

According to McNeil et al (1986), commitment has been defined as "the tendency to be involved in positive activities rather than feeling purposeless .In addition, those who are characterized as being



committed usually have the ability to set goals for themselves and recognize their own personal value system ; On the other hand , good working conditions are very important to elicit their commitment and perform their job properly.” They added that the concept of working conditions deals with organizational effectiveness ,environment , climate , and ideology .

Teachers who are under pressure and stress can't have a high level of commitment toward teaching and teach their students efficiently. Consequently, their level of commitment may affect the students' level of academic achievement. Celep (2001) claims that the effectiveness level of any educational institution demands adequate organizational formation. He also argues that English language teachers need to work under healthy conditions in order to teach their students the English language adequately, to increase their academic achievement, and fulfill the institution goals.

Singh and Billinnsley (1989) stated that low level of teacher's commitment reduces students' achievement, increases teacher absenteeism and increases teacher turnover, too (move from teaching to another job).

The success of any organization depends primarily on the staff's level of commitment Oberholster & Taylor (1999). They added that teachers with low levels of commitment are less faithful to the organization, see themselves as outsiders, do only what enables them to get by, and seem to be more concerned with personal success than with the success of the organization as a whole. In contrast, teachers with high levels of commitment see themselves as an integral part of the organization, what threatens the organization endangers them as well, do

their best to perform their duties better, and work for the organization as if it belonged to them. So, there is no doubt that students' level of achievement will be influenced by the teachers' level of commitment.

According to Mowday, Porter, and Steers (1982) "For any given individual within a specific organizational context, and at a particular point in time, some factors will be important and others will be relatively insignificant".

There are many important social linkages in the form of employee commitment to their institution. They maintain that the range and quality of these relationships lead to important consequences for the organization, individual, and the society as a whole. These consequences are either negative behaviors such as low productivity, turnover, absenteeism, and theft; or positive behaviors that promote the organization's success such as feeling of belonging, efficacy, and feeling proud of the school (Newstorm & Davis, 1997).

The effectiveness of an educational organization, therefore, depends on many factors of these commitments; it is believed that the most important one is the interaction of administrator, teacher, and students who are the permanent components of learning and instruction. Positive relationships and trust among them reinforce commitment and lead to better academic achievement.

Several educators such as Weber & Mitchell (1995) had pointed out that teacher's commitment is deeply rooted in childhood experience and culture.

Previous researches revealed that high levels of commitment are associated with many positive attitudes, such as feelings of belonging, security, efficacy, purpose in life, and positive self-image Mowday, et al (1982). Similarly, Romzek (1989) concluded that people with high levels of organizational involvement are found to be more satisfied in their lives when potential relationships between employees' commitment and their personal lives are examined. Such was the case with teachers as well (Tarr, Ciriello, & Convey, 1993). Sonnenberg (1994) claims that there is a direct relationship between in-service training received and the commitment of a workforce. In North America and in Asia researchers such as (Armon, 1995 & Aquino, 1993) had shown a positive correlation between commitment among university faculty and professional growth opportunities which implies that when an institution and its administrators pay more attention and interest in faculty members, such as growth needs, caring relationships,....etc., a growing commitment to the organization will increase.

In educational institutions, a number of institutional factors have been found to correspond with faculty commitment. For example, Harshbarger (1989) concluded that the congruence of faculty university value was one of the principal factors affecting faculty commitment. Allen, 1992; Armon, 1995; Graham, 1996; and Kawakubo, 1988 stated that communication satisfaction, sense of autonomy, and internal locus of control seem to take part in the organizational commitment, while external locus of control apparently plays a negative role. In other educational institutions, positive factors include reduced role ambiguity (Campisano, 1992; Cintavey, 1995), teacher empowerment (Homung, 1995; Wu, 1994),

clear organizational mission Varona (1991), and encouragement of innovation, continual professional development, and shared decision making (Veitenheimer, 1993).

On the other hand, some personal factors have been found to influence negatively the organizational commitment of teachers. These include nonalignment of personal and organizational goals and values Menzies (1995), lack of communication and trust Varona (1991), high levels of interpersonal conflict Booker (1990), and imposing or withdrawing conflict resolution style on the part of principals (Hajzus, 1990). So the level of organizational commitment can be enhanced by maximizing the positive factors such as, administrative support, empowerment, collegiality, and a collaborative climate, and minimizing the negative factors such as nonalignment of personal and school goals and values, lack of communication and trust, high level of interpersonal conflict.

Commitment itself was viewed by Buchanan (as cited in Salancik, 1977, p.2) as “An additive function related to issues: organizational identification, job involvement, and organizational loyalty.” In an organizational setting, such loyalty involves feeling of attachment, which develops as individuals share values with other members within the group. This identification, expressed through the adoption of organizational goals, occurs when individuals feel proud of the organization, participate intensely in its activities, and speak positively about their connection with the organization (Etzioni, 1975; Mowday et al, 1982). Many definitions of the commitment concept have been proposed. According to Firestone and Pannell (1993) the idea of a psychological bond “An intrinsic attachment or

identification of a person with something outside of one's self.” They added that commitment is a major component in any effective organization and it’s particularly valuable in service organizations such as educational institutions. This is due to the close monitoring of employee. The difficulty encountered while inspecting and controlling the teachers’ work, in addition to, disagreements regarding expected outcomes, make commitment crucial in educational institutions (Firestone & Pannell, 1993). Furthermore, it appears that organizational commitment is directly linked to educational success. That is, teacher’s level of commitment is strongly connected with student level of academic achievement.

***Commitment:*** which is defined in the Longman Dictionary of Contemporary English as “A promise to follow a certain course of action or a loyalty to a system of thought and action”. Others, such as Mowday, et al (1982, p.27) define it as “The relative strength of an individual’s identification with and involvement in a particular organization.”

According to the above definitions, organizational commitment is characterized by three factors: 1) a strong belief in and acceptance of the organization’s goals and values, 2) a willingness to exert effort on behalf of the organization, and 3) a strong desire to maintain membership in the organization.

Huntington, (1986) believes that commitment embodies a sense of being bound emotionally or intellectually to some course of action, which may include a person’s relationship with another individual, group, or organization

Celep (2001) classified commitment into the following four domains: 1) ***commitment to school***, 2) ***commitment to teaching work***, 3) ***commitment to work group***, and 4) ***commitment to teaching occupation***.

Mowday, Porter, & Steers (1979) **define commitment to school** as teachers' belief and acceptance of the goals and values of the school; teachers' efforts for adopting those goals and values, and their strong desire to keep up involvement in the school.

Blau, (1985) and Greenhaus, (1971) believe that **commitment to teaching occupation** is displayed or reflected in teachers' attitudes toward their teaching occupation. This definition is based on the concepts of professional commitment, career orientation and career commitment.

Morrow, (1983) defines ***commitment to teaching work*** as teachers' feelings and practices in his/her daily life toward their occupation and to be satisfied with teaching work and to struggle more for doing the best in the school and to be proud of his school.

Randall, and Cote, (1991) see ***commitment to work group*** in terms of the employee's sense of faithfulness and collaboration with other teachers in his / her school.

Academic achievement reflects students' progress with reference to a set of tasks or goals. It is defined as the attainment of the specific goals of a subject matter. Ebel, (1972), Jaradat (1997) defined achievement as the students' total score in English.

In light of the above-mentioned domains, there is no doubt that organizational commitment is an important characteristic of a good and effective teacher which results from very deep faith and loyalty to the institution. Moreover, it's also important for student academic achievement. These four domains will be considered as guidelines determining the level of organizational commitment of secondary English language teachers and its relationship with student's academic achievement in governmental schools in Tulkarm District

### **Statement of the problem:**

Being a teacher for many years, the researcher himself noticed that teachers are under pressure, stress, and exhaustion due to the poor work conditions and bureaucratic administrative system. Moreover, our school teachers are affected by the bad conditions of their schools that would ultimately decrease the level of their commitment, and consequently decrease the students' success and achievement. Earlier research suggested that there is a significant relationship between teachers' schools commitment and their students' academic achievement (Armon, 1995; & Mottaz, 1986). In other words, the demands for getting motivated, students need efficient teachers who need motivating conditions to perform their tasks effectively and faithfully (Celep, 2001).

For this purpose, the current study attempts to investigate: 1) to what extent are the secondary English language teachers in public schools in Tulkarm District committed to their occupation; 2) to determine if there is a relationship between their commitment and their learners' achievement; 3) to determine if there is a relationship between their commitment and

demographic variables such as gender, age, marital status, qualification, school climate, administration type, and salary. This study which is believed to be amongst the earliest attempts in Palestine to address the above mentioned issues in the region.

### **Purpose of the study:**

The present study seeks to determine the level of secondary English language teachers' commitment in public schools and its relationship to students' academic achievement in Tulkarm District. The teachers' commitment will be studied in four domains: 1) *commitment to school*, 2) *commitment to teaching work*, 3) *commitment to teaching occupation*, 4) *and commitment to work group*. It also attempts to investigate the relationship between teachers' commitment and other variables such as: gender, qualifications, years of teaching experience, age, marital status, school climate, salary, and type of school administration on the level of secondary English language teachers' commitment .

### **Research questions:**

This study attempts to answer the following questions:

1. To what extent are the secondary English language teachers committed to their occupation?
2. Are there any significant differences at ( $\alpha = 0.05$ ) in the level of school commitment of secondary English language teachers among the four domains?



3. Is there a significant relation between secondary English language teachers' commitment and their students' academic achievement in English language?
4. Are there any significant differences at ( $\alpha= 0.05$ ) in the level of school commitment of secondary English language teachers due to gender?
5. Are there any significant differences at ( $\alpha= 0.05$ ) in the level of school commitment of secondary English language teachers due to qualification?
6. Are there any significant differences at ( $\alpha= 0.05$ ) in the level of school commitment of secondary English language teachers due to school climate?
7. Are there any significant differences at ( $\alpha= 0.05$ ) in the level of school commitment of secondary English language teachers due to administration type?
8. Are there any significant differences at ( $\alpha= 0.05$ ) in the level of school commitment of secondary English language teachers due to their marital status?
9. Are there any significant differences at ( $\alpha= 0.05$ ) in the level of school commitment of secondary English language teachers due teaching experience?
10. Are there any significant differences at ( $\alpha= 0.05$ ) in the level of school commitment of secondary English language teachers due to age?
11. Are there any significant differences at ( $\alpha= 0.05$ ) in the level of school commitment of secondary English language teacher due to salary?

12. What are the three factors that may increase your commitment to your job?

13. What are the three factors that may decrease your commitment to your job?

**Research Hypothesis:**

The researcher hypothesises that:

1. There are no significant differences at ( $\alpha= 0.05$ ) in the level of school commitment of secondary English language teachers among the four domains.
2. There is no significant relation at ( $\alpha= 0.05$ ) between secondary English language teachers' commitment and their students' academic achievement in the English language.
3. There are no significant differences at ( $\alpha= 0.05$ ) in the level of school commitment of secondary English language teachers due to gender.
4. There are no significant differences at ( $\alpha=0.05$ ) in the level of school commitment of secondary English language teachers due to qualification.
5. There are no significant differences at ( $\alpha= 0.05$ ) in the level of school commitment of secondary English language teachers due to school climate.
6. There are no significant differences at ( $\alpha= 0.05$ ) in the level of school commitment of secondary English language teachers due to administration type.

7. There are no significant differences at ( $\alpha= 0.05$ ) in the level of school commitment of secondary English language teachers due to marital status.
8. There are no significant differences at ( $\alpha= 0.05$ ) in the level of school commitment of secondary English language teachers due to teaching experience.
9. There are no significant differences at ( $\alpha= 0.05$ ) in the level of school commitment of secondary English language teachers due to age.
10. There are no significant differences at ( $\alpha= 0.05$ ) in the level of school commitment of secondary English language teachers due to salary.

#### **Significance of the study:**

The significance of this study sprung from the importance of enhancing teachers' level of school commitment and the strong intention to develop and improve the students' outcome. Based on the theoretical framework, and the results of the present study, the Ministry of Education, directorates of education, administrators, school principals will benefit from the useful suggestions to ameliorate the teachers' conditions which lead to enhancement of teachers' level of commitment, hence the enhancement of educational level including the students' achievement. In elementary schools, teachers' commitment is directly linked to student success Hatton, (1997); and Armon (1995) stated that faculty commitment is considered as one of the most important factors in the success of higher education.

### **Definitions of terms:**

Throughout this study, the researcher used and had adopted the following terms and concepts:

***Commitment:*** a promise to follow a certain course of action or a loyalty to a system of thought and action as it appears in Longman Dictionary of Contemporary English. Mowday, et al (1982) defined commitment as “The relative strength of an individual’s identification with and involvement in a particular organization.”

***Commitment to School:*** teachers’ belief and acceptance of the goals and values of the school, teachers’ efforts for adopting those goals and values, and teachers’ strong desires to keep up involvement in the school (Mowday, et al, 1979).

***Commitment to Teaching Occupation:*** teachers’ attitudes toward their teaching occupation. This definition is based on the concepts of professional commitment, career orientation, career commitment (Blau, 1985), and career salience (Greenhaus, 1971).

***Commitment to Teaching Work:*** teachers’ feelings and practices in his/her daily life toward their occupation and to be satisfied with teaching work and to struggle more for doing the best in the school and to be proud of his school. This definition is based on (Morrow’s approach, 1983).

***Commitment to Work Group:*** the employee’s sense of faithfulness and collaboration with other teachers within his / her organization (Randall, & Cote, 1991).

**Academic achievement:** The researcher definite it as the student's total score and attainment in English language midterm exam of the first semester of the scholastic year.

**TEFL:** Teaching English as a foreign language (Al-Quds Open University, 1995, 77 Um Summaq, Amman, 11821, Jordan.)

**TESOL:** Teaching English as a second language. (Al-Quds Open University, 1995, 77 Um Summaq, Amman, 11821, Jordan.)

**WORK:** In this study means practises inside the classroom.

**PROFESSION:** In this study means the teaching profession in general.

**NOTE:** The terms “organizational commitment” and “institutional commitment” are used interchangeably because they are taken to indicate the same meaning. Student academic achievement and students' outcome are also used interchangeably because they are considered to have similar meanings.

### **Limitations of the study:**

This study was limited to the total number of the secondary English language teachers (males and females) in public schools in Tulkarm District in the scholastic year 2003 / 2004.

**Summary**

In this chapter, the researcher provided a relevant introduction to the importance of teachers' commitment in teaching and its relation with students' achievement. Then, the researcher introduced the statement of the problem, the limitations of the study, the significance of the study, purposes, questions, and hypotheses of the study. He also supplied a list of definition of terms related to the subject.

*Chapter Two*  
*Review of Related Literature*

## **CHAPTER TWO**

### **Review of related literature**

This chapter reviews the literature on teachers' commitment to school, teaching work, teaching occupation and work group, and on students' academic achievement respectively.

#### **Literature focusing on teachers' commitment**

Several studies that investigated the core of teachers' commitment were conducted. For example, Meador (2001) examined the differences between levels of job satisfaction, perceived organizational support, and organizational commitment, among teachers selected from small rural school districts in Texas. The sample was categorized by five-year average teacher high and low turnover rates. The researcher used the survey method to collect data from 230 teachers in four low turnover rate districts and from 204 teachers in four high turnover rate districts. The study's indicated differences among teachers groups that implied teachers in low turnover rate districts more satisfied, felt more support, and were more committed than teachers in high turnover rate districts. This may come as a result of the fact that teachers in low turnover districts are considered to be more faithful to their schools than teachers in high turnover districts. They may also have no other alternatives.

A similar study attempted to investigate Turkish teachers' level of commitment to their schools, the task involved while teaching, work groups, and the occupation. Celep (2000) administered a 28-item scale to 302 teachers working in public high schools in the district of Zongulak and



around the city centre. The questionnaire covered four domains: 1) Teachers' commitment to their schools ; 2) commitment to the teaching occupation; 3) teaching-commitment on daily basis; and 4) commitment to collaborating with other teaching groups within their organization .

Study findings indicated that teachers exerted significant effort within their schools. There was a steady relationship between teachers' organizational commitment and having pride in being part of the school and working group. Moreover, teachers were shown to be committed to their daily work and to their teaching occupation. They tend to have close, friendly relationships with their mates in the schools. There was a close relationship between variables related to teachers' commitment to their schools, the working group, as well as the teaching occupation.

John and Taylor-V (1999) conducted a study to explore the relationships among three dependent variables including 1) principals' leadership style, 2) school environment, and 3) the organizational commitment of teachers in Seven-day Adventist(SDA) secondary schools in the Philippines. They conducted the study on a sample group of 227 full-time teachers covering 20 schools using the following validated instruments to measure the above mentioned variables: 1) the Leadership Opinion Questionnaire (LOQ), 2) the Organizational Climate Description Questionnaire-Rutgers Secondary (OCDQ-Rs), and 3) Organizational Commitment Questionnaire (OCQ) respectively. In addition, many independent variables have been examined including: age, gender, marital status, educational attainment, teaching experience (length of teaching in the present school and length of teaching in other schools). The researchers found that there were mutual relationships among the following three

dependent variables: 1) principal's leadership style, 2) school climate, and 3) the organizational commitment. A high consideration by leadership led to high committed teachers. Climate openness (supportive principal behaviour, teacher engagement, intimacy, and low levels of teacher frustration) also led to high committed teacher. Moreover, there was a significant relationship between considerate leadership behaviour and climate openness. In addition, marital status in favour of married, and aspects of school climate were positively related to teachers' organizational commitment. Furthermore, most of the respondents were young aged 21-40 and most of them were females. Furthermore, two-thirds of the respondents had less than ten years of teaching experience and married teachers were found to be more committed than others. It seems that married teachers don't consider changing their profession during their career due to their family responsibilities while singles have more time to change their professions or to attend post graduate courses for promotion incentives.

Oberholster and Taylor-V (1999) conducted a study on a sample of 204 regularly employed faculty members in SDA tertiary educational institutions—from junior colleges to post-graduate institutions in north Philippines. The main purpose of this study was to examine the relationship between spiritual experience and organizational commitment. The dependent variables investigated included spiritual experience and organizational commitment, in addition to some independent variables such as age, gender, marital status, teaching experience, and qualifications. They used two validated instruments: 1) the Spiritual Well-Being Scale (SWBS) developed by Paloutzian and Ellison (1982), and Thayer Long-form Faith Maturity Scale (TFS) to measure spiritual experience, and 2) the

Organizational Commitment Questionnaire (OCQ) developed by Mowday, et al (1982) to measure organizational commitment.

Findings of this study showed that most of the faculty members were married aged 30-49 years old. There was a significant relationship between marital status and organizational commitment in favour of unmarried, age favouring those who were aged 50 or more; teaching experience was in favour of those who served either for 2 or for 25 years or more, and qualifications was in favour of those who were holders of doctoral degrees more than those who had lower degrees. Furthermore, there was a significant relationship between spiritual experience and organizational commitment.

Another study was performed by Huber (1999) to find out the relationship between students' commitment and achievement, and to investigate co-ordination strategies within schools, and their relationships to both teachers and student commitment. Two different kinds of co-ordination strategies, structural and cultural, can be distinguished. Structural co-ordination strategies have to do with formal lasting arrangements that allow an organization to operate. These include roles, rules, procedures, and authority relations. Cultural co-ordination strategies on the other hand, are related to the nature of communications and the consensus on organizational goals within school. Cultural mechanisms shape what teachers want to do. The sample consisted of principals, teachers, and students in 178 classes at the lower secondary level in three Swiss cantons.

Results revealed that school co-ordination strategies could lead to a difference, although effects were rather small.

Joffres (1998) carried out a study on a sample of fourteen full time elementary teachers (three males and eleven females) selected randomly from a full time elementary school teachers to better understand the experiences of commitment of selected elementary teachers. Teachers stated that they experienced multiple commitments. They suggested that their main commitments were to the children growth and learning, and then to their colleagues and administrators. Although commitments varied, the increase and the decrease of the teachers' commitment was influenced by the teachers' experience of positive and negative events, and the degree to which they felt successful in their work communities. Teachers' feelings of success were facilitated or hindered by the social organizational processes, personal characteristics, the social influences, which varied according to the teachers understanding of their personal and professional history, and socio-cultural expectations.

The teachers' reaction to performance efficacy and their relationship with their colleagues affected their commitment. When teachers experienced high feelings of efficacy and deep feelings of familiarity with the school members, their commitment to teaching, commitments to their colleagues and work place increased. In contrast, when teachers felt unsuccessful (i.e., experienced low feelings of performance efficacy and poor relationships with their colleagues), and when they attributed their lack of success to specific school members, their commitments to these school members decreased. Teachers stated that their commitment to teaching decreased only when they felt powerless to influence the

children's learning and other school members. Their commitment also decreased when they experienced deep feelings of frustration.

Reams and Spencer (1998) conducted a study on a sample of 275 middle-school teachers in Georgia to examine the perceptions of school-work culture, organizational commitment, and teacher efficacy using a 3-part instrument: The School Work Culture Profile, Organizational Commitment Questionnaire, and Teacher Efficacy Scale respectively.

The findings revealed that all the three dimensions of the school work culture were equally important in explaining differences in teacher commitment and efficacy. However, these dimensions were more obviously related to the level of organizational commitment than to personal efficacy. General teaching efficacy was determined as not being related to work-culture dimensions.

Turan (1998) conducted a study on 900 high school educators to investigate the relationship between each dimension of organizational climate (i.e, supportive principal behavior, directive principal behavior, engaged teacher behavior, and frustrated teacher behavior) and the organizational commitment in Turkish public high schools.

The results of this study indicated that there was a significant positive relationship between overall organizational climate of the school and the teachers' organizational commitment. A positive significant relationship was also found between supportive leader behaviour and the teachers' organizational commitment, whereas a negative relationship was found between frustrated teacher behaviour and the teachers' organizational commitment.

Spencer and others (1998) studied the effect of institutional culture on faculty commitment, motivation, and satisfaction. A 164 items survey was distributed over nine topical areas: academic culture; academic innovation; academic work place; academic management climate; faculty motivation and effort; faculty involvement; academic administrative support; resource availability; and personal data. This survey was given to full-time administrators and faculty at ten institutions.

Results showed the following: 1) the most prominent faculty characteristics affecting perceptions of satisfaction, motivation, and commitment was gender. 2) Females consistently viewed organizational commitment more positively than males, and so became more motivated and satisfied. 3) Culture and climate interacted to affect personal satisfaction, commitment, and motivation. 4) The fact that governance style was a significant indicator in predicting environmental characteristics reflects the overall impact of governance style on institutional climate, personal satisfaction, and motivation.

Another study was conducted by Kadyschuk (1997) to investigate teacher's commitment in the educational workplace covering three dimensions: **a-** organizational commitment, **b-**professional commitment, and **c-** union commitment which were considered as dependent variables. Several areas were addressed by the researcher: the multiple dimensions of teacher commitment and the presence of varying levels of simultaneous commitments to these dimensions, the influence which a number of personal and organizational variables may have on the dimensions of teacher commitment within sampled schools and school divisions in Saskatchewan. A number of independent variables were tested concerning

personal and organizational characteristics. They are: 1) job task characteristics (variety and feedback), 2) manifest personal needs (achievement, affiliation, autonomy, friendship), 3) leadership (administrator responsiveness and principal leadership), 4) role stress (role ambiguity, role conflict, and role overload), 5) participation in decision making, 6) group cohesion, and 7) intent to stay in teaching. The validated instruments were used to measure the variables.

The researcher used a survey method to measure the three dependent variables, **a**-professional commitment, **b**- organizational commitment, and **c**- union commitment in Pilot Study One conducted on a sample of 300 teachers and graduate education student. In Pilot Study Two, a revised form of the first survey form was used to measure the three dependent variables of the study, investigated 470 teachers and graduate education students. The researcher also included scales to measure the independent variables. In the Final Study, 860 public school teachers from 60 schools in ten school divisions in Saskatchewan were investigated. In the final study, the researcher used a survey which included scales to measure the dependent variables validated in the first two studies and scales to measure the independent variables revised according to findings of the second study.

Findings supported both the presence of the three dimensions and the presence of the simultaneous commitments to most of the dimensions. Moreover, the relationships amongst the dependent and independent variables were affected by the presence of school-level and the division-level. Other variables that affected teachers' commitment were years of

teaching experience, job task characteristics, and leadership style respectively.

Several studies were carried out by Pennington (1995) to examine the work satisfaction, motivation, and commitment focuses on unique needs and issues in the profession of English –as-a-second language (ESL) teaching. Two closely related variables such as stress and burnout were particularly examined.

Results across several studies highlighted the need to reward and cultivate professionalism in the field. In addition, efforts have to make concrete improvement in the structure of (ESL) work and motivational efforts directed at (ESL) teachers.

In their study, Leithwood et al, (1993) examined the extent to which transformational forms of leadership contribute to teacher commitment. Teachers' commitment to change is expressed as a function of personal goals, two types of personal agency belief, and emotional arousal process. The variables giving rise to commitment were conceptualized as a set of eight in-school and out-of-school conditions as well as seven dimensions of transformational leadership style practices. Path analysis was used to generate the three-model instrument. Data was collected from a sample of 168 teachers (of whom 91 percent were involved in implementing school improvement efforts).

Results indicated that each class of variables appeared to have significant influence on teachers' commitment. In brief, the dimensions of leadership practices that contribute most to teachers' commitment to



change were those that helped to give direction, purpose, and meaning to teachers' work.

Reyes (1992) examined teachers' commitment in three dimensions: **1)** belief in the school goals and student learning ability, **2)** intention to remain an active member of the school, and **3)** willingness to exert effort on the school behalf. Moreover, the effects of organization conditions, processes, and personal features on teachers' commitment were studied. Data were collected from 1984 administrators and teachers using a survey method.

Results showed that organizational supports, collaboration climate, school orderly environment, encouragement of innovation, shared decision-making, and frequently of supervision directly affect teacher commitment. The most powerful predictors of teacher organizational commitment were the teachers' motivation to learn and sense of efficacy. Females tend to have higher school commitment than males, whereas years of experience correlate negatively with organizational commitment.

Shaw and Reyes (1992) examined elementary and high school teachers' organizational commitment (OC) and workplace value orientation. The values orientation included two underlying value system: **1)** the normative orientation emphasized the cultural values of the organization. Schools with a normative value orientation stress shared behaviour norms developed through common group experiences, and are less reliant on formal written policy, pay, and time scheduled. **2)** The utilitarian orientation emphasized the materialistic aspects of organizational control. Schools with utilitarian value orientation stress scheduling and

written policies to regulate teacher workload, teaching, and extra duty assignments. They concluded that elementary school teachers had significantly higher levels of normative orientation and (OC) than high school teachers.

Another study was conducted by Cheng (1990) to investigate the relationship between job attitudes and organizational commitment, and in which they are related to personal attributes and organizational environment. The sample of this study consisted of 588 secondary school teachers taken from Hong Kong. The researcher used several instruments to measure these variables.

Results showed the following: **1)** Organizational commitment and job attitudes are multiple attributes, with their own sensitiveness to organizational environment; **2)** the impacts of aspects of organizational environment on organizational commitment and job attitudes can vary in terms of number of variables affected; **3)** leadership style may have positive effects on some aspects of commitment and negative effects on others; and **4)** the length of teaching experience relates to organizational commitment and job attitudes.

Tucker (1990) conducted a study on a sample of all full-time Humanities and Social Sciences faculty at eight community colleges in the Virginia Community College System (VCCS) to investigate the relationship between Aging (both an individual's chronological age and length of time in the system) and Job Satisfaction. The researcher used a two-section questionnaire, the first section concerning scaled questions in

which faculty rated their institutional environment and their morale. The second section of the questionnaire sought open-ended responses.

Results indicated the following: **1)** the average faculty age was 48 years; **2)** only 16 faculty out of 76 faculty who responded to the questionnaire had been teaching for less than 10 years with nearly half of respondents (referred to as “veterans”) having taught in the (VCCS) for 15 to 20 years; **3)** among veteran faculty ( $n= 37$ ), 11 found the intellectual climate “poor,” while 12 rated it as only “fair”; **4)** 27 of the 15-20-year veteran faculty rated the “quality of life at their institution” as “poor” or “fair,” while four of the six faculty having worked over 20 years gave this category a “poor” rating; **5)** the majority of veteran faculty reported that professional development activities were inadequate to meet their needs, although a similar percentage indicated that they would “still become community college teachers if they had to do it over again”; and **6)** 31 out of the 37 veteran faculty reported turned out to be strongly committed to the community college mission.

Martinez-Ponz (1990) examined in his study on a sample of 100 elementary school teachers, their perceptions of the prevalence of intrinsically-and extrinsically –oriented work incentives in their schools, their perceptions of the prevalence of aversive work conditions in their schools, and their commitment to teaching. Results revealed that: **1)** the prevalence of the intrinsically-oriented work incentives and perceptions of aversive conditions in the work place were powerful predictors of commitment to teaching, while the perception of the prevalence of extrinsically-oriented incentives was not; **2)** the respondents expressed greater intrinsic motivation than extrinsic; and **3)** respondents who were

predominantly intrinsically motivated expressed a slightly higher degree of commitment to teaching than did respondents who were predominantly extrinsically motivated .

### **Literature focusing on students' academic achievement**

Few studies were conducted to explore the relationship between organizational commitment and students' academic achievement such as

Martinez and Maynard (2002) who conducted a study to evaluate factors contributing to program success or failure throughout 16 English colleges. Questionnaires were distributed to 231 teachers 59 of which were questioned further during an interview.

Findings demonstrated that respondents emphasized the importance of good teaching, committed and knowledgeable teachers, as well as effective and appropriate process for recruitment, orientation, assessment, tutoring, and student support. They also agreed on factors typically outside teacher control that can have a negative impact on student achievement such as college resources, changes to program of study and course scheduling.

Another study was conducted by Reyes and Fuller (1995) who proposed that student achievement, particularly in mathematics, is related to selected elements of communal schools (shared norms and values, teacher collaboration, and focus on student learning). This study has also assumed that the sense of community as indicated by these elements differs between middle schools and high schools. Supposedly, middle schools have a greater tendency than high schools to be organized communally rather than bureaucratically.

Findings revealed that middle schools and high schools have similar organizational structures. Further, students' achievement growth in middle schools is related to two critical communal elements, namely: 1) shared norms, values, and beliefs, as indicated by teacher commitment; and 2) focus on students learning, as indicated by teacher expectations. Similarly, students' achievement in high school appears to be related to teacher commitment, collaboration, and focus on student.

Krug (1992) conducted a study to examine how efficiently institutional leadership and institutional climate predict student learning outcome. A sample of 72 principals and a total of 1,523 teachers were surveyed to determine principal's self-perceptions and teacher's perceptions of institutional climate. Achievement results for 9,415 students were taken from the Illinois statewide student –assessment programme. The dimensions of instructional leadership included: defining mission; managing curriculum and instruction; supervising and supporting teaching; monitoring student progress; and promoting instructional climate. Measured dimensions of instructional climate included accomplishment, recognition, power, and affiliation.

Findings demonstrated a significantly positive correlation between principals' self-ratings of instructional leadership and students' achievement. The correlation was strongest for academic satisfaction, recognition, accomplishment and commitment. No significant relationship was found between teacher ratings of instructional leadership and student achievement, though they were generally positive.

Dworkin (1985) conducted a study on a sample of 3,500 public schools teachers in Houston to determine: **1)** links between teacher burnout, teacher commitment and teacher turnover; **2)** how social support and social buffering variables affect the links between stress school violence against teacher, burnout and attitudes toward quitting teaching; **3)** how teacher burnout affects student achievement and attendance.

Findings showed that teacher burnout doesn't lead to teacher turnover; rather, burnout is more likely to lead to teacher "entrapment" (remaining in a hated career because of few saleable skills). Principals who support teachers and treat them as colleagues break the functional link between stress and burnout. There was a significant relationship between teacher's commitment and students' achievement and the burned out teachers didn't affect students' achievement.

### **Summary:**

This chapter covered the literature concerning the commitment level of teachers. The above mentioned literature covered various variables and the level of teachers' commitment. Some of the variables examined in the literature were teachers' gender, qualification, experience, school climate, school environment, age, salary and marital status.

Many studies revealed a strong relationship between commitment and the variables studied. For example, some studies showed that more satisfied teachers are more committed to their schools. They also indicated a close relationship among the variables related to commitment to school, commitment to work group, commitment to teaching occupation and commitment to teaching work. Moreover, they indicated a positive

relationship between commitment and marital status in favour of unmarried, commitment and age in favour of who were 50 years old and more, commitment and experience in favour of who served for 25 years, and commitment and qualifications in favour of doctoral degree holders.

Few studies were made concerning the relationship between teacher's commitment and students' academic achievement. For example, some studies indicated a strong relationship between teachers' commitment and students' achievement in high schools. Others stated that there was no relationship between teachers' commitment and students' achievement.

Finally, this study is viewed as a complementary part of the previous studies in which the researcher attempted to determine the relationship between teachers' commitment and students' academic achievement, which wasn't examined

*Chapter Three*  
*Methodology*



## **CHAPTER THREE**

### **Methodology**

This chapter was devoted to specify the steps and the methodology taken in carrying out the research endeavor. In it, the researcher presented the research design, the population and the sample of the study, the research instrument, validity and reliability of the instrument, data collection, the study procedures, and the statistical analysis.

#### **Methodology:**

The research design was a descriptive and analytical design as it suited the study purposes.

#### **Population of the study:**

The population of this study consisted of all the secondary English language teachers in the public schools in Tulkarm District, for the scholastic year 2003/ 2004. The total number of the secondary English language teachers in this district was 51 members; 25 of them were males distributed across twenty secondary male schools, and 26 were females distributed across eighteen secondary female schools (See, appendices A and B, pp.99-100).

#### **Sample:**

The sample of the study which consisted of 39 (23 males and 16 females) was chosen as a stratified random sample from the whole

population according to four categories: 1) First secondary literary stream teachers, 2) Second secondary literary stream teachers, 3) First secondary scientific stream teachers, and 4) Second secondary scientific stream teachers. The sample represented (76.5 %) of the whole population in secondary public schools in Tulkarm District.

Tables (1- 8) below indicate the sample distribution in accordance with the eight independent variables: gender, qualification, school climate, school administration, marital status, teaching experience, age, and salary.

**Table 1:** Distribution of Sample According to Gender

<b>Gender</b>	<b>Frequency</b>	<b>Percentage</b>
Male	23	59%
Female	16	41%
Total	39	100%

**Table 2:** Distribution of Sample According to qualification

<b>Qualification</b>	<b>Frequency</b>	<b>Percentage</b>
Diploma	5	12.8 %
BA and more	34	87.2 %
Total	39	100 %

**Table 3:** Distribution of Sample According to the School Climate

<b>School climate</b>	<b>Frequency</b>	<b>Percentage</b>
Democratic	14	35.9 %
Moderate	21	53.8 %
Bureaucratic	4	10.3 %
Total	39	100 %

**Table 4:** Distribution of Sample According to the School Administration Type

<b>School administration type</b>	<b>Frequency</b>	<b>Percentage</b>
Democratic	9	23.1 %
Moderate	24	61.5 %
Bureaucratic	6	15.4 %
Total	39	100 %

**Table 5:** Distribution of Sample According to the Marital Status

<b>Marital status</b>	<b>Frequency</b>	<b>Percentage</b>
Single	6	15.4 %
Married	33	84.6 %
Total	39	100 %

**Table 6:** Distribution of Sample According to Teaching Experience

<b>Years of Teaching</b>	<b>Frequency</b>	<b>Percentage</b>
Less than 5 years	8	20.5 %
5-9 years	9	23.1 %
10-14 years	11	28.2 %
15 years and more	11	28.2 %
Total	39	100 %

**Table 7:** Distribution of Sample According to the Age

<b>Age categories</b>	<b>Frequency</b>	<b>Percentage</b>
Less than 30	9	23.1 %
30-34	14	35.9 %
35-39	8	20.5 %
40 and more	8	20.5 %
Total	39	100 %

**Table 8:** Distribution of Sample According to the Salary

<b>Salary's level</b>	<b>Frequency</b>	<b>Percentage %</b>
Satisfied	9	23.1 %
Moderate	9	23.1 %
Unsatisfied	21	53.8 %
<b>Total</b>	<b>39</b>	<b>100 %</b>

**Instrument of the study:**

The Organizational Commitment questionnaire that was developed by Celep (2000) was adopted for this study to determine the level of teachers' organizational commitment. In addition, two written questions were added by the researcher to find out which variables that may affect positively or negatively the teachers' organizational commitment. Moreover, the students' Midterm Exam marks were taken as a measurement of students' academic achievement.

The questionnaire (See Appendix C. P.101) consisted of three sections: The first section consisted of personal data about teacher's gender, qualification, school climate, school administration type, marital status, teaching experience, age, and salary. The second section consisted of the 28 items of organizational commitment that was developed by Celep (2000).

The items of the questionnaire are categorized into four domains: The first domain consisted of nine items from 1 to 9 which were designed to gather information about teachers' level of commitment toward their schools. The second domain consisted of seven items from 10 to 16 that aimed at gathering information about teachers' level of commitment toward

their teaching work. The third domain consisted of six items from 17 to 22 which gathered information about teachers' level of commitment toward their teaching occupation, and the last domain consisted of six items from 23 to 28 which gathered information about teachers' level of commitment toward their work group (colleagues).

The third section contained the two written questions that were added by the researcher. The first one attempted to address factors that may increase teachers' commitment to their job, while the second one dealt with issues that may decrease teachers' commitment to their job.

The scores of response of the examinees to each item were calculated according to the five-point-scale, "Likert scale", in which very high = 5 points, high = 4 points, moderate = 3 points, low = 2 points, and very low = 1 point.

### **Validity of the instrument:**

The questionnaire was adopted from Celep, (2000), and shown to three juries from the College of Education who approved its suitability for the purpose of the study. Thus, no modifications were made.

### **Reliability of the instrument:**

The Cronbach Alpha coefficient was used to find out the reliability for both the four domains of the questionnaire and total scores.

Table (9) shows reliability coefficients of each domain and the total score (degree) of the study.

**Table 9:**Reliability coefficients of each domain and the total score (degree) of the study.

<b>Domains</b>	<b>Number of items</b>	<b>Reliability coefficient</b>
Commitment to school	9	0.80
Commitment to teaching work	7	0.75
Commitment to teaching occupation	6	0.78
Commitment to work group	6	0.81
<b>Total</b>	<b>28</b>	<b>0.88</b>

Table (9) shows that all the reliability coefficients are high, and suitable for scientific purposes.

### **Data collection:**

The data required for this study was collected in the following means:

#### **1. Tulkarm Directorate of Education.**

The researcher gathered some of the vital information from the administration records at Tulkarm Directorate of Education through its General Education Branch. This information was related to:

- The names and numbers of all the secondary English language teachers in public secondary schools in Tulkarm District.
- The names of all the public secondary schools in Tulkarm District.

### **Procedures of the study:**

The questionnaire was distributed in the first semester in the scholastic year 2003– 2004. Every teacher was asked to answer the questionnaire and submit a copy of the midterm exam marks of his/ her

students in English language. These marks were used as a sign of the students' academic achievement in English language. A week later, the researcher himself began to collect the questionnaires from the teachers.

To estimate the teachers' responses toward the organizational commitment, the researcher used scales, depends on percentage as follows:

\*80% and more is a very high degree.

\*70-79.9% is a high degree.

\*60-69.9% is a moderate degree.

\*50-59.9% is a low degree.

\*50 % and less is a very low degree of teachers' commitment.

### **Statistical Analysis:**

The following statistics were used:

1. Means, frequencies, percentages, and standard deviations.
2. T-Test for Independent samples.
3. One-Way Analysis of Variance (ANOVA).
4. One-Way of Repeated Measured Design of variance.
5. Sidak Post Hoc Test.
6. Scheffe Post Hoc Test.
7. Pearson Correlation Coefficient "r".

**Summary**

This chapter was devoted to describe the study population and the sample of the study stating the respondents' distribution according to the study variables: gender, qualification, school climate, school administration type, marital status, teaching experience, age, and salary. The chapter also included a detailed description of the study design, methodology, instrument of the study and its validity and reliability. Finally, it was concluded by giving a full description of data collection and statistical analysis used in this study.



***Chapter Four***  
***Results***

## CHAPTER FOUR

### Results

To accomplish the purpose of this study. The researcher analyzed the results by using the Statistical Package for Social Sciences (SPSS).

The statistical analysis revealed the following results:

#### **First: Results related to the study questions.**

##### **1-Results related to the first question:**

"To what extent are the secondary English language teachers committed to their occupation?"

In order to answer this question, the researcher calculated the means, standard deviations, percentages, levels, and ranks for the study domains and total score. Table (10) shows the results.

**Table 10:** Means, standard deviation, percentages, level, ranks of domains, and total score of English language teachers' commitment.

<b>Domains</b>	<b>M</b>	<b>SD</b>	<b>Percentage</b>	<b>Level</b>	<b>Rank</b>
1.Commitment to school	3.23	0.48	64.4	Moderate	4
2.Commitment to teaching work	3.93	0.41	78.6	High	1
3.Commitment to teaching occupation	3.63	0.74	72.6	High	3
4.Commitment to work group	3.88	0.65	77.6	High	2
<b>Total score</b>	3.63	0.41	72.6	High	

Table (10) shows that commitment to teaching work achieved the first rank with a mean of (3.93) and a percentage of (78.6) while commitment to work group achieved the second rank with a mean of (3.88) and a percentage of (77.6). It also shows that commitment to teaching occupation achieved the third rank with a mean of (3.63) and a percentage of (72.6), but commitment to school achieved the fourth rank with a mean of (3.23) and with a percentage of (64.4). The total score of English language teachers' commitment was high with a mean of (3.63) and a percentage of (72.6).

## **Second: Results related to the study hypothesis:**

### **1-Results related to the first hypothesis:**

“There are no significant differences at ( $\alpha = 0.05$ ) in the level of school commitment of secondary English language teachers to their job among the four domains.”

One-Way Repeated Measured Design was used to find out the differences between the study domains. Table (11) shows the results.

**Table 11:** One-Way Repeated Measure Design of the differences between the study domains.

<b>Wilk's lambda</b>	<b>D.F</b>	<b>Error D.F</b>	<b>F</b>	<b>Sig.*</b>
0.228	3	36	25.58	0.0001*

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

Table (11) shows that there are significant differences at ( $\alpha = 0.05$ ) in the level of commitment of secondary English language teachers to their job among the four domains. Sidak Post Hoc Test was used to examine the

source of variation among the study domains. Table (12) shows the result of Sidak Post Hoc test.

**Table 12:** Sidak Post-Hoc test of the source of variation between the study's domains.

<b>Domains</b>	<b>Mean</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
1.Commitment to school	3.22		-0.69*	-0.40*	-0.65*
2.Commitment to teaching work	3.93			0.29*	0.04
3.Commitment to teaching occupation	3.63				-0.25
4.Commitment to work group	3.88				

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

Table (12) shows that:

- 1) There are significant differences at ( $\alpha= 0.05$ ) between commitment to school and commitment to teaching work in favour of commitment to teaching work.
- 2) There are significant differences at ( $\alpha= 0.05$ ) between commitment to school and commitment to teaching occupation in favour of commitment to teaching occupation.
- 3) There are significant differences at ( $\alpha= 0.05$ ) between commitment to school and commitment to work group in favour of commitment to work group.
- 4) There are significant differences at ( $\alpha= 0.05$ ) between commitment to teaching work and commitment to teaching occupation in favour of commitment to teaching work.

## 2-Results related to the second hypothesis:

"There is no significant relation at ( $\alpha= 0.05$ ) between secondary English language teachers' commitment and their students' academic achievement in English language."

To test the hypothesis Pearson correlation coefficient was used to determine the relationship between teachers' commitment and students' academic achievement. Table (13) shows the results.

**Table 13:** Pearson Correlation Coefficient of the relation between English language teachers' commitment and students' achievement.

Teachers' commitment		Students' achievement		Correlation
Mean	S.D	Mean	S.D	0.81*
3.63	0.41	75.60	9.60	

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

Table (13) indicates that there is a significant positive relation between teachers' commitment and students' academic achievement.

## 3- Results related to the third hypothesis:

"There are no significant differences at ( $\alpha=0.05$ ) in the level of school commitment of secondary English language teachers due to gender."

The researcher used T-Test for independent samples. Table (14) shows the results.

**Table 14:**T-Test for independent samples of the differences of English language teachers' commitment due to gender.

Gender	Frequency	Mean	S.D	D.F	T-value	Sig.*
Male	23	3.69	0.40	37	1.05	0.299
Female	16	3.55	0.42			

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

Table (14) shows that there are no significant differences at ( $\alpha=0.05$ ) in the level of school commitment of secondary English language teachers due to gender.

#### 4-Results related to the fourth hypothesis:

“There are no significant differences at ( $\alpha=0.05$ ) in the level of school commitment of secondary English language teachers due to qualification.”  
The researcher used T-Test for independent samples. Table (15) shows the results.

**Table 15:**T-Test for independent samples of the differences of English language teachers' commitment due to qualification.

Qualifications	Frequency	Mean	S.D	D.F	T-value	Sig.*
Diploma	5	3.37	0.41	37	1.56	0.127
B.A and more	34	3.67	0.40			

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

Table (15) shows that there are no significant differences at ( $\alpha=0.05$ ) in the level of school commitment of secondary English language teachers due to qualification.

#### 5- Results related to the fifth hypothesis:

“There are no significant differences at ( $\alpha=0.05$ ) in the level of school commitment of secondary English language teachers due to school

climate.” The researcher used One-Way ANOVA to test the hypothesis. Tables (16, 17) show the frequencies, means and standard deviations of teachers' commitment due to school climate and the results of One-Way ANOVA test respectively.

**Table 16:** Numbers, means, and standard deviations of English language teachers' commitment due to school's climate.

<b>Climate</b>	<b>N</b>	<b>M</b>	<b>SD</b>
Comfortable	14	3.88	0.42
Moderate	21	3.55	0.32
Uncomfortable	4	3.16	0.21
<b>Total</b>	<b>39</b>	<b>3.63</b>	<b>041</b>

Table (16) shows that the comfortable climate achieve the highest with a mean of (3.88), followed by the moderate climate with a mean of (3.55), and the uncomfortable climate came last with a mean of (3.16).

**Table 17:**One–Way ANOVA Test to test the differences of English language teachers' commitment due to school's climate.

<b>Source of variance</b>	<b>Sum of Squares</b>	<b>D.F</b>	<b>Mean Squares</b>	<b>F</b>	<b>Sig.*</b>
Between groups	1.878	2	0.939	7.22	.002*
Within groups	4.677	36	0.130		
Total	6.555	38			

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

Table (17) indicates that there are significant differences at ( $\alpha = 0.05$ ) in the level of school commitment of secondary English language teachers due to school climate. Scheffe Post Hoc test was used to determine the source of variation in secondary English language

teachers' commitment due to school climate. Table (18) shows the results.

**Table 18:** Scheffe Post-Hoc teachers' level of the differences of English language teachers' commitment due to school climate.

School Climate	Comfortable	Moderate	Uncomfortable
Comfortable		0.32*	0.72*
Moderate			0.39*
Uncomfortable			

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

Table (18) shows that:

1. There are significant differences at ( $\alpha = 0.05$ ) in the level of school commitment of teachers between comfortable school climate and moderate school climate in favour of comfortable school climate.
2. There are significant differences at ( $\alpha = 0.05$ ) in the level of school commitment of teachers between comfortable school climate and uncomfortable school climate in favour of comfortable school climate.
3. There are significant differences at ( $\alpha = 0.05$ ) in the level of school commitment of teachers between moderate school climate and uncomfortable school climate in favour of moderate school climate.

## **6- Results related to the sixth hypothesis:**

“There are no significant differences at ( $\alpha = 0.05$ ) in the level of school commitment of secondary English language teachers due to school administration type.”



The researcher used One-Way ANOVA to test the hypothesis. Table (19, 20) show the frequencies, means and standard deviations of teachers' commitment due to school administration's type and the result of One-Way ANOVA test.

**Table 19:** Numbers, means, and standard deviations of English language teachers' commitment due to administration type.

<b>Administration type</b>	<b>N</b>	<b>M</b>	<b>SD</b>
Democratic	9	3.85	0.52
Moderate	24	3.59	0.34
Bureaucratic	6	3.47	0.43
<b>Total</b>	<b>39</b>	<b>3.63</b>	<b>0.41</b>

Table (19) indicates that the democratic administration type achieve a commitment mean of (3.85), while the moderate administration type has a commitment mean of (3.59). The bureaucratic administration type has the lowest mean of (3.47).

**Table 20:** One-Way ANOVA Test to test the differences of English language teachers' commitment due to administration type.

<b>Source of variance</b>	<b>Sum of squares</b>	<b>D.F</b>	<b>Mean square</b>	<b>F</b>	<b>Sig.*</b>
Between groups	0.632	2	0.316	1.92	0.161
Within groups	5.923	36	0.165		
Total	6.555	38			

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

Table (20) shows that there are no significant differences at ( $\alpha = 0.05$ ) in the level of commitment of secondary English language teachers due to school administration type.

### 7- Results related to the seventh hypothesis:

“There are no significant differences at ( $\alpha= 0.05$ ) in the level of school commitment of secondary English language teachers due to marital status.” The researcher used T-Test for independent samples to examine the seventh hypothesis of this study. Table (21) shows the results.

**Table 21:**T-Test for independent samples of the differences of English language teachers' commitment due to marital status.

Marital status	Freq.	Means	S.D	D.F	T-Value	Sig.*
Single	6	3.53	0.28	37	0.65	0.517
Married	33	3.65	0.43			

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

Table (21) shows that there are no significant differences at ( $\alpha= 0.05$ ) in the level of school commitment of secondary English language teachers due to marital status.

### 8- Results related to the eighth hypothesis:

“There are no significant differences at ( $\alpha= 0.05$ ) in the level of school commitment of secondary English language teachers due to teaching experience.”

The researcher used One-Way ANOVA to test the hypothesis. Tables (22, 23) show the frequencies, means and standard deviations of teachers' commitment due to years of teaching and the result of One-Way ANOVA.

**Table 22:**Numbers, means, standard deviations, and total level of English language teachers' commitment due to teaching experience.

<b>Years of teaching</b>	<b>N</b>	<b>M</b>	<b>SD</b>
Less than 5 years	8	3.56	0.31
5 - 9 years	9	3.51	0.28
10 –14 years	11	3.69	0.61
15 years and more	11	3.73	0.34
<b>Total</b>	<b>39</b>	<b>3.63</b>	<b>0.41</b>

Table (22) shows that more experienced teachers achieve the highest commitment mean of (3.73), teachers with (10-14) years of experience have a commitment mean of (3.69), less experienced teachers achieve a commitment mean of (3.56), teachers with (5-9) years of experience get the lowest commitment of (3.51).

**Table 23:** One–Way ANOVA Test of the differences of English language teachers' commitment due to teaching experience.

<b>Source of variance</b>	<b>Sum of squares</b>	<b>D.F</b>	<b>Mean square</b>	<b>F</b>	<b>Sig.*</b>
Between groups	0.314	3	0.105	0.58	0.62
Within groups	6.241	35	0.178		
Total	6.555	38			

\*Significant at ( $\alpha= 0. 05$ )

Table (23) shows that there are no significant differences at ( $\alpha= 0.05$ ) in the level of school commitment of secondary English language teachers due to teaching experience.

### **9- Results related to the ninth hypothesis:**

“There are no significant differences at ( $\alpha= 0.0 5$ ) in the level of school commitment of secondary English language teachers due to age.”

The researcher used One-Way ANOVA to examine this hypothesis of the study. Tables (24, 25) show the frequencies, means and standard deviations of teachers' commitment due to age and the results of One-Way ANOVA test.

**Table 24:** Numbers, means, standard deviations, and total level of English language teachers' commitment due to age.

<b>Years of teaching</b>	<b>N</b>	<b>M</b>	<b>SD</b>
Less than 5 years	8	3.56	0.31
5 - 9 years	9	3.51	0.28
10 –14 years	11	3.69	0.61
15 years and more	11	3.73	0.34
<b>Total</b>	<b>39</b>	<b>3.63</b>	<b>0.41</b>

Table (24) shows that more aged teachers get the highest commitment mean of (3.73), teachers aged between (35-39) years have a commitment mean of (3.69), younger teachers achieve a commitment mean of (3.56), and teachers aged between (30-34) years obtain the lowest commitment of (3.51).

**Table 25:** One–Way ANOVA Test of the differences of English language teachers' commitment due to age.

<b>Source of variance</b>	<b>Sum of squares</b>	<b>D.F</b>	<b>Mean square</b>	<b>F</b>	<b>Sig.*</b>
Between groups	0.706	3	0.235	1.40	0.25
Within groups	5.849	35	0.167		
Total	6.555	38			

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

Table (25) shows that there are no significant differences at ( $\alpha = 0.05$ ) in the level of school commitment of secondary English language teachers due to age.

### 10- Results related to the tenth hypothesis:

“There are no significant differences at ( $\alpha= 0.05$ ) in the level of school commitment of secondary English language teachers due to salary.”

The researcher used One-Way ANOVA to examine this hypothesis of the study. Table (26, 27) show the frequencies, means and standard deviations of teachers' commitment due to salary and the results of One-Way ANOVA test.

**Table 26:** Numbers, means, standard deviation, and total score of English language teachers' commitment due to salary.

Salary	N	M	SD
Satisfied	9	3.73	0.75
Moderate	16	3.73	0.44
Unsatisfied	21	3.54	0.39
Total	39	3.63	0.41

Table (26) indicates that teachers who satisfied or partially satisfied achieve the same commitment mean of (3.37); unsatisfied teachers show a low commitment mean of (3.54). It is clear that unsatisfactory salary leads to a low level of commitment.

**Table 27:** One-Way ANOVA Test of the differences of English language teachers' commitment due to salary.

Source of variance	Sum of squares	D.F	Mean square	F	Sig.*
Between groups	0.331	2	0.166	0.95	0.393
Within groups	6.224	36	0.173		
Total	6.555	38			

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

Table (27) shows that there are no significant differences at ( $\alpha=0.05$ ) in the level of school commitment of secondary English language teachers due to salary.

### 11- Results related to the first open question:

“Mention three factors that may increase your commitment to your job.”

To answer this question, the responses were collected and categorized according to many factors: **1)** democratic climate, **2)** good salary, **3)** good relationships among the teachers themselves and their administration, and **4)** less written work, as shown in table (28).

**Table 28:**Frequencies and percentages of the factors that may increase the commitment of English language teachers to their job.

<b>Factors</b>	<b>Freq. of responses</b>	<b>Percentage</b>	<b>Rank</b>
Democratic climate	15	34.09	1
Good salary	12	27.27	2
Good relationships	10	22.72	3
Less written work	7	15.90	4
<b>No. of responses</b>	44	100%	

According to table (28) the frequencies and percentages of teachers' responses show that there are four factors that may help teachers to enhance their commitment to their jobs. Democratic climate achieved the first rank with a frequency of (15), and with a percentage of (34.09), good salary achieved the second rank with a frequency of (12), and with a percentage of (27.27), good relationships achieved the third rank with a frequency of (10), and with a percentage of (22.72), and less written work achieved the fourth rank with a frequency of (7), and with a percentage of (15.90).

## 12- Results related to the second open question:

“Mention three factors that may decrease your commitment to your job.”

To answer this question, the responses were collected and categorized according to many factors: **1)** low salary, **2)** a lot of written work (administrative work), **3)** bureaucratic climate as shown in table (29).

**Table 29:** Frequencies and percentages of the factors that may decrease the commitment of English language teachers to their job.

<b>Factors</b>	<b>Freq. of responses</b>	<b>Percent</b>	<b>Rank</b>
Low salary	20	39.21	1
A lot of written work	17	33.33	2
Bureaucratic climate	14	27.45	3
<b>No. of responses</b>	<b>51</b>	<b>100%</b>	

According to table (29) the frequencies and percentages of teachers' responses show that there are three factors that may weaken teachers' commitment to their job. Low salary achieved the first rank with a frequency of (20), and with a percentage of (39.21), a lot of written work achieved the second rank with a frequency of (17), and with a percentage of (33.33), bureaucratic climate achieved the third rank with a frequency of (14), and with a percentage of (27.45).

## **Summary**

This chapter presented the findings and the outcomes of statistical analysis of this study. The results were shown in tables followed by comments on each one. The results dealt with the questions and hypotheses of the study. Arithmetic means, percentages, standard deviations, T-Test for independent samples, One-Way ANOVA, Sidak, Wilks' Lambda, Scheffe, and Pearson Repeated Measure statistical procedures were used to determine the effect of such independent variables like gender, qualification, school climate, school administration type, marital status, teaching experience, age, and salary on the dependent variables teachers' commitment.



***Chapter Five***  
***Discussions, Conclusions and Recommendations***

## CHAPTER FIVE

### **Discussion, conclusions, and recommendations.**

This chapter is devoted to discuss the study results with reference to the issues raised and its questions respectively, and to draw conclusions and recommendations that came out from the study results.

### **Discussion of the results.**

#### **First: the study question discussion:**

The study question was: "To what extent are the secondary English language teachers committed to their occupation?"

Table (10) showed that teachers' commitment was satisfactory in general. Since the total average of their commitment was (3.63=72, 6 %) with standard deviation (SD= 41) as shown in (Table 10).

These results indicated that secondary English language teachers in Tulkarm district were committed to their job. So the researcher can state that they are hard workers, spend most of their time with their students outside the classroom to help them if they need help, don't seem to consider changing their occupation and enjoy teaching in general.

These findings support Celep (2000) who found that teachers were very committed to the daily work of teaching and to the teaching occupation.

The rational justification for this result is that teachers had to be committed to things which closely belong to their profession under the effect of moral, religious, and professional considerations.

## **Second: Study hypotheses discussion:**

### **1-Discussion of the first hypothesis:**

"There are no significant differences at ( $\alpha = 0.05$ ) in the level of school commitment of secondary English language teachers among the four domains."

Table (11) showed that there were significant differences at ( $\alpha = 0.05$ ) in the level of school commitment of secondary English language teachers to their job among the four domains.

This shows that teachers were more committed toward teaching work and administrative work, and they had an excellent relationship with their colleagues whom they considered as friends. These results coincide with those which were arrived at in question number (6) of this study that revealed significant differences for teachers' commitment in favor of comfortable climate ( $x = 3.88$ ) versus ( $x = 3.55$ ) for moderate climate and ( $x = 3.16$ ) for uncomfortable one. On the other hand, these results indicated that English language teachers are somehow not happy with the policy followed at their schools. These findings match those of the second open question of this study that showed that bureaucratic climate weakens the teachers' commitment toward their schools.

The researcher attributed such results to the traditional and conventional set of rules the teachers become subjected to by the Ministry of Education and they have to follow them even if they were not satisfied with them.

These findings support those of Celep (2000) who found that teachers who were very committed to the daily work of teaching and to the teaching occupation exerted significant effort in favour of their schools. In his study, there was a direct relationship between teachers' organizational commitment and having pride in being part of the school and working group. Moreover, they tend to have close and friendly relationships with their mates in the schools.

## **2. Discussion of the second hypothesis:**

"There is no significant relation at ( $\alpha = 0.05$ ) between secondary English language teachers' commitment and their students' academic achievement in English language."

Table (13) showed that the Pearson Correlation Coefficient was significant between teachers' commitment and students' academic achievement which turned out to be " $r = 0.81$ ". That is, English language teachers are committed people. It can be concluded from these results that committed teachers lead to a higher level of their students' academic achievement.

The researcher also attributed this result to the faithfulness and honesty in teaching that motivate and encourage students to be more attentive, active, well disciplined, and have a better spirit of competition, hence attain higher grades. All these positive qualities encourage their teachers to be more committed. But this doesn't mean that commitment was the only factor that affects students' academic achievement. For example, the new regulations adopted by the Ministry of Education such as: 1) The limited percentage (5%) of retention which has encouraged

students to become less active than before, 2) and parents give insufficient attention, guide, support to their sons and daughters.

The significant results of this study are similar to those of Martinez and Maynard (2002); Reyes and Fuller (1995); and Drown (1985) who concluded that there was a strong relationship between teachers' commitment and students' academic achievement.

### **3. Discussion of the third hypothesis:**

“There are no significant differences at ( $\alpha=0.05$ ) in the level of school commitment of secondary English language teachers due to gender.”

Table (14) shows that there are no significant differences at ( $\alpha=0.05$ ) in the level of school commitment of secondary English language teachers due to gender. These results showed that male teachers scored a little bit higher than females. But still, this difference was not significant at ( $\alpha=0.05$ ) which falls to nil.

The findings of this study contradicted those concluded by Spencer and others (1989); Reyes (1992); Pennington (1995). The later studies suggested that female teachers were more committed than male ones. They attributed their findings to the differences in teachers' motivation, efficacy, and satisfaction. They argued that female teachers were more motivated, effective, and satisfied than male teachers.

The researcher explained the differences in the findings of this study and the above mentioned ones to several factors including:

1. The fact that these studies were conducted in a completely different regions, and environments on different samples and different time. Hence it was difficult to pursue significant differences between variables.

2. The fact that male teachers had more alternatives than females in the foreign countries which enabled them to seek more satisfactory jobs.
3. Male teachers in Palestine were obliged to be as committed as female ones.

#### **4- Discussion of the fourth hypothesis:**

“There are no significant differences at ( $\alpha = 0.05$ ) in the level of school commitment of secondary English language teachers due to qualification.”

Table (15) didn't show any significant differences between the means of diploma holders' commitment and BA holders' or more commitment ( $x = 3.37$  versus  $3.67$ ). These results showed that BA or more certificate holders scored higher than diploma (community college certificate) holders did. But still, this difference was not significant at ( $\alpha = 0.05$ ).

The researcher attributed the insignificant difference to the slight difference in salary payment among diploma, B.A and more degree holders. Moreover, BA and more degree holders didn't need to exert more effort since their education level coincides with the academic requirements.

The researcher also attributed this result to the similarities among the educational systems throughout the world and the low payment for people who work in educational ministries in comparison with those who work in other ministries. Moreover, diploma holders who had longer experience or served for a long time got higher payment than other degree holders (BA or more holders) who had shorter experience. In addition, the unfair scale of payment which may affect teachers' tendency to develop themselves,

attend post-graduate courses and to be faithful toward their schools. Furthermore, teachers who hold BA or more are more committed and more aware of their work than teachers who hold a community college diploma; hence they are more qualified to do their work better than lower degree holders.

These findings corresponded with those of Oberholster and Taylor V (1999) who reported that doctoral degree holders were more committed than lower degree holders (M.A, B.A, or less) because doctoral degree holders were more aware of their work and they felt more satisfied than lower degree holders.

### **5-Discussion of the fifth hypothesis:**

“There are no significant differences at ( $\alpha= 0.05$ ) in the level of school commitment of secondary English language teachers due to school climate.”

Table (17) indicates that there are significant differences at ( $\alpha= 0.05$ ) in the level of school commitment of secondary English language teachers due to school climate.

1. There are significant differences at ( $\alpha= 0.05$ ) in the level of school commitment of teachers between comfortable school climate and moderate school climate in favour of comfortable school climate.
2. There are significant differences at ( $\alpha= 0.05$ ) in the level of school commitment of teachers between comfortable school climate and uncomfortable school climate in favour of comfortable school climate.

3. There are significant differences at ( $\alpha = 0.05$ ) in the level of school commitment of teachers between moderate school climate and uncomfortable school climate in favour of moderate school climate.

The rational of this result is that the comfortable schools' climate is essential to increase the level of teachers' commitment to their schools and their colleagues. Moreover, it can be inferred from the study results that the schools with open and convenient climate have more committed teachers than other schools. The strong and faithful relationship among teachers lead to co-operation which in turn encourage them to exchange ideas and experiences. Consequently, they will be more productive, initiative, and motivated. Finally, the comfortable school climate enhances the teachers to do their best in their work; hence they will become more productive, initiative, motivated and committed toward their job.

The findings of this study coincide with those of Spencer and others (1989); John and Taylor V (1999); and Turan (1998) who found that climate openness resulted from considerate principal's behavior which in turn lead to a high level of teachers' commitment through involvement, support, and engagement in the daily school activities. Spencer and others (1989) indicated that school climate played a great role in the level of teachers' commitment.

### **6-Discussion of the sixth hypothesis:**

“There are no significant differences at ( $\alpha = 0.05$ ) in the level of school commitment of secondary English language teachers due to school administration type.”



Tables (19 & 20) didn't show any significant differences among the means of democratic ( $x = 3.85$ ), moderate ( $x = 3.59$ ), and bureaucratic ( $x = 3.47$ ) administration types for secondary English language teachers' commitment.

Although the democratic rating scored higher results than moderate and bureaucratic ones, moderate type scored higher than bureaucratic administration type. But still, this difference was not significant at ( $\alpha = 0.05$ ).

The researcher attributed the insignificant results to the fact that those teachers in the foreign countries are given more freedom than teachers here in Palestine. Moreover, both this study and the above mentioned studies were conducted in a completely different environments and cultures. In addition, the sample of this study is very small in comparison with the samples taken in the above mentioned studies. Moreover, the greatest concern of the administrator was to please the Directorate of Education even if this affects his/ her teachers and students.

From the researcher's point of view; the human being tends to be free and doesn't like to take orders from others. So democracy and freedom are important factors in enhancing teacher's commitment.

These results contradicted the results of the studies conducted by Martinez-Pons (1990); and Leithwood and others (1993) who indicated that both intrinsic and extrinsic incentives were important but intrinsic incentives were more important than extrinsic ones and teachers who were intrinsically motivated were more committed than those who were extrinsically motivated. The more the teachers are involved in the school

activities, participating in the decision making process the more he/she will be committed, attached, and belong to his / her school. Moreover, the bureaucratic climate affected the level of teachers' commitment to their schools and colleagues.

These findings also disagreed with those of John and Taylor V (1999) who indicated that there was a closed positive relationship between the principal's behavior and the democratic climate which increases teacher's commitment, effectiveness, and faithfulness. Moreover, Turan (1998); Spencer and others (1989) indicated that a democratic climate, which gave teachers more freedom, could positively affect the teachers' level of commitment. From the researcher point of view, the human being tends to be free and doesn't like to take orders from others.

### **7-Discussion of the seventh hypothesis:**

“There are no significant differences at ( $\alpha = 0.05$ ) in the level of school commitment of secondary English language teachers due to marital status.”

Tables (21) didn't reveal any significant differences at ( $\alpha = 0.05$ ) in the level of commitment of English language teachers due to marital status. It also showed that 6 teachers were single and 33 were married. The mean of married teachers was higher than single (unmarried) teachers ( $x = 3.65$  versus 3.53). But still, this difference was not significant at ( $\alpha = 0.05$ ) as shown in tables (21).

The researcher thought that married and single teachers alike had approximately the same level of commitment to their schools, work, occupation and profession especially nowadays because it is no longer

important whether he /she single, married or not. What is important, is the qualification and the commitment to their job.

The findings of this study disagreed with those of Oberholster and Taylor V (1999) who indicated that there was a strong positive relationship between organizational commitment and marital status in favor of unmarried teachers. The researcher believes that the disagreement is due to the fact that teachers in Palestine whether they married or not had no choices and no other jobs to work in other fields than teaching especially at present because teachers seem to work faithfully to survive without much hope.

Moreover, married teachers in Philippines were less committed than unmarried teachers in the same country which may be attributed to the fact that Philippine is a poor country and teachers received poor payment which didn't meet the family needs of the married teachers who in turn sought additional work or over time work (Oberholster & Taylor V 1999).

The results of this study also disagreed with John and Taylor-V (1999) study who found that married teachers were more committed than others. They attributed their results to the fact that married teachers don't think to change their profession due to their family responsibilities and singles have more time to change their professions or to attend post graduate courses to develop themselves.

These differences among the above mentioned studies and this study may be attributed to the differences in communities' norms, values and culture toward teaching profession.

### **8-Discussion of the eighth hypothesis:**

“There are no significant differences at ( $\alpha = 0.05$ ) in the level of school commitment of secondary English language teachers due to teaching experience.”

Tables (22 & 23) didn't show any significant differences in the level of commitment of secondary English language teachers who served for more than 15 years ( $x=3.73$ ), and the means of those who served from 10 to 14 years ( $x = 3.69$ ), or those who served for less than 5 years ( $x = 3.56$ ), or from 5 to 9 years ( $x = 3.51$ ).

The researcher attributed these insignificant differences to the fact that the slight difference in the scale of payment or encouragement devices by the Ministry of Education between the more experienced teachers (teachers who served for a long time) and the novice ones (teachers who served for a short period of time). Moreover, it seems that novice teachers tried to avoid any contact with his/ her older colleagues to avoid any embarrassment from other teachers. Thus, the avoidance strategy may lessen their contact with others, which may lead to decreased level of commitment toward their colleagues (work group). Similarly, teachers with long experience seem to have weak relationship with their colleagues due to the constant competition among them which may lead to decreased level of commitment toward their colleagues.

This study agreed with Reyes (1992) who indicated that years of experience correlate negatively with organizational commitment. But it disagreed with those of Cheng (1990) and Oberholster and Taylor-V

(1999) who found that the length of teaching experience relates to organizational commitment.

### **9-Discussion of the ninth hypothesis:**

“There are no significant differences at ( $\alpha= 0.05$ ) in the level of school commitment of secondary English language teachers due to age.”

Tables (24 & 25) didn't show significant differences at ( $\alpha= 0.05$ ) among the means of teachers commitment due to age as shown in table (24). The means of teachers' commitment scores were distributed as follows: (less than 30 years old ( $x = 3.44$ ), 30 to 34 years old ( $x = 3.59$ ), 35 to 39 years old ( $x = 3.71$ ), and more than 40 years old ( $x = 3.83$ ). Though, there is a trend of an increase in the commitment by age. This trend showed that the teachers become mature through years, so they appreciate their job and become more committed toward it. But still, this difference was not significant at ( $\alpha= 0.05$ ).

The trend of our result agreed with that of Oberholster and Taylor V (1999) who found a positive relationship between commitment and age in favor of those who were 50 years old and more. This may be explained by the fact that older teachers tend to be stable in their jobs all over the world and to love their job, thus to commit themselves to it.

### **10-Discussion of the tenth hypothesis:**

“There are no significant differences at ( $\alpha= 0.05$ ) in the level of school commitment of secondary English language teachers due to salary.”

Tables (26 & 27) didn't show any significant differences at ( $\alpha = 0.05$ ) in the level of commitment of secondary English language teachers due to salary. The means of teachers' commitment scores were distributed as follows: satisfied teachers ( $x = 3.73$ ), moderate teachers ( $x = 3.73$ ) and unsatisfied teachers ( $x = 3.54$ ) as shown in table (27).

These results show that the teachers who received satisfactory salaries have similar level of commitment to the teachers who received moderate or unsatisfactory salaries.

It can be inferred from this study results that the differences in the salary payment may not be a fundamental factor in affecting the level of commitment of teachers toward their job among those who said that they received satisfactory, moderate and an unsatisfactory salaries. Very few studies examined this variable in relation to organizational commitment.

### **11. Discussion of the first open question:**

“What are the most important three factors that may increase your commitment to your job?”

Table (28) showed that there are four factors that may help teachers to increase their commitment to their jobs. They are in order: 1) ***democratic climate***, 2) ***good salary***, 3) ***good relationships among the teachers and with their administration***, and 4) ***less written work (administrative work)***. These results show that a ***democratic climate*** took the first rank among the other factors. In other words, it was the most important factor for increasing the teacher's level of commitment from the teachers' point of

view; the **good salary** factor took the second rank and the **good relationships** took the third rank. The least important factor was **less written work (administrative work)** took the last rank. In other words, psychological satisfaction and freedom were more important than any other mentioned factors in increasing the level of commitment of English language teachers in public schools in Tulkarm district. This result agreed with other studies such as Turan (1998) who indicated that there was a significant positive relationship between overall organizational climate of the school and the teachers' organizational commitment.

## 12. Discussion of the second open question:

“What are the most important three factors that may decrease your commitment to your job?”

Table (29) showed that there are three factors that may decrease teachers' commitment to their job. They are in order: 1) **low salary**, 2) **a lot of written work (administrative work)**, and 3) **bureaucratic climate**.

These result show that the **low salary** factor was the most effective factor in decreasing teacher's commitment, whereas the effect of the **a lot of written work**, then the **bureaucratic climate** were the least important in decreasing teachers' commitment toward their job.

From the researcher point of view, this result could be explained that most of the teachers feel unsatisfied and unable to face: 1) The regular increase in both the daily life needs and the standard of living, and 2) the slight increase in their incomes which didn't match the increase in the

standard of living; hence, they seek additional work which surely affects their commitment to their job.

As for the contradiction between salary as a demographic variable and salary in the two open questions, salary as demographic variable showed a difference but still not significant. But salary in the two open questions showed a significant difference in increasing or decreasing teachers' commitment to their job. This contradiction could be explained that some teachers may mix commitment up with loyalty.



## **Conclusions**

Based on the findings of the study, the researcher arrived at the following conclusions: Firstly, the level of commitment of secondary English language teachers in public schools in Tulkarm District was good in general. Secondly, there was a positive significant relationship between teachers' commitment and students' level of achievement. Finally, teachers' commitment was affected positively by the school's climate.

In light of the study findings, the researcher also concluded that teachers' commitment were not affected by the respondents' gender, qualification, marital status, experience, age, and salary variables. Teachers' commitment was not affected by the schools' type of administration.

Finally, the findings also indicated that democratic climate and good salary were the most important factors in increasing teachers' commitment while low salary and a lot of written work were the most important factors in decreasing teachers' commitment.

## **Recommendations**

Based on the findings of the study, the researcher recommends the following:

1. The Ministry of Education should do more in encouraging a comfortable instructional environment for the teachers which has a democratic climate, good salary, and less written work.
2. Democracy and lack of it seems to play an important role in increasing or decreasing the level of commitment of English language teachers in secondary schools in Tulkarm District. So school principals should be more flexible and give their teachers more freedom, involve them in the school activities, and engage them in the process of decision making.
3. Committed teachers should be rewarded spiritually in order to reinforce and motivate them, hence increase their commitment to their occupation.
5. A fair rate of payment should be followed according to the sort of degree the teacher holds to make them feel some extent of justice or fair treatment which may increase their commitments. Since there is a slight difference in the scale of payment among the different degree holders.
6. The researcher recommends paying teachers a salary that may enable them to meet their daily life needs and to live a decent life.
- 7-The researcher recommends the Ministry of Education, the Directorate of Education and the schools' administrations to encourage things that may strengthen the relationships between novice teachers and old ones. This may be done through building trust between them. Moreover, principals,

supervisors, and experienced teachers should not be mistake hunters. Instead, they should be helpers, supporters and guides to make novice teachers feel comfortable; hence to indicate their problems frankly.

8- Further research is needed to compare secondary English language or elementary English language teachers' commitment and university English language teachers' commitment using a larger sample than the current one.

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**APPENDIX “A”**

The Governmental Girls’ Schools and the number of Secondary English Language Teachers in Tulkarm District.

<b>Sex</b>	<b>Name of the school</b>	<b>Number of Teachers</b>
<b>Female</b>	Jamal Abdul Naser Secondary Girls’ School	2
	Al-Adaweia Secondary Girls’ School	3
	Shweika Secondary Girls’ School	2
	Anazlat Secondary Girls’ School	1
	Attil Secondary Girls’ School	2
	Qafeen Secondary Girls’ School	1
	Deir Al-Ghosoun Secondary Girls’ School	2
	Baqa Al-Sharqia Secondary Girls’ School	1
	Seida Secondary Girls’ School	1
	Elar Secondary Girls’ School	1
	Nazlet Eassa Secondary Girls’ School	1
	Zeita Secondary Girls’ School	1
	Beit Leed Secondary Girls’ School	2
	Inabta Secondary Girls’ School	1
	Kufr Alabad Secondary Girls’ School	1
	Bal’a Secondary Girls’ School	2
	Faro’on Secondary Girls’ School	1
	Haleema Khreeshi Secondary Girls’ School	1
<b>Total</b>		<b>26</b>

## APPENDIX “B”

The Governmental Boys’ Secondary Schools and the Number of Secondary English Language Teachers in Tulkarm District.

<b>Sex</b>	<b>Name of the school</b>	<b>Number of Teachers</b>
<b>Male</b>	Al-Fadelia Secondary Boys’ School	2
	Shweika Secondary Boys’ School	1
	Ihsan Samara Secondary Boys’ school	1
	Abdul Raheem AL-Haj Moh’d Secondary School	1
	Irtah Secondary Boys’ School	1
	Elar Secondary Boys’ School	1
	Attil Secondary Boys’ School	2
	Qafeen Secondary Boys’ School	1
	Omar Bin Al-Khatat Secondary Boys’ School	1
	Deir Al-Ghosoun Secondary Boys’ School	2
	Nazlet Eassa Secondary Boys’ School	1
	Al-Nazlat Secondary Boys’ School	1
	Seida Secondary Boys’ School	1
	Beit Leed Secondary Boys’ School	2
	Rameen Mixed Secondary School	1
	Abdul Raheem Mahmoud Secondary Boys’ School	2
	Sami Hejaze Secondary Boys’ School	1
	Kufr Soor Mixed Secondary School	1
	Faro’on Secondary Boys’ School	1
	Bal’a Secondary Boys’ School	1
<b>Total</b>		<b>25</b>

**APPENDIX “C”**

**An-Najah National University**  
**Faculty of Graduate Studies**  
**Department of Methods.**

**Teacher’s questionnaire:**

Dear teachers,

This questionnaire aims at investigating the level of English language teachers’ commitment in governmental schools in the Northern District of Palestine. This questionnaire will be used for scientific research only .So all your responses will be kept confidential. Accordingly, the researcher hopes to have your cooperation in completing the questionnaire.

- ***Note:*** The scores of response are divided according to the five – point – scale, Likert scale, in which very high = 5 points, high = 4 points, moderate = 3 points, low = 2 points, and very low = 1point.

***THANK YOU***

**Personal data: Circle the answer that suits you.**

- 1- **Gender** : a. male b. female
- 2- **Qualification** : a. diploma b. BA and more
- 3- **School climate** : a. comfortable b. moderate c. uncomfortable
- 4- **School administration** : a. democratic b. moderate c. bureaucratic
- 5- **Marital status** : a. single b. married
- 6- **Teaching experience** : a. less than 5 years b. 5 – 9 years c. 10-14years
- 7- **Age** : a. less than 30 b. 30-34 c. 35-39  
d. more than 40
- 8- **Salary** : a. satisfied b. moderate c. unsatisfied

**Please put ( X ) in the appropriate place**

No	Items	Very high	High	Moderate	Low	Very low
I	<b><i>Commitment to School.</i></b>					
1	Having a proper pride in my school.					
2	Disapproval (not to confirm) of the applications related with the teachers.					
3	Working desire created by the school.					
4	I prefer working at this school even though the teachers have choices for working at the other school.					
5	Disapproval of relations existing between the people in the school.					
6	I work hard for the school.					
7	I deal with the future of the school.					
8	I perceive the school as the best one among the others					
9	I tend to take other lessons irrelevant to my branch					
II	<b><i>Commitment to Teaching Work.</i></b>					
10	The responsibility of taking the class on time.					
11	To accomplish the job with enthusiasm.					
12	To get information about the student's family life					
13	To try to do the best for the unsuccessful students					
14	I enjoy teaching.					
15	To spend time with the students on subjects (activities) related with the lesson outside the classroom.					
16	To look for extra courses.					

III	<b><i>Commitment to Teaching Occupation.</i></b>					
17	I perceive teaching occupation as the best for working life.					
18	The desire to be well known in teaching profession.					
19	The desire to continue teaching without economic needs.					
20	To be proud of being a teacher.					
21	To take the choice of becoming a teacher as the best decision in my life.					
22	I perceive the values of teaching occupation more important than those of other professional values.					
IV	<b><i>Commitment to Work Group (colleagues) .</i></b>					
23	I have relations with the teachers out of the school.					
24	I feel myself as the other teachers' close friend in the school.					
25	To be pleased with other teachers in the breaks					
26	To be proud of my colleagues.					
27	I have the perception of being felt as the close friend by the other teachers at the school.					
28	I feel the other teachers in the school as my best friends.					



**Please answer the following questions.**

1. What are the most important three factors that may increase your commitment to your job?

a. -----  
-----  
-----

b. -----  
-----  
-----

c. -----  
-----  
-----

2. What are the most important three factors that may decrease your commitment to your job?

a. -----  
-----  
-----

b. -----  
-----  
-----

c. -----  
-----  
-----

## APPENDIX D

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Palestinian National Authority Ministry of Education & Higher Education Directorate General Of General Education		السلطة الوطنية الفلسطينية وزارة التربية والتعليم العالي الإدارة العامة للتعليم العام
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الرقم: وت/٢١/٩٥٦٧

التاريخ: 11/11/2003م

الموافق: 9/11/1424هـ

السيد د. سامي جبر المحترم ✓

عميد كلية الدراسات العليا / جامعة النجاح الوطنية/ نابلس

تحية طيبة وبعد ،،،

الموضوع: الطالب "عبد السلام جميل محمد عبد الرحيم"

الإشارة: كتابكم المؤرخ في 2003/5/31م

لا مانع من إعطاء الطالب المذكور أعلاه إحصائية بأعداد المدارس الحكومية وأخرى بأعداد مدرسي اللغة الإنجليزية في مدارس محافظات شمال الضفة الغربية، وذلك بعد التنسيق مع مديري التربية والتعليم فيها .

مع الاحترام ،،،،،

/ وزارة التربية والتعليم العالي  
 مساعد مدير عام التعليم العام  
 الهام عبد القادر



نسخة/ السادة مديري التربية والتعليم / المحترمين  
 (جنين، قباطية، طولكرم، قلقيلية، سلفيت، نابلس)  
 راجية تسهيل مهمته .

نسخة/ الملف  
 س. ق. ن. ع.

2



الرقم: م ت ط / 6 / 1401  
التاريخ: 2003/12/14م  
الموافق: 20/ شوال / 1424 هـ

تَحِيَّة طَيِّبَةٌ وَبَعْدُ ،

الموضوع : الدراسة الميدانية.

الإشارة: كتاب معالي وزير التربية والتعليم العالي رقم 9567/31/30

بتاریخ 2003/11/13

لا مانع من قيام الطالب "عبد السلام جميل محمد عبد الرحيم" من اجراء دراسته الميدانية بعنوان "مستوى التزام مدرسي اللغة الانجليزية للمرحلة الثانوية ومستوى تحصيل الطلاب في منطقة طولكرم وتوزيع الاستبانة المرفقه لهذه الغاية راجيا تسهيل مهمته.

مع الاحترام،،،،،،،،

مدير التربية والتعليم

جمال طریف



ہمارے عزیز

جامعة النجاح الوطنية  
كلية الدراسات العليا

مستوى الالتزام وعلاقته بتحصيل الطلاب كما يراه معلمو اللغة الإنجليزية في المدارس  
الحكومية في منطقة طولكرم

إعداد

عبد السلام جميل محمد عبد الرحيم

إشراف

الدكتور فواز عقل

قدمت هذه الأطروحة استكمالاً لمتطلبات درجة الماجستير في أساليب تدريس اللغة الانجليزية  
بكلية الدراسات العليا في جامعة النجاح الوطنية في نابلس. فلسطين.

مستوى الالتزام وعلاقته بتحصيل الطلاب كما يراه معلمو اللغة الإنجليزية في المدارس

الحكومية في منطقة طولكرم

إعداد

عبد السلام جميل محمد عبد الرحيم

إشراف

الدكتور فواز عقل

### الملخص

هدفت الدراسة إلى بحث مستوى التزام معلمي اللغة الإنجليزية في المرحلة الثانوية نحو مهنتهم في المدارس الحكومية في محافظة طولكرم وعلاقته بمتغيرات (الجنس، المؤهل العلمي، المناخ المدرسي، نمط الإدارة، الحالة الاجتماعية، سنوات التدريس (الخبرة)، العمر، الراتب). كذلك سعت الدراسة إلى بحث العلاقة بين التزام المعلمين ومستوى تحصيل الطلاب. بالإضافة إلى ذلك، سعت الدراسة إلى الإجابة على الأسئلة التالية:

- 1- ما مدى التزام مدرسي اللغة الإنجليزية في محافظة طولكرم نحو وظيفتهم
  - 2- هل هناك فروق ذات دلالة إحصائية لمستوى التزام المعلمين نحو مهنتهم يعزى لمتغير الجنس، المؤهل العلمي، المناخ المدرسي، نمط الإدارة، الحالة الاجتماعية، سنوات التدريس (الخبرة)، العمر، والراتب.
- تكون مجتمع الدراسة من جميع مدرسي اللغة الإنجليزية للمرحلة الثانوية في منطقة طولكرم. وحيث قام الباحث باختيار عينة عشوائية طبقية مكونة من (39) مدرسا (23 ذكور و 16 إناث) قام الباحث باستخدام استبانة الالتزام الذي طورها سلب (2000) لقياس مستوى التزام معلمو اللغة الإنجليزية للمرحلة الثانوية. حيث تضمن 28 فقرة موزعة على أربع مجالات. وكما تضمن أيضا سؤالين مفتوحين حول التزام المعلم.
- أما صدق الأداة (الإستبانة)، فقد تم التحقق منه من قبل مجموعة من الخبراء. أما ثبات الأداة فقد وصل إلى (0.88) حيث أعتبر مناسباً لأغراض الدراسة.

تم جمع البيانات وتحليلها بواسطة الرزمة الإحصائية للعلوم الاجتماعية (SPSS) فأهم نتائج الدراسة التي توصل إليها الباحث هي كالتالي:

-حقق التزام مدرسو اللغة الإنجليزية درجة عالية بمتوسط حسابي (3.63) وبنسبة مئوية (72.6). مجال الالتزام نحو عمل التدريس حقق المرتبة الأولى، مجال الالتزام نحو مجموعة العمل حقق المرتبة الثانية، ومجال الالتزام نحو مهنة التدريس حقق المرتبة الثالثة، بينما مجال الالتزام نحو المدرسة حقق المرتبة الرابعة.

ضمن أيضا سؤالين مفتوحين حول التزام المعلم.

-كان هناك فروق ذات دلالة إحصائية ( $\alpha = 0.05$ ) بين مستوى التزام المعلمين وتحصيل الطلاب.

-كان هناك فروق ذات دلالة إحصائية ( $\alpha = 0.05$ ) بين المناخ المريح، والمناخ المعتدل، والمناخ البريقراطي لصالح المناخ المريح، بينما لم تظهر النتائج وجود أي علاقة ذات دلالة إحصائية تعزى لمتغيرات الجنس، المؤهل العلمي، نمط الإدارة، الحالة الاجتماعية، الخبرة، العمر، والراتب.

فيما يتعلق بالسؤالين المفتوحين أظهرت النتائج بأن المناخ الديمقراطي يعتبر أهم عامل يساهم في زيادة التزام المعلمون نحو مهنتهم، بينما يعتبر الراتب المنخفض أهم عامل يساهم في تقليل التزام المعلمون نحو مهنتهم. في ضوء ما توصلت إليه الدراسة من نتائج، أوصي إشراك المدرسين في النشاطات المدرسية منحهم مزيد من الحرية، وإشراكهم في عملية اتخاذ القرار لتشجيعهم على أن يكونوا أكثر التزاما. بالإضافة إلى مكافئة المدرسين الملتمزمين لتعزيز التامهم نحو مهنتهم. وأخيرا هناك حاجة لمزيد من الدراسات لمقارنة مستوى الالتزام لدى معلمو المرحلة الأساسية، الثانوية، والجامعية باستخدام عينة أكبر من العينة الحالية.

