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Recommendations:

The researcher recommended the following:

1. It is recommended that the MOE takes in consideration the psychological states of teachers. In other words, male teachers are found to be less hardy than females, accordingly male teachers need to be satisfied.
2. Hardy teachers should be rewarded through reinforcement either morally or financially.
3. Hardiness can be taught for teachers through programs to increase motivation toward work .Also, teachers can be taught how to fight stress.
4. New payment polices concerning the differences in payment for the MA and BA holders should be clear. That is, not to take experience only in consideration because educational degrees are also vital.

Further research:

Further studies could be conducted on EFL teachers' hardiness and its relationship with work stress. Also, future research could be done on a larger sample.

on the findings of the study, the researcher found that the level of hardiness behavior of English language teachers in the Northern Districts of Palestine is moderately high in general. In other words, if teachers are living in a less threatening environment, the researcher thinks that they will reflect a higher level of hardiness.

There was a significant difference in hardiness behavior in commitment domain due to gender variable in favor of female teachers. As was said in the discussion, male teachers tend to work overtime and the standard of living in Palestine is high. Accordingly, life demands are considered a major reason for teachers' wasted time.

There were no significant differences in the hardiness behavior of English language teachers in Palestine due to experience variable. This is because teachers are not encouraged to get involved in activities where they find themselves interested. Moreover, teachers' promotion was stopped three years ago which left a kind of disappointment in teachers. Also, no significant differences were found in the hardiness behavior of English language teachers in Palestine due to qualification variable. Partly speaking, there were significant differences in hardiness behavior of English teachers in the northern districts of Palestine on commitment domain in favor of diploma. Naturally, diploma holders expect a salary which is not so high. On the other hand, teachers with MA expect a higher salary. There is no big difference between Diplomas' salaries and MA's. So, teachers left with the degree of expectation. In general, there were no significant differences due to salary. Teachers' strike did not return in the desirable results, so teachers gave up hope concerning changing their salaries. The number of the students in the class and marital status were not found to have significant differences.

Class size:

This variable was not studied in relation to hardiness because in America or UK they don't have overcrowded class. So, literature or studies related to this variable were not found. Accordingly, the researcher thinks that class size has insignificant relationship to hardiness because teachers are convinced that teaching medium, small or overcrowded classes need the same effort. So they will not worry about the class size. The hardiness is the same with each size. In this case, teachers will waste some of the class time in discipline and classroom management. Some classes may reach 50 students! Not only classes are overcrowded but they are also uncomfortable. Students and teachers suffer from bad conditions in summer and winter because of uncomfortable classrooms i.e., furniture and ventilation. So classes must be in better physical conditions, more attractive for teachers and students alike. Teachers would like to see movable chairs by which they can make U shapes, circular, and implement cooperative learning. When coming to class, students would like to see clean, well lighted, and colorful classes not grey prisons. This feeling of boredom by teachers and students may affect their hardiness.

Salary:

Because job satisfaction is one of the basic requirements for increasing the level of commitment domain, which is considered as an important domain of hardiness, the researcher, as an English teacher, noticed that teachers always complain about the insufficient salaries that do not meet life demands. Also, salaries between degrees of education (BA, diploma and MA) are not so far, teachers' salaries don't affect their hardiness so much. In the contrary, if they (teachers) feel that their salaries are sufficient they would be more productive and more involved, more motivated and more challenging. Consequently, their productivity will increase. Teachers work moonlight. They believe that extra jobs take a toll on their energy.

Conclusions:

The researcher presented some general findings concerning hardiness behavior of EFL teachers in the Occupied Territories of Palestine. Based

especially who worked outside Palestine receive higher salary than those inexperienced teachers who hold MA or BA. Also, the researcher thinks that the educational level gap between MA and BA on one side and diploma holders on the other contributes to evoke diploma holders to be more hardy persons (committed) to parallel MA's and BA's holders. Moreover, satisfaction is in the core of the subject since Diploma holders are more satisfied in teaching so they are more committed, while MA's and BA's holders have more chances and opportunities than Diploma. That is why it is noticeable that diploma holders have more commitment to work. Additionally, salaries of diploma holders and BA, MA holders are not different. I receive a salary lower than a BA or Diploma holder. And I do not have higher privileges than BA or Diploma. If the Ministry tried to involve those teachers who have graduate studies in precious activities, they may be more productive than only teaching. More appreciation must be paid and given to active and distinguished teachers. As reinforcement has a deep impact on teachers' behavior, it is a good idea to decrease the load of teachers. By doing this, teachers may have enough time to prepare well, think and be more creative. Creativity is a personal trait of good teachers, so how can teachers be creative with the overload they teach? Adding to this teachers are burdened with writing their preparation.

Experience:

The researcher attributed such disagreement between his results and other studies to the difference between teaching environment, sample, salary, system, and the educational system in other countries. The researcher attributed such results to the sameness of work circumstances. This is due to the nature of teaching which became as a routine. And activities are issued by the Ministry of Education. Towards the end, the teacher is obliged to accept what is provided even if he/she is not convinced. For example, the Ministry overloads teachers with classes. The minimum rate of classes is 24 and the maximum is 29. Also, the MOE does not provide meetings or activities for teachers' refreshment. Adding to this, we, as teachers, are deprived from journeys. We are not allowed to take journeys out side our cities or villages. We live in a country in which the lowest point in the world is there and we are not allowed to enjoy the sea. Teachers are not machines, they are humans. They need to take a relax time, so that they can come back with a strong will to teach. Additionally, long experienced teachers need to be rewarded for their patience.

totally involved in the ongoing activities. This is because they think about overtime work. Most of them are not willing and not motivated to create activities and worksheets to support their syllabus, on the other hand, female teachers in the research context seem to have higher level of challenge. In other words, they view change as an important aspect in teaching. Accordingly, as observed, female teachers in Palestine are more effective, more in control of their classrooms, and they always seek change. This is clear in their commitment to work on posters, worksheets, application of educational system rules. Female teachers tend to deal effectively and strictly with events in teaching. This is observed in the quietness and order when you enter a school of female students.

Marital Status:

The results of this study agree with Howard's (1996) who concluded that there are no significant differences on hardiness behavior due to marital status variable. Also, the study agrees Trimble (1996) . He conducted a study on schoolteachers and found that there are no significant differences in hardiness level due to marital status and number of children. The researcher thinks that because teachers who are married receive extra (200) NIS. So the number of children and marital status will not decrease the level of hardiness because being married or not won't change their salaries to an extra making them completely satisfied. This slight difference in salary between married and unmarried teachers makes no difference in hardiness behavior. In other words, if the government increases salaries for the married teachers, different result concerning this variable could be obtained.

Qualifications:

The researcher believes that this in significant difference is because those who hold MA or BA don't need to pay extra effort because their level of education meets what they need. Such findings are in accordance with Angle (1997) when he found that level of education (qualification) has significant difference doesn't on teachers hardiness and agrees with Fimian (1987) when he found that there are no significant differences in hardiness behavior level in teachers due to level of education (qualification) variable. Diploma holders were more committed while MA's and BA's holders are less. The researcher attributed this to the salary difference. Diploma holders who have experience

Gender:

Male teachers are treated in a bad way when they encounter a checkpoint. In addition, they are subjected to humiliation and distension. Accordingly, male teachers' effectiveness and function will automatically be influenced. Second, female teachers are usually satisfied with their jobs and salaries. This is because female teachers' income is a supportive one. And they will be helping in life not as the major income for the family. On the other hand, it is noticeable that male teachers are less satisfied in their jobs because life requirements obliged them to look for overtime work. Also, lack of satisfaction pushes them not to give teaching importance as much as female teachers do. That is why we always notice that female teachers prepare and involved in schools activities curricular and non- curricular ones. Job satisfaction, as mentioned, plays an important role in teachers' commitment as the researcher found that female teachers are more committed than male teachers.

In the area of job satisfaction, these findings are in accordance with Humberman (1992) .He found that there are significant differences in job satisfaction in favor of female teachers. Also, the study revealed that the higher the teacher is satisfied the more he will be committed. Moreover, Humberman concluded that female teachers choose teaching as a purposeful work. On the other hand, men choose it as an alternative and supportive source of living. And male teachers look beyond the classroom. Maddi and Deborah (2005) indicated that teachers with strong commitment could increase the interest value and what they do by being involved deeply in schoolwork.

A general idea may rise here is alienation from teaching. It is less in female teachers than male teachers. This generalization agrees with the study conducted by Penni and others (1987) . They found that female teachers are less alienated from teaching than male teachers because they have low level of burnout. This study was conducted on the elementary school teachers. The researchers' findings do not agree with Howards (1996) who found that there are no significant differences in hardiness behavior among female and male teachers due to gender variable. Accordingly, the researcher believes that alienation from teaching is less in female teachers than male teachers.

Compared with their female colleagues, male teachers experience a lower level of commitment and challenge. Such conclusion is due to the tendency male teachers compose. Male teachers in the Palestinian environment are not

As the school climate plays an important role in determining teachers' alienation, EFL teachers in Palestine feel that the school climate is non-supportive, or must be more supportive. As observed, nowadays most of the Palestinian high schools suffer from lack of discipline because of the second uprising which in its turn divided students into many political parties. These parties may influence the school climate. For example, suspension in remembrance of a martyr student. Also, some students may take advantage of the political party he belongs to in taking revenge of a teacher who punished him. In this case, the office of education in the directorate can not penalize those students because they may be accused of betrayal.

Consequently, teachers have high level of hardiness so they are effective, not highly alienated from their work and nearly support the change. Such findings agree with the findings of study of teacher hardiness conducted by Thomson (1995) which revealed that teachers indicating higher level of hardiness had significantly lower alienation and a degree of high commitment) effective and view change as a way of growing.

To determine if there is a significant difference among the hardiness domains, Sidak pairwise was used. Results of table 13 revealed that there is a significant difference at ($\alpha = 0.05$) among hardiness domains. Three results were revealed. The first one is between challenges and commitment. Results show that there is a significant difference among the two domains in favor of commitment. The second result is between challenge and control domain in favor of control. The third one was between control and commitment in favor of commitment. Such results indicate that teachers of English in the Northern Districts of Palestine are more able to set goals and recognize their personal values and not highly alienated from their work environment; that is, they are familiar with their job requirements and nature of teaching. Precisely, teaching English as foreign language requires setting goals and to be in control of their classroom and its environment. Such results support Kosaka's (1996) findings. Result indicated that three components of hardiness have adequate reliability and have moderate inter-correlation. The total score and sub scores of psychological stress response (PSRS) were negatively correlated with three components of hardiness. Some sub scores and total score of PSRS were highest in category that all components of hardiness are high in, and lowest in category that all components of hardiness are in low.

and so they act to minimize the threat of their life events. Such events are represented in the siege, checkpoints, and instability of political situations.

Also, the second rank was control domain, which highlights that teachers perceive that they are performing well and have control over their class environments. Control is an important construct of hardiness. It is believed that control involves the ability to maintain coping options which can transform stressful events into parts of every day life. Teachers of high control can be influential rather than feeling powerless. They can assume responsibility for their actions. In items like "people who do their best should get a full financial support from society." In general, EFL teachers in Palestine are hovering between organizational powerlessness, which is evident by the lack of control in the bureaucracy, and the instructional powerlessness. Teachers with instructional powerlessness can not perform and may not be in control of their classrooms.

Moreover, challenge got the third rank. This indicates that teachers' belief of challenge as change is not high as commitment and control. In other words, teachers' belief of change is the last domain. As I mentioned previously, EFL teachers in Palestine like to see some changes in their lives, still, they are taking the teaching process as a job for living. They are taking a moral responsibility. Threat is the opposite of challenge. Teachers scoring low level of challenge feel change seems to be unnecessary. This ranking order seems due to the traditional or conventional rules in the educational system and they are to follow this system even though they are not satisfied with it. Challenge is the aspect of hardiness that refers to change. Teachers ranking high degree of challenge, as in Table 9, believe that change is necessary. Challenge is considered as a part of the growth. As a teacher in the Palestinian public high schools, the researcher noticed that teachers are thirsty to change their conditions and the educational policies they apply. More specifically, in items like "I like a lot of variety in my work at schools" indicate that varieties in the school environment activities will help EFL teachers in Palestine maintain a high degree of challenge. On the other hand, a very high degree of responses were counted on the item "I find it difficult to imagine getting excited about teaching" where EFL teachers would like to see that the teaching process in Palestine should be subjected to change. In other words, their involvement in teaching may be because they feel that teaching is a moral responsibility, so they can't be alienated from. Another reason that may dwell behind their disappointment about getting excited in teaching is the political circumstances, which in a way or another influenced the students' achievement.

Table (23)

Results of one- way ANOVA for hardiness behavior according to salary (critical F value at $\alpha = 0.05$ equals 3.03)

Domain	Source of variance	Sum of square	DF	Mean square	F	Significance ($\alpha = 0.05$)
Challenge	Between Groups	0.224	2	0.112	0.918	0.403
	Within Groups	32.94	268	0.122		
	Total	33.16	270			
Commitment	Between Groups	0.118	2	0.059	0.324	0.724
	Within Groups	48.97	268	0.182		
	Total	99.09	270			
Control	Between Groups	0.070	2	0.035	0.137	0.866
	Within Groups	68.31	268	0.255		
	Total	68.38	270			
Total score	Between Groups	0.030	2	0.015	0.118	0.886
	Within Groups	34.06	268	127		
	Total	34.09	270			

From table 23 it can be seen that F values for challenge (0.918) , commitment (0.324) , control (0.137) , and total score of hardiness behavior (0.118) are less than the critical value of F (3.03) . Therefore, there is no significant difference at $\alpha = 0.05$ in any domain nor the total score due to salary.

Discussion:

Tables 8, 9, and 10 indicate that the total levels of hardiness behavior of English teachers in Palestine were high for all domains of hardiness and overall. This indicates that English teachers are hardy persons. Because EFL teachers indicated a high degree of commitment, control and challenge, they felt that they were less alienated and could involve in the school activities.

Concerning the ranking of hardiness domains, results of table 12 revealed that the highest ranked is the commitment domain. This means that teachers of English language in Palestine are involved in the positive ongoing activities not alienated or feeling indifferent. In general, committed teachers tend to be involved in positive activities .They are able to set goals and priorities. Also, committed teachers can recognize their own personal value system. In items like” when performing a difficult task teaching at school, I know when I need to ask for help” EFL teachers in Palestine express a high level of commitment

Table (21)

Results of one- way ANOVA for hardiness behavior according to the number of the students in the class (critical F value at $\alpha = 0.05$ equals 3.03)

Domain	Source of variance	Sum of square	DF	Mean square	F	Significance ($\alpha = 0.05$)
Challenge	Between Groups	0.245	2	0.112	0.99	0.376
	Within Groups	32.91	268	0.122		
	Total	33.16	270			
Commitment	Between Groups	0.13	2	0.065	1.13	0.324
	Within Groups	48.67	268	0.181		
	Total	49.09	270			
Control	Between Groups	0.467	2	0.233	0.92	0.395
	Within Groups	67.92	268	0.253		
	Total	68.38	270			
Total score	Between Groups	0.316	2	0.158	1.25	0.287
	Within Groups	33.78	268	0.126		
	Total	34.09	270			

Calculated F values indicated in table 21 for all domains and total score of hardiness behavior are lower than the critical F value of 3.03. This highlights that there is no significant difference at $\alpha = 0.05$ in hardiness behavior due to class size.

Salary:

Means were computed and a one- way ANOVA was utilised to discover if was a significant difference hardiness behavior due to salary.

Table (22)

Means of hardiness behavior according to salary (ILS- Israeli New Shekel; 4.5 ILS = US\$1)

Domain	Less than 1500 ILS	Between 1500 and 2000 ILS	More than 2000 ILS
Challenge	3.59	3.52	3.55
Commitment	3.85	3.82	3.87
Control	3.69	3.73	3.72
Total score	3.71	3.69	3.71

Domain	Source of variance	Sum of square	DF	Mean square	F	Significance ($\alpha = 0.05$)
Commitment	Between Groups	1.146	4	0.286	1.589	0.178
	Within Groups	47.94	266	0.180		
	Total	49.09	270			
Control	Between Groups	0.203	4	0.050	0.198	0.939
	Within Groups	68.18	266	0.256		
	Total	68.38	270			
Total score	Between Groups	0.291	4	0.07	0.572	0.683
	Within Groups	33.80	266	0.127		
	Total	34.09	270			

Table 19 shows that computed F values for challenge, commitment, and control domains are 0.898, 1.589, and 0.198 respectively, and for the total score of hardiness behavior the value of F is 0.572. As all of these values are lower than the critical F value of 2.40, it is apparent that there are no significant differences in hardiness behavior at $\alpha = 0.05$ due to the amount of teaching experience.

Class size:

To establish if there was a significant difference in hardiness behavior due to class sizes taught, means were first calculated and then a one- way ANOVA was computed.

Table (20)

Means of hardiness behavior according to the number of students in the class

Domain	Less than 30 students in class	30 to 40 students in class	More than 40 students in class
Challenge	3.53	3.52	3.60
Commitment	3.81	3.82	3.91
Control	3.65	3.72	3.77
Total score	3.67	3.69	3.76

Table (17)

Scheffe's post- hoc test scores for differences in the commitment domain according to qualification ($\alpha = 0.05$)

Domain	Diploma	BA	MA or Higher
Diploma		0.14	0.17
BA			0.03
MA or higher			

Table 18 demonstrates that there no is significant difference at $\alpha = 0.05$ for the commitment domain between BA and MA or higher holders. However, there is a significant difference at $\alpha = 0.05$ between Diploma and BA holders in favor of Diploma holders, and between Diploma and MA holders in favor of Diploma holders.

Experience:

To determine if there was a significant difference in hardiness behavior due to the amount of teaching experience, means were first calculated and then a one- way ANOVA was computed.

Table (18)

Means of hardiness behavior according to experience

Domain	5 or less years	6 - 10 years	11 - 15 years	16 - 20 years	More than 20
Challenge	3.58	3.49	3.46	3.56	3.55
Commitment	3.82	3.83	3.71	3.82	3.95
Control	3.71	3.75	3.66	3.75	3.72
Total score	3.70	3.69	3.61	3.71	3.73

Table (19)

Results of one- way ANOVA for hardiness behavior according to experience (critical F value at $\alpha = 0.05$ equals 2.40)

Domain	Source of variance	Sum of square	DF	Mean square	F	Significance ($\alpha = 0.05$)
Challenge	Between Groups	0.442	4	0.110	0.898	0.466
	Within Groups	32.72	266	0.123		
	Total	33.16	270			

Qualifications:

To find out if there was a significant difference in hardiness behavior due to qualifications held, means were first calculated and then a one- way ANOVA was computed.

Table (15)

Means of hardiness behavior according to qualifications

Domain	Diploma	BA	MA or Higher
Challenge	3.59	3.52	3.52
Commitment	3.94	3.80	3.77
Control	3.76	3.70	3.69
Total score	3.77	3.68	3.66

Table (16)

Results One- Way ANOVA for hardiness behavior according to qualification (critical F value at $\alpha = 0.05$ equals 3.03)

Domain	Source of variance	Sum of square	DF	Mean square	F	Significance ($\alpha = 0.05$)
Challenge	Between Groups	0.230	2	0.115	0.93	0.394
	Within Groups	32.92	268	0.122		
	Total	33.16	270			
Commitment	Between Groups	2.005	2	1.002	5.89	0.013
	Within Groups	48.08	268	0.179		
	Total	50.85	270			
Control	Between Groups	0.170	2	0.085	0.35	0.703
	Within Groups	68.21	268	0.254		
	Total	68.38	270			
Total score	Between Groups	0.400	2	0.200	1.59	0.206
	Within Groups	33.69	268	0.125		
	Total	34.09	270			

The F values for challenge (0.93) and control (0.35) at $\alpha = 0.05$ shown in Table 17 are lower than the critical F value of 3.03. This is also true for the total score, which has an F value of 1.59. However, the results are significant at $\alpha = 0.05$ for the commitment domain which has an F value of 5.89. Therefore, in order to determine where differences are to be found, Scheffe's post- hoc test was conducted.

Domain	Male		Female		t value	Significance ($\alpha = 0.05$)
	M	SD	M	SD		
Commitment	3.74	0.44	3.93	0.38	3.66	0.0001
Control	3.68	0.53	3.76	0.47	1.22	0.220
Total score	3.63	0.36	3.76	0.33	2.99	0.003

Table 13 shows that computed t- test value on control domain was 1.22. This value is lower than the critical t- test value of 1.96 so there is no significant difference at $\alpha = 0.05$ in the control domain between male and female teachers. Furthermore, the computed t- test score for commitment, challenge, and the total score of hardiness behavior are respectively 2.90, 3.66, and 2.99. All of these values are greater than the critical t- test value of 1.96 and this means that there are significant differences at $\alpha = 0.05$ for the challenge and commitment domains and hardiness behavior overall between male and female teachers in favor of female teachers.

Marital Status:

To test if there was any significant difference in hardiness behavior due to married status an independent t- test was performed.

Table (14)

Results of an independent t- test for the difference in hardiness behavior according to marital status (critical t- test value at $\alpha = 0.05$ equals 1.96, and degrees of freedom equals 269)

Domain	Single		Married		t value	Significance ($\alpha = 0.05$)
	M	SD	M	SD		
Challenge	3.58	0.30	3.53	0.35	0.71	0.473
Commitment	3.78	0.32	3.85	0.44	0.83	0.404
Control	3.64	0.46	3.73	0.50	1.06	0.287
Total score of hardiness	3.67	0.27	3.70	0.36	0.60	0.545

The t- test values for the challenge, commitment, and control domains and the total score of hardiness are 0.71, 0.83, 1.06 and 0.60 respectively. As all of these values are lower than the critical t value of 1.96 there is no significant difference at $\alpha = 0.05$ hardiness behavior due to marital status.

Table (11)

Results of Wilks' Lambda test for differences in hardiness

Wilks' Lambda value	F- value	Hypothesis DF	Error DF	Significance ($\alpha = 0.05$)
0.62	82.07	2	269	0.0001

The results of Table 11 show that there is a significant difference at $\alpha = 0.05$ between hardiness behavior domains.

To identify between which domains the differences exist a Sidak pairwise comparisons test was conducted.

Table (12)

Sidak pairwise comparisons test for hardiness behavior domains (at $\alpha = 0.05$)

Domain	Means	Challenge	Commitment	Control
Challenge	3.54		- 0.30	- 0.17
Commitment	3.84			0.11
Control	3.72			

A significant difference at $\alpha = 0.05$ among hardiness behavior domains is shown in Table 12 for: challenge and commitment domains in favor of commitment; for challenge and control domains in favor of control; and for commitment and control domains in favor of commitment.

The second question states *“Do gender, marital status, experience, qualifications, class size and salary each influence the hardiness level of Palestinian English teachers’ language in Palestine? “*

Gender:

To establish if there was a significant difference in hardiness behavior due to gender an independent t- test was utilized.

Table (13)

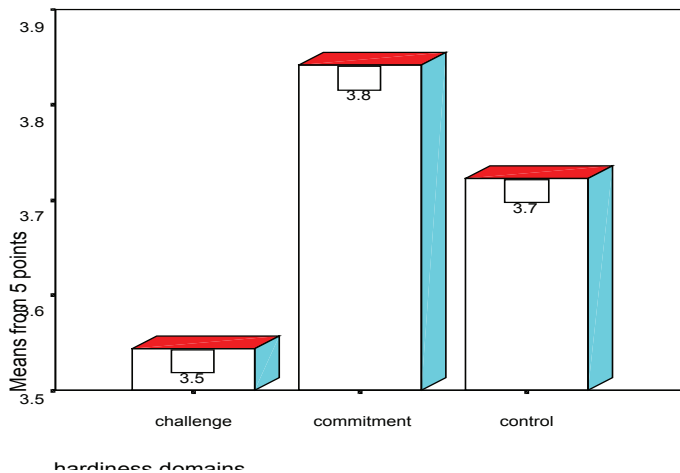
Results of independent t- test for the difference in hardiness behavior according to gender (critical t- test value at $\alpha = 0.05$ equals 1.96, and degrees of freedom equals 269)

Domain	Male		Female		t value	Significance ($\alpha = 0.05$)
	M	SD	M	SD		
Challenge	3.48	0.36	3.60	0.32	2.90	0.004

Item	Mean (max = 5)	Percentage (%)	Level
I feel that if someone tries to hurt me, there's not much I can do to stop him or her.	3.93	78.6	High
Most days, life isn't very exciting for me.*	3.61	72.2	High
I think people believe in individuality only to impress others.	3.73	74.6	High
When I'm reprimanded in teaching at school, it usually seems to be unjustified.	3.74	74.8	High
I want be sure someone will take care of me when I get old.	3.46	69.2	High
Total	3.46	74.4	High

It can be seen from Table 10 that hardiness behavior in the control domain is very high for item's 3 and 5. Additionally, items 1, 2, 4, 8, 9, 10, 11, 12, 13, 14, and 15 indicate a high level of control. The level is moderate only for item 6, and item 7 only indicated a low level of control. The total score of hardiness behavior in the control domain was high at 74.4 %. Figure 1 illustrates the differences among hardiness domains.

Figure (1)
Differences among hardiness domains



To determine if there is a significant difference between hardiness domains a Wilks' Lambda test was used.

Item	Mean (max = 5)	Percentage (%)	Level
I feel no need to try my best at work since it makes no difference anyway.	3.85	77.0	High
I respect rules because they guide me.	3.75	75.0	High
Total	3.84	76.8	High

Table 9 indicates that hardiness behavior of English teachers in the Northern Districts of Palestine for items of commitment domain is very high on item's 4, 5, 8, 9, and 10. Also, item's 1, 2, 3, 6, 7, 12, 13, 15, and 16 indicate a high level of hardiness. Items 11 and 14 recorded moderate percentages. The total score of hardiness behavior in the commitment domain was high at 76.8 %.

Control:

Table (10)

Means, percentages, and levels for the control domain

Item	Mean (max = 5)	Percentage (%)	Level
One of the of best ways to handle problems is not to think about them	3.92	78.4	High
I don't like things to be uncertain or unpredictable.	3.86	77.2	High
People who do their best should get full financial support from society.	4.13	82.6	Very high
Most of my life gets wasted doing things that don't mean any thing.	3.75	75.0	High
Lots of time I don't really know my own mind.*	4.16	83.2	Very high
I have no use for theories that are not closely tied to facts.	3.47	69.4	Moderate
Ordinary work is just too boring to be worth doing.	2.73	54.6	Low
When people get angry with me, it's usually for no good reasons.	3.96	79.2	High
Changes in routine bother me.	3.77	75.4	High
I find it hard to believe people who tell me that the work they do is of value to society.	3.61	72.2	High

a high level of challenge, the level is moderate on item's 4, 7, 9, and 12, and a low percentage was recorded for item 13 and 16. A very low level of challenge was only evident for item 11. The total score of hardiness behavior in the challenge domain was high at 70.8%.

Commitment

Table (9)

Means, percentages, and levels for the commitment domain

Item	Mean (max = 5)	Percentage (%)	Level
I don't like conversations when others are confused about what they mean to say.	3.68	73.6	High
Most of the time it doesn't pay to try hard since things never turn out right anyway.*	3.62	72.4	High
The most exciting things for me are my daydreams and fantasies.	3.63	72.6	High
I won't answer a persons question until I am very clear what he/she is asking.	4.45	89.0	Very high
When I make plans, I'm certain I can make them work.	4.11	82.2	Very High
I really look forward to teaching.	3.96	79.2	High
It doesn't bother me to step aside for a while from something I am involved in if I am asked to do something else.	3.98	79.6	High
When performing a difficult task in teaching or at school, I know when I need to ask for help.	4.03	80.6	Very high
It's exciting for me to learn something about myself.	4.10	82.0	Very high
I enjoy being with people who are unpredictable.	4.07	81.4	Very high
I find it's usually very hard to change a friend's mind about something.*	3.17	63.4	Moderate
Thinking of yourself as a free person just makes you feel frustrated and unhappy.*	3.95	79.0	High
It bothers me when something unexpected interrupts my routine.	3.70	74.0	High
When I make a mistake, there's very little I can do to make things right again.	3.41	68.2	Moderate

Challenge:

Table (8)

Means, percentages, and levels for the challenge domain

Item	Mean (max = 5)	Percentage (%)	Level
I often wake up eager to take up life where I left off yesterday.	3.76	75.2	High
I like a lot of variety in my work at school.	3.31	86.2	Very high
Most of the time my teachers or superiors listen to me.	3.67	73.4	High
Planning ahead can help avoid most future problems.	3.35	67.0	Moderate
I usually feel that I can change what might happen tomorrow by what I do today.	3.58	71.6	High
I feel uncomfortable if I have to make any changes in my everyday schedule.*	3.55	71.0	High
No matter how hard I try my efforts will accomplish nothing.*	3.04	60.8	Moderate
I find it difficult to imagine getting excited about teaching.*	4.34	86.8	Very high
No matter what you do, the tried and true ways are always the best.	3.00	60.0	Moderate
I feel that it is almost impossible to change my mind about something.*	3.77	75.4	High
Most teachers are just manipulated by their administrators.*	2.42	48.4	Very low
New rules shouldn't be made if they hurt a person's chance of a raise or promotion.	3.22	64.4	Moderate
When you marry and have children you have lost your freedom of choice.	2.72	54.4	Low
No matter how hard you work, you never seem to reach your goals.	3.92	78.4	High
A person whose mind seldom changes can usually be depended on to have reliable judgment.	4.43	88.4	Very high
It doesn't matter if you work hard at teaching since recognition is only given to the administration.*	2.59	51.8	Low
Total	3.54	70.8	High

It can be seen from Table 8 that the hardiness of English teachers in the Northern Districts of Palestine for items in the challenge domain is very high on items 2, 8, 11, and 15. Furthermore, item's 1, 3, 5, 6, 10, and 14 indicate

The results of Table 7 show that the range of reliability of hardiness behavior for all three domains is between 0.80 and 0.91, and the total is 0.85. These values confirm that the modified version of the HI was suitable for this study.

Validity of the instrument:

To make sure that the instrument is valid, the researcher distributed the instrument to a panel of 5 judges at An- Najah National University to modify or add to the instrument. They proposed some modifications. For example, some items were modified to suit the Palestinian context.

Results:

The first question states

“What is the level of hardiness behavior of English teachers in the Northern Districts of Palestine?”

To answer this question, the means and percentages of each item for each of the three domains was calculated. In addition, the overall rank of each domain and the total score for hardiness behavior was determined. For data analysis, ***the following standard percentage scale for examining personality traits was utilized:***

- ◆ Greater than or equal to 80% = a very high degree of hardiness behavior
- ◆ Between 70 and 79.9% = a high degree of hardiness behavior
- ◆ Between 60 and 69.9% = a moderate degree of hardiness behavior
- ◆ Between 50 and 59.9% = a low degree of hardiness behavior
- ◆ Less than 50% = a very low degree of hardiness behavior

For data analysis, the SPSS (Statistical Package for the Social Sciences) was utilized which can perform a variety of data analysis and presentation functions, including statistical analyses and graphical presentation of data. Furthermore, “negative response” items in the five- point Likert- type scale were recoded (these items are indicated in each table with an^{*}).

Table (6)

Experience

Experience (Years)	Number	Percentage
1 - 5	87	32.1
6 - 10	60	22.1
11 - 15	29	10.7
16 - 20	42	15.5
More than 20 Years	53	19.6
Total	271	100

Instrumentation:

A modified form of Maddi & Kobasa's (1983) Hardiness Inventory (HI) was used to measure the level of hardiness of English teachers in the Northern Districts of Palestine. This instrument usually consists of 50 items – 17 items each related to both challenge and control, and 16 for commitment. However, to fit the Palestinian context, 3 of the items were excluded (one item from the challenge domain and two from the control domain), and 14 items were rewritten. Participants provided a response by selecting from a five-point Likert-type scale. In addition, as the teachers involved in this study are non-native speakers of English, the instrument was translated into Arabic (see appendix A) in an attempt to avoid any misconceptions that may have otherwise occurred.

Instrument Reliability:

A sample of 30 teachers (15 males and 15 females) participated in a reliability check of the HI to be utilized. The alpha formula was then used to calculate instrument reliability.

Table (7)

Results of using the alpha formula to confirm instrument reliability

Domains	Reliability
Challenge	0.80
Commitment	0.91
Control	0.85
Total	0.85

Table (2)

Marital status

Marital status	Number	Percentage
Married	233	86
Single	38	14
Total	271	100

Table (3)

Qualifications

Qualification	Number	Percentage
Diploma	66	24.4
BA	191	70
MA	4	5.2
Total	271	100

Table (4)

Monthly salary (NIS- New Israeli Shekel)

Monthly Salary (NIS)	Number	Percentage
Less than 1500	58	21.4
1500 - 2000	164	66.5
More than 2000	49	18.1
Total	271	100

Table (5)

Class size

Class size	Number	Percentage
Less than 30	68	25.1
From 30 - 40	144	53.1
More than 40	59	21.8
Total	271	100

in control of their circumstances promotes the attitude among teachers that what they are doing is important, and they recognize that accepting challenge is necessary for personal and professional growth. In light of these notions and the previous studies, research on hardiness appears to be vital in a context in which the Palestinian teachers exist and that forms the crux of this paper.

Sezgin (2009) examined the relationships between teachers' commitment perceptions and their psychological hardiness and some demographic variables. A total of 405 randomly selected teachers working at primary schools in Ankara participated in the study. Personal Views Survey III- R and the Organizational Commitment Scale were used to gather data. It was found that psychological hardiness is a meaningful construct predicting the perceptions of primary school teachers on organizational commitment. Results revealed that psychological hardiness is positively and significantly related to both identification and internalization components of teacher commitment, whereas it is negatively and significantly correlated to the commitment predicated on compliance. Teacher compliance commitment is negatively associated with both identification and internalization. Although gender and years of experience are significant predictors of identification and internalization, the variables of subject specialization and age did not significantly predict all three subscales of teacher commitment.

Method:

Subjects:

The study was carried out with 271 urban and pastoral English teachers selected from six districts located in the northern part of Palestine. The participants were given a questionnaire designed to elicit the information presented below regarding their gender, marital status, salary, qualifications, class size taught, and experience.

Table (1)

Gender

Gender	Number	Percentage
Male	136	50.2
Female	135	49.8
Total	271	100

counterparts had. Additionally, results indicated that as the school climate became more supportive, trainee teachers who had high levels of hardiness became progressively less alienated. However, for those who had lower levels of hardiness, alienation increased as the school climate became less supportive.

In another investigation, *Christopher (1996)* examined the relationship of hardiness, efficacy, and locus of control (a personality trait that refers to an individual's perception of the locus of events as determined internally by his/her own behavior) on the motivation of 49 trainee teachers (32 males and 17 females). The Hardiness Inventory (Maddi & Kobara, 1984), the Teacher Efficacy Scale (Gison & Dembo, 1984) and the Internal – Powerful Others Chance Scale (Levenson, 1997) were used for data collection. Results indicated that internal locus of control was found to be significantly positively related to work motivation. Also, personal efficacy, internal locus of control, and hardiness 55% of the variance. Moreover, teacher efficacy, chance, and hardiness negatively accounted for 17% of the variance, and was determined to be external locus of control.

More recently, *Chan (2003)* conducted a study on hardiness, teacher stress, and burnout. Teachers' different responses to positively and negatively worded hardiness items suggested positive and negative hardiness reflecting stress resilience and stress vulnerability. Stress, positive hardiness, and negative hardiness all had a key, independent, and significant impact on emotional exhaustion and depersonalization, whereas only positive hardiness had a significant effect on personal accomplishment. There was only some suggestive evidence to support that negative hardiness mediated slightly the impact of stress on emotional exhaustion and depersonalization, and there was no evidence to support that positive hardiness or negative hardiness had stress- buffering effects on teacher burnout.

Overall, hardiness and its three constructs- control, commitment, and challenge- have been found to be related to other psychological constructs such as stress, burnout, and efficacy. Consensus exists among researchers in the above- mentioned studies that individuals classified as hardy seem to cope with stress differently to less hardy individuals, that is, they feel in control, highly committed, and resilient in the face of change. Moreover, hardiness in teachers is important if teachers are expected to function in a stressful environment, and deal with new and ongoing problems. Additionally, being

Teachers and hardiness:

There are a number of teacher- related studies that report on hardiness behavior and associated elements such as stress, burnout, and alienation.

Firstly, *Fimian (1987)* studied a sample of 226 professors to see if the relevance of stress instances were related to the concept of teacher stress. The Teacher Stress Inventory measured personal stressors, professional distress, and motivation. Correlation coefficients were used to measure the relationship between work stressors and perception of stress. The study indicated that while all professors were coping with identical work stressors, their perception of this stress differed according to their hardiness level. The high scores on hardiness viewed themselves as not having much stress or believed they coped with it in a positive way. The low scores reported more instances of stress and more negative effects associated with it. The MANOVA technique determined that age, research activity, type of research, and authorship produced significant multivariate differences, while gender, teaching experience, education level, and workshop presentation did not. This study did support the premise that hardiness was indeed a positive measure of how teachers define stress.

In addition, *Pierce and Molloy (1990)* studied hardiness in relation to classroom control. They used a sample of 722 teachers in Australia. They hypothesized that hardiness was negatively linked to teacher burnout and positively linked to control ideology. The authors found the commitment dimension alone, as measured by the Hardiness Inventory, to account for almost half of the variance between hardiness and level of burnout. Further investigation was employed in looking at differences in high and low hardiness levels of teachers. They determined that teachers in the high burnout /low hardiness group were more custodial in their dealings with students; teachers also viewed themselves as less able to make significant differences in the lives of their students (low self- efficacy) ; and these teachers also viewed it more difficult to teach and would leave the profession given the chance.

Moreover, *Thomson (1995)* conducted a study on 106 prospective teachers to examine the relationship between hardiness and school climate, and their contribution to feelings of alienation. Results indicated that individuals indicating higher levels of hardiness had significantly lower alienation scores across all school climate conditions than less hardy

consists of three non-separable domains: commitment, control, and challenge, which function in the individual personality to mediate a problem” (Kobasa, Maddi & Kahan, 1982 p168) . Other scholars (see Brooks, 2001; Christopher, 1996; Maddi & Deborah, 2005; Maddi & Kobasa, 1984; Manning & Fusilier, 1999; and Spencer & Claudia, 1992) also consider the notions of commitment, control, and challenge to be central in defining personal hardiness.

Commitment:

Commitment refers to the recognition of and strong involvement in personal values and goals (Galla et al, 1994; Kobasa, 1979). It is reflected in the ability to feel actively involved with others and a belief in the truth, value, and importance of one’s self and one’s experience. Individuals who reflect strong commitment believe that what they do is meaningful (Brooks, 2001), and that they increase their range of interests, values, and magnify the importance of what they do by involving themselves deeply in it (Maddi, 2007).

Control:

Control refers to being able to take an active role in and have a sense of responsibility for one’s life. It is the ability to develop coping options which are used to see stressful events as part of life (Thomson, 1995) , be able to perform and be influential (Orr & Westman, 1990) , and a have belief in one’s ability to regulate problems (Galla et al, 1994) . When control is low, individuals suffer from feelings of hopelessness and powerlessness (Lichtenstein, 1995). People in control assume responsibility for their own deeds instead of feeling powerless (Thomson, 1995).

Challenge:

Challenge refers to the ability to view all situations as potentially positive with successful outcomes (Lichtenstein, 1995) . It involves accepting stressful events as challenging opportunities, and not as threats to be avoided rather than dealt with (Galla et al, 1994) . In addition, individuals strong in challenge believe that change is constant in one’s life and recognize that experiencing both positive and negative life changes leads to personal growth (Koshaba & Maddi, 1999; Orr & Westman, 1990). According to Kobasa (1983), individuals ranking high in challenge believe that change is necessary as a part of the growth process.

growth instead of sources of stress (Kosaka, 1996) . Furthermore, a teacher's degree of hardiness will depend on a number of influences such as teaching qualifications held, and students' motivation and discipline (Angel, 1997) . This is of concern as in Palestine, teachers have to deal with large numbers of students in their classes gender, salary, age, marital status, and career prospects (Trimble, 1996) ; and past performance and experience (Feltz, 1994) .

In light of the above mentioned background and circumstances, the problem of the study necessitated investigation. In addition, there is a lack in studies which are concerned with the concept of hardiness and teachers, especially EFL teachers in the Palestinian context.

Limitations of the study:

1. This study was limited to the EFL school teachers in Palestine.
2. The study was conducted in the scholastic year 2008/2009.

Purpose of the study:

The focus of this study was to determine the degree of hardiness behavior of 271 English teachers in Palestine who live and work in a difficult environment and endure stress, conflict, and burnout. This study attempted to find out the relationship between these English teachers' hardiness behavior and the following demographic variables: gender, marital status, qualifications, teaching experience, class size and salary. This investigation was thought to be of value because there is lack of research related to the Palestinian English teachers in general and, more specifically, in relation to hardiness behavior of English language teachers in Palestine.

This research was designed to investigate the following questions:

- What is the hardiness level of English language teachers in Palestine?
- Do gender, marital status, qualifications, teaching experience, class size and salary each influence the hardiness level of Palestinian English teachers' language in Palestine?

Review of literature and related studies:

Hardiness is conceptualized as a personality based tendency to assess a given stressor and to diminish its impact by positive awareness and assertive coping skills (McNeil, Kozam, Stones, & Hannah, 1986) . More specifically, hardiness may be defined as "a constellation of personality characteristics. It

Background and problem:

Along with their fellow countrymen and countrywomen, Palestinian English language teachers have endured social, environmental, and economic hardship over the past two decades, and many teachers continue to be dissatisfied with their profession due to a number of reasons. Firstly, English teachers' salaries are very low in relation to the cost of living in Palestine, and many must find a second job to supplement their income. They also feel that the effort they put in to their work as teachers is not sufficiently recognized in monetary terms (Pacetti, 2008). Secondly, the current security situation means that traveling to and from work can be a challenge for teachers. For example, numerous checkpoints exist which must be passed through, and the possibility of being detained, long delays, and not arriving in time to teach scheduled classes leads to feelings of fear, boredom, and frustration. In addition, Israeli army visits to schools during class time are disruptive. These factors clearly have a negative impact on Palestinian English language teachers' efficacy and motivation, and the extent to which each teacher is affected will depend on his particular personality and level of hardiness (Bowsher & Dawn, 1995; Spencer & Claudia, 1992).

The conceptual stance that led to hardiness research emphasized that stressful circumstances are an endemic part of living, and hence, that courage is needed if one is to grow and develop, rather than deny and avoid (Maddi, 2006). Hardiness is a pattern of attitudes and skills that provides the courage and strategies to turn stressful circumstances from potential disasters into growth opportunities instead. As such, hardiness is particularly relevant to stressful settings, such as teaching. (Maddi, 2007). Hardiness develops in early childhood (Maddi & Kobasa, 1984) and is associated with optimism and stress resistance (Michael & Charles, 1989). It acts as a mediator in life stress (Heather & Gail, 1988), and contributes to an individual's ability to appraise and adapt to stressful situations and respond more effectively (Brooks, 2001). In addition, hardiness is seen as an important buffer in stressful situations (Koshaba & Maddi, 1999), and teachers who are hardy are better able to successfully cope with such situations (Galla et al, 1994). Moreover, such teachers are more purposeful (Brooks, 2001), tend to take control of events, and are not merely rigid in tolerating difficult circumstances but, on the contrary, see those circumstances as opportunities for personal

Abstract:

This study aimed at investigating the influence of selected demographic (gender, marital status, qualifications, teaching experience, class size and salary) variables on hardiness levels (commitment, control, and challenge) of EFL teachers in Palestine. A sample of 271 of EFL teachers participated in the study. A modified form of Maddi & Kobasa's (1983) Hardiness Inventory (HI) was used to measure the level of hardiness of English language teachers in Palestine. Results revealed that the total levels of hardiness behavior of English teachers in Palestine were generally high for all domains of hardiness (commitment, control and challenge) . This indicates that English teachers are hardy persons. There were significant differences in EFL teachers' hardiness between EFL female teachers and EFL male teachers in favour of female teachers. Moreover, significant differences were found on the qualification variable in favour of the diploma. Whereas, there were no significant differences in EFL teachers hardiness on teaching experience, marital status and salary. Recommendations and implications were suggested.

Key words: Hardiness, EFL teachers, Palestine.

ملخص:

هدفت هذه الدراسة إلى تحديد تأثير بعض المتغيرات الديموغرافية (الجنس والمؤهلات العلمية والخبرة وحجم الصف والحالة الاجتماعية) على سلوك الجدية لدى معلمي اللغة الإنجليزية كلغة أجنبية في فلسطين. أجريت الدراسة على عينة قوامها ٢٧١ معلماً ومعلمة للغة الإنجليزية حيث استخدم الباحث الرزم الإحصائية للعلوم الإنسانية (SPSS) لتحليل النتائج. قام الباحث بمسح الأدب التربوي المتعلق بموضوع الدراسة حيث استخدم مقياس Maddi & Kobasa's (1983) Hardiness Inventory (HI) لتحديد مستوى الجدية لدى معلمي اللغة الإنجليزية. وأظهرت النتائج أن مستوى الجدية في العمل بشكل عام كان مرتفعاً لدى مدرسي اللغة الإنجليزية ومدرساتها على جميع المجالات. كما أظهرت النتائج أن هناك فروقاً ذات دلالة إحصائية في مستوى الجدية على متغير الجنس لصالح الإناث، وعلى متغير الدرجة العلمية لصالح حملة الدبلوم، بينما لم تؤثر الخبرة والحالة الاجتماعية والراتب الشهري على مستوى الجدية لدى مدرسي اللغة الإنجليزية. قام الباحث بوضع التوصيات والبحوث المستقبلية المقترحة، ومن أهمها دراسة الجدية وعلاقتها بضغط العمل والرضا الوظيفي.

The Influence of Selected Demographic Variables on Hardiness of EFL Teachers in Palestine

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