

2006

. **2006 /6/20**

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78		(23)
79		(24)

81		(25)
80		(26)
81		(27)
82		(28)
83	( )	(29)
84	( )	(30)

<b>23</b>		<b>(1)</b>
<b>26</b>		<b>(2)</b>
<b>27</b>		<b>(3)</b>
<b>32</b>		<b>(4)</b>

<b>115</b>		<b>(1)</b>
<b>116</b>		<b>(2)</b>
<b>128</b>		<b>(3)</b>
<b>132</b>		<b>(4)</b>

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(642)

(%35)

(221)

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(.0.88)

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.(%76.2)

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(%77.2)

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(%76.4)

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(%74.8)

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.(%68 .8)

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.(%87)

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.(%76.8)

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.(%75.4)

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(0.05= $\alpha$ )

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.(1996 )

.(1999 )

.( 2001 )



(Belcastro and Gold)  
(2000 )  
(1993)  
(Hardiness)  
(Job satisfaction)  
Maddi & (Hardiness)  
(Kobasa, 1894)  
(Brooks, 1999)  
Heather&gail (1988) Enevoldsen & Dawn (1995)  
:  
(Commitment)  
(Challenge)  
(Control)  
(Maddi & Kobasa, 1984)  
(Job satisfaction)  
(Super)  
(1982 )

(Adams)

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.(1981 ) (

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( )

(Lawler, 1973)

.(1981 )

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.(1993

(Philips, 1987)

.(1994 )

(1997 )

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.2006/2005

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(Maddi & Kobasa, 1984)

:(Hardiness)

:(Challenge and Change)

.(Brooks, 1999)

:(Commitment)

.(McNeil et. al, 1986)

:(Control)

( Allred & Smith, 1989)

:(Job satisfaction)

( )

.(1997 )

:

.(Rountree, 1981)

:

.(2001 )

:

.(2004 )



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(Maddi)

1975

(Maddi & Kobasa,1984)

Kobasa and )

(Hardiness )

(Maddi ,1999

(Manning and Fusilier, 1999)

(Commitment)

( Control )

(Hardiness)

.(Challenge)

(Kobasa,1996)

(Personality Factor)

(Kobasa)

.(Just ,1999 )

(Stress)

Th Hardly ) ( )

(Executive under stress

(Commitment)

(Control)

(Challenge)

..(Kobasa & Maddi, 1999)

(Myron, 1985)

(Galla, 1994)

(Spencer & Claudia, 1992)

(Status)

(Self – Efficacy)

(Motivation)

(Career Beliefs)

.(Flexibility)

(Michael & Charles, 1989)

(Kobasa,

.Maddi, & Kahn,1982)

(Hardiness)

(Commitment)

(Challenge)

(Control)

:

.(Just, 1999)

(Brooks, 1999)

(The three "C's")

(C)

Commitment

Control

Challenge

(Commitment) :

.(Kobasa, 1979, Wood, 1987)

: (Brooks, 1999)

(Kobasa and Maddi, 1998)

(kobasa, 1983)

(McNeil, Kozma, Stones, & Hannah, 1986)

(Committed)

(Control) :

.(Kobasa, 1996)

(Allred and Smith, 1989)

.(Thomson, 1995)

(Liechtenstein,1995)

(Zielinski and Hoy, 1983)

( ) .

.(Orr and Westman, 1990)

**(Challenge)** :

.(Kobasa, 1979; Wood, 1987)

(Job Stress)

(Challenge)

.(2005 )

(Kobasa and Maddi, 1999)

(Galla J.P. et.al, 1994)

( Lichtenstein, 1995)

(Kobasa, S. C .Maddi. S.R. and Kahn,1982)

.(2005 )

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(Scientific

.Management)

" " ) (Maslow)

" " (

.(vroom)

.(2000 )



(Taylor and Weiss) (Likert)  
) (Fisher) (Baird) (Vroom)  
. (2000)

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. (1988)

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:(Abraham Maslow ( )

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(Needs)

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.(2004 )

.(2003 ) .

.(2004 ) .

(Abraham Maslow)

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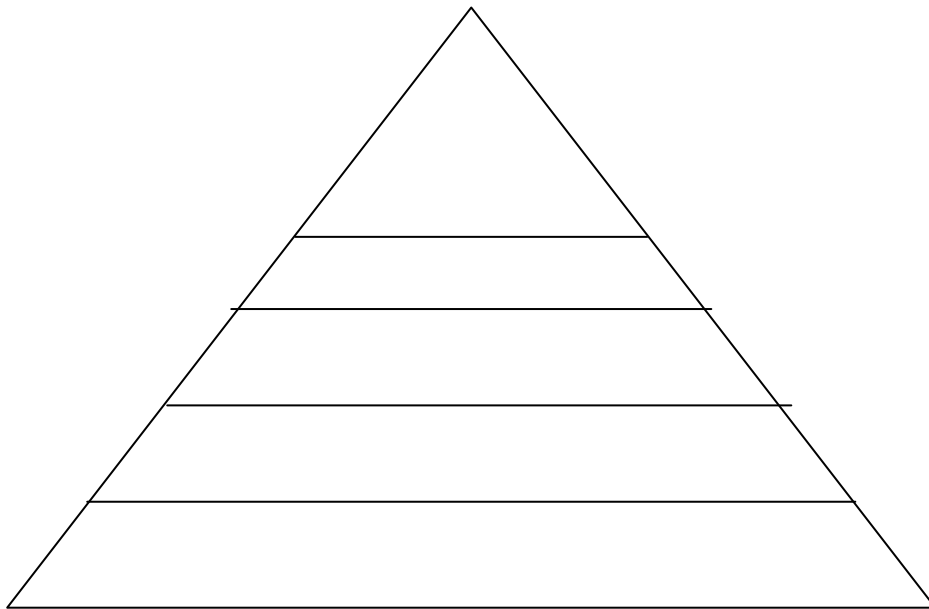
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.(1)

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(Maslow, 1943)



:(1)

Physiological Needs ( )

-1

Safety & security Needs

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Social Needs ( )

-3

Esteem and self- respect Needs

-4

Self – Actualization Needs

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).

(2004

(Two-Factor Theory)

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(Frederick Herzberg)

(2000

) (The Motivation to work )

.(2004 )

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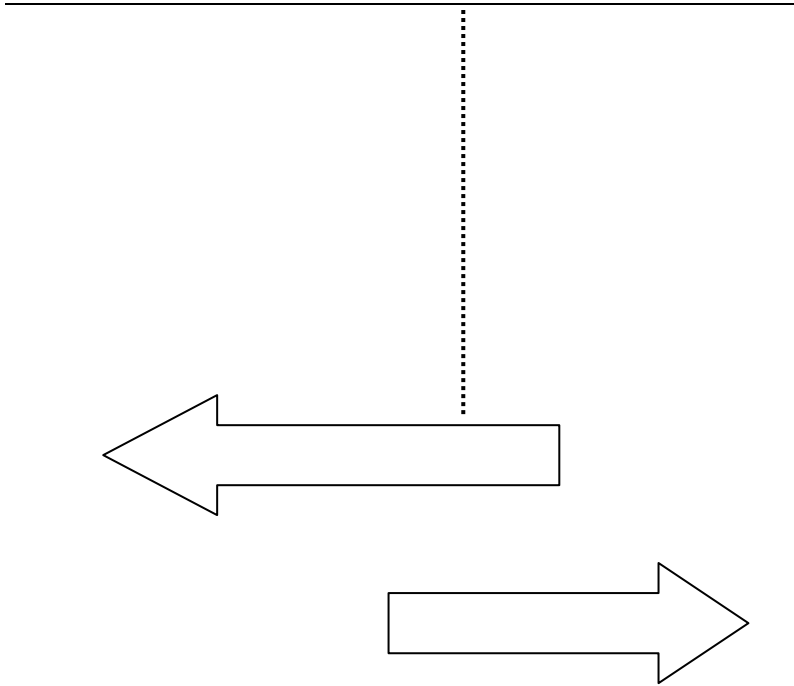
**:(Hygiene Factors)**

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**:(Motivating Factors)**

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(2)



(2000 )

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(2004 )

(2003 ) .



(1998 )

**(Expectancy Theory)**

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House)

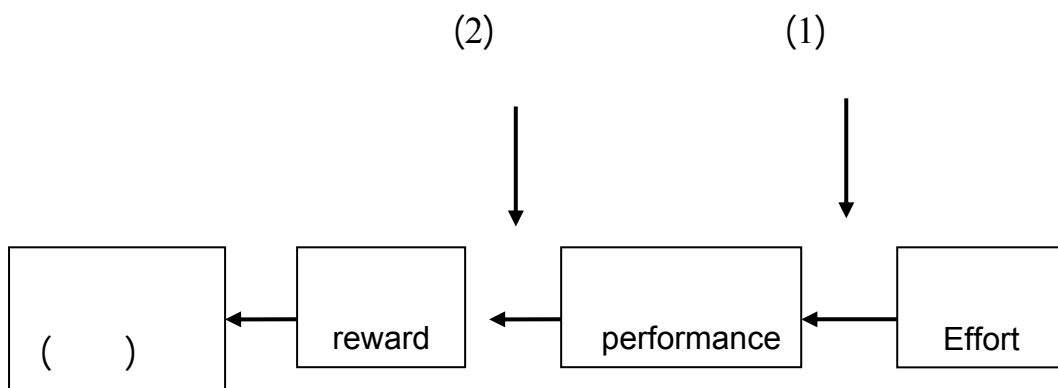
(Vroom,1964)

and Wahba,1972)

( )

(2000 )

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.(2004 )

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.(2000

(Porter & Lawler,1968) - -4

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.(2003 )

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**.(McClelland's Needs Theory)**

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:(Need for Power) -أ

:(Need for Affiliation) -ب

:(Need for Achievement) -

.(2004 )

.(2000 )

.(2003 )

**(Goal Theory)**

**-6**

(Edwin Locke)

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.(2003 )

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.(2000 )

**(Equity Theory) ( )**

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(J. Stacey Adams)

(Outcomes)

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(Inputs)

$$\frac{(\quad)}{(\quad)} = \frac{(\quad)}{(\quad)}$$

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.(2004 )

**(Alderffr Theory)**

**-8**

(Alderffr)

(Existence)

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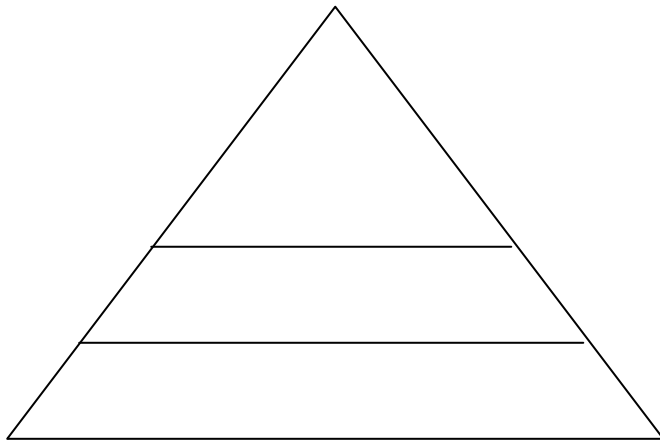
(Physical Well - being)

(Relatedneeds)

-2

(Growth)

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:(4)

(2004 )

.(1993 )

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**(Dillard-Nancy-Lynne,1990)** - -

506

422

**(Collins,1992)**

( 16 - 11)

223

**(Benishek – Lois , 1993)**

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(Michigan Un)

(185)

**(Huang, 1995)**

( )

**(Thomson, 1995)**

( 23 83) 106



(social support)

(Dean Alienation)

**(Saffici-Christopher-L, 1996 )**

-

(University of Houston)

( 17 132)

(Hall and Williams, 1973)

(Gibson and Dembo, 1984)

(Maddi and Kobasa, 1984)

32,34 =

(0.001 = $\alpha$ )

%55

%17

(Angle, 1997)

(Qadumi,2001)

:

(1984)

(271)

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(1990)

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(94)

(JDI)

(0.05 =  $\alpha$ )

(1992)

(223)

(MSQ)

-1

(%3.5)

(%27)

(%69.5)

( )

-2

(0.05 =  $\alpha$ )

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(%8)

(%5)

**(1993)**

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(475)

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**(1994)**

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(40)

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(1998)

(176= )

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(OCB)

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(1999)

(214)

(335)

(0.05 =  $\alpha$ )

(0.05 =  $\alpha$ )

( 11)

(0.05 =  $\alpha$ )

(1999)

(1484)

(%31)

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: (0.05 =  $\alpha$ )

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(2000)

(%44.58)

(140)

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**(2000)**

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(501)

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**(2003)**

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(362)

(1046)

(%30)

(%75.5)



(%67.2)  
.(%64)

(%68.3)  
(%66.4)

.(%78.6)

**(2003)**

(235)

(%66.2)

(%76.2)

.(%40.2)

(0.05 =  $\alpha$ )

(0.05 =  $\alpha$ )

**(2003)**

- ( )

(312)

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(%59.3)

**(Carnegie Foundation, 1985)**

(%40)

(%30)

**(Long, 1990)**

(Long)

:(Collmer, 1990)

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(Shin, Hyun, Reyes, Pedro, 1991)

(99)

(77)

(%70.4)

**(Song, 1991)**

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(13)

(300)

(27)

**(Petty & Hatcher, 1991)**

**(Eddy, 1993)**

(Eddy)

(281)

(Testa, 2001)

"

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(24)

(425)

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.( )

(%22)

(Vall & Witt , 2001 )

"

(355)

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(Qadumi, 2001)	-1
(1999 ) (1999 ) (1990 ) (Thomson,1995)	
(1992 ) (Fimian,1987) (Howard,1996) (2003 )	
(song,1991) (Collmer,1990) (1998 )	
(Collins,1992) (1994 )	-2
(Calebrese&Fisher,1988) (Angel,1997)	
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:(1)

107	61	46		1
196	110	86		2
113	67	46		3
103	61	42		4
67	31	36		5
56	23	33		6
642	353	289		

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(%35)

(221)

(256)

(2) .(%86.33)

(221)

(7) (6) (5) (4) (3)

:(2)

(%)		
52.9	117	
47.1	104	
100	221	

:(3)

(%)		
30.8	68	
52.9	117	
10	22	+
6.3	14	
100	221	

:(4)

(%)		
27.61	61	5
40.72	90	10 – 5
8.15	18	15 – 10
23.52	52	15
100	221	

:(5)

(%)		
5	11	2500
29.4	65	3000 – 2500
24.4	54	3500 – 3001
41.2	91	3500
100	221	

:(6)

(%)		
37.6	83	
62.4	138	
100	221	

:(7)

(%)		
40.3	89	
59.7	132	
<b>100</b>	221	

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(Maddi & Kobasa,1984)

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(Hardiness)

(41)

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(Likert)

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(2003)

(48)

(1999)

(2003)

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(11)

(109)

..

(%70)

(89)

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(9) (8)

:(8)

0.84	
0.88	
0.86	
0.89	

(0.88-0.84)

(8)

(0.89)

: (9)

0.83	
0.86	
0.87	
0.82	
0.78	
0.85	
0.88	

(0.87-0.78)

(9)

(0.88)

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.(2006)		
		-9
.(SPSS)		
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	:	
	:	(SPSS)
		-1
		-2
.(Independent T- Test )	( )	-3
.(One way ANOVA)		-4

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(12) (11) (10)

(13)

:(2003)

(2003)

%80

% 79.9-70

%69.9-60

%59.9-50

%50

:

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:(10)

(221= )

	(%)	*		
	89	4.45		1
	86.8	4.34		2
	69.4	3.47		3
	87.8	4.39		4
	77	3.85		5
	64.4	3.22		6
	66.8	3.34		7
	87.8	4.39		8
	72.6	3.63		9
	76.4	3.82		10
	71.4	3.57		11
	59.8	2.99		12
	77.8	3.89		13

	87.4	4.37		14
	47.2	2.36		15
	74.8	3.74		

(5)

(10)

(%80)

( 14 8 4 2 1)

(13 11 10 9 5)

(7 6 3)

(%77.8-%71.4)

(%66.8) (%64.4) (69.4) :

(%59.8)

(12)

(%47.2)

(15)

.(%74.8)

:

**-3**

:(11)

(221= )

	(%)	*		
	67.4	3.37		16
	84.2	4.21		17
	74.6	3.73		18
	89.4	4.47		19
	85.6	4.28		20
	77.6	3.88		21
	70.4	3.52		22
	83.6	4.18		23
	65.6	3.28		24
	82.6	4.13		25
	75.6	3.78		26
	62.2	3.11		27
	88.4	4.42		28
	73.8	3.69		29
	77.2	3.86		

(5)

(11)

(%80)

( 28 25 23 20 19 17)

(29 26 22 21 18)

24 16)

(%77.6-%70.4)

.(%67.4 -%62.2)

(27

.(%77.2)

:

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:(12)

(221= )

	(%)	*		
	83.6	4.18		30
	82.6	4.13		31
	73.6	3.68		32
	86.6	4.33		33
	53.6	2.68		34
	57.8	2.89		35
	83.6	4.18		36
	70	3.50		37

	79.8	3.99		38
	79	3.95		39
	78.6	3.93		40
	88.8	4.44		41
	76.4	3.82		

(5)

(12)

(41 36 33 31 30)

( 40 39 38 37 32)

(%80)

(%79.8-%70)

.(%57.8 %53.6)

(35 34)

.(%76.4)

:

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:(13)

(221= )

	(%)	*		
	74.8	3.74		3
	77.2	3.86		1
	76.4	3.82		2
	76.2	3.81		

(5)



: (13)

-

.(%76.2)

-

:

.(%77.2)

:

.(%76.4)

:

.(%74.8)

:

:

:

(19) ( 18) ( 17) (16) (15) (14)  
 (20)

-:

%80

% 79.9-70

%69.9-60

%59.9-50

%50

:

-

:(14)

(221= )

	(%)	*		
	71	3.55		1
	70.2	3.51		2
	69.2	3.46		3
	70.4	3.52		4
	72.6	3.63		5
	80.6	4.03		6
	40.2	2.01		7
	59.6	2.98		8
	48.8	2.44		9
	68.8	3.44		10
	65.2	3.26		

(5)

(14)

(%80.6)

(6)

(5 4 2 1)

(10 3)

(%72.6-%70.2)

(8)

(%68.8) (%69.2) :

(9 7)

(%59.6)

.(%50)

.(%65.2)

: -2

:(15)

(221= )

	(%)	*		
	85.2	4.26		11
	81.2	4.06		12
	91	4.55		13
	89	4.45		14
	88.1	4.41		15
	90.2	4.51		16
	85	4.25		17
	87	4.35		

. (5) •

(15)

.(%80)

.(%87)

: -3

:(16)

(221= )

	(%)	*		
	50	2.50		18
	88.2	4.41		19
	55.2	2.76		20
	78.8	3.94		21
	81.2	4.06		22
	76.4	3.82		23
	79.4	3.97		24
	81.4	4.07		25
	81.8	4.09		26
	81.8	4.09		27
	75.4	3.77		

(5)

(16)

(27 26 25 22 19)

(24 23 21)

(%80)

(20 18)

(%79.4-%76.4)

.(%55.2) (%50) :

.(%75.4)

: -4

:(17)

(221= )

	(%)	*		
	83.8	4.19		28
	85.2	4.26		29
	75	3.75		30
	78.6	3.93		31
	78	3.90		32
	62.6	3.13		33
	74.6	3.73		34
	76.8	3.84		

(5)

(17)

(%80)

(29 28)

(34 32 31 30)

(33)

(%78.6-%74.6)

.(%62.6)

.(%76.8)

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:(18)

(221= )

	(%)	*		
	67.8	3.39		35
	55.6	2.78		36
	57.4	2.87		37
	60.6	3.03		38
	62.4	3.12		39
	62.4	3.12		40

	57.8	2.89	) ( ...	41
	60.6	3.03		

(5)

(18)

-%60.6)

(40 39 38 35)

(41 37 36)

(%67.8

.(%57.8-%55.6)

.(%60.6)

: -5

(19)

(221= )

	(%)	*		
	54.2	2.71		42
	56	2.80		43
	37.6	1.88		44
	44.6	2.23		45
	53.2	2.66	)	46
	42	2.10	(	47
	45.8	2.29		48
	47.6	2.38		

(5)

(19)

42)

(%56-%53.2)

(46 43

(48 47 45 44)

.(%50)

.(%47.6)



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(20)

(221= )

	(%)	*		
	65.2	3.26		4
	87	4.35		1
	75.4	3.77		3
	76.8	3.84		2
	60.6	3.03		5
	47.6	2.38		6
	68.8	3.44		

(5)

: (20)

.(%68.8)

.(%87)

.(%76.8)

.(%75.4)

.(%65.2)

.(%60.6)

:

.(%47.6)

:

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(0.05 =  $\alpha$ )

(21)

(21)

	( )				
*0.0005	0.37	0.31	3.44	0.25	3.81

(21)

.(0.0005= $\alpha$ )

(0.37)

: :

$(0.05 = \alpha)$

(22)

( )

( ) : (22)

	( )					
0.27	1.10	0.30	3.72	0.30	3.76	
0.08	1.75	0.30	3.90	0.33	3.83	
0.06	1.94	0.37	3.88	0.40	3.77	
0.17	1.35	0.24	3.83	0.25	3.79	

.(1.96) ( ) •

(22)

$(0.05 = \alpha)$

: :

(0.05 =  $\alpha$ )

(23)

( 24)

:(23)

	+			
3.80	3.71	3.72	3.77	
3.83	3.84	3.87	3.86	
3.85	3.67	3.82	3.87	
3.83	3.74	3.80	3.83	

:(24)

*	( )					
0.59	0.62	0.059 0.093	0.17 20.37 20.55	3 217 220		
0.95	0.10	0.010 0.10	0.032 22.77 22.80	3 217 220		
0.21	1.50	0.23 0.15	0.69 33.35 34.05	3 217 220		
0.48	0.81	0.052 0.064	0.15 13.90 14.05	3 217 220		

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15	15-11	10-5	5	
3.71	3.80	3.72	3.78	
3.90	3.78	3.81	3.93	
3.84	3.77	3.79	3.88	
3.81	3.78	3.77	3.86	

:(26)

*	( )					
0.55	0.69	0.065 0.093	0.19 20.35 20.55	3 217 220		
0.09	2.13	0.21 0.10	0.65 22.15 22.80	3 217 220		
0.46	1.54	0.097 0.063	0.29 13.76 14.05	3 217 220		
0.37	1.05	0.29 0.28	0.88 60.68 61.56	3 217 220		

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3.78	3.68	3.73	3.81	
3.88	3.80	3.87	4	
3.83	3.77	3.83	3.98	
3.83	3.75	3.81	3.93	

:(28)

*	( )					
0.24	1.38	0.12 0.092	0.38 20.16 20.55	3 217 220		
0.19	1.60	0.16 0.10	0.49 22.31 22.80	3 217 220		
0.39	1.00	0.15 0.15	0.46 33.59 34.05	3 217 220		
0.09	2.15	0.13 0.062	0.40 13.65 14.05	3 217 220		

.(0.05=  $\alpha$ )

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0.40	0.8	0.30	3.73	0.30	3.76	
0.94	0.07	0.31	3.86	0.33	3.86	
0.85	0.18	0.42	3.82	0.32	3.83	
0.68	0.40	0.26	3.80	0.22	3.82	

.(1.96) ( ) •

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0.10	1.63	0.28	3.77	0.33	3.70	
0.48	0.70	0.32	3.88	0.32	3.84	
0.71	0.37	0.36	3.83	0.42	3.81	
0.25	1.14	0.36	3.83	0.27	3.79	

.(1.96) ( ) •

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(Qadumi, 2001)

(Collins, 1992)

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(One Way-ANOVA)

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(One Way-ANOVA)

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(Howard, 1996)

.(Calebrese & Fisher, 1988)

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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

الرقم : و ت / ٢٠ / ٢١ / ٤٩

التاريخ : 2006 / 1 / 2

الموافق: 3 / 2 / 1426 هـ

السيد أ. د. خليل عودة المحترم  
عميد كلية الدراسات العليا / جامعة النجاح الوطنية  
تحية طيبة وبعد،،،

الموضوع: تسهيل مهمة الطالب " صادق سميح القاروط "

الإشارة : كتابكم المؤرخ في 2005/12/28م

لا مانع لدينا من قيام الطالب المذكور أعلاه من توزيع استمارة دراسته " الجدية في العمل وعلاقتها بالرضا الوظيفي لدى مديري المدارس الحكومية في محافظات شمال الضفة الغربية " على المدارس الحكومية ، وذلك بعد التنسيق المسبق مع السادة مديري /ات التربية والتعليم في كل من نابلس وقباطية وجنين وطولكرم وقلقيلية وسلفيت ، على أن لا يعيق ذلك سير العملية التربوية في المدارس.

مع الاحترام،،،،

إلهام عبد القادر

مساعد مدير عام التعليم العام

نسخة / السادة مديري/ات التربية والتعليم المحترمين

( نابلس، قباطية، جنين، طولكرم، قلقيلية، سلفيت )

برجاء تسهيل مهمة الدارس.

/ الملف.

ع / ١ / ١٤







الرقم : م ت ط 6 / ٣٦٧  
التاريخ : 2006/2/9 م  
الموافق : 11 / محرم / 1426 هـ

حضرة مديرة مدرسة الفاضلية الثانوية المحترمة.

تحية طيبة وبعد ،،،

### الموضوع : تسهيل مهمة الطالب " صادق سميح القاروط".

أوافق على قيام الطالب المذكور أعلاه بتوزيع استمارة دراسته (الجدية في العمل وعلاقتها بالرضا الوظيفي لدى مديري المدارس الحكومية في محافظات شمال الضفة الغربية) واعادتها الى مديرية التربية والتعليم قسم التعليم العام في موعد اقصاه نهاية دوام يوم الثلاثاء الموافق 2006/2/14.

مع الاحترام ،،،،،

مدير التربية والتعليم

أ.عبد اللطيف تيم



هـ. ١٠/٤



الرقم: م.ن/ ٣ / ٢٤ / ٧٥٨

التاريخ: ١٢ / ٢ / 2006م

الموافق: ١٥ / ١ / 1427هـ

السيدة/ مديرة مدرسة بلال بدير - الاسكندرية المختلط  
المحترم/ة

بعد التحية،،،

الموضوع: الدراسة الميدانية للباحث (صادق سميح القاروط)

أرجو تسهيل مهمة الباحث الفلسطيني المذكور أعلاه في الدخول إلى مدرستكم لتطبيق استبانته بعنوان  
(الجدية في العمل وعلاقتها بالرضا الوظيفي لدى مديري ومديرات المدارس الحكومية في محافظة نابلس).

أرجو العلم وإجراء اللازم،

مع الاحترام،،،

مدير التربية والتعليم  
أ. محمد القبج



◆ نسخة / الملف.

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

**Hardiness Behaviour and its Relationship with Job Satisfaction  
among the Headmasters of Government schools in the  
northern districts of West Bank**

**Prepared by  
Sadeq Sameeh Sadeq Al- Qarout**

**Supervised by  
Dr. Abed Mohammed Assaf  
& Dr. Abdul Nasser Abdul Rahim Al-Qadumi**

**Submitted in Partial Fulfillment of the Requirements for the Degree of  
Master in Educational Administration, Faculty of Graduate Studies, at An-  
Najah National University, Nablus, Palestine.  
2006**

**Hardiness Behaviour and its Relationship with Job Satisfaction  
among the Headmasters of Government schools in the northern  
districts of West Bank**

**Prepared by  
Sadeq Sameeh Sadeq Al- Qarout**

**Supervised by  
Dr. Abed Mohammed Assaf  
Dr. Abed Al Naser Abed Al Raheem Qadumi**

**Abstract**

This study aimed at identifying the degree of Hardiness behaviour and its relationship with job satisfaction among the headmasters of government schools in the Northern districts of the West Bank from the perspective of headmasters themselves.

The study also aimed at identifying the effects of the variables of (gender, education level, experience, salary, school's location, and the level of the school) on the degree of Hardiness behavior among the headmasters of government schools in the Northern districts of the West Bank.

The population of the study composed of all headmasters of the government schools in the Northern districts of the West Bank during the year 2005/2006.

The number of study's population was (642), while the number of the sample reached (221) with a (35%). The study's samples were chosen randomly by stratified random sampling.

To accomplish the aims of study, the researcher developed two forms of questionnaires according to some previous studies on the subject and they are:

1- Hardiness behaviour questioner which consist of 41 items.

2- Job satisfaction questioner which consist of 48 items.

In addition, the researcher was assured of the validity of the two questionnaires by including the opinions of expertise. The researcher determined the reliability factor study instrument by the usage of Cronbach Alpha formula and the overall stability factor of the hardiness behaviour reached (0.89) and for the job satisfaction reached (0.88).

The study reached to the following conclusions:

1- The degree of Hardiness behaviour among the Headmasters of Government schools in the Northern districts of the West Bank was high, that is the total response degree reached (76.2%).

2- The arrangements of the criteria of hardiness behaviour for the Headmasters of Government schools in the Northern districts of the West Bank were as following:

1. Commitment (77.2%)

2. Control (76.4%)

3. Challenge (74.8%)

3- The degree of job satisfaction among the Headmasters of Government schools in the Northern districts of the West Bank was moderate, that is, the total response degree reached (68.8%).

4- There is a positive statistical relationship between the Hardiness behaviour and job satisfaction among the Headmasters of



Government schools in the Northern districts of the West Bank person correlation factor was (0.37).

5- There are no significant differences at ( $\alpha=0.05$ ) with respect to the Hardiness behaviour among the Headmasters of Government schools in the Northern districts of the West Bank due to the (gender, education level, experience, salary, schools' location and the level of the school).

Due to the study's objectives the researcher recommends the following:

1- Establish an effective system of bonuses and compensation tangible and intangible that reflect positively on the behaviour of the school headmaster that fulfills his needs and ambitions.

2- The decrease of the duties of the headmaster's responsibilities by giving them to the school secretary or any other teacher.

3- Establish a framework of compensation system that is characterized with social justice and objectivity to achieve a high level for fulfilling the needs and job satisfaction.

4- Conducting more study to know the relation between Hardiness behaviour and job satisfaction.